**Educator Evaluation Form**

**Hanover-Horton School District**

|  |  |
| --- | --- |
| Evaluator’s Name: | Teacher’s Name: |
| Building: | Subject/Grade: |
| Pre-Conference Date: | Observation Date(s): |
| Tenure or Probationary Status: | Probationary Year: |

Component 1: Planning and Preparation (15%)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Does Not Meet Goals | Progressing Toward Goals | Meets Goals | Exceeds Goals |
|  | **0** | **1** | **2** | **3** |
| Lessons Clearly Aligned with Content Expectations, District Goals and Data  Demonstrates Knowledge of Content and Instruction |  |  |  |  |
| Daily Lesson Plans are Evident |  |  |  |  |
| Designs Lessons in a Clear and Logical Manner |  |  |  |  |
| Demonstrates Knowledge of Current Resources  Seeks to use Technology and/or Resources to Enhance Student Learning and Engagement |  |  |  |  |
| Comments Regarding Planning and Preparation:  Score=Total Points x 1.25 | | | | |

Component 2: Instruction (25%)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Does Not Meet Goals | Progressing Toward Goals | Meets Goals | Exceeds Goals |
|  | **0** | **1** | **2** | **3** |
| Communicates Clearly and Accurately |  |  |  |  |
| Utilizes a Variety of Teaching Strategies and Resources. |  |  |  |  |
| Demonstrates Quality Interactions with Students |  |  |  |  |
| Lessons include Differentiation to Reflect Students’ Interests, Ability and History, as Needed |  |  |  |  |
| Comments Regarding Instruction:  Score=Total Points x 2.08 | | | | |

Component 3: Classroom Environment (15%)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Does Not Meet Goals | Progressing Toward Goals | Meets Goals | Exceeds Goals |
|  | **0** | **1** | **2** | **3** |
| Creating an Environment of Respect and Rapport |  |  |  |  |
| Establishing a Culture for Learning |  |  |  |  |
| Managing Classroom Procedures |  |  |  |  |
| Managing Student Behavior |  |  |  |  |
| Comments Regarding Classroom Environment:  Score=Total Points x1.25 | | | | |

Component 4: Professionalism (15%)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Does Not Meet Goals | Progressing Toward Goals | Meets Goals | Exceeds Goals |
|  | **0** | **1** | **2** | **3** |
| Maintaining Accurate and Timely Records |  |  |  |  |
| Communicates with Families Effectively |  |  |  |  |
| Exhibits Effective Professional Relationships |  |  |  |  |
| Demonstrates Professional Growth |  |  |  |  |
| Maintains the Professional Standards set by the District such as, but not Limited to: Dress code, FERPA, Attendance, Punctuality, etc. |  |  |  |  |
| Comments Regarding Professionalism:  Score=Total Points | | | | |

Component 5: Student Growth (30%)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Does Not Meet Goals | Progressing Toward Goals | Meets Goals | Exceeds Goals |
|  | **0** | **1** | **2** | **3** |
| Use of Data to Improve Student Growth |  |  |  |  |
| Improves Student Growth: tied to Teacher Content Area\* |  |  |  |  |
| Meeting Building and District Improvement Goals\* |  |  |  |  |
| Comments Regarding Student Growth:  Score=Total Points x 3.33  \*Teacher and administrator’s data sources (one or more each) to be weighted at 50% for this category. | | | | |

**NOTE:** By a mutually agreed upon date, the evaluator and teacher will meet to put in writing the selected assessment that will be used as data sources in this evaluation. If other assessments will be used, a written rationale will be provided as to why it was chosen. The administrator and teacher input in the collection of growth data will be of equal value in the assessment process. Professional development of the educator is essential in the growth process. If an educator or their administrator feels specific professional development would be important to improving student growth, it can be discussed during this process.

**Teacher Performance Rating: Total: \_\_\_\_\_\_\_/100 points**

93-100% Exceeds Goals

72-92% Meets Goals

60-71% Progressing Toward Goals

0-59% Does Not Meet Goals

**Overall Performance** \_\_\_Exceeds \_\_\_Meets Goals \_\_\_Progressing \_\_\_Does Not Meet Goals

**Rating:** Goals Toward Goals

**Teacher’s Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Teacher’s Signature: Date: \_\_\_\_\_\_\_\_\_\_**

**Administrator’s Signature: Date:\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Administrator’s Signature: Date:\_\_\_\_\_\_\_\_\_\_\_\_\_**

The teacher’s signature acknowledges receipt of a copy of this document and the awareness of the opportunity to write a response to this evaluation appraisal within 3 business days.

\_\_\_\_ I wish to submit a written response to be attached to this evaluation.

Remarks by Teacher:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

NOTE: Evaluator’s narrative should be attached to this form. The narrative should be based on: notes, informal and forma observations, discussion with teacher, and sample sources of information. This template is based on the work of Charlotte Danielson.