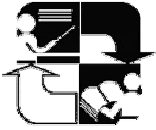
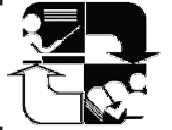


	PRINCIPAL			EXTERNAL ASSESSOR			TEAM
	P	OB	CR	P	OB	CR	TCR
Component B: The teacher maximizes amount of time available for instruction			1 2			1 2	1 2
IIB1. Manages routines and transitions in a timely manner		1 2			1 2		
IIB2. Manages and/or adjusts allotted time for activities planned		1 2			1 2		
Component C: The teacher manages learner behavior to provide productive learning opportunities			1 2			1 2	1 2
IIC1. Establishes expectations for learner behavior		1 2			1 2		
IIC2. Uses monitoring techniques to facilitate learning		1 2			1 2		
DOMAIN III. INSTRUCTION							
Component A: The teacher delivers instruction effectively			1 2			1 2	1 2
IIIA1. Uses technique(s) which develop(s) lesson objective(s)		1 2			1 2		
IIIA2. Sequences lesson to promote learning		1 2			1 2		
IIIA3. Uses available teaching material(s) to achieve lesson objective(s)		1 2			1 2		
IIIA4. Adjusts lesson when appropriate		1 2 NO			1 2 NO		
IIIA5. Integrates technology into instruction	1 2	1 2 NO		1 2	1 2 NO		
Component B: The teacher presents appropriate content			1 2			1 2	1 2
IIIB1. Presents content at developmentally appropriate level	1 2			1 2			
IIIB2. Presents accurate subject matter		1 2			1 2		
IIIB3. Relates relevant examples, unexpected situations, or current events to the content		1 2			1 2		
Component C: The teacher provides opportunities for student involvement in the learning process			1 2			1 2	1 2
IIIC1. Accommodates individual differences		1 2			1 2		
IIIC2. Demonstrates ability to communicate effectively with students		1 2			1 2		
IIIC3. Stimulates and encourages higher-order thinking at the appropriate developmental levels		1 2			1 2		
IIIC4. Encourages student participation		1 2			1 2		
Component D: The teacher demonstrates ability to assess and facilitate student academic growth			1 2			1 2	1 2
IIID1. Consistently monitors ongoing performance of students	1 2	1 2		1 2	1 2		
IIID2. Uses appropriate and effective assessment techniques	1 2			1 2			
IIID3. Provides timely feedback to students	1 2			1 2			
IIID4. Produces evidence of student academic growth under his/her instruction	1 2			1 2			
DOMAIN IV. PROFESSIONAL DEVELOPMENT							
Component B: The new teacher plans for professional self-development			1 2			1 2	1 2
IVB1. Identifies areas of instruction that need strengthening and develops with mentor and/or principal a plan for improvement and works to complete the plan	1 2			1 2			
IVB2. Seeks ideas and strategies from resources (i.e., books, professional journals, websites, etc.) or colleagues that will improve teaching and learning and employs them	1 2			1 2			
DOMAIN V. SCHOOL IMPROVEMENT							
Component A: The teacher takes an active role in building-level decision making			1 2			1 2	1 2
VA1. Participates in grade level and subject area curriculum planning and evaluation	1 2			1 2			
VA2. Serves on task force(s) and/or committees	1 2			1 2			
VA3. Implements school improvement plan at the classroom level	1 2			1 2			
Component B: The teacher creates partnerships with parents/caregivers and colleagues			1 2			1 2	1 2
VB1. Provides clear and timely information to parents/caregivers and colleagues regarding classroom expectations, student progress, and ways they can assist learning	1 2			1 2			
VB2. Encourages parents/caregivers to become active partners in their children's education and to become involved in school and classroom	1 2			1 2			
VB3. Seeks community involvement in instructional program	1 2			1 2			



Louisiana Teacher Assistance and Assessment Program
Team Summary Report
 Regular Education or Special Education - I



Teacher Name:		Social Security Number:	
School Name:		<input type="text"/> <input type="text"/> <input type="text"/> - <input type="text"/> <input type="text"/> - <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	
School District Name:		Team Meeting Date:	
		<input type="text"/> <input type="text"/> - <input type="text"/> <input type="text"/> - <input type="text"/> <input type="text"/> <small>Month Day Year</small>	
Scoring Key 1 = Needs Improvement 2 = Competent NO = Not Observed	Data Sources Portfolio Observation	Legend P = Portfolio CR = Component Rating OB = Observation TCR = Team Component Rating	

NOTE: Supporting statements are required for each Component.

