

**Performance Evaluation**

**Certificated Personnel-Bank of Evaluation Criteria/Descriptors**

The following criteria are suggested for use with the Evaluation Form (4610). Criteria may be supplemented and should be selected to reflect each District’s educational goals.

**PERFORMANCE AREA A: STUDENT ACHIEVEMENT – OUTCOMES**

1. Student achievement on state testing:

**Performance Levels**

1	2	3	4	5
20% of students show regression over past year.	10% of students show regression over past year.	Students achieve consistently at expected level.	70% of students demonstrate mastery level.	80% of students demonstrate mastery level.

2. Student activities in the classroom:

**Performance Levels**

1	2	3	4	5
Students are involved in only one or two of the same activities.	Students are involved in using the same or similar materials.	Students are involved in different activities and use different materials.	Students are able to choose from a variety of activities and materials.	Students are able to choose from outside sources.

3. Student’s use of instructional time:

**Performance Levels**

1	2	3	4	5
Students do not pay attention to the instructor or do the assigned lesson.	Students show some interest during the lesson and use part of the time for the activities.	Students are attentive to the instruction and participate in the activities.	Students are continuously focused on the instruction and the activities.	Students are able to continue their activities after school or during other allotted times during the day.

4. Student knowledge of the subject matter:

**Performance Levels**

1	2	3	4	5
The students are not able to participate in the class discussions or pass the examinations because of a lack of knowledge of the subject matter.	50% of the students respond correctly during class discussions, class activities and examinations.	90% of the students are able to successfully demonstrate their knowledge of the subject matter through class discussions, activities and examinations.	90% of the students are able to demonstrate/achieve a grade of "C" or higher.	The students are able to demonstrate an application of their knowledge to other subject areas and situations outside of the school setting.

5. Student knowledge of the learning process:

**Performance Levels**

1	2	3	4	5
Students generally recite/respond at the knowledge level.	Students generally recite/respond at the comprehension level.	Students generally recite/respond at the application level.	Students generally recite/respond at the analysis level.	Students generally recite/respond at synthesis and evaluation levels.

6. Demonstrates flexibility in meeting student needs:

**Performance Levels**

1	2	3	4	5
Relies on standard materials and techniques regardless of composition of class.	Occasionally responds to student differences.	Recognizes student differences and attempts to meet needs.	Recognizes student differences and incorporates individual learning programs.	Individually plans and implements learning programs for each student.

7. Demonstrates ability to communicate with students:

**Performance Levels**

1	2	3	4	5
Ineffective in student communication.	Communicates to students rather than with students.	Communicates factually correct information.	Contributes to communication with teacher enthusiasm.	Fosters a positive relationship where communication is sought by students.

8. Demonstrates ability to listen to students:

**Performance Levels**

1	2	3	4	5
Insensitive to students' concerns and opinions.	Hears what teacher wants to hear.	Listens to students' questions and comments.	Communicates an interest and appreciation of students' opinions and feelings.	Sensitive to verbal and nonverbal communication; warmly encourages student input.

9. Individualizes learning activities to meet student needs:

**Performance Levels**

1	2	3	4	5
Instruction rarely varies with differences in student ability.	Occasionally varies activities without connection to specific needs.	Occasionally varies activities because of specific student needs.	Consistently adjusts learning activities and materials because of individual student needs.	Develops and implements an individual learning plan for each student.

10. Presents accurate material and information:

**Performance Levels**

1	2	3	4	5
Demonstrates an inadequate knowledge of subject matter	Indifferent to accuracy and relevancy of materials presented.	Demonstrates competency in areas taught.	Presents supplemented materials to motivate students.	Utilizes outside resources to further the substance of instruction.

11. Motivates students to learn:

**Performance Levels**

1	2	3	4	5
Discourages and demeans students' attempts to learn.	Shows little or no evidence of positive reinforcement	Inconsistently encourages and rewards students.	Students are consistently and appropriately encouraged to achieve learning objectives.	As a result of teacher interventions, students achieve beyond past achievement levels.

12. Answers student questions appropriately and in a manner that expands and clarifies information:

**Performance Levels**

1	2	3	4	5
Responds, if at all, in demeaning or condescending manner.	Provides inadequate answers.	Provides basic information.	Solicits further inquiry by answer.	Expands the question into further inquiries.

13. Utilizes a variety of instructional methods and materials to enhance, motivate student learning and to meet different learning styles:

**Performance Levels**

1	2	3	4	5
Relies for the most part on a single instructional method.	Occasionally utilizes different methods and materials.	Uses methods and materials that are relevant and appropriate to learning objectives.	Regularly varies methods and materials to meet the individual needs of students.	Regularly utilizes resources outside of the school setting.

14. Utilizes instructional time:

**Performance Levels**

1	2	3	4	5
Frequently late or unprepared to utilize assigned instructional time.	Demonstrates inability to effectively plan for full use of allotted time.	Learning occupies allotted instructional time.	Students exhibit self-discipline and motivation in utilizing instructional time.	Students seek out teacher assistance and demonstrate self-direction in pursuing goals outside of class time.

