

NENANA CITY SCHOOL
Teacher Formal Observation and Evaluation Summary
 (Alaska Cultural Standards will be integrated into each standard as indicated by “AKCS –“)

Teacher: _____ Period: _____ Grade Level(s): _____
 Subject(s): _____ Observer: _____ Date: _____
 Summary of the Lesson: _____

AK TEACHER EVALUATION COMPONENT #1: Understanding Student Needs

1a. Sets instructional goals directly related to AK State Standards for the discipline taught (AKCS E4)

LEVEL 1 UNSATISFACTORY	LEVEL 2 BASIC	LEVEL 3 PROFICIENT	LEVEL 4 EXEMPLARY
The outcomes represent low expectations for students and lack of rigor. Goals do not reflect important learning according to the AKSS for the discipline. Goals are stated as the completion of student activities, rather than as outcomes for learning AKSS skills. Goals reflect only one type of learning or discipline strand, with no evidence of differentiation, integration, or coordination of standards, skills, and ideas. Expected outcomes are unattainable for most students.	Goals represent moderately high expectations and rigor. Some reflect important learning according to the AKSS for the discipline, and consist of a combination of skills and activities. Goals reflect several types of learning, but the teacher has made no effort at coordination or integration among the standards, skills, and ideas. Expected outcomes are suitable for most of the students in the class.	Most goals represent rigorous and important learning according to the AKSS for the discipline. Goals are clear, are communicated verbally and/or visually in the form of student learning, and suggest viable methods of assessment. Goals reflect several different types of learning, with opportunities for coordination and integration; and they are differentiated, in whatever way is needed, for different groups of students.	All goals represent high-level learning according to the AKSS for the discipline. They are clearly expressed in the form of student learning, and permit viable methods of assessment. Goals reflect several different types of learning and, where appropriate, represent both coordination and integration. Outcomes are differentiated, in whatever way is needed, for individual students.

1b. Demonstrates knowledge of resources (AKCS B2)

LEVEL 1 UNSATISFACTORY	LEVEL 2 BASIC	LEVEL 3 PROFICIENT	LEVEL 4 EXEMPLARY
The teacher is unaware of resources to assist student learning beyond materials provided by the school or district, nor is the teacher aware of resources for expanding one's own professional skill.	The teacher displays some awareness of resources beyond those provided by the school or district for classroom use and for extending one's professional skill but does not seek to expand this knowledge.	The teacher displays awareness of resources beyond those provided by the school or district, including those on the Internet, for classroom use and for extending one's professional skill, and seeks out such resources.	The teacher's knowledge of academic and technological resources for classroom use and for extending one's professional skill is extensive, including those available through the school, district, community, professional organizations and universities, and on the Internet

1c. Demonstrates knowledge of students (AKCS A1)

LEVEL 1 UNSATISFACTORY	LEVEL 2 BASIC	LEVEL 3 PROFICIENT	LEVEL 4 EXEMPLARY
The teacher displays minimal understanding of how students learn - and little knowledge of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages - and does not indicate that such knowledge is valuable.	The teacher displays generally accurate knowledge of how students learn and of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages , yet may apply this knowledge not to individual students but to the class as a whole.	The teacher understands the active nature of student learning and attains information about levels of development for groups of students. The teacher also purposefully acquires knowledge from several sources about groups of students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages .	The teacher understands the active nature of student learning and attains information about levels of development for individual students. The teacher also systematically acquires knowledge from several sources about individual students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages .

