



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:	
<input type="checkbox"/> Year 3	<input type="checkbox"/> Tenure	<input type="checkbox"/> Evaluative Assistance Plan	<input type="checkbox"/> 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 and Preparing for Student Learning

Standard 1.1: *The teacher acquires and uses knowledge about individual students as learners in preparing lessons, which consider the student's academic needs, cultural heritage, interests, and community.*

<input type="checkbox"/> NA A. Acquisition of Information About Individual Learners			
<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Nearing Proficient	<input type="checkbox"/> Proficient	<input type="checkbox"/> Advanced
<p>Teacher does not acquire useful information about students as learners.</p> <p>-or-</p> <p>Teacher does not acquire knowledge from a variety of sources or in an ongoing manner.</p>	<p>Teacher acquires general or global information about students as learners from a variety of sources and/or in an ongoing manner.</p>	<p>Teacher acquires detailed information about individual students as learners from a variety of sources and/or in an ongoing manner</p>	<p>Teacher acquires extensive and detailed information about individual students as learners from a variety of sources and/or in an ongoing manner.</p>
<input type="checkbox"/> NA B. Use of Acquired Information			
<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Nearing Proficient	<input type="checkbox"/> Proficient	<input type="checkbox"/> Advanced
<p>Teacher planning incorporates little or none of the following:</p> <ul style="list-style-type: none"> • Flexible grouping • Activities that invite student interaction and choice • Strategies that address various learning styles, special needs and cultural heritage • Instruction that addresses strengths and gaps in student background knowledge and skills <p>There is little evidence that the teacher uses achievement data or other assessment results to plan instruction.</p>	<p>Teacher clearly communicates how planning incorporates some of the following:</p> <ul style="list-style-type: none"> • Flexible grouping • Activities that invite student interaction and choice • Strategies that address various learning styles, special needs and cultural heritage • Instruction that addresses strengths and gaps in student background knowledge and skills <p>Teacher uses achievement data and other assessment results to plan instruction for the entire class.</p>	<p>Teacher clearly communicates how planning incorporates most of the following:</p> <ul style="list-style-type: none"> • Flexible grouping • Activities that invite student interaction and choice • Strategies that address various learning styles, special needs and cultural heritage • Instruction that addresses strengths and gaps in student background knowledge and skills <p>Teacher uses achievement data and other assessment results to plan instruction to meet individual/group instructional needs.</p>	<p>Teacher clearly communicates how planning incorporates all of the following:</p> <ul style="list-style-type: none"> • Flexible grouping • Activities that invite student interaction and choice • Strategies that address various learning styles, special needs and cultural heritage • Instruction that addresses strengths and gaps in student background knowledge and skills • Data and use of assessment is ongoing <p>Teacher analyzes and incorporates some of the following: achievement data and other assessment results to plan instruction to meet individual/group instructional needs.</p>

"Standards" include grade level indicators leading towards benchmarks. Where State standards have not yet been developed, the teacher should use the objective from district or national standards.



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

<input type="checkbox"/> NA A. Lesson Planning			
<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Nearing Proficient	<input type="checkbox"/> Proficient	<input type="checkbox"/> Advanced
<p>Teacher writes lesson plans with instructional objectives absent or not aligned with the standards.</p> <p>Teacher selects instructional activities that are not 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.</p> <p>-or-</p> <p>There are <u>no</u> lesson plans available.</p> <p>-or-</p> <p>Lesson plans are <u>not</u> aligned to the lesson observed.</p>	<p>Teacher writes lesson plans with standards-based instructional objectives.</p> <p>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.</p> <p>Lesson plans are aligned with the lesson observed.</p>	<p>Teacher writes lesson plans with clear and measurable standards-based instructional objectives.</p> <p>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.</p> <p>Lesson plans are aligned with the lesson observed</p>	<p>Teacher writes lesson plans with clear and measurable standards-based instructional objectives and with benchmarks and/or grade level indicators identified.</p> <p>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.</p> <p>Lesson plans are aligned with the lesson observed.</p>

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

<input type="checkbox"/> NA A. Instructional Practices			
<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Nearing Proficient	<input type="checkbox"/> Proficient	<input type="checkbox"/> Advanced
<p>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.</p>	<p>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.</p> <ul style="list-style-type: none"> Instructional groups partially support the activities, with some variety. <p>The lesson or unit has a recognizable structure; but the progression of activities is uneven, with only some reasonable time allocations.</p>	<p>Most of the learning activities are aligned with the instructional outcomes and follow an organized progression suitable to groups of students.</p> <ul style="list-style-type: none"> 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. 	<p>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.</p> <ul style="list-style-type: none"> These are appropriately differentiated for individual learners. Instructional groups are varied appropriately, with some opportunity for student choice.



