Certified Teaching Staff Performance Evaluation

All evaluations are on a continuous basis.

Name: Date of Hire: School Year:

School: Position:

Evaluator: Subject Area Observed:

Pre-Conference Date: Formal Observation: Post-Conference Date:

☐ Year 2   ☐ Evaluative Assistance Plan   ☐ Limited Contract

Philosophy:

The purpose of performance evaluation is two-fold: one, to enhance professional skills and development (a formative aim) and two, to assess professional ability and competence (a summative aim).   For both purposes, teaching practices are recorded, evaluated and discussed and employees' professional growth is documented. Should significant deficiencies be noted, the district is committed to helping teachers improve their practice by crafting individual plans of improvement to ensure the highest quality of teaching and education.

The Following Definitions are used:

Not Applicable: Unobserved or not applicable during the evaluation period.

Unsatisfactory: Does not meet acceptable standards of the profession. Rating in the unsatisfactory category must be supported by comment and/or documentation.

Nearing Proficient: Competent with foundation skills as stated in professional standards, but adjustments may be needed for implementation of best practice.

Proficient: Highly competent in the art, skills, and field of knowledge of the teaching profession.

Advanced: Frequently recognized for excellence with respect to achievement, skill, knowledge, and talent.

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Domain 1: Planning & Preparing for Student Learning

Standard 1.2: *The teacher communicates standards-based instructional objectives, high expectations, instructive directions, procedures, and assessment criteria.*

☐NA

A. Lesson Planning			
☐Unsatisfactory	☐Nearing Proficient	☐Proficient	☐Advanced

Teacher writes lesson plans with instructional objectives **absent** or **not aligned** with the standards.
 	
Teacher selects instructional activities that are <u>not</u> aligned to the instructional objectives or that set expectations that are not constructed for progress toward meeting the standards or that do not make connections within or across disciplines.
 	
    -or-
There are <u>no</u> lesson plans available.
    -or-
Lesson plans are <u>not</u> aligned to the lesson observed.
	Teacher writes lesson plans with **standards-based** instructional objectives.
	
	Teacher selects instructional activities that are **aligned** to the instructional objective; sets high expectations but provides limited opportunities for students to make continuous progress toward meeting the standards; and makes connections within or across disciplines.
	
	Lesson plans are **aligned** with the lesson observed.
		Teacher writes lesson plans with **clear and measurable standards-based** instructional objectives.
		
		Teacher selects and designs instructional activities that are **aligned** to the instructional objectives; establishes high expectations for student performance; provides opportunities for students to make continuous progress toward meeting the standards; and makes connections within or across disciplines.
		
		Lesson plans are **aligned** with the lesson observed
			Teacher writes lesson plans with **clear** and **measurable standards-based** instructional objectives and with benchmarks and/or grade level indicators identified.
			
			Teacher selects and designs instructional activities, (including adaptations) that are **aligned** to the instructional objectives; establishes high expectations for student performance; provides opportunities for students to make continuous progress toward meeting and exceeding standards; and makes connections within and across disciplines.
			
			Lesson plans are **aligned** with the lesson observed.

Standard 1.3: *The teacher uses standards based instructional objectives in the design and planning of lessons.*

☐NA   **A. Instructional Practices**

☐Unsatisfactory	☐Nearing Proficient	☐Proficient	☐Advanced
Learning activities are poorly aligned with the instructional outcomes, do not follow an organized progression, are not designed to engage students in active intellectual activity, and have unrealistic time allocations. Instructional groups are not suitable to the activities and offer no variety.	Some of the learning activities and materials are aligned with the instructional outcomes and represent moderate cognitive challenge, but with no differentiation for different students. ● Instructional groups partially support the activities, with some variety. The lesson or unit has a recognizable structure; but the progression of activities is uneven, with only some reasonable time allocations.	Most of the learning activities are aligned with the instructional outcomes and follow an organized progression suitable to groups of students. ● The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students and varied use of instructional groups.	The sequence of learning activities follows a coherent sequence, is aligned to instructional goals, and is designed to engage students in high-level cognitive activity. ● These are appropriately differentiated for individual learners. ● Instructional groups are varied appropriately, with some opportunity for student choice.