COMPONENT 1	a	b	c		TOTAL AVERAGE SCORE
TOTAL SCORE:					

COMPONENT 1 COMMENTS:

AK TEACHER EVALUATION COMPONENT #2: Differentiation				
2a. Designs coherent instruction				(AKCS B1)
LEVEL 1 UNSATISFACTORY	LEVEL 2 BASIC	LEVEL 3 PROFICIENT	LEVEL 4 EXEMPLARY	
Learning activities are poorly aligned with the AKSS, do not follow an organized progression, are not designed to engage students in active intellectual activity, and have unrealistic time allocations. Instructional groups are not suitable to the activities and offer no variety.	Some of the learning activities and materials are aligned with the AKSS and represent moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the activities, with some variety. The lesson or unit has a recognizable structure; but the progression of activities is uneven, with only some reasonable time allocations.	Most of the learning activities are aligned with the AKSS and follow an organized progression suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students and varied use of instructional groups.	The sequence of learning activities follows a coherent sequence, is aligned to the AKSS, and is designed to engage students in high-level cognitive activity. These are appropriately differentiated for individual learners. Instructional groups are varied appropriately, with some opportunity for student choice.	
2b. Communicates high expectations for all students by providing fair, equitable, and inclusive opportunities for every student.				
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	

UNSATISFACTORY	BASIC	PROFICIENT	EXEMPLARY
The teacher demonstrates no or minimal awareness of student needs. The teacher makes no effort to address the needs of ELL, LEP, Special Education, and other students who otherwise lack effective support for schooling are addressed. The teacher's avoidance, dismissal, or non-inclusion of low expectancy students visibly demonstrates a lack of value or respect.	The teacher displays a general awareness of student needs, but is not aware of needs specific to each student. The teacher attempts to address the needs of ELL, LEP, Special Education, and other students who otherwise lack effective support for schooling are addressed by modifying or differentiating instruction, but is mostly ineffective. The teacher values and respects low expectancy students, but fails to communicate this to the students.	The teacher displays a solid knowledge of each student's needs and intentionally modifies lessons and differentiates instruction to ensure the needs of all ELL, LEP, Special Education, and other students who otherwise lack effective support for schooling are addressed. The teacher demonstrates value and respect for low-expectancy students by making a concerted effort to equitably and fairly include them in all activities and assignments.	The teacher displays extensive knowledge of each student's needs, and pre-plans to ensure the needs of all ELL, LEP, Special Education, and other students who otherwise lack effective support for schooling are addressed with appropriate and effective modifications and differentiation. The teacher demonstrates high value and respect for low expectancy students by ensuring they are equitably and fairly included in all activities and assignments.

2c. Demonstrates flexibility and responsiveness

(AKCS D1)

LEVEL 1 UNSATISFACTORY	LEVEL 2 BASIC	LEVEL 3 PROFICIENT	LEVEL 4 EXEMPLARY
The teacher ignores students' questions; when students have difficulty learning, the teacher accepts no responsibility and/or is quick to blame the student, the student's current school or home environment, or the student's previous school or home environment for their lack of success. The teacher makes no attempt to adjust the lesson even when students don't understand the content.	The teacher attempts to accommodate students' questions and interests, with limited results. The teacher accepts responsibility for the success of all students but has only a limited repertoire of strategies to use. Adjustment of the lesson in response to assessment is minimal or ineffective.	The teacher successfully accommodates students' questions and interests. Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning. If impromptu measures are needed, the teacher makes a minor adjustment to the lesson and does so smoothly.	The teacher seizes an opportunity to enhance learning, building on a spontaneous event, students' backgrounds, or students' interests, and/or successfully adjusts and differentiates instruction to address individual student misunderstandings. Using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community, the teacher persists in seeking effective approaches for students who need help.

COMPONENT 2	a	b	c		TOTAL AVERAGE SCORE
TOTAL SCORE:					

COMPONENT 2 COMMENTS:

AK TEACHER EVALUATION COMPONENT #3: Content Knowledge and Instruction			
3a. Demonstrates knowledge of content and pedagogy			
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4

(AKCS E3)

UNSATISFACTORY	BASIC	PROFICIENT	EXEMPLARY
The teacher demonstrates no or minimal evidence of planning. In practice, the teacher makes content errors or does not correct errors made by students, displays little understanding of prerequisite knowledge important to student learning of the content, or displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.	The teacher demonstrates some evidence of planning but displays a lack of awareness of how important concepts relate to one another. The teacher indicates some awareness of prerequisite learning, although such knowledge may be inaccurate or incomplete. The limited range of pedagogical approaches to the discipline or to the students demonstrates limited evidence of effective planning.	The teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. The teacher demonstrates accurate understanding of prerequisite relationships among topics. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the subject.	The teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. The teacher demonstrates understanding of prerequisite relationships among topics and concepts and understands the link to necessary cognitive structures that ensure student understanding. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline and the ability to anticipate student misconceptions.

