

NORTHWEST ARCTIC BOROUGH SCHOOL DISTRICT
Teacher Effectiveness Evaluation
Formal Observation Tool

Educator Name: _____

Subjects: _____ Grade Level(s): _____

Formal Observation Date(s):	Informal Observation Date(s) - (10 min/observation)
Pre-Observation:	Date Observed:
Observation (30 min):	Date Observed:
Post-Observation:	Date Observed:

Teaching Standards: 2,3,4,5,6 Planning and preparation including knowledge of students, needs, cultural characteristics, content, how to teach content, and assessment of content.
Cultural Standards: A. Incorporate local ways of knowing. B. Link teaching to everyday lives. E. Recognize Student potential and provide challenges

Domain 1: Planning and Preparation

Component 1a: Demonstrating Knowledge of Content and Pedagogy

- Planning w/cultural connections
- Utilizing a planning process that links content to local environment and/or issues
- Planning for instruction without bias
- Content and Structure of discipline
- Prerequisite Relationships
- Content-Related Pedagogy

UNSAT BASIC PROF EXPL

Component 1a Rating

Component 1b: *Demonstrating Knowledge of Students*

- Planning with cultural connections
- Communicates with home to understand student
- Planning for academic rigor without bias
- Reflecting on assessment to impact achievement without bias
- Child Development
- Learning Process
- Special Needs
- Student Skills, Knowledge and Proficiency
- Interests and Cultural Heritage

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Component 1b Rating

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Component 1c: *Setting Instructional Outcomes*

- Planning with cultural connections
- Utilizing a planning process that links content to local environment and/or issues
- Planning for Instruction w/out bias
- Value, Sequence, Alignment to Content
- Clarity
- Balance
- Suitability for Diverse Learners

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Component 1c Rating

Component 1d: *Demonstrating Knowledge of Resources*

- For classroom use
- To extend content knowledge and pedagogy
- Resources for students

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Component 1d Rating

Component 1e: *Designing Coherent Instruction*

- Planning with cultural connections
- Utilizing a planning process that links content to local environment and/or issues
- Planning for Instruction without bias
- Learning Activities
- Instructional Materials and Resources
- Instructional Groups
- Lesson and Unit Structure

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Component 1e Rating

Component 1f: *Designing Student Assessments*

- Congruence with instructional outcomes
- Criteria and standards
- Design of formative assessments
- Use for planning

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Component 1f Rating

Domain 1: Final Rating

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Planning and Preparation	<input type="checkbox"/>	<u>BASIC</u>	<u>PROF</u>	<u>EXPL</u>
Evidence for Component Elements:				

Teaching Standards: 3,6 Application of knowledge of students, individual and cultural characteristics, maintaining positive learning environment.

Cultural Standards: A. Incorporate local ways of knowing. E. Recognize Student potential and provide challenges

Domain 2: The Classroom Environment

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

- Creating relationships that support achievement
- Creating a classroom environment with cultural connections
- Teacher interactions with students
- Student interactions with students

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Component 2a Rating

Component 2b *Establishing a Culture for Learning*

- Supporting new content with cultural connections
- Creating a classroom environment with cultural connections
- Engaging students through cultural connections
- Creating relationships that support achievement
- Importance of Content
- Expectations for Learning and Achievement
- Student Pride in Work

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Component 2b Rating

Component 2c: *Managing Classroom Procedures – A3*

- Creating a classroom environment with cultural connections
- Engaging all students in rigorous instruction
- Instructional Groups
- Transitions
- Materials and Supplies
- Classroom Routines
- Supervision of Volunteers and Paraprofessionals

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Component 2c Rating

Component 2d: *Managing Student Behavior*

- Creating a classroom environment with cultural connections
- Builds relationships with parents/guardians to achieve student expectations
- Communicates with home to understand student
- Creates relationships with students that support achievement
- Reflects on assessments to impact achievement
- Expectations
- Monitoring Behavior
- Response to Behavior

