Teacher Evaluation

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| Name |  | | |  | Building/Department | |  | |
| Grade/Subject | |  | |  | School Year |  | | |
| Years in Current Assignment | | |  |  | Date of Evaluation Conference | | |  |

***Approaches***

***Unsatisfactory Proficiency Proficient Distinguished***

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| **Standard 1: Lesson Planning and Design (LPD)** |  |  |  |  |
| * Designs instruction focusing on district curricula and state GLEs. * Uses district curricula and adopted instructional materials. * Organizes multiple resources to deliver instruction. * Determines pacing based on student needs and interests. * Uses content to develop skills and strategies. * Integrates curriculum. * Makes an accurate assessment of a lesson's effectiveness and adjusts as necessary. * Embeds current research in instruction and activities. | | | | |

***Comments****:*

***Approaches***

***Unsatisfactory Proficiency Proficient Distinguished***

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| **Standard 2: Using Assessment to Improve Instruction (UAII)** |  |  |  |  |
| * Uses multiple assessment tools appropriately to monitor student learning and set future goals. * Designs and uses performance assessments to measure skill application. * Develops portfolios with students that document student growth over time. * Supports student involvement in the assessment process. * Uses assessment to plan appropriate instruction and document student achievement over time. | | | | |

***Comments****:*

***Approaches***

***Unsatisfactory Proficiency Proficient Distinguished***

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| **Standard 3: Learning Environment (LE)** |  |  |  |  |
| * Student-to-student interactions are generally polite and respectful. * Awareness of district resources and utilizes multiple resources for planning, teaching, and classroom activities. * The learning environment is safe and supports teaching and learning activities for all students. * Conveys genuine enthusiasm for what is being taught, and students demonstrate consistent commitment to its value. * Speaks and writes clearly, correctly, and appropriately. | | | | |

***Comments****:*

***Approaches***

***Unsatisfactory Proficiency Proficient Distinguished***

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| **Standard 4: Effective Teaching Practice (ETP)** |  |  |  |  |
| * Uses a wide variety of active processing strategies. * Uses flexible groupings to deliver instruction and meet individual needs. * Teaches thinking skills and behaviors using course content. * Effectively addresses the learning needs of students with disabilities. * Instructional goals and learning activities are engaging and progress coherently. * Clearly communicates course expectations and uses a fair grading system. * Deliberately connects assessments to instructional goal and communicates assessment criteria and standards to students. * Keeps system for maintaining accurate and timely records. * Incorporates available technology to improve instruction. * Persists in seeking approaches for students who have difficulty learning and possesses a moderate repertoire of strategies. * Demonstrates sensitivity to students' culture, gender, and developmental level during instruction. | | | | |

***Comments****:*

***Approaches***

***Unsatisfactory Proficiency Proficient Distinguished***

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| **Standard 5: Classroom Management (CM)** |  |  |  |  |
| * Consistently teaches, practices, models, and monitors expectations. * Proactively utilizes a variety of strategies to encourage appropriate student behavior. * Consistently applies appropriate behavioral interventions and maximizes instructional time. * Consistently establishes routines and procedures that allow for smooth transitions to maximize instructional time. * Physically arranges the room to support student learning. * Staff-to-student interactions are friendly, caring, and respectful. | | | | |

***Comments****:*

***Approaches***

***Unsatisfactory Proficiency Proficient Distinguished***

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| **Standard 6: Professional Development (PD)** |  |  |  |  |
| * Continually assesses professional performance and identifies goals for improvement. * Seeks out opportunities for professional development to enhance content knowledge and teaching skill. * Utilizes peer and supervisor feedback to refine and shape practices. | | | | |

***Comments****:*

***Approaches***

***Unsatisfactory Proficiency Proficient Distinguished***

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| **Standard 7: Professional Responsibilities (PR)** |  |  |  |  |
| * Uses an effective system for managing paperwork and timelines. * Regularly communicates with families about instructional program and individual students' progress. * Staff-to-family interactions and communication are welcome and demonstrate warmth, caring, and respect. * Staff-to-staff interactions and communication are welcome and demonstrate warmth, caring and respect. * Provides information to families frequently on both positive and negative aspects of student progress. * Actively participates in the school’s culture of professional collaboration. * Provides support to and seeks support from professional colleagues. * Displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. * Engages volunteers and/or paraprofessionals productively during class time. | | | | |

***Comments****:*

**Employee Signature Administrator Signature**

**Date Date**