

WOODHAVEN-BROWNSTOWN SCHOOL DISTRICT  
TEACHER EVALUATION FORM

Teacher Name: \_\_\_\_\_

Building: \_\_\_\_\_

Evaluator: \_\_\_\_\_

School Year: \_\_\_\_\_

Employment Status: \_\_\_\_\_

*The intent of the evaluation process is to foster continuous professional improvement, provide a framework for reflection and dialogue, and focus on student achievement and growth in an environment of mutual trust, respect and collaboration.*

**Evaluation Dates**

Self-evaluation: \_\_\_\_\_

Initial meeting: \_\_\_\_\_

Observation I: \_\_\_\_\_

Progress Report: \_\_\_\_\_

Observation II: \_\_\_\_\_

Evaluation meeting: \_\_\_\_\_

Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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**Components of Professional Practice - Domain 1: Planning and Preparation**

Ineffective = 1  
Minimally effective = 2  
Effective = 3  
Highly effective = 4  
Not applicable = n/a

**Component 1a: Demonstrating Knowledge of Content and Pedagogy**

Knowledge of content and the structure of the discipline*	<input type="text"/>
Knowledge of prerequisite relationships	<input type="text"/>
Knowledge of content-related pedagogy*	<input type="text"/>

**Component 1b: Demonstrating Knowledge of Students**

Knowledge of child and adolescent development	<input type="text"/>
Knowledge of the learning process*	<input type="text"/>
Knowledge of students' skills/knowledge/language proficiency	<input type="text"/>
Knowledge of students' interests and cultural heritage	<input type="text"/>
Knowledge of students' special needs**	<input type="text"/>

**Component 1c: Setting Instructional Outcomes**

Value, sequence, and alignment	<input type="text"/>
Clarity*	<input type="text"/>
Balance	<input type="text"/>
Suitability for diverse students	<input type="text"/>

**Component 1d: Demonstrating Knowledge of Resources**

Resources for classroom use	<input type="text"/>
Resources to extend content knowledge and pedagogy	<input type="text"/>
Resources for students	<input type="text"/>

**Component 1e: Designing Coherent Instruction**

Learning activities	<input type="text"/>
Instructional materials and resources	<input type="text"/>
Instructional groups**	<input type="text"/>
Lesson and unit structure*	<input type="text"/>

**Component 1f: Assessing Student Learning**

Congruence with instructional outcomes	<input type="text"/>
Criteria and standards**	<input type="text"/>
Design and formative assessments	<input type="text"/>
Use for planning*	<input type="text"/>

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Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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**Components of Professional Practice - Domain 2: The Classroom Environment**

Ineffective = 1  
Minimally effective = 2  
Effective = 3  
Highly effective = 4  
Not applicable = n/a

**Component 2a: Creating an Environment of Respect and Rapport**

Teacher interaction with students*	<input type="text"/>
Student interactions with other students**	<input type="text"/>

**Component 2b: Establishing a Culture for Learning**

Importance of the content	<input type="text"/>
Expectations for learning and achievement*	<input type="text"/>
Student pride in work	<input type="text"/>

**Component 2c: Managing Classroom Procedures**

Management of instructional groups**	<input type="text"/>
Management of transitions*	<input type="text"/>
Management of materials and supplies	<input type="text"/>
Performance on non-instructional duties	<input type="text"/>
Supervision of volunteers and paraprofessionals	<input type="text"/>

**Component 2d: Managing Student Behavior**

Expectations**	<input type="text"/>
Monitoring of student behavior*	<input type="text"/>
Response to student misbehavior*	<input type="text"/>

**Component 2e: Organizing Physical Space**

Safety and accessibility	<input type="text"/>
Arrangement of furniture and use of physical resources	<input type="text"/>

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**Components of Professional Practice - Domain 3: Instruction**

Ineffective = 1  
Minimally effective = 2  
Effective = 3  
Highly effective = 4  
Not application = n/a

**Component 3a: Communicating with Students**

Expectations for learning	<input type="text"/>
Directions and procedures**	<input type="text"/>
Explanations of content	<input type="text"/>
Use of oral and written language*	<input type="text"/>

**Component 3b: Using Questions and Discussion Techniques**

Quality of questions	<input type="text"/>
Discussion techniques*	<input type="text"/>
Student participation	<input type="text"/>

**Component 3c: Engaging Students in Learning**

Activities and assignments*	<input type="text"/>
Grouping of students	<input type="text"/>
Instructional materials and resources	<input type="text"/>
Structure and pacing*	<input type="text"/>

**Component 3d: Using Assessment in Instruction**

Assessment criteria	<input type="text"/>
Monitoring of student learning*	<input type="text"/>
Feedback to students**	<input type="text"/>
Student self-assessment and monitoring of progress	<input type="text"/>

**Component 3e: Demonstrating Flexibility and Responsiveness**

Lesson adjustment**	<input type="text"/>
Response to students*	<input type="text"/>
Persistence	<input type="text"/>

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**Components of Professional Practice - Domain 4: Professional Responsibilities**

Ineffective = 1  
Minimally effective = 2  
Effective = 3  
Highly effective = 4  
Not applicable = n/a

**Component 4a: Reflecting on Teaching**

Accuracy	<input type="text"/>
Use in future teaching	<input type="text"/>

**Component 4b: Maintaining Accurate Records**

Student completion of assignments	<input type="text"/>
Student progress in learning	<input type="text"/>
Non-instructional records*	<input type="text"/>

**Component 4c: Communicating with Families**

Information about the instructional program	<input type="text"/>
Information about individual students*	<input type="text"/>
Engagement of families in the instructional program	<input type="text"/>

**Component 4d: Participating in a Professional Community**

Relationships with colleagues*	<input type="text"/>
Involvement in a culture of professional inquiry	<input type="text"/>
Service to the school	<input type="text"/>
Participation in school and district projects	<input type="text"/>

**Component 4e: Growing and Developing Professionally**

Enhancement of content knowledge and pedagogical skill**	<input type="text"/>
Receptivity to feedback from colleagues*	<input type="text"/>
Service to the profession	<input type="text"/>

**Component 4f: Showing Professionalism**

Integrity and ethical conduct*	<input type="text"/>
Service to students**	<input type="text"/>
Advocacy	<input type="text"/>
Decision making	<input type="text"/>
Compliance with school and district regulations*	<input type="text"/>

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Evaluator Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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**Student Achievement and Best Practice/Professional Growth Goals**

Ineffective = 1  
Minimally effective = 2  
Effective = 3  
Highly effective = 4  
Not applicable = n/a

**Student Achievement Goals: Data and/or Indicators of Progress and Reflections**

**Best Practice/Professional Growth Goals: Indicators of Progress and Reflections**

Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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Ineffective = 0 - 1.5  
Minimally effective = 1.51 - 2.5  
Effective = 2.51 - 3.5  
Highly effective = 3.51 - 4  
Not applicable = n/a

**Components of Professional Practice**

Domain 1: Planning and Preparation  
Domain 2: The Classroom Environment  
Domain 3: Instruction  
Domain 4: Professional Responsibilities

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**Student Achievement and Best Practice/Professional Growth Goals**

Student Achievement Goals  
Best Practice/Professional Growth Goals

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0.00

**Cumulative Evaluation Determination**

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**Administrator Comments:**

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**Teacher Comments:**

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Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator Signature: \_\_\_\_\_ Date: \_\_\_\_\_