Also available for Danielson and Marzano Frameworks

**SAMPLE**

<http://education.alaska.gov/TeacherCertification/edeval.html>

**Purpose:** This form suggests operating principles for determining the Level of Support for a teacher based upon the Alaska Content Standards for Teachers. The evaluator should use all evidence collected which can include: documentation from formal observations, informal observations, conferencing, and any additional evidence the teacher has presented or the evaluator deems necessary. The evaluator should gather as much evidence as possible.

**Directions:** The evaluator will follow the process below to complete the summative evaluation and determine the level of support that the educator will require:

1. **Gather and assess evidence (artifacts and observations) for each performance standard.**   
   At the end of the observation cycle, the assigned evaluator will assess all the evidence available for a given teacher to determine the ratings for each of the 28 performances using the *Content Standards for Alaska’s Teachers (http://www.eed.state.ak.us/standards/pdf/teacher.pdf)*. The evaluator must use professional judgment to make responsible decisions using as many data points as possible gathered during the year.
2. **Use performance ratings to establish standard ratings.** To roll-up performance ratings into seven content standard ratings, evaluators will use the following operating principles:
   1. ***Exemplary*:** A teacher should receive a content standard rating of *Exemplary* if the teacher has received *Exemplary* ratings in at least half of the performances of the standard, with the remaining performances rated no lower than *Proficient*.
   2. ***Proficient:*** A teacher should receive a standard rating of *Proficient* if the teacher received no more than one performance rated *Basic*, with the remaining performances rated *Proficient* or *Exemplary*.
   3. ***Basic:*** A teacher should receive a standard rating of *Basic* if the teacher received no *Unsatisfactory* performance ratings and two or more *Basic* performance ratings.
   4. ***Unsatisfactory:*** A teacher should receive a content standard rating of *Unsatisfactory* if any one performance is rated *Unsatisfactory*.
3. **Use student learning data to establish rating for Student Learning Standard.**
4. **Use standard ratings to determine level of support.** Using all eight (8) standard ratings   
   (including the Student Learning Standard) to establish the level of support for the following school year, evaluators will use the following operating principles:
   1. ***Evaluation Alternative:*** A teacher may select an Evaluation Alternative *for the next school year* if at least two of the standards are rated as Exemplary, with the remaining standards rated no lower than *Proficient*.
   2. ***Professional Focus:*** In collaboration with the evaluator, a teacher should select a Professional Focus for the following school year if at least seven of the standards are rated as Proficient or Exemplary, with the remaining standard rated no lower than Basic.
   3. ***District Support/Plan of Professional Growth:*** A teacher must receive District Support or collaborate with the district to create a Plan of Professional Growth if no standard is rated *Unsatisfactory* and two or more standards are rated *Basic*.
   4. ***Plan of Improvement:*** An educator will follow a Plan of Improvement created by the district if any standard is rated *Unsatisfactory*.

