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**SOUTHWESTERN UNION CONFERENCE TEACHER EVALUATION FORM**

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| *Performance Criteria Key: U—Unsatisfactory, B—Basic, P—Proficient, D—Distinguished*  *Potential Evidences: Observations, Unit and Lesson Plans, Interviews, Teacher Self-ratings, Surveys, School Website, Newsletters, School Handbook, Signage, Student Outcomes, Assessments, Committee Memberships, Faculty Meeting Minutes, Professional Learning Plans, SIS Program, Friday Folders, Social Media, Church Bulletins, Class Schedule, Curriculum Maps, Learner Work, Instructional Materials, Professional Learning Certificates, Classroom Rules, Teacher Reflections* |

**Domain I—Faith Integration**

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| Standards | Performance Criteria | | | |
| U | B | P | D |
| 1a Utilizes the Seventh-day Adventist worldview and the school’s philosophy, mission, vision, and core values and beliefs as the foundation for teaching and learning |  |  |  |  |
| 1b Clearly communicates the school’s philosophy, mission, vision, and core values and beliefs to constituents, parents, and learners |  |  |  |  |
| 1c Demonstrates Christ-like behavior |  |  |  |  |

**Domain II—Planning and Preparation**

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| Standards | Performance Criteria | | | |
| U | B | P | D |
| 2a Uses proficiency scales (p-scales) as the foundation for standards-based learning |  |  |  |  |
| 2b Sets learning outcomes that align with NAD content standards (or p-scales) and encourages the development of: a connection to God and others, citizenship, collaboration, critical thinking and problem solving, creativity and innovation, communication, and character |  |  |  |  |
| 2c Develops standards-based year-long, unit, and lesson plans in accordance with conference expectations |  |  |  |  |
| 2d Designs/selects assessments that align learning outcomes with assessment methods |  |  |  |  |
| 2e Demonstrates knowledge of content and pedagogy through the creation of a variety of rigorous and relevant learning experiences that build skills as well as conceptual understandings |  |  |  |  |
| 2f Designs instructional sequences that are appropriate for learning outcomes and build on learner’s prior knowledge, while providing for the appropriate level of challenge for all students |  |  |  |  |
| 2g Aligns resources and tools to standards, including NAD approved materials |  |  |  |  |
| 2h Designs instruction that engages learners in applying content knowledge and methods of inquiry to cross-disciplinary projects |  |  |  |  |
| 2i Engages students in witnessing and service-learning opportunities |  |  |  |  |

**Domain III—Instruction and Assessment**

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| Standards | Performance Criteria | | | |
| U | B | P | D |
| 3a Communicates effectively with learners regarding learning outcomes, explanations of content, and directions for activities |  |  |  |  |
| 3b Uses developmentally appropriate instructional strategies and resources in response to assessment evidence regarding learners’ strengths, needs, and interests |  |  |  |  |
| 3c Engages learners in developing critical thinking and problem-solving skills through questioning, discussion techniques, and learning experiences |  |  |  |  |
| 3d Supports learners’ communication through speaking, listening, reading, writing, and other modes |  |  |  |  |
| 3e Provides individual and collaborative opportunities for learners to demonstrate their knowledge and skills through a variety of products and performances |  |  |  |  |
| 3f Employs a balanced assessment system, including formative, summative, and pre- and self-assessments as appropriate to provide supportive feedback, document learning, track progress, and plan for instruction |  |  |  |  |
| 3g Uses student learning data, independently and collaboratively, to monitor each learner’s progress and develop or adjust appropriate learning experiences/plans |  |  |  |  |
| 3h Uses proficiency scales as the foundation for grading and reporting practices |  |  |  |  |

**Domain IV—Learning Environment**

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| Standards | Performance Criteria | | | |
| U | B | P | D |
| 4a Creates a positive environment of respect and rapport by communicating and collaborating with learners, families, and colleagues |  |  |  |  |
| 4b Establishes a student-centered culture that actively and equitably engages all learners in collaborative and self-directed learning, locally and globally |  |  |  |  |
| 4c Manages student behavior by developing shared values and expectations |  |  |  |  |
| 4d Designs a safe and orderly environment by organizing and managing time, space, procedures, and resources |  |  |  |  |

**Domain V—Professional Responsibilities**

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| Standards | Performance Criteria | | | |
| U | B | P | D |
| 5a Participates in the professional learning community in analyzing data from multiple sources to build a shared vision, develop goals for student learning, and monitor progress |  |  |  |  |
| 5b Develops and implements a professional learning plan that supports the shared vision and goals |  |  |  |  |
| 5c Communicates and collaborates with families, constituents, communities, colleagues, and other professionals to ensure learner outcomes |  |  |  |  |
| 5d Engages in self-reflective practices to evaluate and adapt instructional practices to meet the needs of learners |  |  |  |  |
| 5e Maintains Student Information System (SIS) program with current grading, lesson plans, and student information |  |  |  |  |
| 5f Demonstrates professionalism as evidenced through integrity/ethical conduct, service to stakeholders, advocacy, decision-making, and compliance with school and conference policies |  |  |  |  |

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| Comments |
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Teacher’s Signature Date

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Evaluator’s Signature Date