Standard 1.4 The teacher reflects upon the lesson's effectiveness and student engagement and uses that reflection in planning future instruction.

☐NA   A.   Lesson Effectiveness & Future Instruction

☐Unsatisfactory	☐Nearing Proficient	☐Proficient	☐Advanced
Teacher communicates an inaccurate assessment of the lesson effectiveness and/or is unable to explain why changes may or may not be necessary. Teacher <u>does not</u> assume responsibility for lesson effectiveness, eg blames the students or the environment.	Teacher communicates a **generally accurate assessment** of the lesson's effectiveness which includes: ● The extent to which the lesson achieved its goals ● Includes general explanations for why the content and delivery of the lesson would or would not be changed for the future instruction.	Teacher clearly communicates an **accurate assessment** of the lesson's effectiveness which includes: ● The extent to which the lesson achieved its goals ● Citing examples from the lesson Includes accurate explanations for why the content and delivery of the lesson would or would not be changed for the future instruction.	Teacher communicates and provides supportive evidence of an **insightful and accurate assessment** of the lesson's effectiveness which includes: ● The extent to which the lesson achieved its goals ● Citing examples from the lesson ● Strengths and/or weaknesses related to individual student success Includes accurate explanations for why the content and delivery of the lesson would or would not be changed for the future instruction.

Comments:

Domain 2: Creating an Environment for Learning
Standard 2.1: The teacher creates an inclusive and caring environment in which everyone is respected and valued.

☐NA   A.   Teacher Interaction with Students

☐Unsatisfactory	☐Nearing Proficient	☐Proficient	☐Advanced
Teacher interactions with students are **negative**, **demeaning**, and/or **inappropriate**.	Teacher interactions with students are **generally** appropriate.	Teacher interactions with all students demonstrate respect. Interactions are **inclusive** and appropriate.	Teacher interactions with all students demonstrate a **positive**, **caring** rapport and mutual respect. Interactions are inclusive and appropriate.

☐NA   B.   Interactions Among Individuals

☐Unsatisfactory	☐Nearing Proficient	☐Proficient	☐Advanced
Teacher **tolerates** inappropriate and/or **disrespectful** interactions among individuals.	Teacher may encourage respectful interactions but **occasionally tolerates inappropriate** and/or disrespectful interactions among individuals.	Teacher encourages respectful interactions among individuals and appropriately addresses any disrespectful interactions among individuals.	Teacher routinely encourages and model's respectful interactions among individuals and appropriately addresses any disrespectful interactions. **An inclusive and caring classroom environment is maintained.**

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Standard 2.2 The teacher establishes effective routines and procedures, maintains a safe and orderly environment, and manages transitions to maximize instructional time.

☐NA A. Routines/Procedures			
☐Unsatisfactory	☐Nearing Proficient	☐Proficient	☐Advanced
Teacher uses **ineffective procedures** for managing student groups, supplies, and equipment that result in a considerable loss of instructional time	Teacher establishes and uses routines and/or procedures for managing student groups, supplies, and/or equipment that result in a loss of instructional time.	Teacher establishes and uses **effective** routines and procedures for managing student groups, supplies, and/or equipment that result in **minimal loss of instructional time.**	Teacher establishes and uses effective routines and procedures that **incorporate student responsibility** for managing student groups, supplies, and/or equipment that result in **minimal loss of instructional ti**me.

☐NA B. Learning Environment			
☐Unsatisfactory	☐Nearing Proficient	☐Proficient	☐Advanced
Teacher maintains an environment where **hazards** exist. Teacher makes poor use of the physical environment.	Teacher acts to maintain a **safe** environment. Teacher's learning environment is partially supported with learning activities.	Teacher acts to maintain a **safe and efficient** environment. Teacher's learning environment is supported with learning activities.	Teacher acts to maintain a **safe** and efficient environment. Teachers and students work together to ensure a safe and flexible learning environment.