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

<input type="checkbox"/> NA A. Lesson Effectiveness & Future Instruction			
<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Nearing Proficient	<input type="checkbox"/> Proficient	<input type="checkbox"/> Advanced
<p>Teacher communicates an inaccurate assessment of the lesson effectiveness and/or is unable to explain why changes may or may not be necessary.</p> <p>Teacher does not assume responsibility for lesson effectiveness, eg blames the students or the environment.</p>	<p>Teacher communicates a generally accurate assessment of the lesson's effectiveness which includes:</p> <ul style="list-style-type: none"> • 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. 	<p>Teacher clearly communicates an accurate assessment of the lesson's effectiveness which includes:</p> <ul style="list-style-type: none"> • The extent to which the lesson achieved its goals • Citing examples from the lesson <p>Includes accurate explanations for why the content and delivery of the lesson would or would not be changed for the future instruction.</p>	<p>Teacher communicates and provides supportive evidence of an insightful and accurate assessment of the lesson's effectiveness which includes:</p> <ul style="list-style-type: none"> • The extent to which the lesson achieved its goals • Citing examples from the lesson • Strengths and/or weaknesses related to individual student success <p>Includes accurate explanations for why the content and delivery of the lesson would or would not be changed for the future instruction.</p>
<p>Comments:</p>			



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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.

<input type="checkbox"/> NA A. Teacher Interaction with Students			
<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Nearing Proficient	<input type="checkbox"/> Proficient	<input type="checkbox"/> 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.
<input type="checkbox"/> NA B. Interactions Among Individuals			
<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Nearing Proficient	<input type="checkbox"/> Proficient	<input type="checkbox"/> 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.

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

<input type="checkbox"/> NA A. Routines/Procedures			
<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Nearing Proficient	<input type="checkbox"/> Proficient	<input type="checkbox"/> 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 time.
<input type="checkbox"/> NA B. Learning Environment			
<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Nearing Proficient	<input type="checkbox"/> Proficient	<input type="checkbox"/> Advanced
Teacher maintains an environment where hazards exist.	Teacher acts to maintain a safe environment.	Teacher acts to maintain a safe and efficient environment.	Teacher acts to maintain a safe and efficient environment.
Teacher makes poor use of the physical environment.	Teacher's learning environment is partially supported with learning activities.	Teacher's learning environment is supported with learning activities.	Teachers and students work together to ensure a safe and flexible learning environment.



<input type="checkbox"/> NA A. Monitoring of Student Behavior & Response to Misbehavior			
<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Nearing Proficient	<input type="checkbox"/> Proficient	<input type="checkbox"/> Advanced
<p>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.</p> <p>Teacher <u>does not</u> respond to off-task or disruptive behavior.</p> <p style="text-align: center;">-or-</p> <p>Teacher response to student misbehavior is inconsistent and/or has minimal results.</p>	<p>Teacher monitors student behavior in a manner which results in a loss of individual, group, and/or whole class time on task.</p> <p>Teacher does not respond or does not respond appropriately to some off-task or disruptive behavior.</p>	<p>Teacher monitors student behavior always which promotes individual, group, and/or whole class time on task.</p> <p>Teacher response to misbehavior is appropriate and consistent.</p>	<p>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.</p> <p>Teacher response to misbehavior is appropriate, consistent, and sensitive to students' individual needs. The desired behavior is attained.</p>
<input type="checkbox"/> NA B. Transitions			
<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Nearing Proficient	<input type="checkbox"/> Proficient	<input type="checkbox"/> Advanced
<p>Teacher <u>does not</u> establish procedures for most transitions. Considerable instructional time is lost.</p>	<p>Teacher establishes procedures for some transitions. Instructional time is lost.</p>	<p>Teacher establishes and directs procedures for transitions. Minimal instructional time is lost.</p>	<p>Teacher establishes procedures for managing seamless transitions incorporating student responsibility. Minimal instructional time is lost.</p>

Comments:



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Domain 3: Teaching for Learning

Standard 3.1 The teacher communicates standards-based instructional objectives, high expectations, instructive directions, procedures & assessment criteria.