3b. Communicates with students

(AKCS E1)

LEVEL 1 UNSATISFACTORY	LEVEL 2 BASIC	LEVEL 3 PROFICIENT	LEVEL 4 EXEMPLARY
The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing. The teacher's explanation of the content contains major errors and does not include any explanation of strategies students might use. The teacher's spoken or written language contains errors of grammar or syntax. The teacher's academic vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.	The teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. The teacher's explanation of the content may contain minor errors; some portions are clear, others difficult to follow. The teacher's explanation does not invite students to engage intellectually or to understand strategies they might use when working independently. The teacher's spoken language is correct but uses vocabulary that is either limited or not fully appropriate to the students' ages or backgrounds. The teacher rarely takes opportunities to explain academic vocabulary.	The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly and may be modeled. The teacher's explanation of content is scaffolded, clear, and accurate and connects with students' knowledge and experience. During the explanation of content, the teacher focuses, as appropriate, on strategies students can use when working independently and invites student intellectual engagement. The teacher's spoken and written language is clear and correct and is suitable to students' ages and interests. The teacher's use of academic vocabulary is precise and serves to extend student understanding.	The teacher links the instructional purpose of the lesson to the larger curriculum; the directions and procedures are clear and anticipate possible student misunderstanding. The teacher's explanation of content is thorough and clear, developing conceptual understanding through clear scaffolding and connecting with students' interests. Students contribute to extending the content by explaining concepts to their classmates and suggesting strategies that might be used. The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies, both within the discipline and for more general use. Students contribute to the correct use of academic vocabulary.

3c. Uses questioning and discussion techniques

(AKCS E2)

LEVEL 1 UNSATISFACTORY	LEVEL 2 BASIC	LEVEL 3 PROFICIENT	LEVEL 4 EXEMPLARY
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The teacher's questions are of low cognitive challenge, with single correct responses, and are asked in rapid succession. Interaction between the teacher and students is predominantly recitation style, with the teacher mediating all questions and answers; the teacher accepts all contributions without asking students to explain their reasoning. Only a few students participate in the discussion.	The teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the teacher attempts to ask some questions designed to engage students in thinking, but only a few students are involved. The teacher attempts to engage all students in the discussion, to encourage them to respond to one another, and to explain their thinking, with uneven results.	While the teacher may use some low-level questions, he/she poses questions designed to promote student thinking and understanding. The teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when doing so is appropriate. The teacher challenges students to justify their thinking and successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.	The teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. Students formulate many questions, initiate topics, challenge one another's thinking, and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.
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3d. Engages students in learning (AKCS B2)			
LEVEL 1 UNSATISFACTORY	LEVEL 2 BASIC	LEVEL 3 PROFICIENT	LEVEL 4 EXEMPLARY
The learning tasks/activities, materials, and resources are poorly aligned with the instructional outcomes, or require only rote responses, with only one approach possible. The groupings of students are unsuitable to the activities. The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed. The teacher does not notice when students are not engaged	The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students and little opportunity for them to explain their thinking, allowing most students to be passive or merely compliant. The groupings of students are moderately suitable to the activities. The lesson has a recognizable structure; however, the pacing of the lesson may not provide students the time needed to be intellectually engaged or may be so slow that many students have a considerable amount of “downtime.” The teacher notices when students are not engaged but makes no effort to engage them.	The learning tasks and activities are fully aligned with the instructional outcomes and are designed to challenge student thinking, inviting students to make their thinking visible. This technique results in active intellectual engagement by most students with important and challenging content, and with teacher scaffolding to support that engagement. The groupings of students are suitable to the activities. The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.	The teacher's introduction of new material is unusual and/or intriguing, playing to the natural curiosity of students. The teacher's presentation of material is lively, intense, and enthusiastic. Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and activities that require complex thinking by students. The teacher provides suitable scaffolding, and challenges students to explain their thinking. There is evidence of some student initiation of inquiry and student contributions to the exploration of important content; students may serve as resources for one another. The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed not only to intellectually engage with and reflect upon their learning but also to consolidate their understanding.

