Also available for Alaska Standards and Marzano Framework

**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 Danielson Framework of Teaching. 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 component.**
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 22 components using
*The Danielson Framework for Teaching (http://www.danielsongroup.org/)*. The evaluator must use professional judgment to make responsible decisions using as many data points as possible gathered during the year.
2. **Use component ratings to establish domain ratings.** To roll-up component ratings into four domain ratings, evaluators will use the following operating principles:
	1. ***Exemplary*:** A teacher should receive a domain rating of *Exemplary* if the teacher has received *Exemplary* ratings in at least half of the components of the domain, with the remaining components rated no lower than *Proficient*.
	2. ***Proficient:*** A teacher should receive a domain rating of *Proficient* if the teacher received no more than one component rated *Basic*, with the remaining components rated *Proficient* or *Exemplary*.
	3. ***Basic:*** A teacher should receive a domain rating of *Basic* if the teacher received no *Unsatisfactory* component rating and two or more *Basic* component rating.
	4. ***Unsatisfactory:*** A teacher should receive a domain rating of *Unsatisfactory* if any one component is rated *Unsatisfactory*.
3. **Use student learning data to establish domain rating for Domain 5, Student Learning.**
4. **Use ratings to establish level of support.** Using all 5 domain ratings (including Domain 5, Student Learning) to establish the level of support required, 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 domains are rated as Exemplary, with the remaining domains rated no lower than *Proficient*.
	2. ***Professional Focus:*** A teacher should select a Professional Focus for the following school year if at least four of the domains are rated as Proficient or Exemplary, with the remaining domain rated no lower than Basic.
	3. ***District Support/Plan of Professional Growth:*** A teacher should receive District Support or be placed on a Plan of Professional Growth if no domain is rated *Unsatisfactory* and two or more domains are rated *Basic*.
	4. ***Plan of Improvement:*** An educator will follow a Plan of Improvement created by the district if any domain is rated *Unsatisfactory*.

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| **Name of Teacher:** **SAMPLE****Name of Evaluator:** **Date:**  | **Exemplary (4)** | **Proficient (3)** | **Basic (2)** | **Unsatisfactory (1)** |
| **DOMAIN 1: Planning and Preparation**  |
| 1a. Demonstrating knowledge of content and pedagogy |  |  |  |  |
| 1b. Demonstrating knowledge of students |  |  |  |  |
| 1c. Setting instructional outcomes |  |  |  |  |
| 1d. Demonstrating knowledge of resources |  |  |  |  |
| 1e. Designing coherent instruction |  |  |  |  |
| 1f. Designing student assessments |  |  |  |  |
| ***Overall rating for DOMAIN 1*** |  |  |  |  |
| **DOMAIN 2: Classroom Environment**  |
| 2a. Creating an environment of respect and rapport |  |  |  |  |
| 2b. Establishing a culture for learning |  |  |  |  |
| 2c. Managing classroom procedures |  |  |  |  |
| 2d. Managing student behavior  |  |  |  |  |
| 2e. Organizing physical space |  |  |  |  |
| ***Overall rating for DOMAIN 2*** |  |  |  |  |
| **DOMAIN 3: Instruction** |
| 3a. Communicating with students |  |  |  |  |
| 3b. Using questioning and discussion techniques |  |  |  |  |
| 3c. Engaging students in learning |  |  |  |  |
| 3d. Using assessment in instruction |  |  |  |  |
| 3e. Demonstrating flexibility and responsiveness  |  |  |  |  |
| ***Overall rating for DOMAIN 3*** |  |  |  |  |
| **DOMAIN 4: Professional Responsibilities**  |
| 4a. Reflecting on teaching  |  |  |  |  |
| 4b. Maintaining accurate records |  |  |  |  |
| 4c. Communicating with families  |  |  |  |  |
| 4d. Participating in a professional community |  |  |  |  |
| 4e. Growing and developing professionally |  |  |  |  |
| 4f. Showing professionalism |  |  |  |  |
| ***Overall rating for DOMAIN 4*** |  |  |  |  |

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| **Name of Teacher:** **SAMPLE** |
| **DOMAIN 5: Student Learning**  |
| 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:**