



# 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 1

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.



# Certified Teaching Staff Performance Evaluation

## 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.*

<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 <b>absent</b> or <b>not aligned</b> with the standards.</p> <p>Teacher selects instructional activities that are <b>not aligned</b> 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 style="text-align: center;">-or-</p> <p>There are <b>no</b> lesson plans available.</p> <p style="text-align: center;">-or-</p> <p>Lesson plans are <b>not aligned</b> to the lesson observed.</p>	<p>Teacher writes lesson plans with <b>standards-based</b> instructional objectives.</p> <p>Teacher selects instructional activities that are <b>aligned</b> 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 <b>aligned</b> with the lesson observed.</p>	<p>Teacher writes lesson plans with <b>clear and measurable standards-based</b> instructional objectives.</p> <p>Teacher selects and designs instructional activities that are <b>aligned</b> 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 <b>aligned</b> with the lesson observed</p>	<p>Teacher writes lesson plans with <b>clear and measurable standards-based</b> instructional objectives and with benchmarks and/or grade level indicators identified.</p> <p>Teacher selects and designs instructional activities, (including adaptations) that are <b>aligned</b> 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 <b>aligned</b> 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"> <li>Instructional groups partially support the activities, with some variety.</li> </ul> <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"> <li>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.</li> </ul>	<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"> <li>These are appropriately differentiated for individual learners.</li> <li>Instructional groups are varied appropriately, with some opportunity for student choice.</li> </ul>

Comments:



# Certified Teaching Staff Performance Evaluation

## Domain 2: Creating an Environment for Learning

**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 <b>ineffective procedures</b> 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 <b>effective</b> routines and procedures for managing student groups, supplies, and/or equipment that result in <b>minimal loss of instructional time.</b>	Teacher establishes and uses effective routines and procedures that <b>incorporate student responsibility</b> for managing student groups, supplies, and/or equipment that result in <b>minimal loss of instructional time.</b>
<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 <b>hazards</b> exist.  Teacher makes poor use of the physical environment.	Teacher acts to maintain a <b>safe</b> environment.  Teacher's learning environment is partially supported with learning activities.	Teacher acts to maintain a <b>safe and efficient</b> environment.  Teacher's learning environment is supported with learning activities.	Teacher acts to maintain a <b>safe</b> 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.*

<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
Teacher <b>does not consistently monitor</b> student behavior and/or teacher is <b>unaware</b> of student behaviors, which result in considerable loss of individual, group and/or whole class time on task.  Teacher <b>does not</b> respond to <b>off-task</b> or <b>disruptive</b> 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 <b>loss of individual, group, and/or whole class time</b> on task.  Teacher does not respond or <b>does not respond appropriately</b> to some off-task or disruptive behavior.	Teacher <b>monitors</b> student behavior always which promotes individual, group, and/or whole class time on task.  Teacher response to misbehavior is <b>appropriate</b> and <b>consistent.</b>	Teacher monitors behavior in a manner that <b>anticipates</b> and <b>prevents</b> 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 <b>appropriate, consistent, and sensitive</b> to students' individual needs. The desired behavior is attained.
<input type="checkbox"/> NA B. Transitions			
<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Nearing Proficient	<input type="checkbox"/> Proficient	<input type="checkbox"/> Advanced
Teacher <b>does not</b> establish procedures for most transitions. <b>Considerable</b> instructional time is <b>lost.</b>	Teacher <b>establishes procedures</b> for some transitions. Instructional time is lost.	Teacher <b>establishes</b> and <b>directs</b> procedures for transitions. <b>Minimal</b> instructional time is <b>lost.</b>	Teacher establishes procedures for managing <b>seamless transitions</b> incorporating student responsibility. <b>Minimal</b> instructional time is <b>lost.</b>

Comments:



