TOOLS FOR
TEACHER EVALUATION

**Companion documents and resources can be
accessed at www.danielsongroup.org**

(Optional)	Teacher _____ _____Formative _____Summative		(Optional)
This column completed with teacher through rubric comparison	**LESSON PLAN:** **EVIDENCE OF DOMAINS 1 AND 4** (To be completed by the teacher in advance of announced observation and sent to evaluator 2 days in advance) (Evidence not required for each D4 component for 1 lesson)		This column completed with teacher through rubric comparison
	DOMAIN 1	DOMAIN 4	
U NI P D ☐	1a. Applying Knowledge of Content and Pedagogy: What is the content to be taught? What prerequisite learning is required?	4a. Engaging in Reflective Practice: (Following the lesson) Collect samples of the student's work, from the observed lesson that represent a range of student performance. Discuss the degree to which students met your objectives and how the work shows this.	U NI P D ☐
U NI P D ☐	1b. Knowing and Valuing Students: Characterize the class. How will you modify this lesson for groups or individual students?	4b. Documenting Student Progress: How do you track student learning as it relates to this lesson?	U NI P D ☐
U NI P D ☐	1c. Setting Instructional Outcomes: What do you want students to learn during this lesson?	4c. Engaging Families and Communities: What specifically have you learned by communicating with families that impacted your planning of this lesson?	U NI P D ☐
U NI P D ☐	1d. Using Resources Effectively: What resources were considered for this lesson and rejected? Why? What resources will be used? Why?	4d. Contributing to School Community and Culture: In what ways is today's lesson related to collaboration with colleagues?	U NI P D ☐
U NI P D ☐	1e. Planning Coherent Instruction: List very briefly the steps of the lesson.	4e. Growing and Developing Professionally: What aspects of this lesson are the result of some recent professional learning?	U NI P D ☐
U NI P D ☐	1f. Designing and Analyzing Assessments: How will you measure the goals articulated in 1c? What does success look like?	4f. Acting in Service of Students: In what ways have you been an advocate for students that relate directly to this lesson?	U NI P D ☐

(Optional)	Teacher _____ _____ Formative _____ Summative		(Optional)
This column completed with teacher through rubric comparison	**OBSERVATION: EVIDENCE FOR DOMAINS 2, 3** _____ Announced _____ Unannounced		This column completed with teacher through rubric comparison
	DOMAIN 2	DOMAIN 3	
U NI P D ☐	**2a. Cultivating Respectful and Affirming Environments** *Positive Relationships* *Sense of Belonging* *Cultural Responsiveness* *Positive Conflict Resolution*	**3a. Communicating About Purpose and Content** *Purpose for Learning and Criteria for Success* *Specific Expectations* *Explanations of Content* *Use of Academic Language*	U NI P D ☐
U NI P D ☐	**2b. Fostering a Culture for Learning** *Purpose and Motivation* *Dispositions for Learning* *Student Agency and Pride in Work* *Support and Perseverance*	**3b. Using Questioning and Discussion Techniques** *Critical Thinking and Deeper Learning* *Reasoning and Reflection* *Student Participation*	U NI P D ☐
U NI P D ☐	**2c. Managing Purposeful Environments** *Productive Collaboration* *Student Autonomy and Responsibility* *Equitable Access to Resources and Supports* *Non-Instructional Tasks*	**3c. Engaging Students in Learning** *Rich Learning Experiences* *Collaboration and Teamwork* *Use of Instructional Materials and Resources* *Opportunities for Thinking and Reflection*	U NI P D ☐
U NI P D ☐	**2d. Supporting Positive Student Behavior** *Expectations for the Learning Community* *Modeling and Teaching Habits of Character* *Self-Monitoring and Collective Responsibility*	**3d. Using Assessment for Learning** *Clear Standards for Success* *Monitoring Student Understanding* *Timely, Constructive Feedback*	U NI P D ☐
U NI P D ☐	**2e. Organizing Spaces for Learning** *Safety and Accessibility* *Design for Learning and Development* *Co-Creation and Shared Ownership*	**3e. Responding Flexibly to Student Needs** *Evidence-Based Adjustments* *Receptiveness and Responsiveness* *Determination and Persistence*	U NI P D ☐

