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.
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***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.
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***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.
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***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.
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***Comments****:*

 ***Approaches***

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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.
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***Comments****:*

 ***Approaches***

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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.
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***Comments****:*

 ***Approaches***

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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.
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***Comments****:*

 **Employee Signature Administrator Signature**

 **Date Date**