COMPONENT 3	a	b	c	d	TOTAL AVERAGE SCORE
TOTAL SCORE:					

COMPONENT 3 COMMENTS:

AK TEACHER EVALUATION COMPONENT #4: Assessment
4a. Designs student assessments

LEVEL 1 UNSATISFACTORY	LEVEL 2 BASIC	LEVEL 3 PROFICIENT	LEVEL 4 EXEMPLARY
Assessment procedures are not congruent with instructional goals and do not reflect mastery of skills addressed in the AKSS. The teacher does not incorporate formative assessments in the lesson or unit.	Assessment procedures are partially congruent with instructional goals. Assessments address some AKSS skills, but do not require mastery of the skill - assessment questions mostly address DOK Levels 1 and 2. The teacher's approach to using formative assessments is rudimentary.	All the instructional goals may be assessed by the proposed assessment plan; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards clearly address the AKSS and, while some questions are at DOK levels 1 and 2, most are at levels 3 and 4. The teacher has a well-developed strategy for using formative assessments and has prepared particular approaches to be used.	All the instructional goals may be assessed by the proposed assessment plan, with clear criteria for assessing student work according to the AKSS. The plan contains evidence of student contribution to its development. Virtually all questions are at DOK levels 3 and 4. Assessment methodologies have been adapted for individual students as the need has arisen. The approach to using formative assessment is well designed to include both peer and teacher input.

4b. Uses assessment in instruction
(AKCS E4)

LEVEL 1 UNSATISFACTORY	LEVEL 2 BASIC	LEVEL 3 PROFICIENT	LEVEL 4 EXEMPLARY
Students do not appear to be aware of the assessment criteria, and there is little or no monitoring of student learning; feedback is absent or of poor quality. Students do not engage in self- or peer assessment.	Students appear to be only partially aware of the assessment criteria, and the teacher monitors student learning for the class as a whole. Questions and assessments are rarely used to diagnose evidence of learning. Feedback to students is general, and few students assess their own work.	Students appear to be aware of the assessment criteria, and the teacher monitors student learning for groups of students. Questions and assessments are regularly used to diagnose evidence of learning. Teacher feedback to groups of students is accurate and specific; some students engage in self-assessment.	Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Questions and assessments are used regularly to diagnose evidence of learning by individual students. A variety of forms of feedback, from both teacher and peers, is accurate and specific and advances learning. Students self-assess and monitor their own progress. The teacher successfully differentiates instruction to address individual students' misunderstandings.

COMPONENT 4	a	b			TOTAL AVERAGE SCORE
TOTAL SCORE:					

COMPONENT 4 COMMENTS:

AK TEACHER EVALUATION COMPONENT #5: Learning Environment			
5a. Creates an environment of respect and rapport			(AKCS A3)
LEVEL 1 UNSATISFACTORY	LEVEL 2 BASIC	LEVEL 3 PROFICIENT	LEVEL 4 EXEMPLARY

Patterns of classroom interactions, both between teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Teacher often responds to student interactions with sarcasm, put-downs, or in a defensive conflictive manner. The teacher does not utilize any positive strategies to deal with disrespectful behavior, preferring instead to have the disrespectful student removed.	Patterns of classroom interactions, both between teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. The teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, cultures, and developmental levels of the students. Interactions among students are generally polite and respectful, and students exhibit respect for the teacher. The teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite, respectful, and businesslike, though students may be somewhat cautious about taking intellectual risks.	Classroom interactions between the teacher and students and among students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result is an environment where all students feel valued and are comfortable taking intellectual and creative risks.
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5b. Establishes a culture for learning
(AKCS A4)

