

Johnsburg Central School District  
Post - Teacher Evaluation Form/Danielson Rubric

Teacher: Subject:	Formal Observation Date: Observer for Formal Observation: Mrs. Flanagan
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Domain 1 Planning and Preparation	In. (1)	Dev. (2)	Eff. (3)	Highly (4)	Comments
<b><i>1a: Demonstrating Knowledge of Content and Pedagogy</i></b>					
<i>Knowledge of Content and Structure of Discipline</i>					
<i>Knowledge of Prerequisite Relationships</i>					
<i>Knowledge of Content-Related Pedagogy</i>					
<b>*Possible Evidence:</b> Curriculum map, Common Core lesson Template, classroom lesson and unit plans, examples of feedback to students that furthers learning, proof of interdisciplinary plans and practice.					
<b><i>1b: Demonstrating Knowledge of Students</i></b>					
<i>Knowledge of Child and Adolescent Development</i>					
<i>Knowledge of Learning Process</i>					
<i>Knowledge of Students' Skills, Knowledge, and Language Proficiency</i>					
<i>Knowledge of Students' Interests and Cultural Heritage</i>					
<i>Knowledge of Students' Special Needs</i>					
<b>*Possible Evidence:</b> Information about student's learning and medical needs, RTI or AIS Meeting Logs, IEP , 504 or lists of special accommodations, Common Core Lesson Template					

Domain 2 The Classroom Environment	In. (1)	Dev. (2)	Eff. (3)	Highly (4)	Evidence
<b><i>2a: Creating an Environment of Respect and Rapport</i></b>					
<i>Teacher Interaction with Students</i>					
<i>Student Interactions with One Another</i>					
<b><i>2d: Managing Student Behavior</i></b>					
<i>Expectations</i>					
<i>Monitoring of Student Behavior</i>					
<i>Response to Student Misbehavior</i>					
<b>*Possible Evidence:</b> Classroom rules, individual behavior plans or contracts, classroom management systems					

<b>Domain 3 Instruction</b>	<b>In. (1)</b>	<b>Dev. (2)</b>	<b>Eff. (3)</b>	<b>Highly (4)</b>	<b>Evidence</b>
<b>3a: Communicating with Students</b>					
<i>Directions and Procedures</i>					
<i>Explanation of Content</i>					
<i>Use of Oral and Written language</i>					
<b>3c: Engaging Students in Learning</b>					
<i>Activities and Assignments</i>					
<i>Grouping of Students</i>					
<i>Instructional Materials and Resources</i>					
<i>Structure and Pacing</i>					
<i>*Possible Evidence: overall lesson plans, lesson plans for observation, evidence of learning groups, assignments on observation-both before and after, proof of student involvement in constructing rubrics or assessments, teacher constructed assessment, parent/student feedback, student self-assessments, examples of reading or writing conferences.</i>					

<b>Domain 4 Professional Responsibilities</b>	<b>In. (1)</b>	<b>Dev. (2)</b>	<b>Eff. (3)</b>	<b>Highly (4)</b>	<b>Evidence</b>
<b>4a: Reflecting on Teaching</b>					
<i>Accuracy</i>					
<i>Use in Future Teaching</i>					
<b>Possible Evidence:</b> Post Observation Reflection, citing adjustments in classroom practices					
<b>4b: Maintaining Accurate Records</b>					
<i>Student Completion of Assignments</i>					
<i>Student Progress in learning</i>					
<i>Non-instructional Records</i>					
<b>*Possible Evidence:</b> Post Observation Reflection, Grade Books, non-instructional check lists.					

\*examples, but not limited