



CROSSROADS CHARTER ACADEMY TEACHER EVALUATION

Teacher Name:	Evaluation Date & Time:	Grade Level / Subject Area:	Evaluator:
Date of Hire	Status:	School Year:	Date of Last Evaluation:

Scale 0-5 rating for each domain: 0 = Ineffective 1 = Minimally Effective 3 = Effective 5 = Highly Effective	Not Observed	Ineffective	Minimally Effective	Effective	Highly Effective
DOMAIN 1 CONTENT KNOWLEDGE AND PEDAGOGY					
Evidence or comments:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
DOMAIN 2 THE CLASSROOM ENVIRONMENT					
Evidence or comments:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
DOMAIN 3: INSTRUCTIONAL PRESENTATION					
Evidence or comments:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
DOMAIN 4 PROFESSIONAL RESPONSIBILITIES					
Evidence or comments:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MONITORING STUDENT GROWTH DATA					
Evidence or comments:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PLC PRACTICES					
Evidence or comments:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PERFORMING NON-INSTRUCTIONAL DUTIES					
Evidence or comments:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

EVALUATORS SUMMARY COMMENTS
TEACHER'S REACTION TO EVALUATION

Based on the evaluation the teacher is rated

Ineffective Minimally Effective
 Effective Highly Effective

Teacher

Administrator

Date

Date

**The teacher's signature on this evaluation does not imply that he/she agrees with the contents of this evaluation. The signature does indicate that the teacher has received a copy of this evaluation, has had an opportunity to review it, and has had an opportunity to hold a conference with the principal to discuss and respond to this evaluation.*

**Crossroads Charter Academy
Teacher Evaluation
Student Data Component**

Grades K – 6

MEAP Scale Scores
(Grades 3 – 6)

MLPP
(Grades DK – 3)

DIBELS
(Grades DK – 2)

Hearing & Recording Sounds
(Grades DK – 1)

NWEA Test Results
(Grades 2 - 6)

STAR

Common Assessment/
Content Area

(Grades DK – 6)

Special Education –

IEP Goals and Objectives

MI – Access

Brigance
Woodcock
DIBELS – Progress Monitoring

Other

Grades 7 – 8

MEAP Scale Scores

NWEA

Department Common Assessments
(Pre & Post)

Student Grade Distribution

of Students Pass/Fail Rate

Project Based

Explore

Student Performance

Project Based

Special Education –

Goals and Objectives

MI - Access

Science Units

Other

Grades 9 - 12

MME Scale Scores

NWEA

Department Common Assessments
(Pre & Post)

Student Grade Distribution

of Students – Credit Earned

AP Test Scores

ACT

Work Keys

Project based

Graduation Rates

PLAN

Special Education –

Goals and Objectives

MI - Access

Other

Crossroads Charter Academy
 Teacher Evaluation
 Observation Analysis

Domain 1: Planning and Preparation
Component 1: Demonstrating Knowledge of Content and Pedagogy

Element	Level of Performance			
	Ineffective	Minimally Effective	Effective	Highly Effective
Knowledge of Content	Teacher makes content errors or does not correct content errors students make.	Teacher displays basic content knowledge but cannot articulate connections with other parts of the discipline or with other disciplines.	Teacher displays solid content knowledge and makes connections between the content and other parts of the discipline and other disciplines.	Teacher displays extensive content knowledge, with evidence of continuing pursuit of such knowledge.
Knowledge of Prerequisite Relationships	Teacher displays little understanding of prerequisite knowledge important for student learning of the content.	Teacher indicates some awareness of prerequisite learning, although such knowledge may be incomplete or inaccurate.	Teacher's plans and practices reflect understanding of prerequisite relationships among topics and concepts.	Teacher actively builds on knowledge of prerequisite relationships when describing instruction or seeking causes for student misunderstanding.
Knowledge of Content-Related Pedagogy	Teacher displays little understanding of pedagogical issues involved in student learning of the content.	Teacher displays basic pedagogical knowledge but does not anticipate student misconceptions.	Pedagogical practices reflect current research on best pedagogical practice within the discipline but without anticipating student misconceptions.	Teacher displays continuing search for best practice and anticipates student misconceptions.
Resources for Teaching	Teacher is unaware of resources available through the school or district.	Teacher displays limited awareness of resources available through the school or district.	Teacher is fully aware of all resources available through the school or district.	In addition to being aware of school and district resources, teacher actively seeks other materials to enhance instruction, for example, from professional organizations or through the community.