Louisiana Components of Effective Teaching

	PRINCIPAL			EXTERNAL ASSESSOR			TEAM
	P	OB	CR	P	OB	CR	TCR
DOMAIN I. PLANNING			① ②			① ②	① ②
Component A: The teacher plans effectively for instruction			① ②			① ②	① ②
IA1. Specifies learner outcomes in clear, concise objectives	① ②			① ②			
IA2. Includes activity/activities that develop objectives	① ②			① ②			
IA3. Identifies and plans for individual differences (regular education teachers only)	① ②			① ②			
IA4. Identifies materials, other than standard classroom materials, as needed for lesson	① ②			① ②			
IA5. States method(s) of evaluation to measure learner outcomes	① ②			① ②			
IA6. Develops an IEP and/or IFSP (special education teachers only)	① ②			① ②			
Comments/Documentation:							

	PRINCIPAL			EXTERNAL ASSESSOR			TEAM
	P	OB	CR	P	OB	CR	TCR
DOMAIN II. MANAGEMENT			① ②			① ②	① ②
Component A: The teacher maintains an environment conducive to learning			① ②			① ②	① ②
IIA1. Organizes available space, materials, and/or equipment to facilitate learning		① ②			① ②		
IIA2. Promotes a positive learning climate		① ②			① ②		
Comments/Documentation:							

○ Indicate whether additional comments/documentation are attached.

NOTE: Supporting statements are required for each Component.

DOMAIN II. MANAGEMENT	PRINCIPAL			EXTERNAL ASSESSOR			TEAM
	P	OB	CR	P	OB	CR	TCR
Component B: The teacher maximizes amount of time available for instruction			① ②			① ②	① ②
IIB1. Manages routines and transitions in a timely manner		① ②			① ②		
IIB2. Manages and/or adjusts allotted time for activities planned		① ②			① ②		
Comments/Documentation:							

DOMAIN II. MANAGEMENT	PRINCIPAL			EXTERNAL ASSESSOR			TEAM
	P	OB	CR	P	OB	CR	TCR
Component C: The teacher manages learner behavior to provide productive learning opportunities			① ②			① ②	① ②
IIC1. Establishes expectations for learner behavior		① ②			① ②		
IIC2. Uses monitoring techniques to facilitate learning		① ②			① ②		
Comments/Documentation:							

DOMAIN III. INSTRUCTION	PRINCIPAL			EXTERNAL ASSESSOR			TEAM
	P	OB	CR	P	OB	CR	TCR
Component A: The teacher delivers instruction effectively			① ②			① ②	① ②
IIIA1. Uses technique(s) which develop(s) lesson objective(s)		① ②			① ②		
IIIA2. Sequences lesson to promote learning		① ②			① ②		
IIIA3. Uses available teaching material(s) to achieve lesson objective(s)		① ②			① ②		
IIIA4. Adjusts lesson when appropriate		① ② NO			① ② NO		
IIIA5. Integrates technology into instruction	① ②	① ② NO		① ②	① ② NO		
Comments/Documentation:							

○ Indicate whether additional comments/documentation are attached.

NOTE: Supporting statements are required for each Component.