EVIDENCE FOR CATHOLIC IDENTITY DOMAIN	(Optional) This column completed with teacher through rubric comparison
5a. Nurturing a Catholic atmosphere in the classroom Is prayer time reverent and relevant? How is the religious nature or liturgical year on display? Is there an atmosphere of respect?	U NI P D ☐
5b. Guiding students in participation in prayer and the sacraments What is prayer life of students? Is sacramental life encouraged? Is there a connection between prayer and daily life?	U NI P D ☐
5c. Demonstrating knowledge of stages of faith and moral character development Rel: Is lesson designed to evangelize and catechize? Are questions encouraged and answered respectfully? Non-Rel: Are there cross-curricular projects with Religion? Does teacher uses commandments and beatitudes to deal with peer relationships?	U NI P D ☐
5d. Presenting the teachings of the faith with fidelity and conviction Rel: Does teacher display a sincere commitment to the faith? Are religious concepts connected to daily life? Non-Rel: Are connections made between content area and religious concepts?	U NI P D ☐
5e. Involving students in the mission work of the Church by serving the larger community Are students encouraged to see the needs of the larger community? Are service opportunities provided to students?	U NI P D ☐

Observation Summary

Component Strengths of the Teacher's Practice (List no more than two components.)

Component Areas for Growth in the Teacher's Practice (List no more than two components.)

Next Steps:

We have conducted a conversation and rubric assessment on the above items.

Teacher's Signature _____ Date _____

Administrator's Signature _____ Date _____

First Name: _____   **Last Name:** _____   **School:** _____

Job Title: **Evaluator:**   **Date:**

Contract: ☐ Full Time ☐ Part Time	AREA of Certification:	Overall Performance Level: ☐ Distinguished ☐ Proficient ☐ Need Improvement ☐ Unsatisfactory	Recommendation for Upcoming School Year: ☐ Individual Project ☐ Professional Development Program ☐ Improvement Plan ☐ Remain in Formal Evaluation Cycle ☐ Non-Renewal

Domain One: Planning and Preparation: The teacher's plans reflect adequate understanding of the content, the students and available resources. Instructional outcomes are suitable to students. Instruction and assessments are aligned to the goals(s).

1a. Applying knowledge of content and pedagogy	☐ Unsatisfactory	☐ Needs Improvement	☐ Proficient	☐ Distinguished
1b. Knowing and valuing of students	☐ Unsatisfactory	☐ Needs Improvement	☐ Proficient	☐ Distinguished
1c. Setting instructional outcomes	☐ Unsatisfactory	☐ Needs Improvement	☐ Proficient	☐ Distinguished
1d. Using resources effectively	☐ Unsatisfactory	☐ Needs Improvement	☐ Proficient	☐ Distinguished
1e. Planning coherent instruction	☐ Unsatisfactory	☐ Needs Improvement	☐ Proficient	☐ Distinguished
1f. Designing and analyzing assessments	☐ Unsatisfactory	☐ Needs Improvement	☐ Proficient	☐ Distinguished

Domain Two: Learning Environment: The learning environment functions reasonably effectively, with little loss of instructional time. Expectations for student learning and conduct are appropriate, and routines and use of space support student learning. Interactions among individuals are respectful.

