

# COMPREHENSIVE EVALUATION FORM

This form may be required of a contract licensed faculty member who is on an Intensive Support Plan. It is used in conjunction with formal classroom observations, informal observations and conferences. The teacher is responsible for all of the performance targets indicated. Not all of the targets on this form need to be evaluated when the form is completed.

**Licensed Faculty Member:** \_\_\_\_\_ **Grade Level:** \_\_\_\_\_ **Subject:** \_\_\_\_\_

**Administrator/Principal:** \_\_\_\_\_ **School:** \_\_\_\_\_

**I = Ineffective    D = Developing    E = Effective    M = Model    NO = Not Observed**

Domain I: Curriculum, Pedagogy, and Child Development	I	D	E	M	NO
<b>A. Knowledge of Curriculum</b>					
1. Subject matter and structure of the discipline, including District-adopted curriculum					
2. Cross-curricular content					
3. Real-world applications					
4. Resources to extend learning					
<b>B. Knowledge of Pedagogy</b>					
1. Lesson and unit structure					
2. Planning for instruction					
3. Content-related pedagogy and learning activities suitable for diverse learners					
4. District, state, and national standards					
<b>C. Knowledge of Child Development</b>					
1. Principles of child and adolescent development					
2. Diversity in ability, language, culture, and background experiences					
<b>Domain II: Classroom Environment</b>					
<b>I    D    E    M    NO</b>					
<b>A. Learner Differences</b>					
1. Knowing students as individuals					
2. Incorporating knowledge of individual students to promote learning					
<b>B. Learning Environment</b>					
1. Collaborative learning					
2. Establishing a safe, respectful and academically challenging environment					
<b>C. Promoting Equity and Appreciation of Diversity</b>					
1. Equitable opportunities for all students					
2. Sensitivity to diverse student needs					
3. Creating an environment for inclusion					
<b>D. Creating Personalized Classroom Communities</b>					
1. Student interactions					
2. Student appreciation of individual differences					
3. Student ownership of learning					
<b>E. Managing Student Behavior</b>					
1. Establishing expectations					
2. Monitoring student behavior					
3. Responding to student misbehavior					
<b>F. Parent/Family Engagement</b>					
1. Insights into the individual student					
2. Engagement of families in the instructional program					

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<b>Domain III: Instructional Practice and Learner Development</b>	<b>I</b>	<b>D</b>	<b>E</b>	<b>M</b>	<b>NO</b>
<b>A. Communicating with Students</b>					
1. Expectations for learning					
2. Directions and procedures					
3. Presentation of content					
4. Use of oral and written language					
<b>B. Instructional Strategies</b>					
1. Quality of questions					
2. Discussion techniques					
3. Student participation and engagement					
4. Diversity of teaching strategies					
5. Adaptive instruction and flexibility					
6. Development of 21 <sup>st</sup> century skills					
7. Integration and application of technology					
8. Student outcomes					
<b>C. Using Assessment to Advance Instruction</b>					
1. Assessment criteria					
2. Monitoring of student learning					
3. Feedback to students					
4. Student self-assessment and self-monitoring of progress					
5. Adjusting instruction based on assessment					
<b>D. Documentation of Student Growth</b>					
1. Documenting student progress					
2. Addressing District goals					
<b>Domain IV: Professional Culture</b>					
<b>A. Reflection and Continuous Growth</b>					
1. Depth and accuracy of reflection					
2. Goal setting					
<b>B. Collaboration and Leadership</b>					
1. Collegial collaboration					
2. Decision making					
3. Professional learning communities					
4. Receptivity to feedback					
5. Leadership					
<b>C. Demonstrating Professionalism</b>					
1. Integrity, judgment, and ethical conduct					
2. Shared responsibility for school rules and District policies and mission					

This evaluation has been discussed between the principal/administrator and the licensed faculty member.

The licensed faculty member has attached comments to this evaluation: Yes  No

\_\_\_\_\_  
Licensed Faculty Member

\_\_\_\_\_  
Principal/Administrator

\_\_\_\_\_  
Date Signed

Copy to licensed faculty member, copy to local school working file, original to Human Resources/personnel file