<input type="checkbox"/> NA A. Standards-Based Instructional Objectives			
<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Nearing Proficient	<input type="checkbox"/> Proficient	<input type="checkbox"/> Advanced
Teacher communicates little or nothing about the standards-based instructional objectives to the students. -or- The instructional objectives are <u>not</u> standards-based.	Teacher posts standards-based instructional objectives.	Teacher clearly and accurately communicates standards-based instructional objectives to the students.	Teacher clearly and accurately communicates standards-based instructional objectives and an instructional rationale for this learning to the students.
<input type="checkbox"/> NA B. Instructional Directions & Procedures			
<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Nearing Proficient	<input type="checkbox"/> Proficient	<input type="checkbox"/> Advanced
Teacher <u>does not</u> communicate instructional directions or procedures for the activity. -or- Teacher communicates instructional directions or procedures inaccurately .	Teacher communicates instructional directions and procedures for the activity that are unclear. -and/or- Teacher makes repeated attempts to clarify direction and procedures.	Teacher clearly and accurately communicates instructional directions and procedures for the activity.	Teacher clearly and accurately communicates instructional directions and procedures for the activity. Teacher anticipates possible student misunderstanding.
<input type="checkbox"/> NA C. High Expectations			
<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Nearing Proficient	<input type="checkbox"/> Proficient	<input type="checkbox"/> Advanced
Teacher <u>does not</u> communicate expectations for standards-based student work. Teacher does not encourage students to expend their best efforts.	Teacher communicates expectations for standards-based student work.	Teacher communicates high expectations for standards-based student work. Teacher encourages students to expend their best efforts.	Teacher communicates high expectations based on individual student abilities for standards-based student work. Teacher consistently encourages students to expend their best efforts.
<input type="checkbox"/> NA D. Assessment Criteria			
<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Nearing Proficient	<input type="checkbox"/> Proficient	<input type="checkbox"/> Advanced
Teacher <u>does not</u> communicate assessment criteria to students.	Teacher unclearly or incompletely communicates assessment criteria.	Teacher clearly communicates to students the assessment criteria.	Teacher clearly communicates task-specific criteria for various assessment performance levels.



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

<input type="checkbox"/> INA A. Instructional Strategies			
<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Nearing Proficient	<input type="checkbox"/> Proficient	<input type="checkbox"/> 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.
<input type="checkbox"/> INA B. Content Knowledge			
<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Nearing Proficient	<input type="checkbox"/> Proficient	<input type="checkbox"/> 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.

<input type="checkbox"/> INA A. Conceptual Understanding			
<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Nearing Proficient	<input type="checkbox"/> Proficient	<input type="checkbox"/> Advanced
Teacher <u>does not</u> 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.
<input type="checkbox"/> INA B. Extension of Thinking			
<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Nearing Proficient	<input type="checkbox"/> Proficient	<input type="checkbox"/> 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.



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<input type="checkbox"/> NA C. Monitoring, Adjusting, & Student Engagement			
<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Nearing Proficient	<input type="checkbox"/> Proficient	<input type="checkbox"/> Advanced
Teacher fails to monitor or adjust instruction, activities, and pacing to respond to differences in student needs. Teacher does not 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.

<input type="checkbox"/> NA A. Discussion			
<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Nearing Proficient	<input type="checkbox"/> Proficient	<input type="checkbox"/> Advanced
Teacher permits off-topic discussions, or does not 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.

<input type="checkbox"/> NA B. Thought-Provoking Questions			
<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Nearing Proficient	<input type="checkbox"/> Proficient	<input type="checkbox"/> Advanced
Teacher frequently asks questions that are inappropriate to objectives of the lesson. Teacher frequently does not ask follow-up questions. Teacher answers own questions. Teacher frequently does not 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.