DOMAIN III. INSTRUCTION	PRINCIPAL			EXTERNAL ASSESSOR			TEAM
	P	OB	CR	P	OB	CR	TCR
Component B: The teacher presents appropriate content			① ②			① ②	① ②
IIIB1. Presents content at a developmentally appropriate level	① ②			① ②			
IIIB2. Presents accurate subject matter		① ②			① ②		
IIIB3. Relates relevant examples, unexpected situations, or current events to the content		① ②			① ②		
Comments/Documentation:							

DOMAIN III. INSTRUCTION	PRINCIPAL			EXTERNAL ASSESSOR			TEAM
	P	OB	CR	P	OB	CR	TCR
Component C: The teacher provides opportunities for student involvement in the learning process			① ②			① ②	① ②
IIIC1. Accommodates individual differences		① ②			① ②		
IIIC2. Demonstrates ability to communicate effectively with students		① ②			① ②		
IIIC3. Stimulates and encourages higher-order thinking at the appropriate developmental levels		① ②			① ②		
IIIC4. Encourages student participation		① ②			① ②		
Comments/Documentation:							

DOMAIN III. INSTRUCTION	PRINCIPAL			EXTERNAL ASSESSOR			TEAM
	P	OB	CR	P	OB	CR	TCR
Component D: The teacher demonstrates ability to assess and facilitate student academic growth			① ②			① ②	① ②
IIID1. Consistently monitors ongoing performance of students	① ②	① ②		① ②	① ②		
IIID2. Uses appropriate and effective assessment techniques	① ②			① ②			
IIID3. Provides timely feedback to students	① ②			① ②			
IIID4. Produces evidence of student academic growth under his/her instruction	① ②			① ②			
Comments/Documentation:							

○ Indicate whether additional comments/documentation are attached.

NOTE: Supporting statements are required for each Component.

DOMAIN IV. PROFESSIONAL DEVELOPMENT	PRINCIPAL			EXTERNAL ASSESSOR			TEAM
	P	OB	CR	P	OB	CR	TCR
Component B: The new teacher plans for professional self-development			① ②			① ②	① ②
IVB1. Identifies areas of instruction that need strengthening and develops with mentor and/or principal a plan for improvement and works to complete the plan	① ②			① ②			
IVB2. Seeks ideas and strategies from resources (i.e., books, professional journals, websites, etc.) or colleagues that will improve teaching and learning and employs them	① ②			① ②			
Comments/Documentation:							

DOMAIN V. SCHOOL IMPROVEMENT	PRINCIPAL			EXTERNAL ASSESSOR			TEAM
	P	OB	CR	P	OB	CR	TCR
Component A: The teacher takes an active role in building-level decision making			① ②			① ②	① ②
VA1. Participates in grade level and subject area curriculum planning and evaluation	① ②			① ②			
VA2. Serves on task force(s) and/or committees	① ②			① ②			
VA3. Implements school improvement plan at the classroom level	① ②			① ②			
Comments/Documentation:							

○ Indicate whether additional comments/documentation are attached.

NOTE: Supporting statements are required for each Component.

DOMAIN V. SCHOOL IMPROVEMENT	PRINCIPAL			EXTERNAL ASSESSOR			TEAM
	P	OB	CR	P	OB	CR	TCR
Component B: The teacher creates partnerships with parents/ caregivers and colleagues			① ②			① ②	① ②
VB1. Provides clear and timely information to parents/caregivers and colleagues regarding classroom expectations, student progress, and ways they can assist learning	① ②			① ②			
VB2. Encourages parents/caregivers to become active partners in their children's education and to become involved in school and classroom	① ②			① ②			
VB3. Seeks community involvement in instructional program	① ②			① ②			
Comments/Documentation:							

○ Indicate whether additional comments/documentation are attached.

Commendations/recommendations are to be used for developing the Professional Growth Plan.

Commendations (two are required):

Recommendations (two are required):

Teacher Comments (optional):

Assessor Comments (optional):

Teacher has met the assessment standards for certification: **Yes** **No**

Print Teacher Name:

Print Principal/Designee Name:

Print Assessor Name:

Teacher Signature:

Principal/Designee Signature:

Assessor Signature:

Date:

Date:

Date:

Teacher's signature indicates that a team conference has been held and does not necessarily indicate agreement.