



## Teacher IMAP Assessment

<b>Teacher's Name</b>				<b>School</b>	<b>Name</b>			
<b>Year of Enrollment</b>		____ 1st ____ 2nd (Check One)			<b>Street Address</b>			
<b>Evaluator</b>	<b>Name</b>				<b>City, State, ZIP</b>			
	<b>Position</b>				<b>Phone</b>			
<b>Date of Evaluation</b>								
<b>Principle #1</b>		<input checked="" type="checkbox"/> <i>The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he/she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.</i>						
<b>Not Demonstrated</b>								
<b>Developing</b>		Demonstrates a basic level of content knowledge in the teaching specialty to which is assigned.						
<b>Progressing</b>		Demonstrates an appropriate level of content knowledge in the in the teaching specialty to which assigned.						
<b>Proficient</b>		Motivates students to investigate the content area to expand their knowledge and satisfy their natural curiosity.						
		Extends knowledge of subject beyond content in their teaching specialty and sparks a curiosity for learning beyond the required course work.						
<b>Evidenced By</b> (Check all that apply.)		<i>Display of technology used</i>		<i>Professional development</i>		<i>Lesson plans</i>		
		<i>Use of student learning teams</i>		<i>Documentation of differentiated instruction</i>		<i>Test scores/data</i>		
		<i>Collaborative lesson planning</i>		<i>Materials used to promote critical thinking and problem solving</i>		<i>Other</i>		
<b>Principle #2</b>		<input checked="" type="checkbox"/> <i>The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.</i>						
<b>Not Demonstrated</b>								
<b>Developing</b>		Understands developmental levels of students and recognizes the need to differentiate instruction.						
		Assesses resources needed to address strengths and weaknesses of students.						
<b>Progressing</b>		Understands developmental levels of students and appropriately differentiates instruction.						
		Reviews and uses alternative resources or adapts existing resources to take advantage of student strengths or address weaknesses.						
<b>Proficient</b>		Identifies appropriate developmental levels of students and consistently and appropriately differentiates instruction.						
		Encourages and guides colleagues to adapt instruction to align with students' developmental levels.						
		Stays abreast of current research about student learning and emerging resources and encourages the school to adopt or adapt them for the benefit of all students.						
<b>Evidenced By</b> (Check all that apply.)		<i>Display of technology used</i>		<i>Professional development</i>		<i>Lesson plans</i>		
		<i>Use of student learning teams</i>		<i>Documentation of differentiated instruction</i>		<i>Test scores/data</i>		
		<i>Collaborative lesson planning</i>		<i>Materials used to promote critical thinking and problem solving</i>		<i>Other</i>		
<b>Principle #3</b>		<input checked="" type="checkbox"/> <i>The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.</i>						
<b>Not Demonstrated</b>								
<b>Developing</b>		Demonstrates awareness of the variety of methods and materials necessary to meet the needs of all students.						
<b>Progressing</b>		Demonstrates awareness or use of appropriate methods and materials necessary to meet the needs of all students.						
<b>Proficient</b>		Ensures the success of all students through the selection and utilization of appropriate methods and materials.						
		Stays abreast of emerging research areas and new and innovative materials and incorporates them into lesson plans and instructional strategies.						
<b>Evidenced By</b> (Check all that apply.)		<i>Display of technology used</i>		<i>Professional development</i>		<i>Lesson plans</i>		
		<i>Use of student learning teams</i>		<i>Documentation of differentiated instruction</i>		<i>Test scores/data</i>		
		<i>Collaborative lesson planning</i>		<i>Materials used to promote critical thinking and problem solving</i>		<i>Other</i>		

<b>Principle #4</b>	√	<b>The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving and performance skills.</b>		
<b>Not Demonstrated</b>				
<b>Developing</b>		Demonstrates knowledge of processes needed to support students in acquiring critical thinking skills and problem solving skills.		
<b>Progressing</b>		Teaches students the processes needed to think creatively and critically, develop and test innovative ideas, synthesize knowledge, draw conclusions, exercise and communicate sound reasoning, understand connections, make complex choices, and frame, analyze and solve problems.		
<b>Proficient</b>		Encourages and assists teachers throughout the school to integrate critical thinking and problem solving skills into their instructional practices.		
<b>Evidenced By</b> (Check all that apply.)		Display of technology used	Professional development	Lesson plans
		Use of student learning teams	Documentation of differentiated instruction	Test scores/data
		Collaborative lesson planning	Materials used to promote critical thinking and problem solving	Other

<b>Principle #5</b>	√	<b>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.</b>		
<b>Not Demonstrated</b>				
<b>Developing</b>		Appreciates and understands the need to establish nurturing relationships.		
		Holds high expectations of students.		
<b>Progressing</b>		Establishes an inviting, respectful, inclusive, flexible, and supportive learning environment.		
		Communicates high expectations for all students.		
		Encourages and values contributions of students, regardless of background and ability.		
<b>Proficient</b>		Maintains a positive and nurturing learning environment.		
		Encourages and advises others to provide a nurturing and positive learning environment for all students.		
		Helps students hold high expectations for themselves and their peers.		
<b>Evidenced By</b> (Check all that apply.)		Display of technology used	Professional development	Lesson plans
		Use of student learning teams	Documentation of differentiated instruction	Test scores/data
		Collaborative lesson planning	Materials used to promote critical thinking and problem solving	Other

