

Lake Shore Public Schools - Focused Evaluation – Domain 3

Teacher Name:

Building(s):

Evaluation Type:

Status:

Evaluator:

Mentor:

Teacher: Indicate the attainment level for your SLO goal and the District Growth score according to the scale below:

- 1 – Ineffective**
- 2 – Minimally Effective**
- 3 – Effective**
- 4 – Highly Effective**

Submit the form to your evaluator, who will score the remainder of the evaluation. If data is not available, leave the field blank.

Student Growth Objective (SLO)		Rating
Current School Year		
Last School Year		
Two Years Ago		
<small>How many years of data did you enter above? Enter 1, 2, or 3</small>		
SLO Average (20%)		

District Growth		Rating
Current School Year		
Last School Year		
Two Years Ago		
<small>How many years of data did you enter above? Do not enter data for a year(s) that you did not work in Lake Shore. Enter 1, 2, or 3</small>		
District Growth Average (20%)		

Evaluator: Score *each* according to the scale above.

Domain 3: Instruction	Rating
3a. Communicating with Students	
3b. Using Questioning and Discussion Techniques	
3c. Engaging Students in Learning	
3d. Using Assessment in Instruction	
3e. Demonstrating Flexibility and Responsiveness	
Domain 3 Average (60%)	

Overall Score	
<small>Domain 3, SLO & District Growth</small>	

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Final Effectiveness Rating Rubric

Ineffective 0 – 2.00	Minimally Effective 2.01 – 2.59	Effective 2.6 – 3.5	Highly Effective 3.51 – 4
Calculated Rating falls in the “Ineffective” range AND/OR One (1) or more domain rated “Ineffective”	Calculated Rating falls in the “Minimally Effective” range AND/OR One (1) domain rated “Minimally Effective”	Calculated Rating falls in the “Effective” range AND No domains rated “Minimally Effective” or “Ineffective”	Calculated Rating falls in the “Highly Effective” range AND No domains rated “Minimally Effective” or “Ineffective”

Final Effectiveness Rating	
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Evaluator Comments:

Evaluator Signature

You may artifacts to this form.

Date

Teacher Comments:

Teacher Signature

Signing acknowledges participation in, but not necessarily concurrence with the evaluation.

Date