This “Evaluation Grid” is an optional tool for you to organize your thoughts on the different Wisconsin and DeForest Area School District Teacher Standards used in this evaluation process.

<table>
<thead>
<tr>
<th>Leader</th>
<th>Advanced</th>
<th>Proficient</th>
<th>Emerging</th>
<th>Improvement Needed</th>
</tr>
</thead>
</table>

The Teacher:

1. **Knows subjects taught.** The teacher understands the central concepts, tools of inquiry, and structures of the disciplines s/he teaches and can create learning experiences that make these aspects of subject matter meaningful for pupils.

2. **Knows how children grow.** The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development.

   **Understands that children learn differently.** The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptional abilities.

3. **Knows how to teach.** The teacher understands and uses a variety of instructional strategies, including the use of technology, to encourage children’s development of critical thinking, problem solving, and performance skills.

   **Is able to plan different kinds of lessons.** The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals.
4. **Knows how to manage a classroom.** The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

5. **Communicates well.** The teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom. 

**Is connected with other teachers and the community.** The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support pupil learning and well-being and acts with integrity, fairness and in an ethical manner.

6. **Knows how to test for student progress.** The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil.
7. **Is able to evaluate him/herself.** The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on pupils, parents, professionals in the learning community, and others and who actively seeks out opportunities to grow professionally.

8. **Has well-organized documentation of his/her program and demonstrates alignment to district objectives.** The teacher demonstrates an understanding of the district’s curricular objectives, has well-developed lesson plans that reflect those objectives and actively participates in the curricular process.

9. **Demonstrates fulfillment of professional responsibilities.** The teacher is dependable and punctual, meets deadlines, carries out supervisory responsibilities, attends and constructively participates in required meetings (e.g. staff meetings, IEPs, team/grade level/dept. meetings), can completes other contractual agreements.