

Kenyon Wanamingo Elementary School Teacher Evaluation

KW Elementary School will use Charlotte Danielson's A Framework for Teaching model to evaluate all teachers. District administrators will produce an evaluation report following the observation. All reports will be shared with the teacher and a copy placed in their permanent file. Each teacher will be asked to sign the evaluation report, which means they have reviewed the copy.

Evaluation Process

1. **Pre-Observation Meeting** – The teacher and administrator will meet briefly to discuss the upcoming lesson. The teacher will provide a lesson plan of what is going to be taught during the scheduled time. The lesson plan will include the standard(s) that are being taught in the lesson. A discussion will take place on the elements that will be evaluated during the observation.
2. **Self-Assessment** – The teacher will complete a self assessment of the domain that will be focused on for the upcoming observation. This is a way for the teacher to become more familiar with the framework and reflect on their practice. The self-assessment will be submitted to the administrator prior to the observation.
3. **Observation** – The administrator will observe the lesson shared during the pre-observation meeting. The principal will evaluate the elements of a specific domain during the observation.
4. **Staff Summary** – The teacher will complete a summary of the lesson. This summary will include reflection on the lesson objective and the elements of the domain being focused on for the observation as they related to the lesson. This should be submitted to the administrator as soon as possible following the lesson.
5. **Post Observation Meeting** – The teacher and administrator will meet to reflect on the lesson taught during the observation. An evaluation report will be created to show the teacher's level of performance.

A Framework for Teaching

Domain 1 Planning and Preparation

a. Demonstrating Knowledge of Content and Pedagogy

Knowledge of Content and the Structure of the Discipline
Knowledge of Prerequisite Relationships
Knowledge of Content-Related Pedagogy

b. Demonstrating Knowledge of Students

Knowledge of Child and Adolescent Development
Knowledge of the Learning Process
Knowledge of Students' Skills, Knowledge, and Language Proficiency
Knowledge of Students' Interests and Cultural Heritage
Knowledge of Students' Special Needs

c. Setting Instructional Outcomes

Value, Sequence, and Alignment
Clarity
Balance
Suitability for Diverse Learners

d. Demonstrating Knowledge of Resources

Resources for Classroom Use
Resources to Extend Content Knowledge and Pedagogy
Resources for Students

e. Designing Coherent Instruction

Learning Activities
Instructional Materials and Resources
Instructional Groups
Lesson and Unit Structure

f. Designing Student Assessments

Congruence with Instructional Outcomes
Criteria and Standards
Design of Formative Assessments
Use for Planning

Domain 4 Professional Responsibilities

a. Reflecting on Teaching

Accuracy
Use in Future Teaching

b. Maintaining Accurate Records

Student Completion of Assignments
Student Progress in Learning
Non-instructional Records

c. Communicating with Families

Information About the Instructional Program
Information About Individual Students
Engagement of Families in the Instructional Program

d. Participating in a Professional Community

Relationships with Colleagues
Involvement in a Culture of Professional Inquiry
Service to the School
Participation in School and District Projects

e. Growing and Developing Professionally

Enhancement of Content Knowledge and Pedagogical Skill
Receptivity to Feedback from Colleagues
Service to the Profession

f. Showing Professionalism

Integrity And Ethical Conduct
Service To Students
Advocacy
Decision Making
Compliance with School and District Regulations

Domain 2 The Classroom Environment

a. Creating an Environment of Respect and Rapport

Teacher Interaction with Students
Student Interactions with One Another

b. Establishing a Culture for Learning

Importance of the Content
Expectations for Learning and Achievement
Student Pride in Work

c. Managing Classroom Procedures

Management of Instructional Groups
Management of Transitions
Management of Materials And Supplies
Performance of Non-Instructional Duties
Supervision of Volunteers And Paraprofessionals

d. Managing Student Behavior

Expectations
Monitoring of Student Behavior
Response to Student Misbehavior

e. Organizing Physical Space

Safety and Accessibility
Arrangement of Furniture and Use of Physical Resources.

Domain 3 Instruction

a. Communicating with Students

Expectations for Learning
Directions and Procedures
Explanations of Content
Use of Oral and Written Language

b. Using Questioning and Discussion Techniques

Quality of Questions
Discussion Techniques
Student Participation

c. Engaging Students in Learning

Activities and Assignments
Grouping of Students
Instructional Materials and Resources
Structure and Pacing

d. Using Assessment in Instruction

Assessment Criteria
Monitoring of Student Learning
Feedback to Students
Student Self-Assessment and Monitoring of Progress

e. Demonstrating Flexibility and Responsiveness

Lesson Adjustment
Response to Students
Persistence