LEVEL 1 UNSATISFACTORY	LEVEL 2 BASIC	LEVEL 3 PROFICIENT	LEVEL 4 EXEMPLARY
The classroom culture is characterized by a lack of teacher commitment to providing the best learning environment for the students. Teacher provides little or no opportunities for students to invest their own time and energy to the task at hand; rather, instruction is almost entirely teacher-centered. Hard work and the precise use of language by the students are not expected or valued. Medium to low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students.	The classroom culture is characterized by little commitment to learning by the teacher or students. The teacher appears to be only "going through the motions," and students indicate that they are interested in the completion of a task rather than the quality of the work. The teacher conveys that student success is the result of natural ability rather than hard work, and refers only in passing to the precise use of language. High expectations for learning are reserved for those students thought to have a natural aptitude for the subject.	The classroom culture is a place where learning is valued by all; high expectations for both learning and hard work are the norm for most students. Students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning, hard work, and the precise use of language	The classroom culture is a cognitively busy place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning for all students and insists on hard work; instruction is mostly student-centered in which students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or assisting peers in their precise use of language.

5c. Manages classroom procedures
(AKCS A2)

LEVEL 1 UNSATISFACTORY	LEVEL 2 BASIC	LEVEL 3 PROFICIENT	LEVEL 4 EXEMPLARY
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Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher's management of instructional groups and transitions and/or handling of materials and supplies effectively. There is little evidence that students know or follow established routines, or that volunteers and paraprofessionals have clearly defined tasks. Students are regularly seen engaging in "free time."	Some instructional time is lost due to partially effective classroom routines and procedures. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, is/are inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines, and volunteers and paraprofessionals perform their duties.	There is little loss of instructional time due to effective classroom routines and procedures. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, is/are consistently successful. With minimal guidance and prompting, students follow established classroom routines, and volunteers and paraprofessionals contribute to the class.	Instructional time is maximized due to efficient and seamless classroom routines and procedures. Students take initiative in the management of instructional groups and transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students. "Free time" does not exist; rather, students are engaged in learning throughout the class period. Volunteers and paraprofessionals make an independent contribution to the class.
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5d. Manages student behavior
(AKCS A6)

LEVEL 1 UNSATISFACTORY	LEVEL 2 BASIC	LEVEL 3 PROFICIENT	LEVEL 4 EXEMPLARY
Teacher appears to have no influence in managing student misbehavior. Students appear to take advantage of this by continuously challenging established rules of conduct. Teacher ineffectively monitors student behavior, and response to students' misbehavior is negative, condescending, or disrespectful of student dignity. Teacher is unable to maintain control of the classroom and often requires external assistance	Teacher appears to have some influence over student behavior, but implementation and responses are inconsistent. The teacher tries, with uneven results, to monitor student behavior and to exert effective leadership over the classroom.	Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate, and respectful to students and is effective.	Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and/or that of other students against standards of conduct. Teacher monitoring of student behavior utilizes positive intervention strategies, and is subtle and preventive. The teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity.

5e. Organizes the physical space
(AKCS A3)

LEVEL 1 UNSATISFACTORY	LEVEL 2 BASIC	LEVEL 3 PROFICIENT	LEVEL 4 EXEMPLARY
The classroom environment is unsafe, or learning is not accessible to many. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities.	The classroom is safe, and essential learning is accessible to most students. The teacher makes modest use of physical resources, including computer technology. The teacher attempts to adjust the classroom furniture for a lesson or, if necessary, to adjust the lesson to the furniture, but with limited effectiveness.	The classroom is safe, and students have equal access to learning activities; the teacher ensures that the furniture arrangement is appropriate to the learning activities and uses physical resources, including computer technology, effectively.	The classroom environment is safe, and learning is accessible to all students, including those with special needs. The teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.