Standard 2.3: The teacher manages and monitors student behavior to maximize instructional time.

☐NA A. Monitoring of Student Behavior & response to Misbehavior			
☐Unsatisfactory	☐Nearing Proficient	☐Proficient	☐Advanced
Teacher <u>does not</u> **consistently monitor** student behavior and/or teacher is **unaware** of student behaviors, which result in considerable loss of individual, group and/or whole class time on task. Teacher <u>does not</u> respond to **off-task** or **disruptive** behavior. -or- Teacher response to student misbehavior is inconsistent and/or has minimal results.	Teacher monitors student behavior in a manner which results in a **loss of individual**, group, and/or whole class time on task. Teacher does not respond or **does not respond appropriately** to some off-task or disruptive behavior.	Teacher **monitors** student behavior always which promotes individual, group, and/or whole class time on task. Teacher response to misbehavior is **appropriate** and **consistent**.	Teacher monitors behavior in a manner that **anticipates** and **prevents** student misbehavior, and that allows for students to monitor their own and/or their peers' behavior, which maximizes individual, group, and/or whole class time on task. Teacher response to misbehavior is **appropriate**, **consistent**, and **sensitive** to students' individual needs. The desired behavior is attained.

☐NA B. Transitions			
☐Unsatisfactory	☐Nearing Proficient	☐Proficient	☐Advanced
Teacher <u>does not</u> establish procedures for most transitions. **Considerable** instructional time is **lost**.	Teacher **establishes procedures** for some transitions. Instructional time is lost.	Teacher **establishes** and **directs** procedures for transitions. **Minimal** instructional time is **lost**.	Teacher establishes procedures for managing **seamless transitions** incorporating student responsibility. **Minimal** instructional time is **lost**.

Comments:

Domain 3: Teaching for Learning

Standard 3.2 The teacher demonstrates content knowledge by using content specific instructional strategies.

☐NA A. Instructional Strategies			
☐Unsatisfactory	☐Nearing Proficient	☐Proficient	☐Advanced
Teacher uses instructional strategies that are **ineffective** and/or **inappropriate** to the content.	Teacher uses a **limited** range of instructional strategies that are effective and appropriate to the content.	Teacher uses **instructional strategies** that are effective and appropriate to the content.	Teacher routinely uses a **broad range** of **multiple instructional strategies** that are effective and appropriate to the content.
☐NA B. Content Knowledge			
☐Unsatisfactory	☐Nearing Proficient	☐Proficient	☐Advanced
Teacher conveys content **inaccuracies** that contribute to making the content incomprehensible to the students.	Teacher conveys some **minor content inaccuracies** that do not contribute to making the content incomprehensible to the students.	Teacher conveys **accurate content knowledge**, including standards-based content knowledge.	Teacher conveys extensive and **accurate content** knowledge, including standards-based content knowledge.

Standard 3.3: The teacher uses standards-based instructional activates that promote conceptual understanding, extend student thinking, & monitors/adjusts instruction to meet individual needs.

☐NA A. Conceptual Understanding			
☐Unsatisfactory	☐Nearing Proficient	☐Proficient	☐Advanced
Teacher does not use standards-based activities. -or- Teacher use **inappropriate** activities. -or- Teacher uses standards-based activities at the **inappropriate** cognitive level that do not promote conceptual understanding.	Teacher uses **standards-based** activities at the appropriate cognitive level that do not promote conceptual understanding. -or- Teacher uses standards-based activities at the **inappropriate** cognitive level that promote conceptual understanding.	Teacher uses **challenging standards-based** activities at the **appropriate** cognitive level that promote conceptual understanding.	Teacher uses **challenging**, **standards-based** activities at the appropriate cognitive level that promote conceptual understanding and employs principles of differentiated instruction.
☐NA B. Extension of Thinking			
☐Unsatisfactory	☐Nearing Proficient	☐Proficient	☐Advanced
Teacher creates situations that <u>do not</u> challenge students to think about the content.	Teacher creates situations that challenge students to think about the content being taught.	Teacher creates situations that challenge students to think **independently**, **creatively** or **critically** about the content being taught.	Teacher creates situations that challenge students to think **independently**, **creatively** or **critically** about the content being taught, to **reflect** on their understanding and to consider new possibilities.