# Certified Teaching Staff Performance Evaluation

## Domain 3: Teaching for Learning

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

<input type="checkbox"/> <b>INA A. Instructional Strategies</b>			
<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Nearing Proficient	<input type="checkbox"/> Proficient	<input type="checkbox"/> Advanced
Teacher uses instructional strategies that are <b>ineffective</b> and/or <b>inappropriate</b> to the content.	Teacher uses a <b>limited</b> range of instructional strategies that are effective and appropriate to the content.	Teacher uses <b>instructional strategies</b> that are effective and appropriate to the content.	Teacher routinely uses a <b>broad range of multiple instructional strategies</b> that are effective and appropriate to the content.
<input type="checkbox"/> <b>NA B. Content Knowledge</b>			
<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Nearing Proficient	<input type="checkbox"/> Proficient	<input type="checkbox"/> Advanced
Teacher conveys content <b>inaccuracies</b> that contribute to making the content incomprehensible to the students.	Teacher conveys some <b>minor content inaccuracies</b> that do not contribute to making the content incomprehensible to the students.	Teacher conveys <b>accurate content knowledge</b> , including standards-based content knowledge.	Teacher conveys extensive and <b>accurate content</b> 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"/> <b>INA A. Conceptual Understanding</b>			
<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 <b>inappropriate</b> activities.  -or- Teacher uses standards-based activities at the <b>inappropriate</b> cognitive level that do not promote conceptual understanding.	Teacher uses <b>standards-based</b> activities at the appropriate cognitive level that do not promote conceptual understanding.  -or- Teacher uses standards-based activities at the <b>inappropriate</b> cognitive level that promote conceptual understanding.	Teacher uses <b>challenging standards-based</b> activities at the <b>appropriate</b> cognitive level that promote conceptual understanding.	Teacher uses <b>challenging, standards-based</b> activities at the appropriate cognitive level that promote conceptual understanding and employs principles of differentiated instruction.
<input type="checkbox"/> <b>NA B. Extension of Thinking</b>			
<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 <b>independently, creatively</b> or <b>critically</b> about the content being taught.	Teacher creates situations that challenge students to think <b>independently, creatively</b> or <b>critically</b> about the content being taught, to <b>reflect</b> on their understanding and to consider new possibilities.



# Certified Teaching Staff Performance Evaluation

<input type="checkbox"/> <b>INA C. Monitoring, Adjusting, &amp; Student Engagement</b>			
<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Nearing Proficient	<input type="checkbox"/> Proficient	<input type="checkbox"/> Advanced
<p>Teacher <b>fails</b> to monitor or adjust instruction, activities, and pacing to respond to differences in student needs.</p> <p>Teacher <u>does not</u> pursue the active engagement of all students.</p>	<p>Teacher has <b>difficulty</b> monitoring or adjusting instruction, activities, and pacing to respond to differences in student needs.</p> <p>Teacher does not consistently engage all students.</p>	<p>Teacher <b>monitors</b> and <b>adjusts</b> instruction, activities, and pacing to respond to differences in student needs.</p> <p>Teacher engages all students in the learning activity</p>	<p>Teacher monitors and adjusts instruction through <b>coherent well-paced responsive lessons to meet the various needs of students.</b></p> <p><b>-or-</b></p> <p>The instruction and activities address the needs of the students.</p> <p>Teacher consistently engages all students in the learning activity.</p>

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.*

<input type="checkbox"/> <b>INA A. Recordkeeping</b>			
<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Nearing Proficient	<input type="checkbox"/> Proficient	<input type="checkbox"/> Advanced
<p>Teacher's system for maintaining information on student completion of assignments is in <b>disarray</b>.</p>	<p>Teacher's system for maintaining information on student's completion of assignments is basic and only <b>partially</b> effective</p>	<p>Teacher's system for maintaining information on student completion of assignments is <b>fully</b> effective.</p>	<p>Teacher's system for maintaining information on student completion of assignments is <b>fully</b> effective. <b>Student participates in maintaining the records.</b></p>
<input type="checkbox"/> <b>INA B. Student Progress in Learning</b>			
<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Nearing Proficient	<input type="checkbox"/> Proficient	<input type="checkbox"/> Advanced
<p>Teacher has <b>no system</b> for maintaining information on student progress in learning, or the system is in <b>disarray</b></p>	<p>Teachers system for maintaining information on student progress in learning is <b>basic</b> and only <b>partially</b> effective.</p>	<p>Teacher's system for maintaining information on student progress in learning is <b>fully</b> effective.</p> <p>Teacher submits grades in a timely manner.</p>	<p>Teacher's system for maintaining information on student progress in learning is <b>fully</b> effective. <b>Students contribute</b></p> <p><b>Students contribute information and participate in interpreting the records.</b></p> <p>Teacher submits grades in a timely manner.</p>



# Certified Teaching Staff Performance Evaluation

*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"/> <b>INA A. Relationships with Colleagues</b>			
<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>
<input type="checkbox"/> <b>INA B. Showing Professionalism</b>			
<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Nearing Proficient	<input type="checkbox"/> Proficient	<input type="checkbox"/> Advanced
<p>Teacher does not act with professionalism, integrity, confidentiality or honesty.</p>	<p>The teacher exhibits some characteristics of honesty, confidentiality and integrity but is inconsistent.</p>	<p>The teacher is considered a leader in terms of honesty, integrity and confidentiality.</p> <p>Teacher takes a leadership position in team or departmental decision making.</p>	<p>The teacher is considered a leader in terms of honesty, integrity and confidentiality.</p> <p>Teacher takes a leadership position in team or departmental decision making.</p>

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