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| **Name of Teacher:**  **SAMPLE**  **Name of Evaluator:**  **Date:** | | | | | | | **Exemplary (4)** | **Proficient (3)** | **Basic (2)** | **Unsatisfactory (1)** | |
| **STANDARD 2: Understands how students learn and develop** | | | | | | | | | | | |
| 2a. Identifies and teaches to the developmental abilities of students | | | | | | |  |  |  |  | |
| 2b. Applies learning theory in practice to accommodate differences in how students learn | | | | | | |  |  |  |  | |
| ***Overall rating for STANDARD 2*** | | | | | | |  |  |  |  | |
|  | | | | | | | | | | | |
| **STANDARD 3: Teaches students with respect for their individual & cultural differences** | | | | | | | | | | | |
| 3a. Incorporates characteristics of the student's and local community's culture into instructional strategies | | | | | | |  |  |  |  | |
| 3b. Identifies and uses instructional strategies and resources that are appropriate to the individual and special needs of students | | | | | | |  |  |  |  | |
| 3c. Applies knowledge of Alaska history, geography, economics, governance, languages, traditional life cycles and current issues to the selection of instructional strategies, materials, and resources | | | | | | |  |  |  |  | |
| ***Overall rating for STANDARD 3*** | | | | | | |  |  |  |  | |
|  | | | | | | | | | | | |
| **STANDARD 4: Knows the content area and how to teach it** | | | | | | | | | | | |
| 4a. Demonstrates knowledge of the academic structure of the teacher's content area, its tools of inquiry, central concepts, and connections to other domains of knowledge | | | | | | |  |  |  |  | |
| 4b. Identifies the developmental stages by which learners gain mastery of the content area, applying appropriate strategies to assess a student's stage of learning in the subject, and applying appropriate strategies, including collaborating with others, to facilitate students' development | | | | | | |  |  |  |  | |
| 4c. Draws from a wide repertoire of strategies, including, where appropriate, instructional applications of technology, and adapting and applying these strategies within the instructional context | | | | | | |  |  |  |  | |
| 4d. Connects the content area to other content areas and to practical situations encountered outside the school | | | | | | |  |  |  |  | |
| 4e. Stays current in the teacher's content area and demonstrates its relationship with and application to classroom activities, life, work, and community. | | | | | | |  |  |  |  | |
| ***Overall rating for STANDARD 4*** | | | | | | |  |  |  |  | |
|  | | | | | | | | | | | |
| **STANDARD 5: Facilitates, monitors, and assesses student learning** | | | | | | | | | | | |
| 5a. Organizes and delivers instruction based on the characteristics of the students and the goals of the curriculum | | | | | | |  |  |  |  | |
| 5b. Creates, selects, adapts, and uses a variety of instructional resources to facilitate curricular goals and student attainment of performance standards and grade level expectations | | | | | | |  |  |  |  | |
| 5c. Creates, selects, adapts, and uses a variety of assessment strategies that provide information about and reinforce student learning and that assist students in reflecting on their own progress | | | | | | |  |  |  |  | |
| 5d. Organizes and maintains records of students' learning and uses a variety of methods to communicate student progress to students, parents, administrators, and other appropriate audiences | | | | | | |  |  |  |  | |
| 5e. Reflects on information gained from assessments and adjusts teaching practice, as appropriate, to facilitate student progress toward learning and curricular goals | | | | | | |  |  |  |  | |
| ***Overall rating for STANDARD 5*** | | | | | | |  |  |  |  | |
|  | | | | | | | | | | | |
| **STANDARD 6:** **Creates and maintains a learning environment in which all students are actively engaged and contributing members** | | | | | | |  |  |  | |  |
| 6a. Creates and maintains a stimulating, inclusive, and safe learning community in which students take intellectual risks and work independently and collaboratively | | | | | | |  |  |  | |  |
| 6b. Communicates high standards for student performance and clear expectations of what students will learn | | | | | | |  |  |  | |  |
| 6c. Plans and uses a variety of classroom management techniques to establish and maintain an environment in which all students are able to learn | | | | | | |  |  |  | |  |
| 6d. Assists students in understanding their role in sharing responsibility for their learning | | | | | | |  |  |  | |  |
| ***Overall rating for STANDARD 6*** | | | | | | |  |  |  | |  |
| **SAMPLE** | | | | | | | **Exemplary (4)** | **Proficient (3)** | **Basic (2)** | | **Unsatisfactory (1)** |
| **STANDARD 7: Works as a partner with parents, families, and the community** | | | | | | |  |  |  | |  |
| 7a. Promotes and maintains regular and meaningful communication between the classroom and students' families | | | | | | |  |  |  | |  |
| 7b. Works with parents and families to support and promote student learning | | | | | | |  |  |  | |  |
| 7c. Participates in school wide efforts to communicate with the broader community and to involve parents and families in student learning | | | | | | |  |  |  | |  |
| 7d. Connects, through instructional strategies, the school and classroom activities with student homes and cultures, work places, and the community | | | | | | |  |  |  | |  |
| 7e. Involves parents and families in setting and monitoring student learning goals | | | | | | |  |  |  | |  |
| ***Overall rating for STANDARD 7*** | | | | | | |  |  |  | |  |
|  | | | | | | |  |  |  | |  |
| **STANDARD 8: Participates in and contributes to the teaching profession** | | | | | | |  |  |  | |  |
| 8a. Maintains a high standard of professional ethics | | | | | | |  |  |  | |  |
| 8b. Maintains and updates both knowledge of the teacher's content area or areas and best teaching practice | | | | | | |  |  |  | |  |
| 8c. Engages in instructional development activities to improve or update classroom, school, or district programs | | | | | | |  |  |  | |  |
| 8d. Communicates, works cooperatively, and develops professional relationships with colleagues | | | | | | |  |  |  | |  |
| ***Overall rating for STANDARD 8*** | | | | | | |  |  |  | |  |
|  | | | | | | | | | | | |
| **Student Learning Standard** | | | | | | | | | | | |
| Student Learning Objective #1 |  | | | | | | | | | | |
| Student Learning Objective #2 |  | | | | | | | | | | |
|  | **Exemplary (4)** | **Proficient (3)** | | **Basic (2)** | | **Unsatisfactory (1)** | | | | | |
|  | At least 85% of students met their target. | At least 65% but less than 85% of students met their target. | | At least 40% but less than 65% of students met their target. | | Fewer than 40% of students met their target. | | | | | |
| ***Overall rating for STUDENT LEARNING STANDARD*** |  |  | |  | |  | | | | | |
|  |  | |  | |  |  | | | | | |

**LEVEL OF SUPPORT**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Plan of Improvement** |  | **District Support or**  *(Plan for Professional Growth)* |  | **Professional Focus** |  | **Evaluation Alternative** |
|  | One or more standard(s)  rated as unsatisfactory |  | Two or more standards  rated as basic and no standard rated as unsatisfactory |  | At least seven standards  rated proficient or above & no standard rated as unsatisfactory |  | Two or more standards  rated exemplary with  the remaining standards rated as proficient |

**Note**: *The signature of the evaluator and teacher verifies that the summative report and level of support determination has been reviewed and that the proper process has been followed.*

**Teacher Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Evaluator Signature:**

**Date:**  **Date:**