

Teacher Evaluation Feedback Tool

Effective teachers are critical to assuring excellence in the educational experience of every student in your program. Performance evaluations for teachers are primarily a development tool. As such, their primary purpose should be to identify strengths and areas for improvement for teachers.

As teachers will be the primary participants in your new evaluation program, it is vital that they be included in both the development and continual improvement of the system. With their perspective on the ground, they will be able to carefully identify what is working and what can/should be changed to make the system even better. Wherever you are in the implementation of your new evaluation program, it is critical as a leader to gather feedback on your journey towards excellence.

“Educational excellence is a journey, not a destination”
—Doug C. (Hope Street Group Teacher Fellow)

Attached you will find a sample feedback tool to gather information from your teachers on the quality and effectiveness of your school/district’s evaluation system follows. We hope it serves as a guide for you in gathering teacher feedback.



My school's/district's evaluation system does a good job at measuring effective teaching.

- Agree
- Disagree

Please explain:

My school's/district's evaluation system provides clear and constructive feedback about my performance.

- Agree
- Disagree

Please explain:

My school's/district's evaluation system provides clear, direct and valuable suggestions on how I may improve my practice.

- Agree
- Disagree

Please explain:

The feedback I receive from my school's/district's evaluation system is directly connected to professional development opportunities to help me improve my practice.

- Agree
- Disagree

Please explain:



My school's/district's evaluation system provides for regular and timely observations of teachers by evaluators.

- Agree
- Disagree

Please explain:

Evaluators in my district are adequately trained to observe and evaluate effective teaching.

- Agree
- Disagree

Please explain:

Using a scale of 1 to 3, rank the importance of each of the following student performance tools, as it pertains to teacher effectiveness, with 1 meaning it is the least important and 3 meaning it is the most important.*

	1 Least Important	2	3 Most Important
Graded Rubrics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Standardized Tests Results	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Artifacts/Portfolio	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Engagement Data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*This is a modified version of a question from the 2011 California Teacher Association Teacher Evaluation Survey.



Using a scale of 1 to 3, rank the importance of each item below in determining teacher effectiveness, with 1 meaning it is the least important and 3 meaning it is the most important. *

	1 Least Important	2	3 Most Important
Observation of Teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Additional Studies, Coursework, and Training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Survey (peer, parent, and student)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teacher Portfolio of Student Work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*This is a modified version of a question from the *2011 California Teacher Association Teacher Evaluation Survey*.

Please describe what you believe are the strengths of the school's/district's current teacher evaluation system.

Please describe how the school's/district's current teacher evaluation system can be improved.

Please describe how the school's/district's current professional development model can be improved.