



EDUCATION DEPARTMENT

Seventh-day Adventist Church
SOUTHWESTERN UNION

SOUTHWESTERN UNION CONFERENCE TEACHER EVALUATION FORM

Name _____ Date _____

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

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

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

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

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

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				

Comments

Teacher's Signature

Date

Evaluator's Signature

Date