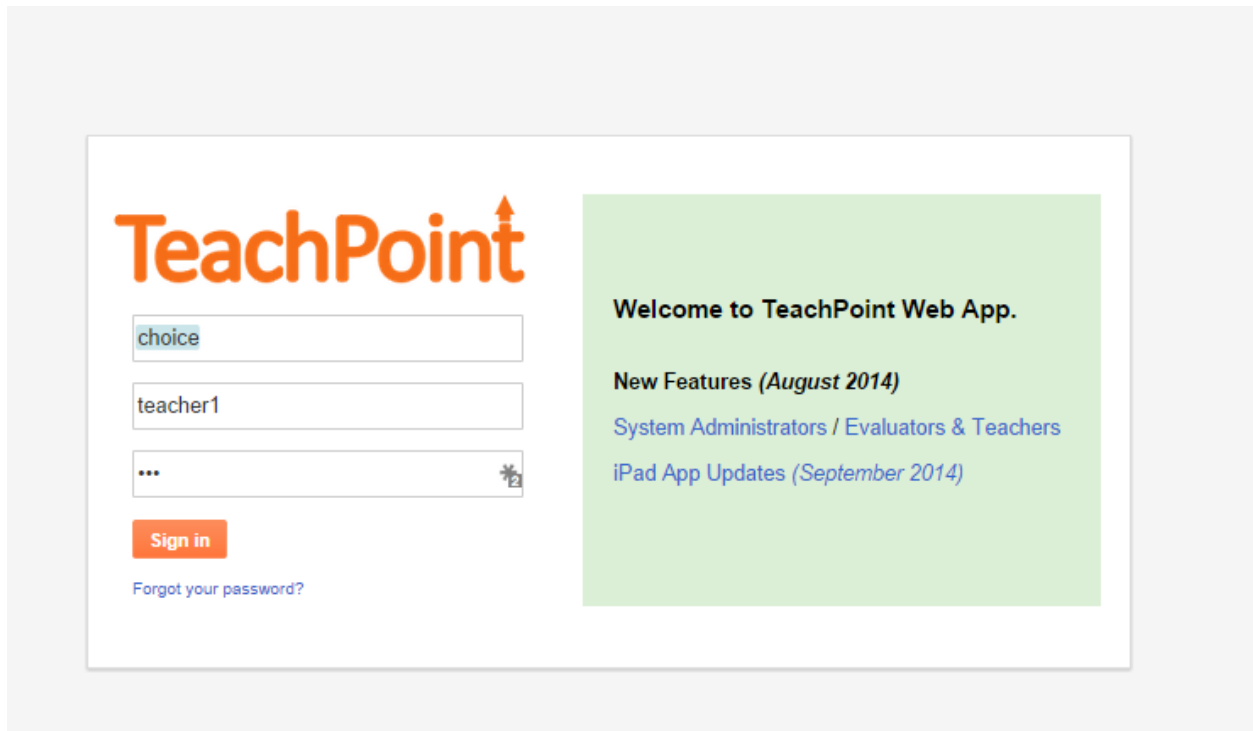


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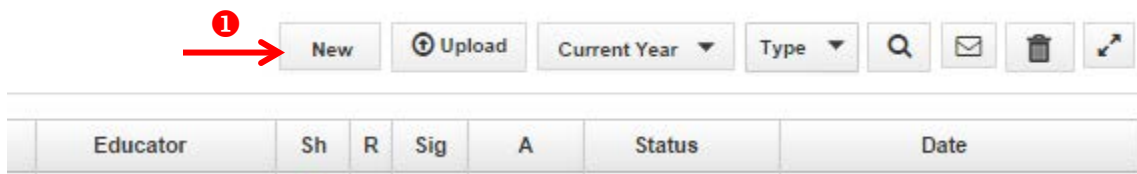
- A. Login to Teachpoint. Go to <https://tp1.goteachpoint.com/>



- B. When you login, look for your name on the left side of the screen.