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Standards 3.5: *The teacher provides timely, constructive feedback to students about their progress toward the learning objectives using a variety of methods, and corrects student errors/misconceptions.*

<input type="checkbox"/> NA A. Quality Methods & Timeliness			
<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Nearing Proficient	<input type="checkbox"/> Proficient	<input type="checkbox"/> Advanced
Teacher provides insufficient and/or inaccurate feedback to students about their progress toward the learning objectives. Feedback is <u>not</u> provided in a timely manner.	Teacher provides accurate and timely, but general feedback to students about their progress toward the learning objectives. Teacher provides feedback using a limited number of methods .	Teacher provides accurate, specific and timely feedback to students about their progress toward the learning objectives. Teacher provides feedback using a variety of methods and facilitates student self-assessment	Teacher routinely provides insightful , accurate, specific and timely feedback to students about their progress toward the learning objectives. Teacher provides feedback using a variety of methods and facilitates student self-assessment .
<input type="checkbox"/> NA B. Student Errors & Misconceptions			
<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Nearing Proficient	<input type="checkbox"/> Proficient	<input type="checkbox"/> Advanced
Teacher <u>does not</u> correct student content errors. Teacher fails to address content-related misconceptions.	Teacher corrects student content errors to individuals, groups, and/or the whole class by offering explanations that clarify the process or concept and by facilitating opportunities for self-correction. Teacher anticipates and addresses content-related misconceptions.	Teacher corrects student content errors to individuals, groups, and/or the whole class by offering explanations that clarifies the process or concept. Teacher addresses content-related misconceptions as they arise.	Teacher corrects student content errors to individuals, groups, and/or the whole class by offering explanations that clarify the process or concept and by facilitating opportunities for self-correction. Teacher anticipates and addresses content-related misconceptions.

Comments:



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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.

<input type="checkbox"/> INA A. Recordkeeping			
<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Nearing Proficient	<input type="checkbox"/> Proficient	<input type="checkbox"/> 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.
<input type="checkbox"/> INA B. Student Progress in Learning			
<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Nearing Proficient	<input type="checkbox"/> Proficient	<input type="checkbox"/> 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 4.2: The teacher informs the family about the academic/social progress of the student and the instructional program, and encourages family involvement in the student's education.

<input type="checkbox"/> INA A. Academic/Social Progress			
<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Nearing Proficient	<input type="checkbox"/> Proficient	<input type="checkbox"/> Advanced
Teacher fails to communicate with the family concerning the student's academic and social progress.	Teacher communicates with the family about the student's academic and social progress.	Teacher maintains ongoing communication with the family by providing information on both positive and negative aspects of the student's academic and social progress.	Teacher maintains ongoing communication and promotes interactive communication with the family by providing information on both positive and negative aspects of the student's academic and social progress.
<input type="checkbox"/> INA B. Instructional Program			
<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Nearing Proficient	<input type="checkbox"/> Proficient	<input type="checkbox"/> Advanced
Teacher provides incorrect or no information to the family about the instructional program.	Teacher provides minimal information to the family about the instructional program.	Teacher provides required information to the family about the instructional program.	Teacher establishes a pattern of providing additional information to the family about the instructional program.



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<input type="checkbox"/> INA C. Family Involvement			
<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Nearing Proficient	<input type="checkbox"/> Proficient	<input type="checkbox"/> Advanced
Teacher makes few or <u>no</u> attempts to encourage family involvement.	Teacher encourages family involvement in classroom and/or school-wide activities.	Teacher encourages family involvement in classroom and/or school-wide activities and in the student's learning.	Teacher creates and encourages opportunities for family involvement in classroom and/or school-wide activities and in the student's learning.

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.

<input type="checkbox"/> INA A. Development & Implementation of Decisions & Discussion About Professional Issues			
<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Nearing Proficient	<input type="checkbox"/> Proficient	<input type="checkbox"/> 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.

<input type="checkbox"/> INA B. Participation at the School & District Level			
<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Nearing Proficient	<input type="checkbox"/> Proficient	<input type="checkbox"/> Advanced
Teacher <u>does not</u> participate in required school events and committees. Does not share duties or contribute to PLC's and school teams Teacher <u>does not</u> clearly communicate the evidence for making decisions.	Teacher attends required school and district meetings and implements district initiatives.	Teacher participates and engages in required school and district meetings and implements district initiatives. i.e.: PD Committee's, PLC's, etc.	Teacher participates in multiple school and/or district events or committees, in addition to those required and assumes leadership roles. *Uses and provides leadership i.e.: PD Committee's, PLC's, etc.