2a. Cultivating respectful and affirming environments	☐ Unsatisfactory	☐ Needs Improvement	☐ Proficient	☐ Distinguished
2b. Fostering a culture for learning	☐ Unsatisfactory	☐ Needs Improvement	☐ Proficient	☐ Distinguished
2c. Maintaining purposeful environments	☐ Unsatisfactory	☐ Needs Improvement	☐ Proficient	☐ Distinguished
2d. Supporting positive student behavior	☐ Unsatisfactory	☐ Needs Improvement	☐ Proficient	☐ Distinguished
2e. Organizing spaces for learning	☐ Unsatisfactory	☐ Needs Improvement	☐ Proficient	☐ Distinguished

Domain Three: Learning Experiences: Students are engaged in learning appropriately, due to clarity of communication and successful use of questioning and discussion skills. Activities, assignments and assessments are acceptable and are used effectively. The teacher demonstrates flexibility and cultural responsiveness in contributing to the success of the lesson and of each student.

3a. Communicating about purpose and content	☐ Unsatisfactory	☐ Needs Improvement	☐ Proficient	☐ Distinguished
3b. Using questioning and discussion techniques	☐ Unsatisfactory	☐ Needs Improvement	☐ Proficient	☐ Distinguished
3c. Engaging students in learning	☐ Unsatisfactory	☐ Needs Improvement	☐ Proficient	☐ Distinguished
3d. Using assessment for learning	☐ Unsatisfactory	☐ Needs Improvement	☐ Proficient	☐ Distinguished
3e. Responding flexibly to student needs	☐ Unsatisfactory	☐ Needs Improvement	☐ Proficient	☐ Distinguished

Domain Four: Principled Teaching: The teacher demonstrates ethical standards and professionalism by engaging in accurate reflection, by monitoring student progress using data, by communicating appropriately with families and by displaying effective relationships with colleagues and by growing and developing professionally.

4a. Engaging in reflective practice	☐ Unsatisfactory	☐ Needs Improvement	☐ Proficient	☐ Distinguished
4b. Documenting student progress	☐ Unsatisfactory	☐ Needs Improvement	☐ Proficient	☐ Distinguished
4c. Engaging families and communities	☐ Unsatisfactory	☐ Needs Improvement	☐ Proficient	☐ Distinguished
4d. Contributing to school community and culture	☐ Unsatisfactory	☐ Needs Improvement	☐ Proficient	☐ Distinguished
4e. Growing and developing professionally	☐ Unsatisfactory	☐ Needs Improvement	☐ Proficient	☐ Distinguished
4f. Acting in service of students	☐ Unsatisfactory	☐ Needs Improvement	☐ Proficient	☐ Distinguished

Addendum: Evidence for Catholic Identity

5a. Nurturing a Catholic atmosphere in the classroom	☐ Unsatisfactory	☐ Needs Improvement	☐ Proficient	☐ Distinguished
5b. Guiding student participation in prayer and sacraments	☐ Unsatisfactory	☐ Needs Improvement	☐ Proficient	☐ Distinguished
5c. Demonstrating knowledge of stages of faith and moral character development	☐ Unsatisfactory	☐ Needs Improvement	☐ Proficient	☐ Distinguished
5d. Presenting the teachings of the faith with fidelity and conviction	☐ Unsatisfactory	☐ Needs Improvement	☐ Proficient	☐ Distinguished
5e. Involving students in the mission work of the church by serving the larger community	☐ Unsatisfactory	☐ Needs Improvement	☐ Proficient	☐ Distinguished

Teacher Signature: _____   Date: _____

Evaluator Signature: _____   Date: _____

WALK-THROUGH OBSERVATION
EVIDENCE FOR DOMAINS 1, 2, 3, and/or 4

Teacher: ——————————————
Grade Level/Class: ——————————————
Period: ——————————————

Date: ——————————————

Evidence	Related Components	Component Strength and Comment:
		Component for Focus and Comment:

Teacher response/evidence (optional):

