



## A BONUS: THE EVALUATION STAGE

Armed with a clear understanding of the standards your teachers are required to use and your goals created during the planning stages, you are now ready to observe, coach and support your teachers. *Being involved in the development of your teachers is one of the most important roles you have as an administrator.* As you progress through the school year, evaluation becomes critical, whether you are considering a teacher's growth throughout the year or using this guide to help you with your end of year teacher reviews.

You have limited permission to duplicate the following guides/checklists or create an electronic version for your single use only (no commercial or district-wide use allowed). Entering results in a survey or evaluation tool such as [SurveyMonkey.com](https://www.surveymonkey.com) or [Zoomerang.com](https://www.zoomerang.com) or another online survey service, allows you to further compare patterns within your staff to easily identify the most pressing needs for staff development or targeted coaching. You may additionally want to consider having teachers do a self-evaluation by marking their own responses either in a separate, teacher's version of the online survey or in a print version. This will give you a great deal of insight into your teacher's openness to change, willingness to improve, and ability to evaluate his/her own performance.

## Did You Grow Your Literacy Loop?

Don't forget to evaluate how you've been able to build your own unique "literacy loop". Don't expect to have the perfectly round and perfectly balanced one the first year. Aim at adding partners and growing relationships. If you are a kindergarten administrator or teacher, engage your PTA/PTO in this project. If you are in the preschool world, ask the elementary school that

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most of your children will attend to partner with a few hours a week from their PTA/PTO. They will be building relationships for the future and raising the percentage of families who come to them ready to participate in their own “literacy loop”.

## **DIRECTIONS FOR CHECKLISTS THAT FOLLOW**

Each of the five checklists which follow pose a question for consideration and offer four options. Choose the one that best describes what you observe or know about that teacher at the time of the evaluation. Feel free to add notations where “how” questions appear or whenever you wish to consider additional information in your review.

Turn to the next page to begin.

## General

Question/Evaluation Tool	Always	Often	Sometimes	Never
1. Does the teacher use assessments to drive literacy instruction in his/her classroom? (If so, how?)				
2. What tools does the teacher <i>regularly</i> access to differentiate instruction in literacy? Curriculum, Standards, Resources including materials/manipulatives, Collaboration with others, Hands-on experiences, Cooperative learning, ADD YOUR OWN  _____ _____ _____				
3. Beyond standardized assessments, does the teacher use observation and student work to help evaluate student progress?				
4. Does this teacher help students gain literacy concepts as well as skills (for example, can children generate rhymes rather than just parrot pairs of rhyming words they have been taught)? If so, how?				
5. Does this teacher manage the classroom effectively?				
6. Does this teacher use these engagement factors (from research of Dr. John Guthrie) in his/her literacy instruction: Student Social interaction Real world instruction Autonomy support & Chances for Choice Teacher Involvement Collaboration Cognitive Strategy Instruction Evaluation Rewards and Praise (How?)				
7. Does the teacher identify learning goals and announce them to students?				
8. Is instruction in this classroom vigorous?				
9. Does this teacher find ways to incorporate play into learning?				
10. Does this teacher capture “teachable moments” and engage his/her students effectively?				

References: <http://www.readingonline.org/articles/handbook/guthrie/>

## Oral Language Development

Question/Evaluation Tool	Always	Often	Sometimes	Never
<b>1. Does this teacher provide regular opportunities for students to use, experiment with and expand their oral language</b> In whole group? With other students? With the teacher on an individualized basis?				
<b>2. Does this teacher support children's vocabulary growth? (How?)</b>				
<b>3. Listen in and observe children's conversations. Do those include</b> Rich vocabulary? A growing complexity in sentence structure? More than two exchanges (between teacher/child or between several children)? New vocabulary related to content being taught this week?				
<b>4. Does this teacher have too many "no chat" zones?</b>				
<b>5. Do student conversations reflect an engagement with learning?</b>				
<b>6. Does this teacher use expansion techniques to reflect back to children the essence of what they have communicated to enlarge the students' language exposure and experience?</b>				

## Plentiful, Positive Print Experiences

Question/Evaluation Tool	Always	Often	Sometimes	Never
<b>1. Is alphabet recognition instruction delivered through a single instructional technique or strategy? (If more than one is used, check those that apply below):</b>  - recitation & singing alphabet/letter songs - exploration with kinesthetic elements, puzzles, & manipulatives representing letters - playing with and comparing letters through various explorations including attempts at writing, letter hunts, etc. - intentionally separating visually-confusing letters in instruction - Other: _____				
<b>2. Do students see the teacher modeling authentic, real-life uses for print, in conjunction with explanations of same?</b>				
<b>3. Do students at every level of ability have opportunities to use writing as a vehicle for documentation, communication, and expression? (i.e. via use of dictation, meaningful scribbles or inventive writing or spelling)</b>				
<b>4. Does this teacher use interactive read aloud techniques in his/her classroom?</b>				
<b>5. Does print appear in carefully-selected points in the classroom, at student level?</b>				
<b>6. Is there too much visual “white noise” in this class?</b>				

## Play with patterns & sounds

Question/Evaluation Tool	Always	Often	Sometimes	Never
<b>1. Does this teacher have a clear understanding of the developmental spectrum of phonological awareness otherwise referred to as PA (shallow, intermediate, deep levels)?</b>				
<b>2. Are rhymes and attention to sounds within words a part of daily instruction and classroom interaction?</b>				
<b>3. Does this teacher allow adequate opportunities for students to practice and use their knowledge of various levels of PA to assure mastery of PA skills?</b>				
<b>4. Does this teacher actively select rhyming poems and books to incorporate into his/her read-aloud time on a frequent (at least 3 times a week) basis?</b>				
<b>5. Does this teacher offer opportunities for students to gain pattern recognition and categorizing skills in many different contexts (within and without the literacy arena)?</b>				
<b>6. Does this teacher effectively use play, games, and other engaging activities to strengthen students' phonological awareness?</b>				

## Family Engagement

Question/Evaluation Tool	Always	Often	Sometimes	Never
<b>1. Does this teacher plan opportunities to share developmental information with parents/guardians?</b>				
<b>2. Does this teacher expect parents to replicate classroom techniques at home?</b>				
<b>3. Does this teacher model and share effective, family-friendly ways to promote their child's literacy development?</b>				
<b>4. Does this teacher present a warm, friendly and welcoming approach to <u>all</u> families</b> Families of advanced students? Families of average students? Families of minority or ELL students? Families of special needs students? Families who seem disengaged? Families with special challenges? Families in poverty?				
<b>5. Does this teacher offer opportunities for students/families to borrow or have access to materials including books, games, CD's, etc. for at-home use?</b>				
<b>6. Does this teacher offer assignments/ homework that connects the home literacy experiences of her/his students with the literacy of the classroom?</b>				