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Component 2d Rating	<u>UNSAT</u>	<u>BASIC</u>	<u>PROF</u>	<u>EXPL</u>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Domain 2: Final Rating	<u>UNSAT</u>	<u>BASIC</u>	<u>PROF</u>	<u>EXPL</u>
Classroom Environment		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evidence for Component Elements:				
Teaching Standards: 2,4,5,6 Application of knowledge of students, teaching of content, use of assessment for learning, engages students and their participation. Cultural Standards: A. Incorporate local ways of knowing. B. Link teaching to everyday lives. E. Recognize Student potential and provide challenges.				
Domain 3: Instruction				
<i>Component 3a: Communicating with Students</i>				
<ul style="list-style-type: none"> - Supporting new content with cultural connections - Engaging all students in rigorous instruction - Expectations for Learning - Directions and Procedures - Explanations of Content - Use of Oral and Written Language 				
	<u>UNSAT</u>	<u>BASIC</u>	<u>PROF</u>	<u>EXPL</u>
Component 3a Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Component 3b – Using Questioning and Discussion Techniques</i>				
<ul style="list-style-type: none"> - Engaging all students in rigorous instruction - Quality of Questions/Prompts - Discussion Techniques - Student Participation 				
	<u>UNSAT</u>	<u>BASIC</u>	<u>PROF</u>	<u>EXPL</u>
Component 3b Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Component 3c: Engaging Students in Learning</i>				

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- Activities and Assignments –
- Supporting new content with cultural connections
 - Engaging students through cultural connections
 - Engaging students with authentic local resources
 - Engaging all students in rigorous instruction
 - Student Groups
 - Instructional Materials and Resources
 - Structure and Pacing

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Component 3c Rating

Component 3d: *Using Assessment in Instruction*

- Reflects on effectiveness of using local resources as a result of student learning
- Reflects on assessments to impact achievement
- Assessment Criteria
- Monitoring of Student Learning
- Feedback to Students
- Student Self-assessment and Monitoring

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Component 3d Rating

Domain 3: Final Rating

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Instruction

Evidence for Component Elements:

Teaching Standards: 7,8 Partners with parents, families, and community and contributes to teaching profession.
Cultural Standards: A. Incorporate local ways of knowing. B. Link teaching to everyday lives. D. Work closely with parents. E. Recognize student potential and provide challenges.

Domain 4: Professional Responsibilities

Component 4a: Reflecting on Teaching

- Reflecting on making Cultural connections in the classroom
- Monitor effectiveness of authentic resources