THE INDEPENDENT PROFESSIONAL GROWTH PLAN

Thinking about the FIVE STEPS	Designing the Professional Growth Plan	Reflection on Progress/Date Completed Evidence
Step One: Selecting the component focus • Consider student learning data. • Self-assess your overall, typical performance on the Framework rubrics. • Review recent evaluations conducted by your school leader(s). • Ask yourself: What component of my teaching, when grown, could most impact student learning? • Discuss this component with your cohort and then your school leaders for input and approval.	By October 15, Step One: My component focus is:	Step One: Evidence to support my focus component selection:
Step Two: Describing the levels of performance • What level(s) of performance describe your current teaching in the focus component? Write the level(s) below, along with some evidence that your current level of performance in the target performance is correct? • How is growth in this component expected to impact student learning? • What is the target level of performance in the focus component? Write some key words from that level that describe what you are trying to achieve. • What evidence (documents/data) will you collect to show that a) your plan is being implemented and b) your plan is, or is not, succeeding? (Note: You should adjust your plan along the way if it is not succeeding.) • Share your thinking with your cohort and get input.	By October 15, Step Two: My current level of performance and my target level of performance in the focus component:	Step Two: Evidence of current level of performance and evidence that would document target level of performance:
Step Three: Designing the steps to reach the Target LOP • Consider your current level of performance in the focus component and the level you hope to achieve. What steps will help you get there? Write the steps below, along with their approximate dates: • How might colleagues assist you in achieving your goals? What other kinds of support might you need? • How will you know if you achieve the desired level of performance in the Focus Component? • Share your plan with your cohort and your school leader for suggestions, approval and support.	By November 30, Step Three: The steps of my plan:	Step Three: Evidence expected to result from each step of my plan:
Step Four: Implementation of the plan • Implement the steps of your plan throughout the school year and collect evidence. • Meet with your cohort a minimum of three times and other times as needed or requested. Incorporate them into your work wherever possible. • Examine evidence/progress regularly and discuss with your cohort. • Be willing to ask for help/feedback and to adjust your plan as necessary for success.	December – April, Step Four: Recording the steps of the plan as they are implemented or adjusted (dates):	Step Four: Evidence collected during each step of plan completion or adjustment:
Step Five: Comparing and concluding • At the conclusion of the plan, examine the collected evidence against the stated target(s). Conclude about the success of your plan. Did you reach the desired level of performance in the Focus Component(s)? Why? Why not? How do you know? • Conduct a self-assessment on the Framework rubrics and also the process rubrics and share these with your cohort and your school leader. • Share 3 key learnings with all colleagues in your building.	By May 15, Step Five: Conclusions about my plan:	Step Five: Evidence to support conclusions:

Catholic Identity Domain for Teacher Evaluation

Component	Unsatisfactory	Needs Improvement	Proficient	Distinguished
5a. Nurturing a Catholic atmosphere in the classroom				
For all teachers:	• No prayer is evident on a daily basis • No visible signs of Catholic faith or beliefs • Classroom environment is not respectful of adults or students	• Each day begins with teacher directed prayer • Minimal connection between classroom behavior and God's law of love • Catholic faith is not made relevant to daily life	• Classroom environment characterized by high moral standards • Displays in classroom are of a religious nature • Prayer time is reverent and relevant • Liturgical year is noted.	• Teacher and students model respect for each other • Bible readings/stories about the saints are led daily by students • Religious elements are inserted in all subject matters • Liturgical year is celebrated with symbols
5b. Guiding students in participation in prayer and the sacraments				
For teachers of Religion:	• Prayers are not assigned to students to learn • Prayers built into the textbook are ignored • Teacher relays a negative message about the sacraments (e.g. Sacrament of Penance)	• No preparation for students prior to weekly Mass or seasonal Penance services • Teacher does not model praying with the class/school • No sacramental life is modeled for students • Prayers are memorized as an assignment with no connection to a life of faith.	• Prayers assigned to particular grade levels are taught • Informal prayers by students are encouraged • Teacher shares her prayer life in an appropriate manner • Teacher models reverent reception of the sacraments • Students are exposed to a wide variety of prayer styles	• Required prayers are taught with an emphasis on incorporating them in daily life • Prior to weekly Mass and seasonal Penance services, the teacher spends time describing the rituals and symbols • Students write prayer services • Sunday liturgical readings are discussed weekly
For teachers of other content areas:	• Refers to the reception of the sacraments in a negative tone (e.g. too busy for this) • Classroom prayer is said in an irreverent manner.	• Prayer at the beginning of class is not consistent on a daily basis • Prayer is always teacher led with no student engagement	• Each class begins with prayer and a request for intentions • Teacher models reverent reception of the sacraments and sets a high expectation for students' behavior	• Each class begins with prayer and a request for intentions with an emphasis on community/world issues
5c. Demonstrating knowledge of stages of faith and moral character development				
For teachers of Religion:	• Religion is taught as a standard academic subject with no faith sharing or attempts to do anything more than catechize	• Discourages questions from students that challenge the teachings of our faith • Does not connect the laws of God with real-life situations	• Respects questions asked by students • Respects other faiths but can defend the Catholic faith • Evangelizes as well as catechizes • Asks challenging questions with age appropriate situations	• Uses current events to connect our faith to the real world • Uses questioning techniques to lead students to the challenge of living a moral life • Exposes students to their role in evangelization • Gives students the opportunity to defend the teachings of the faith

