



# TDES Composite Rating Form 2013 - 2014

First Name:

Last Name:

School:

Job Title:

Evaluator:

Date:

<b>CONTRACT:</b> <input type="checkbox"/> Limited <input type="checkbox"/> Continuing	<b>LICENSURE:</b> <input type="checkbox"/> Resident Educator <input type="checkbox"/> Professional <input type="checkbox"/> Senior Professional <input type="checkbox"/> Lead Professional <input type="checkbox"/> Other	<b>PREPONDERANCE OF EVIDENCE INDICATES AN OVERALL PERFORMANCE LEVEL OF:</b> <input type="checkbox"/> Accomplished <input type="checkbox"/> Proficient <input type="checkbox"/> Developing <input type="checkbox"/> Ineffective	<b>STUDENT GROWTH MEASURES:</b>
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**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 goal(s).

- 1a. Demonstrating knowledge of content and pedagogy  Ineffective  Developing  Proficient  Accomplished
- 1b. Demonstrating knowledge of students  Ineffective  Developing  Proficient  Accomplished
- 1c. Setting instructional outcomes**  Ineffective  Developing  Proficient  Accomplished
- 1d. Demonstrating knowledge of resources  Ineffective  Developing  Proficient  Accomplished
- 1e. Designing coherent instruction**  Ineffective  Developing  Proficient  Accomplished
- 1f. Designing student assessments  Ineffective  Developing  Proficient  Accomplished

**Domain Two: The Classroom Environment:** The classroom 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. Creating an environment of respect and rapport  Ineffective  Developing  Proficient  Accomplished
- 2b. Establishing a learning culture that is challenging/rigorous**  Ineffective  Developing  Proficient  Accomplished
- 2c. Managing classroom procedures**  Ineffective  Developing  Proficient  Accomplished
- 2d. Managing student behavior**  Ineffective  Developing  Proficient  Accomplished
- 2e. Organizing physical space  Ineffective  Developing  Proficient  Accomplished

**Domain Three: Teaching and Learning:** 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 with students  Ineffective  Developing  Proficient  Accomplished
- 3b. Using questioning and discussion techniques  Ineffective  Developing  Proficient  Accomplished
- 3c. Engaging students in learning**  Ineffective  Developing  Proficient  Accomplished
- 3d. Using assessment to inform instruction**  Ineffective  Developing  Proficient  Accomplished
- 3e. Demonstrating flexibility and responsiveness  Ineffective  Developing  Proficient  Accomplished

**Domain Four: Professional Responsibilities:** 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. Reflecting on teaching and student learning  Ineffective  Developing  Proficient  Accomplished
- 4b. Maintaining accurate records**  Ineffective  Developing  Proficient  Accomplished
- 4c. Communicating with families  Ineffective  Developing  Proficient  Accomplished
- 4d. Participating in a professional community  Ineffective  Developing  Proficient  Accomplished
- 4e. Growing and developing professionally  Ineffective  Developing  Proficient  Accomplished
- 4f. Showing professionalism**  Ineffective  Developing  Proficient  Accomplished

**Recommendation for the upcoming school year:**

- Professional Growth Plan
- Professional Improvement Plan
- Intervention PAR
- Non-Renewal / Termination

Professional Development Focus Area for 2013 – 2014: \_\_\_\_\_

Teacher Signature: \_\_\_\_\_

Date: \_\_\_\_\_