Narrative

**Domain 1: Planning and Preparation
Component 1b: Demonstrating Knowledge of Students**

Element	Level of Performance			
	Ineffective	Minimally Effective	Effective	Highly Effective
Knowledge of Characteristics of Age Group	Teacher displays minimal knowledge of developmental characteristics of age group. <input type="checkbox"/>	Teacher displays generally accurate knowledge of developmental characteristics of age group. <input type="checkbox"/>	Teacher displays thorough understanding of typical developmental characteristics of age group as well as exceptions to general patterns. <input type="checkbox"/>	Teacher displays knowledge of typical developmental characteristics of age group, exceptions to the patterns, and the extent to which each student follows patterns. <input type="checkbox"/>
Knowledge of Students' Varied Approaches to Learning	Teacher is unfamiliar with the different approaches to learning that students exhibit, such as learning styles, modalities, and different "intelligences." <input type="checkbox"/>	Teacher displays general understanding of the different approaches to learning that students exhibit. <input type="checkbox"/>	Teacher displays solid understanding of the different approaches to learning that different students exhibit. <input type="checkbox"/>	Teacher uses, where appropriate, knowledge of students' varied approaches to learning in instructional planning. <input type="checkbox"/>
Knowledge of Students' Interests and Cultural Heritage	Teacher displays little knowledge of students' interests or cultural heritage and does not indicate that such knowledge is valuable. <input type="checkbox"/>	Teacher recognizes the value of understanding students' interests or cultural heritage but displays this knowledge for the class only as a whole. <input type="checkbox"/>	Teacher displays knowledge of interests or cultural heritage of groups of students and recognizes the value of this knowledge. <input type="checkbox"/>	Teacher displays knowledge of the interests or cultural heritage of each student. <input type="checkbox"/>
Balance	Goals reflect only one type of learning and one discipline of strand. <input type="checkbox"/>	Goals reflect several types of learning but no effort at coordination or integration. <input type="checkbox"/>	Goals reflect several different types of learning and opportunities for integration. <input type="checkbox"/>	Goals reflect student initiative in establishing important learning. <input type="checkbox"/>

Narrative:

Domain 1: Content Knowledge and Pedagogy

Element	Level of Performance			
	Ineffective	Minimally Effective	Effective	Highly Effective
Value	Goals are not valuable and represent low expectations or no conceptual understanding for students. Goals do not reflect important learning. <input type="checkbox"/>	Goals are moderately valuable in either their expectations or conceptual understanding for students and in importance of learning. <input type="checkbox"/>	Goals are valuable in their level of expectations, conceptual understanding, and importance of learning. <input type="checkbox"/>	No only are the goals valuable, but teacher can also clearly articulate how goals establish high expectations and relate to curriculum frameworks and standards. <input type="checkbox"/>
Clarity	Goals are either not clear or are stated as student activities. Goals do not permit viable methods of assessment. <input type="checkbox"/>	Goals are only moderately clear or include a combination of goals and activities. Some goals do not permit viable methods of assessment. <input type="checkbox"/>	Most of the goals are clear but may include a few activities. Most permit viable methods of assessment. <input type="checkbox"/>	All the goals are clear, written in the form of student learning, and permit viable methods of assessment. <input type="checkbox"/>
Suitability for Diverse Students	Goals are not suitable for the class. <input type="checkbox"/>	Most of the goals are suitable for most students in the class. <input type="checkbox"/>	All the goals are suitable for most students in the class. <input type="checkbox"/>	Goals take into account the varying learning needs of individual students or groups. <input type="checkbox"/>