For teachers of other content areas:	• Teacher shares inappropriate personal situations with students • No connections are made between any subjects and religion.	• Teacher fails to answer questions about our faith by asserting that those questions belong in religion class. • Moral consequences are not discussed in subject areas outside of religion.	• If a question is asked concerning the faith, teacher answers appropriately according to the Catholic faith • A strong connection exists between student behavior and the command to love that is age appropriate	• When applicable, the teacher uses the commandments and beatitudes to deal with peer relationships, • Students are challenged to live out their faith during their daily lives • Students are involved in cross-curricular projects between a subject area and religion • Questions about the faith are discussed in an age appropriate manner with referral to the religion teacher/pastor if appropriate.

5d. Presenting the teachings of the faith with fidelity and conviction

For teachers of Religion:	• Teacher contradicts the teachings of the Church with personal opinions • Teacher has an attitude of irreverence toward the teaching authority of the Church • Teacher does not reference the Bible in any manner	• Does not contradict the teachings of the Church, but teaches religion with minimal planning and very few engaging activities • Religious concepts are expected to be memorized with no connection to a personal faith life • Bible is rarely referenced	• Teaches with a genuine commitment to the Catholic faith • Uses the religion standards to plan lessons and verifies a deeper understanding with a variety of activities/assessments • Bible is used for telling the story of our faith	• Teaches religion with a sincere enthusiasm for the faith • Uses student-led activities to increase the level of active engagement • Variety of assessments are used, in which, students must connect their faith with their world • Bible is brought to life with excellent storytelling techniques
For teachers of other content areas:	• Teacher contradicts the teachings of the church with personal opinions. • Teacher has an attitude of irreverence toward the teaching authority of the Church	• Makes minimal connections with content areas and religious concepts.	• Never presents personal beliefs that are in contradiction to Church teaching • Teacher makes connections of other subject areas to teachings of the Church	• When there is a connection of a teaching of the Church with a content topic, the teacher uses every opportunity to make the connection

5e. Involving students in the mission work of the Church by serving the larger community.

For teachers of Religion:	• No service projects are planned for students • Minimal participation in school-wide projects • Students have very little or no exposure to the larger faith community.	• Teacher has one service project/year for the students, the project is one in which the students have minimal self-investment • Students have some exposure to the larger community.	• Teacher organizes at least two service projects/year with pre-event discussions and post-event discussions about our call to serve • Saints' lives are used as models for being a servant of God	• Students, with the aid of the teacher, plan at least two service projects/year • Discussions / journaling occur both before and after the projects are completed • Presentation on the missions is done once during the year.
For teachers of other content areas:	• Does not participate or encourage students to participate in service projects • Believes that the time spent on service to the larger community is a waste of class time	• Encourages students to participate in the service projects	• Works with the religion teachers in designing service projects • Encourages students to understand the need to serve the larger community	• Through a particular topic being covered in a subject area, students design and carry out a service project