<b>Principle #6</b>	√	<b>The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.</b>		
<b>Not Demonstrated</b>				
<b>Developing</b>		Assesses effective types of technology to use for instruction.		
<b>Progressing</b>		Demonstrates knowledge of how to utilize technology in instruction.		
<b>Proficient</b>		Integrates technology with instruction to maximize student learning.		
		Provides evidence of student engagement in higher level thinking skills through the integration of technology.		
<b>Evidenced By</b> (Check all that apply.)		Display of technology used	Professional development	Lesson plans
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<b>Principle #7</b>	√	<b>The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals in a culturally responsive manner.</b>		
<b>Not Demonstrated</b>				
<b>Developing</b>		Acknowledges that diverse cultures impact the world throughout the curriculum.		
		Demonstrates awareness of the diversity of students in the classroom.		
<b>Progressing</b>		Displays knowledge of diverse cultures, their histories, and their roles in shaping global issues throughout the curriculum.		
		Acknowledges the influence of race, ethnicity, gender, religion, socioeconomics, and culture on a student's development and attitude.		
<b>Proficient</b>		Uses materials or lessons that counteract stereotypes and acknowledges the contributions of all cultures throughout the curriculum.		
		Promotes a deep understanding of cultures through the integration of culturally sensitive materials and ideas throughout the curriculum.		
<b>Evidenced By</b> (Check all that apply.)		Display of technology used	Professional development	Lesson plans
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<b>Principle #8</b>	√ <i>The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.</i>			
<b>Not Demonstrated</b>				
<b>Developing</b>	Uses indicators to monitor and evaluate student progress.			
	Assesses students in the attainment of 21st century knowledge, skills and dispositions.			
<b>Progressing</b>	Uses multiple indicators, both formative and summative, to monitor and evaluate student progress and to inform instruction.			
	Provides evidence that students attain 21st century knowledge, skills and dispositions.			
<b>Proficient</b>	Uses the information gained from the assessment activities to improve teaching practice and student learning.			
	Provide opportunities for students to assess themselves and others.			
	Teaches students and encourages them to use peer and self-assessment feedback to assess their own learning.			
<b>Evidenced By</b> (Check all that apply.)	<i>Display of technology used</i>	<input type="checkbox"/>	<i>Professional development</i>	<input type="checkbox"/>
	<i>Use of student learning teams</i>	<input type="checkbox"/>	<i>Documentation of differentiated instruction</i>	<input type="checkbox"/>
	<i>Collaborative lesson planning</i>	<input type="checkbox"/>	<i>Materials used to promote critical thinking and problem solving</i>	<input type="checkbox"/>
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			<i>Test scores/data</i>	<input type="checkbox"/>
			<i>Other</i>	<input type="checkbox"/>

<b>Principle #9</b>	√ <i>The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.</i>			
<b>Not Demonstrated</b>				
<b>Developing</b>	Understands the importance of professional development.			
	Is knowledgeable of current research based approaches to teaching and learning.			
<b>Progressing</b>	Participates in professional development aligned with professional goals			
	Considers and uses a variety of research based approaches to improve teaching and learning.			
<b>Proficient</b>	Participates in professional development activities aligned with goals and student needs.			
	Actively investigates and considers alternative research based approaches to improve teaching and learning and uses such approaches as appropriate.			
	Adapts professional practice based on data and evaluates impact on student learning.			
<b>Evidenced By</b> (Check all that apply.)	<i>Display of technology used</i>	<input type="checkbox"/>	<i>Professional development</i>	<input type="checkbox"/>
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			<i>Other</i>	<input type="checkbox"/>

<b>Principle #10</b>	√ <i>The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.</i>			
<b>Not Demonstrated</b>				
<b>Developing</b>	Responds to family and community concerns.			
	Communicates and collaborates with the home and community for the benefit of students.			
<b>Progressing</b>	Recognizes obstacles to family and community participation and conscientiously seeks solutions to overcome them.			
<b>Proficient</b>	Promotes trust and understanding throughout the community.			
<b>Evidenced By</b> (Check all that apply.)	<i>Display of technology used</i>	<input type="checkbox"/>	<i>Professional development</i>	<input type="checkbox"/>
	<i>Use of student learning teams</i>	<input type="checkbox"/>	<i>Documentation of differentiated instruction</i>	<input type="checkbox"/>
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			<i>Lesson plans</i>	<input type="checkbox"/>
			<i>Test scores/data</i>	<input type="checkbox"/>
			<i>Other</i>	<input type="checkbox"/>

**Notes**

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Teacher's Signature \_\_\_\_\_

Evaluator's Signature \_\_\_\_\_