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☐NA C. Professional Development

<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Nearing Proficient	<input type="checkbox"/> Proficient	<input type="checkbox"/> Advanced
Teacher avoids participation in the professional culture of inquiry resisting opportunities to become involved.	<p>Teacher's relationships with colleagues are negative or self-serving.</p> <p>The teacher maintains cordial relationships with colleagues to fulfill duties that the school or district require.</p> <p>The teacher participates when invited to do so.</p>	<p>Support and cooperation characterize relationships with colleagues.</p> <p>The teacher's relationships are characterized by mutual support and cooperation; the teacher actively participates in a culture of professional inquiry.</p> <p>The teacher volunteers to participate in school events and in school district initiatives and projects.</p>	<p>Support and cooperation characterize relationships with colleagues.</p> <p>Teacher takes initiative in assuming leadership among the faculty.</p> <p>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.</p> <p>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.</p>

☐NA D. Relationships with Colleagues

<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Nearing Proficient	<input type="checkbox"/> Proficient	<input type="checkbox"/> Advanced
<p>Teacher's relationships with colleagues are negative or self-serving.</p> <p>Teacher avoids participation in the professional culture of inquiry resisting opportunities to become involved.</p>	<p>Teacher's relationships with colleagues are negative or self-serving.</p> <p>The teacher maintains cordial relationships with colleagues to fulfill duties that the school or district require.</p> <p>The teacher participates when invited to do so.</p>	<p>Support and cooperation characterize relationships with colleagues.</p> <p>The teacher's relationships are characterized by mutual support and cooperation; the teacher actively participates in a culture of professional inquiry.</p> <p>The teacher volunteers to participate in school events and in school district initiatives and projects.</p>	<p>Support and cooperation characterize relationships with colleagues.</p> <p>Teacher takes initiative in assuming leadership among the faculty.</p> <p>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.</p> <p>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.</p>



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☐NA E. Showing Professionalism

<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Nearing Proficient	<input type="checkbox"/> Proficient	<input type="checkbox"/> 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.

Standard 4.4: The teacher will display integrity & ethical conduct & serve as an advocate for their students. They will make decisions in the best interest of the students.

☐NA A. Service to Students

<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Nearing Proficient	<input type="checkbox"/> Proficient	<input type="checkbox"/> Advanced
Teacher is not alert students' needs. The teacher displays dishonest interactions or breaches confidentiality regarding students. Teacher makes recommendations that are based on self-serving interests. Teacher does not comply with school and district regulations.	Teachers' attempts to serve students are inconsistent. Teacher is honest in interactions about students but inconsistent in addressing students' needs. Teachers' decisions are based on limited information regarding students. Teacher makes professional decisions but on a limited basis.	Teacher is active in serving students. Teacher displays high standards of honesty, uses professional standards of integrity, and confidentiality in interactions with students. Teacher works to ensure all students receive a fair opportunity to succeed. Teacher maintains an open mind in team or departmental decision making.	Teacher is highly proactive in serving students seeking out resources when needed. Teacher can be counted on to hold the highest standards of honesty, uses professional standards of integrity, and confidentiality. The teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school.

☐NA B. Advocacy

<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Nearing Proficient	<input type="checkbox"/> Proficient	<input type="checkbox"/> Advanced
Teacher's practices do not meet student needs. There is little to no connection between student needs and teaching practices.	Teacher maintains the status quo even though it may not be in the best interest of students. Student needs are not consistently addressed.	Teacher works within the context of a team or department to ensure that all students receive a fair opportunity to succeed.	Teacher appropriately and consistently challenges and modifies practices and attitudes so that all students, particularly those traditionally underserved, reach success.

☐NA C. Decision Making

<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Nearing Proficient	<input type="checkbox"/> Proficient	<input type="checkbox"/> Advanced
Teacher makes decisions based on self-serving interests	Teacher's decisions are based on limited though genuinely professional considerations.	Teacher maintains an open mind and participates in team or departmental decision making.	Teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards.

Comments:



Certified Teaching Staff Performance Evaluation

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