

**CHIMACUM SCHOOL DISTRICT
COMPREHENSIVE EVALUATION FORM**

Teacher Name:	Assignment:
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Directions: Check the column to the right which best describes demonstrated performance of the skills listed below. Use one form for each evaluation. Any items checked unsatisfactory must be explained on attached sheets. Evaluations must be based on actual evidence collected through observation and conversation.

Each of the eight legally required criteria are identified by use of capital letters and must be scored on a rating of 1 – 4 (1=Unsatisfactory; 2=Basic; 3=Proficient; 4=Distinguished). Other listed sub-headings under the legally required criteria are indicators. The criterion score should be based on the preponderance of the evidence analyzed for current year’s work.

Criterion 1: CENTERING INSTRUCTION ON HIGH EXPECTATIONS FOR STUDENT ACHEIVEMENT			Criterion Score
P1	Learning target(s) connected to standards		
P4	Communication of learning target(s)		
P5	Success Criteria		
CEC2	Learning Routines		
Comments:			
Criterion 2: DEMONSTRATING EFFECTIVE TEACHING PRACTICES			Criterion Score
SE1	Quality of Questioning		
SE4	Opportunity and support for participation and meaning making		
SE5	Student Talk		
CP5	Use of Scaffolds		
Comments:			
Criterion 3: RECOGNIZING INDIVIDUAL STUDENT LEARNING NEEDS AND DEVELOPING STRATEGIES TO ADDRESS THOSE NEEDS			Criterion Score
SE2	Ownership of Learning		
SE3	Capitalizing on Students’ Strengths		
CP4	Differentiated Instruction for Students		

A4	Teacher Use of Formative Assessments		
SG3.1	Establish Student Growth Goal(s): Subgroup of students		
SG3.2	Achievement of Student Growth Goals(s): Subgroup of students		
Comments:			
Criterion 4: PROVIDING CLEAR AND INTENTIONAL FOCUS ON SUBJECT MATTER CONTENT AND CURRICULUM			Criterion Score
P2	Lessons Connected to previous and future lessons, broader purpose and transferable skill		
CP1	Alignment of instructional materials and tasks		
CP2	Teacher knowledge and content		
CP3	Discipline-specific teaching approaches		
P3	Design of performance task		
Comments:			
Criterion 5: FOSTERING AND MANAGING A SAFE, POSITIVE LEARNING ENVIRONMENT			Criterion Score
CEC1	Classroom arrangement and resources		
CEC3	Use of learning time		
CEC4	Student status		
CEC5	Norms for learning		
Comments:			
Criterion 6: USING MULTIPLE STUDENT DATA ELEMENTS TO MODIFY INSTRUCTION AND IMPROVE STUDENT LEARNING			Criterion Score
A1	Student self-assessment		
A2	Student use of formative assessments over time		
A3	Quality of formative assessment methods		
A5	Collection systems for formative assessment data		
SG6.1	Establish Student Growth Goal(s): Classroom of students		

SG6.2	Achievement of Student Growth Goal(s): Classroom of students		
Comments:			
Criterion 7: COMMUNICATING AND COLLABORATING WITH PARENTS AND THE SCHOOL COMMUNITY			Criterion Score
PCC2	Communication and collaboration with parents and guardians		
PCC3	Communication within the school community about student progress		
Comments:			
Criterion 8: EXHIBITING COLLABORATIVE AND COLLEGIAL PRACTICES FOCUSED ON IMPROVING INSTRUCTIONAL PRACTICE AND STUDENT LEARNING			Criterion Score
PCC1	Collaboration with peers and administrators to improve student learning		
PCC4	Support of school, district and state curricula, policies and initiatives		
PCC5	Ethics and advocacy		
SG8.1	Establish Team Student Growth Goal(s)		
Comments:			

Preliminary Summative Score (Total of 8 Criterion Scores): ---→

Additional Comments (Use additional page(s) if necessary):

Directions: For each of the following, assign a score of 1 – 4; add the five scores to determine the total Student Growth Score: Low = 4 – 12; Medium = 13 – 17; High = 18 – 20

Student Growth Rubric Scores		
SG 3.1	Establish Student Growth Goal(s): Subgroup of students	
SG 3.2	Achievement of Student Growth Goal(s): Subgroup of students	
SG 6.1	Establish Student Growth Goal(s): Classroom of students	
SG 6.2	Achievement of Student Growth Goal(s): Classroom of students	
SG 8.1	Establish Team Student Growth Goal(s)	
Comments:		

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Student growth measure bands:

Low = 4 – 12; Medium = 13 – 17; High = 18 – 20

Summative scoring bands:

Unsatisfactory = 8 – 14; Basic = 15 – 21; Proficient = 22 – 28; Distinguished = 29 - 32

Student Growth Measure is:		Low	Medium	High
Overall Final Evaluation is:	Unsatisfactory	Basic	Proficient	Distinguished
Classroom Teacher: I have received a copy of this evaluation and have been allowed to add comments.			Yes	No
Comments attached by classroom teacher:			Yes	No
Signature of Evaluator			Date:	
Signature of Teacher			Date:	