Narrative:

Domain 1: Content Knowledge and Pedagogy

Level of Performance				
	Ineffective	Minimally Effective	Effective	Highly Effective
Instructional Materials and Resources	Materials and resources do not support the instructional goals or engage students in meaningful learning. <input type="checkbox"/>	Some of the materials and resources support the instructional goals and some engage students in meaningful learning. <input type="checkbox"/>	All materials and resources support the instructional goals and most engage students in meaningful learning. <input type="checkbox"/>	Some of the materials and resources support the instructional goals and some engage students in meaningful learning. There is evidence of student participation in selecting or adapting materials. <input type="checkbox"/>
Instructional Groups	Instructional groups do not support the instructional goals and offer no variety. <input type="checkbox"/>	Instructional groups are inconsistent in suitability to the instructional goals and offer minimal variety. <input type="checkbox"/>	Instructional groups are varied as appropriate to the different instructional goals. <input type="checkbox"/>	Instructional groups are varied as appropriate to the different instructional goals. There is evidence of student choice in selecting different patterns of instructional groups. <input type="checkbox"/>

Narrative

Domain 2: The Classroom Environment

		Level of Performance		
Element	Ineffective	Minimally Effective	Effective	Highly Effective
Teacher Interaction with Students	Teacher interaction with at least some students is negative, demeaning, sarcastic or inappropriate to the age or culture of the students. Students exhibit disrespect for teacher. <input type="checkbox"/>	Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism or disregard for students' cultures. Students exhibit only minimal respect for teacher. <input type="checkbox"/>	Teacher-student interactions are friendly and demonstrate general warmth, caring and respect. Such interactions are appropriate to developmental and cultural norms. Students exhibit respect for teacher. <input type="checkbox"/>	Teacher demonstrates genuine caring and respect for individual students. Students exhibit respect for teacher as an individual beyond that for the role. <input type="checkbox"/>
Student Interaction	Student interactions are characterized by conflict, sarcasm or put-downs. <input type="checkbox"/>	Students do not demonstrate negative behavior toward one another. <input type="checkbox"/>	Student interactions are generally polite and respectful. <input type="checkbox"/>	Students demonstrate genuine caring for one another as individuals and as students. <input type="checkbox"/>
Expectations (CHAMPs)	No standards of conduct appear to have been established or students are confused as to what the standards are. CHAMPs is not evident. <input type="checkbox"/>	Standards of conduct appear to have been established for most situations and most students seem to understand them. CHAMPs is evident. <input type="checkbox"/>	Standards of conduct are clear to all students. CHAMPs has been incorporated. <input type="checkbox"/>	Standards of conduct are clear to all students and appear to have been developed with student participation. CHAMPs has been fully developed. <input type="checkbox"/>
Monitoring of Student Behavior	Student behavior is not monitored and teacher is unaware of what students are doing. <input type="checkbox"/>	Teacher is generally aware of student behavior but may miss the activities of some students. <input type="checkbox"/>	Teacher is alert to student behavior at all times. <input type="checkbox"/>	Monitoring by teacher is subtle and preventive. Students monitor their own and their peers' behavior correcting one another respectfully. <input type="checkbox"/>
Response to Student Misbehavior	Teacher does not respond to misbehavior or the response is inconsistent, overly repressive or does not respect the student's dignity. <input type="checkbox"/>	Teacher attempts to respond to student misbehavior but with uneven results or no serious disruptive behavior occurs. <input type="checkbox"/>	Teacher response to misbehavior is appropriate and successful and respects the student's dignity or student behavior is generally appropriate. <input type="checkbox"/>	Teacher response to misbehavior is highly effective and sensitive to students' individual needs or student behavior is entirely appropriate. <input type="checkbox"/>

