## TULSA PUBLIC SCHOOLS - TEACHER'S CONFIDENTIAL EVALUATION

Teacher ______________________________  Date(s) of observations _______

School ___________________  Assignment ___________________

Insert numeric ranking in each cell with 1 = Ineffective 2 = Needs Improvement; 3 = Effective; 4 = Highly Effective; 5 = Superior; N/A = Not Applicable

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### CLASSROOM MANAGEMENT

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1. Plans for delivery of the lesson relative to short term and long term objectives.
   - #DIV/0!

2. Clearly defines expected student behavior.
   - #DIV/0!

3. Assures a contribution to building-wide positive climate responsibilities.
   - 3a. Contributes to and enforces orderly behavior throughout the school.
   - 3b. Follows procedures to protect the health and safety of the students.

4. Develops daily lesson plans designed to achieve the identified objectives.

5. Utilizes assessment patterns that are fairly administered / based on identified criteria.

### INSTRUCTIONAL EFFECTIVENESS / Involves All Learners

6. Uses questioning techniques and/or guided practices to involve all students in active learning.
   - 6a. Engages learners in active learning 80% or more of class time.
   - 6b. Uses cooperative learning activities, advance organizers, teaching strategies that foster participation of students and activities that address a variety of learning styles / multiple intelligences to involve all learners.
   - 6c. Asks critical thinking questions frequently throughout the lesson and uses questioning techniques to involve all learners.
   - 6d. Uses language that increases student awareness of learning.
   - 6e. Requires participation of all students.

### INSTRUCTIONAL EFFECTIVENESS / Explains Content

7. Teaches the objectives through a variety of methods.

### INSTRUCTIONAL EFFECTIVENESS / Explains Directions

8. Gives directions that are clearly stated and related to the learning objectives.

### INSTRUCTIONAL EFFECTIVENESS / Models

9. Demonstrates the desired skill or process.

### INSTRUCTIONAL EFFECTIVENESS / Monitors

10. Checks to determine if students are progressing toward stated objectives.
   - 10a. Moves around the room while students are working on guided practice.
   - 10b. Uses different types of student response techniques, both individual and group.
   - 10c. Uses appropriate wait-time in questioning.
### INSTRUCTIONAL EFFECTIVENESS / Adjusts Based Upon Monitoring

- 11. Changes instruction based on the results of monitoring.
  - 11a. Reinforces the effort of students with positive feedback that is timely and specific.
  - 11b. Provides a method for students to track their own effort and accomplishments.
  - 11c. Provides appropriate, timely and specific feedback to students on instructional involvements.
  - 11d. Responds to students’ answers to questions appropriately.
  - 11e. Responds to students’ questions appropriately.
  - 11f. Primarily provides feedback that is constructive.
  - 11g. Re-teaches learning in different ways that is not mastered.

### INSTRUCTIONAL EFFECTIVENESS / Establishes Closure

- 12. Summarizes and fits into context what has been taught.
  - 12a. Summarizes or teaches students to summarize new learning in a variety of ways.
  - 12b. Assesses mastery of the new learning to determine if independent practice is appropriate.

### INSTRUCTIONAL EFFECTIVENESS / Student Achievement Indicators

- 13. Use of common / varied assessments, tracking of student progress, use of data from various assessments, recognition of student achievement, appropriately modifying assessments.
  - 13a. Uses data from various assessments to modify instruction and guide intervention strategies.
  - 13b. Recognizes student progress and achievement regularly.
  - 13c. Appropriately and consistently adheres to IEPs and modifies assessments for special student populations if required in the IEP.

### PROFESSIONAL GROWTH AND CONTINUOUS IMPROVEMENT

- 14. Uses Professional Growth as a Continuous Improvement Strategy
  - Growing and developing professionally.

### INTERPERSONAL SKILLS

- 15. Effective Interactions and Communications with Stakeholders
  - 15a. Interacts with families in a positive and professional manner.
  - 15b. Uses effective communication skills with students.
  - 15c. Cooperates and collaborates with peers.
LEADERSHIP………………………………………………………………………………………...…………………………………………………………………………………..

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<thead>
<tr>
<th>Service to the School</th>
<th>Participation in School and District Projects</th>
<th>Service to the Profession</th>
<th>Student Advocacy</th>
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Summary of Effectiveness by DOMAIN:

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<tr>
<th>CLASSROOM MANAGEMENT / PREPARATION</th>
<th>Instructional Effectiveness</th>
<th>Professional Growth and Continuous Improvement</th>
<th>Interpersonal Skills</th>
<th>Leadership</th>
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<tr>
<td>Weight of Domain by Percentage</td>
<td>20%</td>
<td>55%</td>
<td>10%</td>
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See RUBRIC for Definitions

1 = Ineffective
2 = Needs Improvement
3 = Effective
4 = Highly Effective
5 = Superior
N/A = Not Applicable

COMPOSITE, WEIGHTED AVERAGE for EVALUATION #DIV/0!

Any ranking of 1.0 and 2.0 on any component of this Evaluation requires a Personal Development Plan to be attached to this document.

Evaluator Comments:

Teacher’s Signature* _______________________________ Date __________

Evaluator’s Signature______________________ Date_________

*The Teacher’s Signature is an acknowledgement that the teacher has received the Evaluation on the date indicated.