

# Regents Academy Formative Teacher Evaluation

Teacher: \_\_\_\_\_ School Year: \_\_\_\_\_ Date: \_\_\_\_\_

Observing Administrator: \_\_\_\_\_ Class/Grade: \_\_\_\_\_

Lesson Topic: \_\_\_\_\_

Key: 5 = Exceeds Expectations      3 = Adequately Meets Expectations      1 = Unacceptable  
4 = Thoroughly Meets Expectations      2 = Below Expectations      NA = Not Applicable or Unobserved

*The following evaluation seeks to emphasize those aspects of the classroom most valued at RA. This tool should be used in such a manner to allow for the flexibility necessary when observing the wide range of K-12 classrooms. All individual marks will be averaged for a final total score and rounded to the nearest half or whole point.*

	Score	Comment
<b>I. Classroom Environment</b>		
1. Student and teacher workspaces are neat and organized.	_____	_____
2. Classroom atmosphere communicates a dignified and exalted view of academic work.	_____	_____
3. Routines and maintenance procedures are well-established, simple, and serve the classroom well.	_____	_____
4. Teacher has created a peaceful and joyful environment conducive to student learning.	_____	_____
5. Teacher works to successfully create an atmosphere of respect toward authority, peers, and self.	_____	_____
6. Classroom management techniques are age-appropriate and maintain the students' dignity at all times.	_____	_____
<b>II. Lesson Presentation: Application of the Seven Laws</b>		
<b>A. Law #1: Law of the Teacher</b>		
7. Teacher demonstrates a thorough knowledge of the subject.	_____	_____
8. Teacher's interest in the subject is readily apparent.	_____	_____
<b>B. Law #2: Law of the Learner</b>		
9. Teacher works to attract attention at the start of the lesson and works to maintain throughout.	_____	_____
10. Students are actively attentive and not permitted to remain passive observers.	_____	_____
11. Teacher addresses distractions and/or student inattention appropriately.	_____	_____
12. All students are regularly engaged – not merely those with hands raised.	_____	_____
<b>C. Law #3: Law of the Language</b>		
13. Teacher uses clear language and vocabulary appropriate to the level of students' understanding.	_____	_____
14. Teacher clarifies the meaning of words through illustrations, pictures, or objects, when necessary.	_____	_____
15. The teacher finds an appropriate balance between his own use of language and the students's. Teacher is not too verbose.	_____	_____
16. Teacher often asks students to rephrase content in their own words.	_____	_____
17. Students are encouraged to ask questions and communicate during the lesson.	_____	_____

**D. Law #4: Law of the Lesson**

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|--|-------|-------|
| 18. Lesson is structured so that the unknown is taught from the known.   | _____ | _____ |
| 19. Therefore, teacher assesses prior knowledge through questions, sample problems, and review of the known.                     | _____ | _____ |
| 20. Teacher organizes lesson so that each step proceeds naturally to the next and ensures student mastery before moving forward. | _____ | _____ |
| 21. Lesson length is appropriate to age and ability of students.   | _____ | _____ |
| 22. Lesson is filled with helpful and familiar illustrations.  | _____ | _____ |
| 23. Lesson is planned so that the teacher makes a good use of time.  | _____ | _____ |

**E. Law #5: Law of the Teaching Process**

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| 24. Teacher allows the pupil to discover the truth for himself and tells him nothing which he cannot learn for himself.  | _____ | _____ |
| 25. Teacher encourages student inquiry using comparison, analysis, imagination, etc. and is patient with student discovery   | _____ | _____ |
| 26. Questions play the central role in the teaching process.   | _____ | _____ |
| 27. Questions are Trivium-appropriate, accurately reflecting the state of the student or state of the lesson: grammar, logic, rhetoric. They stretch beyond <i>What? Where? When? Whom?</i> into <i>Why? Or How?</i> | _____ | _____ |
| 28. Answers are structured so they spurn additional thinking and questions; answers do not stop the discussion (use of the Socratic Method).   | _____ | _____ |
| 29. Questions are asked with an appropriate wait-time, so all students may have sufficient time to think.  | _____ | _____ |

**F. Law #6: Law of the Learning Process**

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|--|-------|-------|
| 30. The teacher recognizes the various steps of the learning process and walks students carefully through them as is developmentally appropriate:  |       |       |
| a. Grammar-level mastery of facts, vocabulary, etc. is sought and achieved. Students may recite, chant, or rehearse the material.  | _____ | _____ |
| b. Logic-level understanding of the material is achieved and students may seek to challenge or test the concept.   | _____ | _____ |
| c. Rhetoric-level communication of the concept is demonstrated by the students and application is sought. Students restate the lesson in their own words and even test its goodness or usefulness. | _____ | _____ |
| 31. Teacher is obviously training students in truth, goodness, and beauty in keeping with a Christian worldview as reflected in their work, skills, and habits.                                    | _____ | _____ |

**G. LAW #7: The Law of Review and Application**

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| 32. Teacher begins with a review of material already familiar to the students.     | _____ | _____ |
| 33. Time is used wisely so that spare moments are used for review.                 | _____ | _____ |
| 34. Teacher provides students opportunity to ask questions about previous lessons. | _____ | _____ |
| 35. Teacher ends the lesson with a review and application of truths learned.       | _____ | _____ |

**Total average score:** \_\_\_\_\_

*The following aspects will be scored or noted but will not be included in the total average score above. Several items are listed simply to prompt discussion and assessment of the teacher’s progress during the evaluation review.*

**III. Miscellaneous**

**A. Teacher Conduct**

36. The teacher consistently exhibits love, joy, peace and spiritual maturity in his relationships in the school.

\_\_\_\_\_

\_\_\_\_\_
37. The teacher demonstrates a biblical approach to his work by his punctuality, compliant attitude, attention to duties, appearance, and pursuit of excellence, etc.

\_\_\_\_\_

\_\_\_\_\_
38. The teacher readily displays humility and accepts positive and constructive criticism.

\_\_\_\_\_

\_\_\_\_\_
39. Teacher approaches the class with a mind toward discipleship as reflected in his instruction, personal conduct, and/or interaction with the students.

\_\_\_\_\_

\_\_\_\_\_

**B. Planning and Communication**

40. Quarter map is turned in at the start of each quarter.

\_\_\_\_\_

\_\_\_\_\_
41. Teacher’s planning uses curriculum guide for timing and content.

\_\_\_\_\_

\_\_\_\_\_
42. Teacher grades and returns student work within one week.

\_\_\_\_\_

\_\_\_\_\_
43. Teacher posts grades to RenWeb on a weekly basis.

\_\_\_\_\_

\_\_\_\_\_
44. Teacher communicates effectively and frequently with parents.

\_\_\_\_\_

\_\_\_\_\_
45. Teacher communicates regularly with others in the department in effort to create a more seamless and supportive academic program.

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Evaluator Comments:

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Objectives for Next Evaluation:

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*The teacher’s self-evaluation should be submitted prior to the evaluation review and attached.*

Administrator Signature: \_\_\_\_\_

Teacher Signature: \_\_\_\_\_