Also available for the Alaska Standards and Danielson 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 Marzano Art and Science of Teaching Framework. 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 performance standard.** 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 19 areas using the *Marzano Framework (http://www.marzanoresearch.com/teacher-effectiveness/marzano-teacher-evaluation-model)*. The evaluator must use professional judgment to make responsible decisions using as many data points as possible gathered during the year.
2. **Use performance ratings to establish standard ratings.** To roll-up performance ratings into four (4) domain ratings, evaluators will use the following operating principles:
   1. ***Exemplary*:** A teacher should receive a domain of *Exemplary* if the teacher has received *Exemplary* ratings in at least half of the areas of the domain, with the remaining areas rated no lower than *Proficient*.
   2. ***Proficient:*** A teacher should receive a domain rating of *Proficient* if the teacher received no more than one area rated *Basic*, with the remaining areas rated *Proficient* or *Exemplary*.
   3. ***Basic:*** A teacher should receive a domain rating of *Basic* if the teacher received no *Unsatisfactory* area ratings and two or more *Basic* area ratings.
   4. ***Unsatisfactory:*** A teacher should receive a domain rating of *Unsatisfactory* if any one area is rated *Unsatisfactory*.
3. **Use student learning data to establish rating for Student Learning Domain.**
4. **Use domain ratings to determine level of support.** Using all 5 domain ratings to establish the level of support for the following school year, 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 domain/standard rated no lower than *Proficient*.
   2. ***Professional Focus:*** In collaboration with the evaluator, 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 domains/standard rated no lower than Basic.
   3. ***District Support/Plan of Professional Growth:*** A teacher must receive District Support or collaborate with district to create 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 ONE: Classroom Strategies and Behaviors** | | | | |
| Area 1: Communicating Learning Goals and Feedback Elements 1-3 |  |  |  |  |
| Area 2: Helping Students Interact with New Knowledge Elements 6-13 |  |  |  |  |
| Area 3: Helping Students Practice and Deepen New Knowledge Elements 14-20 |  |  |  |  |
| Area 4: Helping Students Generate and Test Hypotheses Elements 21-23 |  |  |  |  |
| Area 5: Engaging Students Elements 24-32 |  |  |  |  |
| Area 6: Establishing Rules and Procedures Elements 4-5 |  |  |  |  |
| Area 7: Recognizing Adherence to Rules and Procedures Elements 33-35 |  |  |  |  |
| Area 8: Establishing and Maintaining Effective Relationships with Students Elements 36-38 |  |  |  |  |
| Area 9: Communicating High Expectations for All Students Elements 39-41 |  |  |  |  |
| ***Overall rating for DOMAIN 1*** |  |  |  |  |
|  | | | | |
| **DOMAIN TWO: Planning and Preparing** | | | | |
| Area 10: Planning and Preparing for Lessons and Units Elements 42-44 |  |  |  |  |
| Area 11: Planning and Preparing for Use of Resources and Technology Elements 45-46 |  |  |  |  |
| Area 12: Planning and Preparing for the Needs of English Language Learners Elements 47 |  |  |  |  |
| Area 13: Planning and Preparing for the Needs of Students Receiving Special Education Elements 48 |  |  |  |  |
| Area 14: Planning and Preparing for the Needs of Students Who Lack Support for Schooling Elements 49 |  |  |  |  |
| ***Overall rating for DOMAIN 2*** |  |  |  |  |
|  | | | | |
| **DOMAIN THREE: Reflecting on Teaching** | | | | |
| Area 15: Evaluating Personal Performance Elements 50-52 |  |  |  |  |
| Area 16: Developing and Implementing a Professional Growth Plan Elements 53-54 |  |  |  |  |
| ***Overall rating for DOMAIN 3*** |  |  |  |  |
|  | | | | |
| **DOMAIN FOUR: Collegiality and Professionalism** | | | | |
| Area 17: Promoting a Positive Environment Elements 55-56 |  |  |  |  |
| Area 18: Promoting Exchange of Ideas and Strategies Elements 57-58 |  |  |  |  |
| Area 19: Promoting District and School Development Elements 49-60 |  |  |  |  |
| ***Overall rating for DOMAIN 4*** |  |  |  |  |
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**SAMPLE**

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| --- | --- | --- | --- | --- | --- | --- |
| **Name of Teacher:** | | | | | | |
| **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:**