Narrative

Domain 2: The Classroom Environment

Element	Level of Performance			
	Ineffective	Minimally Effective	Effective	Highly Effective
Importance of the Content	Teacher or students convey a negative attitude toward the content suggesting that the content is not important or is mandated by others. <input type="checkbox"/>	Teacher communicates importance of the work but with little conviction and only minimal apparent buy-in by the students. <input type="checkbox"/>	Teacher conveys genuine enthusiasm for the subject and students demonstrate consistent commitment to its value. <input type="checkbox"/>	Students demonstrate through their active participation, curiosity and attention to detail that they value the content's importance. <input type="checkbox"/>
Management of Instructional Groups	Students not working with the teacher are not productively engaged in learning. <input type="checkbox"/>	Tasks for group work are partially organized, resulting in some off-task behavior when teacher is involved with one group. <input type="checkbox"/>	Tasks for group work are organized and groups are managed so most students are engaged at all times. <input type="checkbox"/>	Groups working independently are productively engaged at all times with students assuming responsibility for productivity. <input type="checkbox"/>
Management of Transitions	Much time is lost during transitions. <input type="checkbox"/>	Transitions are sporadically efficient, resulting in some loss of instructional time. <input type="checkbox"/>	Transitions occur smoothly with little loss of instructional time. <input type="checkbox"/>	Transitions are seamless with students assuming some responsibility for efficient operation. <input type="checkbox"/>
Performance of Non-instructional Duties	Considerable instructional time is lost in performing non-instructional duties. <input type="checkbox"/>	Systems for performing non-instructional duties are fairly efficient, resulting in little loss of instructional time. <input type="checkbox"/>	Efficient systems for performing non-instructional duties are in place, resulting in little loss of instructional time. <input type="checkbox"/>	Systems for performing non-instructional duties are well established with students assuming considerable responsibility for efficient operation. <input type="checkbox"/>
Supervision of Paraprofessionals	Volunteers and paraprofessionals have no clearly defined duties or do nothing most of the time. <input type="checkbox"/>	Volunteers and paraprofessionals are productively engaged during portions of class time but require frequent supervision. <input type="checkbox"/>	Volunteers and paraprofessionals are productively and independently engaged during the entire class. <input type="checkbox"/>	Volunteers and paraprofessionals make a substantive contribution to the classroom environment. <input type="checkbox"/>

Narrative

Domain 2: The Classroom Environment

Element	Level of Performance			
	Ineffective	Minimally Effective	Effective	Highly Effective
Safety and Arrangement of Furniture	The classroom is unsafe or the furniture arrangement is not suited to the lesson activities or both. <input type="checkbox"/>	The classroom is safe and classroom furniture is adjusted for a lesson or, if necessary, a lesson is adjusted to the furniture but with limited effectiveness. <input type="checkbox"/>	The classroom is safe and the furniture arrangement is a resource for learning activities. <input type="checkbox"/>	The classroom is safe and students adjust the furniture to advance their own purposes in learning. <input type="checkbox"/>
Accessibility to Learning and Use of Physical Resources	Teacher uses physical resources poorly or learning is not accessible to some students. <input type="checkbox"/>	Teacher uses physical resources adequately and at least essential learning is accessible to all students. <input type="checkbox"/>	Teacher uses physical resources skillfully and all learning is equally accessible to all students. <input type="checkbox"/>	Both teacher and students use physical resources optimally and students ensure that all learning is equally accessible to all students. <input type="checkbox"/>