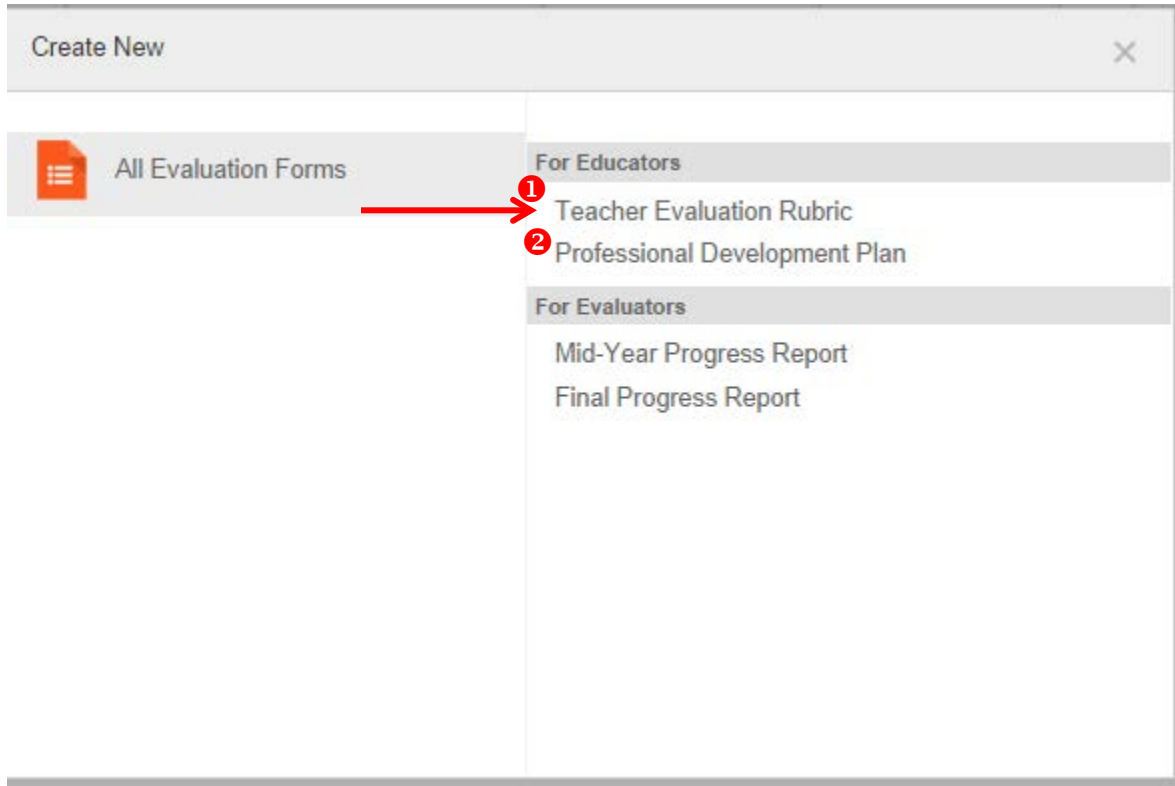


- C. Click the **1** New button to choose your form.




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- D. Click **1** **Teacher Evaluation Rubric** or **2** **Professional Development Plan**. All teachers will need to complete both forms.



- E. Begin your self-evaluation. **1** Click the box to identify your effectiveness level and make

comments as needed. **2** To type **comments** click on the  icon to type comments. **Do not sign your forms until your School Leader instructs you. Once you sign a form, you cannot make changes.**

Teacher Evaluation Rubric

NAME: **Teacher 1** AUTHOR: **Self-Evaluation**
 SCHOOL: **Test School** DATE: **Sep 25, 2014 4:52 PM EDT**
 SUBJECT: **4th Grade** ELAPSED: **▶ 0:00 sec**
 SHARE: **Off** ▼

Planning and Preparation

1A.1 Relates content area to other content areas and to life applications

1 → Highly Effective (4)	Effective (3)	Minimally Effective (2)	Ineffective (1)
Consistently identifies important concepts of disciplines and their relationship to one another in real life application.	Identifies important concepts of disciplines and their relationship to one another in real life application.	Is familiar with the discipline, but does not see conceptual relationships. Knowledge of prerequisite relationships is inaccurate or incomplete.	Does not consider prerequisite relationships when planning.

2 →  

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- F. After you have completed your comments, share your document with your school leader by turning on the **share** option at the top of the form.

Teacher Evaluation Rubric

NAME: **Teacher 1** AUTHOR: **Self-Evaluation**
SCHOOL: **Test School** DATE: **Sep 25, 2014 4:52 PM EDT**
SUBJECT: **4th Grade** ELAPSED: **▶ 0:00 sec**

1 → SHARE: **Off** ▼
Turn on

- G. Click on **Save and Done** to complete the process.

Export to PDF Quick Search Delete Copy Log **1** → Save & Done

3)	Minimally Effective (2)	Ineffective (1)
sciplines and their life application.	Is familiar with the discipline, but does not see conceptual relationships. Knowledge of prerequisite relationships is inaccurate or incomplete.	Does not consider prerequisite relationships when planning.