□NA   C.   Monitoring, Adjusting, & Student Engagement

□Unsatisfactory	□Nearing Proficient	□Proficient	□Advanced
Teacher **fails** to monitor or adjust instruction, activities, and pacing to respond to differences in student needs. Teacher <u>does not</u> pursue the active engagement of all students.	Teacher has **difficulty** monitoring or adjusting instruction, activities, and pacing to respond to differences in student needs. Teacher does not consistently engage all students.	Teacher **monitors** and **adjusts** instruction, activities, and pacing to respond to differences in student needs. Teacher engages all students in the learning activity	Teacher monitors and adjusts instruction through **coherent well-paced responsive lessons to meet the various needs of students.** -or- The instruction and activities address the needs of the students. Teacher consistently engages all students in the learning activity.

Standard 3.4: The teacher engages students in discussion & uses thought-provoking questions aligned with the lesson objectives to explore & extend content knowledge.

□NA   A.   Discussion

□Unsatisfactory	□Nearing Proficient	□Proficient	□Advanced
Teacher permits **off-topic** discussions, or <u>does not</u> elicit student responses.	Teacher **frames** content-related discussion that is limited to a question and answer session.	Teacher **initiates and leads** discussion at the evaluative, synthesis, and/or analysis levels to explore and extend the content knowledge.	Teacher **structures and facilitates** discussion at the evaluative, synthesis, and/or analysis levels between teacher and students and among students to explore and extend content knowledge.

□NA   B.   Thought-Provoking Questions

□Unsatisfactory	□Nearing Proficient	□Proficient	□Advanced
Teacher frequently asks questions that are **inappropriate** to objectives of the lesson. Teacher frequently <u>does not</u> ask follow-up questions. Teacher answers own questions. Teacher frequently <u>does not</u> provide appropriate wait time.	Teacher asks questions that are **relevant** to the objectives of the lesson. Teacher asks **follow-up** questions. Teacher is **inconsistent** in providing appropriate wait time.	Teacher asks **thought-provoking** questions at the evaluative, synthesis, and/or analysis levels that focus on the objectives of the lesson. Teacher **seeks clarification** through additional questions. Teacher provides appropriate wait time.	Teacher **routinely** asks thought -provoking questions at the evaluative, synthesis, and/or analysis levels that focus on the objectives of the lesson. Teacher **seeks clarification** and elaboration through additional questions. Teacher provides appropriate wait time.

Comments:

Domain 4: Professionalism

Standard 4.1: The teacher tracks student progress toward meeting the standards, (including indicators & benchmarks) & maintains instructional records that clearly show the basis for grade assignment.

☐NA   A.   Recordkeeping

☐Unsatisfactory	☐Nearing Proficient	☐Proficient	☐Advanced
Teacher's system for maintaining information on student completion of assignments is in **disarray**.	Teacher's system for maintaining information on student's completion of assignments is basic and only **partially** effective	Teacher's system for maintaining information on student completion of assignments is **fully** effective.	Teacher's system for maintaining information on student completion of assignments is **fully** effective. **Student participates in maintaining the records.**

☐NA   B.   Student Progress in Learning

☐Unsatisfactory	☐Nearing Proficient	☐Proficient	☐Advanced
Teacher has **no system** for maintaining information on student progress in learning, or the system is in **disarray**	Teachers system for maintaining information on student progress in learning is **basic** and only **partially** effective.	Teacher's system for maintaining information on student progress in learning is **fully** effective. Teacher submits grades in a timely manner.	Teacher's system for maintaining information on student progress in learning is **fully** effective. **Students contribute** **Students contribute information and participate in interpreting the records**. Teacher submits grades in a timely manner.

Standard 4.3: The teacher establishes & maintains professional relationships by engaging in discussion about professional issues with peers/teams, functioning as a member of an instructional team/department/level, & participating in school events & district initiatives.

