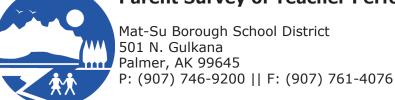
Parent Survey of Teacher Performance



The purpose of this form is to provide feedback to your child's teacher to improve the quality of instruction. All information should address the local teacher Framework of Teaching components and be observable in the teacher's workplace. If this information is to be considered as input into the teacher's evaluation, this form must be signed and submitted by February 1st.

Teacher Name:_			Date:
School: _			
Component #1: A TEACH	IER DEMONSTRATES KNOW	WLEDGE OF THEIR	R STUDENTS.
	eks knowledge of students's, and special needs, and att		
Component #2: A TEACH	HER DESIGNS COHERENT 1	INSTRUCTION.	
	s knowledge of content, of stu s aligned to instructional outo		
☐ Yes	☐ Sometimes	□ No	□ Not observed
Lessons or units hav	ve a clear structure and are li	ikely to engage stu	dents in significant learning.
□Yes	☐ Sometimes	□ No	□ Not observed □
Component #3: A TEACH	HER DESIGNS STUDENT AS	SSESSMENTS.	
	tudent assessment is aligned opriate to the needs of stude		nal outcomes, using clear
□Yes	☐ Sometimes	□ No	\square Not observed
Teacher intends to u	use assessment results to pla	n for future instruc	tion for groups of students.
☐ Yes	☐ Sometimes	□ No	☐ Not observed

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Comp	onent #4: A TEACHER	CREATES AN ENVIRON	MENT OF RESPEC	CT AND RAPPORT.
	Civility and respect chara	acterize interactions between Sometimes	een teacher and st	tudents and among students.
	Teacher reflects general among groups of student		for the cultural and	d developmental differences
	Yes	Sometimes	□ No	☐ Not observed
Comp	onent #5: A TEACHER	MANAGES STUDENT BE	HAVIOR.	
	Standards of conduct against those standards		nts, and the teache	er monitors student behavior
	□ Yes	☐ Sometimes	□ No	□ Not observed
	Teacher response to stu	ident misbehavior is appr	opriate and respec	ts the students' dignity. $\hfill \square$ Not observed
	. "6			
Comp	onent #6: A TEACHER	USES QUESTIONING A	ND DISCUSSION	TECHNIQUES.
	Most of the teacher's qualitime for students to ans		I response, and the	e teacher allows sufficient
	☐ Yes	Sometimes	□ No	☐ Not observed
	·	in the discussion, with the		• • •
	☐ Yes	☐ Sometimes	□ No	☐ Not observed
Comp	onent #7: A TEACHER	ENGAGES STUDENTS I	N LEARNING.	
		ents, materials, and gr comes, and students' cult		nts are fully appropriate understanding.
	☐ Yes	☐ Sometimes	□ No	☐ Not observed
	All students are engage ☐ Yes	d in work of a high level o	of rigor.	☐ Not observed
	Lesson structures are co	oherent with appropriate Sometimes	pacing. No	☐ Not observed
1				

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Comp	onent #8: A TEACHER	USES ASSESSMEN	T IN INSTRUCTION.		
				nt by students, monitori quality feedback to stud	
	☐ Yes	Sometimes	□ No	☐ Not observed	
	•		criteria used to evalua	ce their work.	ļ
	☐ Yes	Sometimes	□ No	☐ Not observed	
Comp	onent #9: A TEACHER	COMMUNICATES \	WITH FAMILIES.		
	Teacher communicates instructional program.	frequently with fam	ilies and successfully er	ngages them in the	
	☐ Yes	Sometimes	□ No	☐ Not observed	
	Information to families ☐ Yes	about individual stu Sometimes	dents is conveyed in a d ☐ No	culturally appropriate ma	anner.
Comp	onent #10: A TEACHER	DEMONSTRATES	PROFESSIONALISM.		
			professionalism in deali ily with school and distr	ngs with both students a ict regulations.	and
	☐ Yes	☐ Sometimes	□ No	☐ Not observed	
COM	MENTS:				
Parent	: Signature*	Date	Teacher Signature (Signature indicates	Date receipt)	
Princip	pal/Director Signature	Date			

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REV: 01/02/2020

^{*}You have the option to sign this form. Signed forms will be considered as input into this employee's evaluation if received by February 1. Unsigned forms will be for feedback purposes only and go directly to the employee. The principal shall maintain signed forms for a minimum of two years, and they will not become a part of the official personnel file. After two years, the form(s) may be removed from the building file at the teacher's request.

TEACHER COMMENTS:	(Attach additional page if necessary)

It is the responsibility of the principal/director to meet with the teacher to discuss the comments and provide the teacher with an opportunity to respond.

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