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<ul style="list-style-type: none"> - Analyze assessments and differentiates instruction - Accuracy - Use in future teaching 	<table style="width: 100%; border: none;"> <tr> <td style="text-align: center;"><u>UNSAT</u></td> <td style="text-align: center;"><u>BASIC</u></td> <td style="text-align: center;"><u>PROF</u></td> <td style="text-align: center;"><u>EXPL</u></td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </table>	<u>UNSAT</u>	<u>BASIC</u>	<u>PROF</u>	<u>EXPL</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>UNSAT</u>	<u>BASIC</u>	<u>PROF</u>	<u>EXPL</u>						
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
Component 4a Rating									
Component 4b: <i>Maintaining Accurate Records</i>									
<ul style="list-style-type: none"> - Analyze assessments and differentiates instruction - Student completion of assignments - Updated student progressive learning - Non-instructional record-keeping 	<table style="width: 100%; border: none;"> <tr> <td style="text-align: center;"><u>UNSAT</u></td> <td style="text-align: center;"><u>BASIC</u></td> <td style="text-align: center;"><u>PROF</u></td> <td style="text-align: center;"><u>EXPL</u></td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </table>	<u>UNSAT</u>	<u>BASIC</u>	<u>PROF</u>	<u>EXPL</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>UNSAT</u>	<u>BASIC</u>	<u>PROF</u>	<u>EXPL</u>						
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
Component 4b Rating									
Component 4c: <i>Communicating with Families</i>									
<ul style="list-style-type: none"> - Maintaining communication with the home - About Instructional Program - About Individual Students - Engagement of Families in Instructional Program 	<table style="width: 100%; border: none;"> <tr> <td style="text-align: center;"><u>UNSAT</u></td> <td style="text-align: center;"><u>BASIC</u></td> <td style="text-align: center;"><u>PROF</u></td> <td style="text-align: center;"><u>EXPL</u></td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </table>	<u>UNSAT</u>	<u>BASIC</u>	<u>PROF</u>	<u>EXPL</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
Component 4c Rating									
Component 4f: <i>Showing Professionalism</i>									
<ul style="list-style-type: none"> - Planning for instruction without bias - Use students' backgrounds to meet students' needs - Demonstrates value and respect for all students - Reflecting on assessments to impact achievement- Integrity/Ethical Conduct - Service to Students - Advocacy - Decision-making - Compliance with School / District Regulation 	<table style="width: 100%; border: none;"> <tr> <td style="text-align: center;"><u>UNSAT</u></td> <td style="text-align: center;"><u>BASIC</u></td> <td style="text-align: center;"><u>PROF</u></td> <td style="text-align: center;"><u>EXPL</u></td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </table>	<u>UNSAT</u>	<u>BASIC</u>	<u>PROF</u>	<u>EXPL</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>UNSAT</u>	<u>BASIC</u>	<u>PROF</u>	<u>EXPL</u>						
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
Component 4f Rating									
Domain 4: Final Rating	<table style="width: 100%; border: none;"> <tr> <td style="text-align: center;"><u>UNSAT</u></td> <td style="text-align: center;"><u>BASIC</u></td> <td style="text-align: center;"><u>PROF</u></td> <td style="text-align: center;"><u>EXPL</u></td> </tr> <tr> <td></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </table>	<u>UNSAT</u>	<u>BASIC</u>	<u>PROF</u>	<u>EXPL</u>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>UNSAT</u>	<u>BASIC</u>	<u>PROF</u>	<u>EXPL</u>						
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
Professional Responsibilities									

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Evidence for Component Elements:

TEACHER OVERALL RATING CALCULATION WORKSHEET

Professional Performance Domains

Professional Performance Domains	One	Two	Three	Four	Total	% of total possible points	Total Points Possible	Overall Rating Points
Rating						Total/16		
							X 100	

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Overall Rating Determination			
If all individual domains are Proficient or Higher use the following chart to determine overall rating.		If one or more individual domain(s) is Basic or below, use the following chart to determine overall rating.	
Overall Total	Overall Rating	Overall Total	Overall Rating
> 80	Exemplary	>= 50	Basic
75 to 80	Proficient	< 50	Unsatisfactory
Overall Rating			

Rating Values	
Unsatisfactory =	1
Basic =	2
Proficient =	3
Exemplary =	4

LEVEL OF SUPPORT

- | | | | |
|--|---|--|--|
| <input type="checkbox"/> Plan of Improvement

One or more standard(s) rates as unsatisfactory | <input type="checkbox"/> District Support or
(Plan for Professional Growth)

Two or more standards rated as basic and no standard rates as unsatisfactory | <input type="checkbox"/> Professional Focus

At least seven standards rated proficient or above & no standard rated as unsatisfactory | <input type="checkbox"/> Evaluation Alternative

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 Comments:

The teacher's signature indicates that the evaluation has been completed and discussed. I understand that I have the right to a written rebuttal (at any time) with any derogatory material placed in the teacher's personnel file. I also understand that my signature below does not necessarily mean that I agree with the evaluation, but does indicate that I acknowledge that I received this evaluation document.

 Administrator/Evaluator's Signature Date

 Teacher's Signature Date

- I recommend that this teacher be retained and offered a contract for the _____ school year.
- Further observations and evaluations will be needed before determination of retention for the _____ school year.
- I do not recommend retention of this teacher for the _____ school year.

 Administrator's Signature

 Date