☐NA   A.   Development & Implementation of Decisions & Discussion About Professional Issues

☐Unsatisfactory	☐Nearing Proficient	☐Proficient	☐Advanced
Teacher <u>does not</u> implement decisions made at the team/department or school level. Teacher <u>does not</u> engage in discussion about professional issues.	Teacher implements **most** decisions made at the team/department and school level. Teacher **attends** professional development opportunities.	Teacher **implements** decisions made at the team/department and school level. Teacher **engages** in discussion about professional issue.	Teacher **provides leadership** in developing and implementing decisions made at the team/department and school level. Teacher **demonstrates** a pattern of initiating, leading, and engaging other teachers in discussion about professional issues.

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☐NA   **B. Professional Development**

☐Unsatisfactory	☐Nearing Proficient	☐Proficient	☐Advanced
Teacher avoids participation in the professional culture of inquiry resisting opportunities to become involved.	Teacher's relationships with colleagues are negative or self-serving. The teacher maintains cordial relationships with colleagues to fulfill duties that the school or district require. The teacher participates when invited to do so.	Support and cooperation characterize relationships with colleagues. The teacher's relationships are characterized by mutual support and cooperation; the teacher actively participates in a culture of professional inquiry. The teacher volunteers to participate in school events and in school district initiatives and projects.	Support and cooperation characterize relationships with colleagues. Teacher takes initiative in assuming leadership among the faculty. Teacher's relationships with colleagues are characterized by mutual support and cooperation, with teacher taking initiative in assuming leadership role in promoting a culture of professional inquiry. The teacher volunteers to participate in school and district events, initiatives, and projects. He/she makes a substantial contribution and assumes a leadership role in at least one aspect of school or district life.

☐NA   **C. Relationships with Colleagues**

☐Unsatisfactory	☐Nearing Proficient	☐Proficient	☐Advanced
Teacher's relationships with colleagues are negative or self-serving. Teacher avoids participation in the professional culture of inquiry resisting opportunities to become involved.	Teacher's relationships with colleagues are negative or self-serving. The teacher maintains cordial relationships with colleagues to fulfill duties that the school or district require. The teacher participates when invited to do so.	Support and cooperation characterize relationships with colleagues. The teacher's relationships are characterized by mutual support and cooperation; the teacher actively participates in a culture of professional inquiry. The teacher volunteers to participate in school events and in school district initiatives and projects.	Support and cooperation characterize relationships with colleagues. Teacher takes initiative in assuming leadership among the faculty. Teacher's relationships with colleagues are characterized by mutual support and cooperation, with teacher taking initiative in assuming leadership role in promoting a culture of professional inquiry. The teacher volunteers to participate in school and district events, initiatives, and projects. He/she makes a substantial contribution and assumes a leadership role in at least one aspect of school or district life.

☐NA D. Showing Professionalism			
☐Unsatisfactory	☐Nearing Proficient	☐Proficient	☐Advanced
Teacher does not act with professionalism, integrity, confidentiality or honesty.	The teacher exhibits some characteristics of honesty, confidentiality and integrity but is inconsistent.	The teacher is considered a leader in terms of honesty, integrity and confidentiality. Teacher takes a leadership position in team or departmental decision making.	The teacher is considered a leader in terms of honesty, integrity and confidentiality. Teacher takes a leadership position in team or departmental decision making.

Comments:

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Evaluator Comments:

Recommendations or Identified Deficiencies:

If "unsatisfactory" ratings are indicated, the staff member may request a conference with the evaluator for the purpose of mutually agreeing on what assistance the district may provide to the teacher for improvement.

Employee Comments:

Signing this evaluation form does not necessarily indicate agreement with the evaluation but indicates that the evaluation has been shared with the employee. The staff member may attach comments concerning the evaluation.

Employee Signature: _____   Date: _____

Evaluator Signature: _____   Date: _____

☐ Recommend for Tenure Status
☐ Recommend for Evaluative Assistance Plan
☐ Recommend for removal from Evaluative Assistance Plan