Narrative

Domain 3: Instructional Presentation

Element	Level of Performance			
	Ineffective	Minimally Effective	Effective	Highly Effective
Directions and Procedures	Teacher directions and procedures are confusing to students <input type="checkbox"/>	Teacher directions and procedures are clarified after initial student confusion or are excessively detailed. <input type="checkbox"/>	Teacher directions and procedures are clear to students and contain an appropriate level of detail. <input type="checkbox"/>	Teacher directions and procedures are clear to students and anticipate possible student misunderstanding. <input type="checkbox"/>
Oral and Written Language	Teacher's spoken language is inaudible or written language is illegible. Spoken or written language may contain many grammar and syntax errors. Vocabulary may be inappropriate, vague or used incorrectly leaving students confused. <input type="checkbox"/>	Teacher's spoken language is audible and written language is legible. Both are used correctly. Vocabulary is correct but limited or is not appropriate to students' ages or backgrounds. <input type="checkbox"/>	Teacher's spoken and written language is clear and correct. Vocabulary is appropriate to students' age and interests. <input type="checkbox"/>	Teacher's spoken and written language is correct and expressive with well-chosen vocabulary that enriches the lesson. <input type="checkbox"/>
Discussion Techniques	Interaction between teacher and students is predominantly recitation style with teacher mediating all questions and answers. <input type="checkbox"/>	Teacher makes some attempt to engage students in a true discussion with uneven results. <input type="checkbox"/>	Classroom interaction represents true discussion with teacher stepping, when appropriate, to the side. <input type="checkbox"/>	Students assume considerable responsibility for the success of the discussion, initiating topics and making unsolicited contributions. <input type="checkbox"/>

Narrative:

Domain 3: Instructional Presentation

Element	Level of Performance			
	Ineffective	Minimally Effective	Effective	Highly Effective
Quality of Questions	Teacher's questions are virtually all of poor quality. <input type="checkbox"/>	Teacher's questions are a combination of low and high quality. Only some invite a response. <input type="checkbox"/>	Most of teacher's questions are of high quality. Adequate time is available for students to respond. <input type="checkbox"/>	Teacher's questions are of uniformly high quality with adequate time for students to respond. Students formulate many questions. <input type="checkbox"/>
Quality: Accurate, Substantive, Constructive, and Specific	Feedback is either not provided or is of uniformly poor quality. <input type="checkbox"/>	Feedback is inconsistent in quality. Some elements of high quality are present others are not. <input type="checkbox"/>	Feedback is consistently high quality. <input type="checkbox"/>	Feedback is consistently high quality. Provision is made for students to use feedback in their learning. <input type="checkbox"/>
Timeliness	Feedback is not provided in a timely manner. <input type="checkbox"/>	Timeliness of feedback is inconsistent. <input type="checkbox"/>	Feedback is consistently provided in a timely manner. <input type="checkbox"/>	Feedback is consistently provided in a timely manner. Students make prompt use of feedback in their learning. <input type="checkbox"/>

Narrative

Domain 4: Professional Responsibilities

Element	Level of Performance			
	Ineffective	Minimally Effective	Effective	Highly Effective
Accuracy	Teacher does not know if a lesson was effective or achieved its goals or profoundly misjudges the success of a lesson.	Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional goals were met.	Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its goals and can cite general references to support the judgment.	Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its goals citing many specific examples from the lesson and weighing the relative strength of each.
Use in Future Teaching	Teacher has no suggestions for how a lesson may be improved another time.	Teacher makes general suggestions about how a lesson may be improved.	Teacher makes a few specific suggestions of what he may try another time.	Drawing on an extensive repertoire of skills the teacher offers specific alternative actions complete with probable successes of different approaches.
Student Completion of Assignments	Teacher's system for maintaining information on student completion of assignments is in disarray.	Teacher's system for maintaining information on student completion of assignments is rudimentary and only partially effective.	Teacher's system for maintaining information on student completion of assignments is fully effective.	Teacher's system for maintaining information on student completion of assignments is fully effective. Students participate in the maintenance of records.
Student Progress in Learning	Teacher has no system for maintaining information on student progress in learning or the system is in disarray	Teacher's system for maintaining information on student progress in learning is rudimentary and only partially effective.	Teacher's system for maintaining information on student progress in learning is effective.	Teacher's system for maintaining information on student progress in learning is fully effective. Students contribute information and interpretation of the records.
Non-instructional Records	Teacher's records for non-instructional activities are in disarray, resulting in errors and confusion.	Teacher's records for non-instructional activities are adequate but they require frequent monitoring to avoid error.	Teacher's system for maintaining information on non-instructional activities is effective.	Teacher's system for maintaining information on non-instructional activities is highly effective and students contribute to its maintenance.