COMPONENT 5	a	b	c	d	e	TOTAL AVERAGE SCORE
TOTAL SCORE:						

COMPONENT 5 COMMENTS:

AK TEACHER EVALUATION COMPONENT #6: Family and Community

6a. Communicates with families and works closely with parents to achieve cohesiveness between home and school educational expectations (AKCS D2)

LEVEL 1 UNSATISFACTORY	LEVEL 2 BASIC	LEVEL 3 PROFICIENT	LEVEL 4 EXEMPLARY
The teacher provides little information about the instructional program to families; the teacher's communication about students' progress is minimal. The teacher does not respond, or responds insensitively, to parental concerns.	The teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. Moreover, the communication that does take place may not be culturally sensitive to those families.	The teacher provides frequent and appropriate information to families about the instructional program and conveys information about individual student progress in a culturally sensitive manner. The teacher makes some attempts to engage families in the instructional program.	The teacher communicates frequently with families in a culturally sensitive manner, with students contributing to the communication. The teacher responds to family concerns with professional and cultural sensitivity. The teacher's efforts to engage families in the instructional program are frequent and successful.

6b. Participates in a professional community and participates in community events and activities in an appropriate and supportive way (AKCS B4)

LEVEL 1 UNSATISFACTORY	LEVEL 2 BASIC	LEVEL 3 PROFICIENT	LEVEL 4 EXEMPLARY
The teacher's relationships with colleagues are negative or self-serving. The teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. The teacher avoids becoming involved in school events or school and district projects.	The teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. The teacher participates in the school's culture of professional inquiry when invited to do so. The teacher participates in school events and school and district projects when specifically asked.	The teacher's relationships with colleagues are characterized by mutual support and cooperation; the teacher actively participates in a culture of professional inquiry. The teacher willingly volunteers to participate in school events and in school and district projects, making a substantial contribution.	The teacher's relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. The teacher takes a leadership role in promoting professional inquiry. The teacher willingly participates in and/or contributes to school events/ projects, assuming a leadership role in at least one aspect of school/district life.

COMPONENT 6	a	b			TOTAL AVERAGE SCORE
TOTAL SCORE:					

COMPONENT 6 COMMENTS:

AK TEACHER EVALUATION COMPONENT #7: Professional Practices
7a. Reflects on teaching
(AKCS A5 & B3)

LEVEL 1 UNSATISFACTORY	LEVEL 2 BASIC	LEVEL 3 PROFICIENT	LEVEL 4 EXEMPLARY
The teacher does not know whether a lesson was effective or achieved its instructional outcomes, or the teacher profoundly misjudges the success of a lesson. The teacher has no suggestions for how a lesson could be improved.	The teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. The teacher makes general suggestions about how a lesson could be improved.	The teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. The teacher makes a few specific suggestions of what could be tried another time the lesson is taught.	The teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, the teacher offers specific alternative actions, complete with the probable success of different courses of action.

7b. Maintains accurate records

LEVEL 1 UNSATISFACTORY	LEVEL 2 BASIC	LEVEL 3 PROFICIENT	LEVEL 4 EXEMPLARY
The teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. The teacher's records for noninstructional activities are in disarray, the result being errors and confusion. The teacher does not regularly or adequately utilize the PowerSchool record-keeping system.	The teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. The teacher's records for noninstructional activities are adequate but inefficient and, unless given frequent oversight by the teacher, prone to errors.	The teacher's system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records is fully effective.	The teacher's system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records is fully effective. Students contribute information and participate in maintaining the records.

