

# White Pigeon Community Schools Teacher Annual Evaluation Form

Teacher \_\_\_\_\_ Position/Assignment \_\_\_\_\_

Observation Date \_\_\_\_\_

RECOMMENDATION: \_\_\_\_\_ Satisfactory \_\_\_\_\_ Unsatisfactory (If chosen, choose 1 below)  
 \_\_\_\_\_ Plan of Assistance \_\_\_\_\_ Dismissed

### PURPOSE

Evaluation should be a continuing process to improve the quality of performance and to identify areas of both strength and improvement. It should encourage growth in teacher effectiveness with meaningful interaction between the teacher and the administrator.

| <b>The 5 Domains of Teaching Responsibility</b>                         | Unsatisfactory | Basic | Proficient | Distinguished |  | Not Applicable |
|---|----------------|-------|------------|---------------|--|----------------|
| <b>Planning &amp; Preparation</b>                                       |                |       |            |               |  |                |
| Demonstrates Knowledge of Content & Pedagogy                            |                |       |            |               |  |                |
| Shows Understanding of Each Individual Student's Needs                  |                |       |            |               |  |                |
| Demonstrates Knowledge of Resources                                     |                |       |            |               |  |                |
| Instruction Reflects State Expectations for Grade Level/Content Area    |                |       |            |               |  |                |
| Utilizes Student Data to Drive Instruction                              |                |       |            |               |  |                |
| <b>The Classroom Environment</b>  |                |       |            |               |  |                |
| Creates an Environment of Respect and Rapport (Relational Capacity)     |                |       |            |               |  |                |
| Manages Classroom Procedures (Groups/Transitions/Non-instructional)     |                |       |            |               |  |                |
| Manages Student Behavior (Standards & Responses)                        |                |       |            |               |  |                |
| <b>Instruction</b>  |                |       |            |               |  |                |
| Communicates Clearly, Accurately, and Provides Feedback                 |                |       |            |               |  |                |
| Engages Students in Learning (Content/Structure/Pacing)                 |                |       |            |               |  |                |
| Demonstrates Flexibility, Responsiveness, and Checks for Understanding  |                |       |            |               |  |                |
| Utilizes Curriculum Continuity & Alignment                              |                |       |            |               |  |                |
| Integrates Appropriate Technology                                       |                |       |            |               |  |                |
| <b>Professional Responsibilities</b>                                    |                |       |            |               |  |                |
| Reflects on Teaching  |                |       |            |               |  |                |
| Maintains Accurate Records  |                |       |            |               |  |                |
| Communicates with Families  |                |       |            |               |  |                |
| Contributes to the School & District                                    |                |       |            |               |  |                |
| Professional Responsibilities (Knowledge, Assessments, & Interventions) |                |       |            |               |  |                |
| Shows Professionalism   |                |       |            |               |  |                |
| Utilizes Professional Development & Training                            |                |       |            |               |  |                |
| <b>Student Performance</b>  |                |       |            |               |  |                |
| Student Achievement Growth  |                |       |            |               |  |                |

*Effectiveness will be determined by the following criteria:  
35% student growth (based on district, state, and federal criteria)  
65% teacher evaluation framework*

Teacher Effectiveness

\_\_\_\_ Highly Effective      \_\_\_\_ Effective      \_\_\_\_ Ineffective

\_\_\_\_\_  
Administrator Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Teacher Signature

\_\_\_\_\_  
Date

*The teacher's signature indicates that the teacher and administrator have discussed this report together. It does not necessarily indicate that the teacher and administrator agree with all ratings or remarks contained herein.*