Narrative

Domain 4: Professional Responsibilities

Element	Level of Performance		
	Ineffective	Minimally Effective	Effective
Information About Individual Students	Teacher provides minimal information to parents and does not respond or responds insensitively to parent concerns about students.	Teacher adheres to the school's required procedures for communicating to parents. Responses to parent concerns are minimal.	Teacher communicates with parents about students' progress on a regular basis and is available as needed to respond to parent concerns.
Engagement of Families in the Instructional Program	Teacher makes no attempt to engage families in the instructional program or such attempts are inappropriate.	Teacher makes modest and inconsistently successful attempts to engage families in the instructional program.	Teacher's efforts to engage families in the instructional program are frequent and successful. Students contribute ideas for projects that will be enhanced by family participation.
Relationships with Colleagues	Teacher's relationships with colleagues are negative or self-serving.	Teacher maintains cordial relationships with colleagues to fulfill the duties that the school or district requires.	Support and cooperation characterize relationships with colleagues. Teacher takes initiative in assuming leadership among the faculty in PLC work.
Service to the School	Teacher avoids becoming involved in school events.	Teacher participates in school events when specifically asked.	Teacher volunteers to participate in school events making a substantial contribution and assumes a leadership role in at least some aspect of school life.

Narrative:

Domain 4: Professional Responsibilities

Element	Level of Performance			
	Ineffective	Minimally Effective	Effective	Highly Effective
Enhancement of Content Knowledge and Pedagogical Skill	Teacher engages in no professional development activities to enhance knowledge or skill. <input type="checkbox"/>	Teacher participates in professional activities to a limited extent when they are convenient. <input type="checkbox"/>	Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. <input type="checkbox"/>	Teacher seeks out opportunities for professional development and makes a systematic attempt to conduct action research in his classroom. <input type="checkbox"/>
Service to the Profession	Teacher makes no effort to share knowledge with others or to assume professional responsibilities. <input type="checkbox"/>	Teacher finds limited ways to contribute to the profession. <input type="checkbox"/>	Teacher participates actively in assisting other educators. <input type="checkbox"/>	Teacher initiates important activities to contribute to the profession, such as mentoring new teachers, writing articles for publication and making presentations. <input type="checkbox"/>
Service to Students	Teacher is not alert to students' needs. <input type="checkbox"/>	Teacher's attempts to serve students are inconsistent. <input type="checkbox"/>	Teacher is moderately active in serving students. <input type="checkbox"/>	Support and cooperation characterize relationships with colleagues. Teacher takes initiative in assuming leadership among the faculty. <input type="checkbox"/>
Use of student achievement data	Teacher shows no indication of student achievement growth using any measurement provided in the approved dashboard. <input type="checkbox"/>	Teacher shows minimal indication of student achievement growth using one measurement provided in the approved dashboard. <input type="checkbox"/>	Teacher shows indication of student achievement growth using 2 or 3 measurements provided in the approved dashboard. <input type="checkbox"/>	Teacher show indication of student achievement growth using more than 3 measurements provided in the approved dashboard. <input type="checkbox"/>

Narrative

Considering all factors, the work performance of _____ is:

Recommended Status for Next Year

- A. Recommended for continued employment _____
- B. Not Recommended for continued employment _____
- C. Continued employment with IDP plan _____

Teacher comments:

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Teacher Signature _____ Date: _____

Administrator Signature _____ Date: _____