7c. Grows and develops professionally

LEVEL 1 UNSATISFACTORY	LEVEL 2 BASIC	LEVEL 3 PROFICIENT	LEVEL 4 EXEMPLARY
The teacher engages in no professional development activities to enhance knowledge or skill. The teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. The teacher makes no effort to try new strategies or recommendations within the classroom setting. The teacher makes no effort to share knowledge with others or to assume professional responsibilities.	The teacher participates to a limited extent in professional activities when they are convenient and/or rarely attempts to implement new knowledge within the classroom setting. The teacher engages in a limited way with colleagues and supervisors in professional conversation about practice, including some feedback on teaching performance. The teacher finds limited ways to assist other teachers and contribute to the profession.	The teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. The teacher actively engages with colleagues and supervisors in professional conversation about practice, including feedback about practice. The teacher participates actively in assisting other educators and looks for ways to contribute to the profession.	The teacher seeks out opportunities for professional development and makes a systematic effort to conduct utilize new knowledge within the classroom setting. The teacher solicits feedback on practice from both supervisors and colleagues. The teacher initiates important activities to contribute to the profession.

7d. Shows professionalism

LEVEL 1 UNSATISFACTORY	LEVEL 2 BASIC	LEVEL 3 PROFICIENT	LEVEL 4 EXEMPLARY
The teacher displays dishonesty in interactions with colleagues, students, and the public. The teacher is not alert to students' needs and contributes to school practices that result in some students being ill served by the school. The teacher makes decisions and recommendations that are based on self-serving interests. The teacher does not comply with school and district regulations. The teacher displays a negative, conflictive, or defensive attitude toward colleagues and/or administrators; denies the need for or does not accept responsibility for corrective action; and remains closed to any recommendations for improvement.	The teacher is honest in interactions with colleagues, students, and the public. The teacher's attempts to serve students are inconsistent, and unknowingly contribute to some students being ill served by the school. The teacher's decisions and recommendations are based on limited though genuinely professional considerations. The teacher must be reminded by supervisors about complying with school and district regulations. The teacher is reluctant to make recommended changes for improvement.	The teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. The teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. The teacher maintains an open mind in team or departmental decision-making. The teacher complies fully with school and district regulations and responds positively to recommended strategies for improvement.	The teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. The teacher is highly proactive in serving students, seeking out resources when needed. The teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. The teacher takes a leadership role in team or departmental decision-making and helps ensure that such decisions are based on the highest professional standards. The teacher complies fully with school and district regulations, taking a leadership role with colleagues.

COMPONENT 7	a	b	c	d	TOTAL AVERAGE SCORE
TOTAL SCORE:					

COMPONENT 7 COMMENTS:

AK TEACHER EVALUATION COMPONENT #8: STUDENT LEARNING STANDARD				
Student Learning Objective #1				
Student Learning Objective #2				
	Exemplary (4) At least 85% of students met their target.	Proficient (3) At least 65% but less than 85% of students met their target.	Basic (2) At least 40% but less than 64% of students met their target.	Unsatisfactory (1) Fewer than 40% of students met their target.
Overall rating for STUDENT LEARNING STANDARD				

TOTAL AVERAGED SCORES FOR ALL EIGHT COMPONENTS

COMPONENT 1	1	2	3	4
<i>TOTAL AVERAGE SCORE:</i>				
COMPONENT 2	1	2	3	4
<i>TOTAL AVERAGE SCORE:</i>				
COMPONENT 3	1	2	3	4
<i>TOTAL AVERAGE SCORE:</i>				
COMPONENT 4	1	2	3	4
<i>TOTAL AVERAGE SCORE:</i>				
COMPONENT 5	1	2	3	4
<i>TOTAL AVERAGE SCORE:</i>				
COMPONENT 6	1	2	3	4
<i>TOTAL AVERAGE SCORE:</i>				
COMPONENT 7	1	2	3	4
<i>TOTAL AVERAGE SCORE:</i>				
COMPONENT 8	1	2	3	4
<i>TOTAL AVERAGE SCORE:</i>				
GRAND TOTAL:				

LEVEL OF SUPPORT

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Professional Focus

At least 7 out of 8 standards
rated proficient or above
and no standard rated as
unsatisfactory

☐

Administrator Support or *(Plan for Professional Growth)*

Two or more standards
rated as basic and no standard
rated as unsatisfactory

☐

Plan of Improvement

One or more standard(s)
rated as unsatisfactory

FINAL COMMENTS:
