

DRAFT

Stakeholder Input Model

Teacher Name:	School/District:	Evaluator:	Date:
Sources of Input Data: 1. 2. 3.			
Findings and Analysis of Data:			
Educator Response to Data and Evidence of Progress:			
Not Effective	Minimally Effective	Effective	Highly Effective
Data results are below average and include consistent patterns of concern. Educator does not present evidence of response to concerns outlined in survey or other forms of feedback. Relies on school events to communicate with parents. Doesn't seek student input outside of school-wide communication strategies.	Educator responds to survey results and sets goals with supervisor. Minimal evidence of execution of plan for improvement. Communication with students and parents is minimal and usually one way.	Educator analyzes responses from feedback, develops and incorporates plan for improvement into goal-setting process. Presents evidence of progress toward goals. Educator provides information and feedback to parents and students in a timely fashion. Provides multiple mechanisms for parents and students to provide feedback/respond to educator.	Educator analyzes responses, develops and incorporates plan for improvement, monitors results. Continues to seek feedback from parents and students to set instructional goals and gauge progress. Educator shares evidence of progress toward improvement plan with supervisor and uses multiple sources of data from parents and students to continue to shape policies, procedures, and instruction/leadership.

Overall Rating: _____

Evaluator Signature: _____