15. Demonstrates a knowledge of subject matter:

**Performance Levels**

1	2	3	4	5
Presents factually inaccurate information.	Demonstrates a superficial knowledge of subject matter.	Demonstrates adequate knowledge, but inability to apply knowledge.	Engages students in active discussion of all facets of material.	Demonstrates an enthusiasm for the material in multiple applications.

16. Provides students with continual evaluative feedback:

**Performance Levels**

1	2	3	4	5
Evaluative feedback is inaccurate or misleading.	Feedback generally limited to grade reports.	Provides general feedback, i.e., percentage or grade letter in tests and projects.	Gives continuous information to students about positive aspects of work and specific ways to improve.	Regularly reviews progress on each student's learning goals with the student.

17. Encourages students to develop individual learning goals:

**Performance Levels**

1	2	3	4	5
Indifferent to individual student goals.	Over reliance on standard grade-level goals.	Passively discusses individual goals.	Actively encourages and assists students in developing individual learning goals.	Instills in students a strong interest in developing their own individual learning goals.

18. Prepares effective and appropriate lesson plans and learning experiences:

**Performance Levels**

1	2	3	4	5
Does not prepare for instruction.	Inconsistently prepares for instruction.	Regularly prepares for instruction.	Prepares lesson plans that are tailored to the specific needs of students and course objectives.	Prepares and implements individual learning plans.

19. Prepares learning activities that reflect District curriculum objectives and desired learner outcome:

**Performance Levels**

1	2	3	4	5
Uses same plans from year to year.	Indifferent to District curriculum.	Utilizes District curriculum.	Modifies District curriculum to meet individual student needs.	Plays a leadership role in developing curriculum to enhance learner outcomes.

20. Utilizes present student performance levels to plan for new learning activities:

**Performance Levels**

1	2	3	4	5
Unaware of students' current performance levels.	Aware of performance levels, but fails to utilize for planning purposes.	Uses current performance levels for group planning.	Uses current performance levels for individual planning.	Uses current performance levels to prepare individual student learning plans.

21. Provides learning experiences that foster higher order thinking:

**Performance Levels**

1	2	3	4	5
No imagination or variety in instruction.	Over reliance on lecture and fact acquisition.	Combines learning activities that allow students to utilize reasoning and problem-solving skills.	Instruction and materials focus on analysis and understanding.	Students seek out experiences and display ability to analyze and refocus learning inquiry.

22. Integrates available technology throughout learning activities:

**Performance Levels**

1	2	3	4	5
Unfamiliar with existing technology.	Use of technology demonstrates little relationship to learning goals.	Integrates technology into learning activities.	Technology integral part of learning activities.	Students demonstrate confidence and creativity in using technology to achieve learning objectives.

**PERFORMANCE AREA B: STUDENT MOTIVATION/DEVELOPMENT-OUTCOMES**

1. Maintains a positive classroom environment:

**Performance Levels**

1	2	3	4	5
Belittles and embarrasses students.	Unresponsive to student needs and concerns.	Meets students' needs in impersonal manner.	Creates an atmosphere in which students feel that their ideas and expressions are valued.	Teaches in an environment where students are valued for their uniqueness and for their contributions.

2. Motivates students to model positive behavior:

**Performance Levels**

1	2	3	4	5
Treats students with a lack of respect.	Responds to student misconduct physically or with loud/demeaning words.	Controls classroom behavior.	Models positive interrelationships with students, parents, and colleagues.	Controls student behavior by actively involving students in activities.

3. Demonstrates personal concern for welfare and success of students:

**Performance Levels**

1	2	3	4	5
Indifferent to students.	Avoids responsibility for student welfare and success.	Open to student needs and problems.	Accepts responsibility and accountability for welfare, behavior, and academic success of students.	Consistently involved in assisting students with problem resolution and academic success.

4. Students' ability to be self-directed:

**Performance Levels**

1	2	3	4	5
Students have to rely on the teacher for direction.	Students start activities, but do not complete them.	Students carry through with activities.	Students seek more challenging activities.	Students suggest expansion and refocus of the activities.

5. Student self-esteem:

**Performance Levels**

1	2	3	4	5
Students avoid talking with the teacher.	Students avoid talking with their classmates.	Students interact with their teacher and classmates.	Students exhibit trust in their teacher and classmates by seeking assistance.	Students model trust and sensitivity to their teacher and classmates.



6. Student enthusiasm for the subject matter:

**Performance Levels**

1	2	3	4	5
Students do not show any interest in the subject matter.	Students express displeasure for the subject matter.	Students show some enthusiasm about the subject matter.	Students seek additional information and activities related to the subject matter.	Students find outside resources associated with the subject matter.

7. Motivates students to respect classmates:

**Performance Levels**

1	2	3	4	5
Indifferent to interactions between students.	Over-reliance on interventions in negative interactions.	Maintains a positive relationship among students.	Models positive interactions with students, parents, and colleagues.	Teacher demeanor and conduct fosters positive student interaction.

8. Contributes to student self-confidence:

**Performance Levels**

1	2	3	4	5
Demeans and belittles students.	Fails to recognize student achievement.	Inconsistently praises students and student work.	Consistently praises students and student work.	Creates an atmosphere where students freely encourage and recognize classmate's achievement.

9. Student attitude toward the teacher:

**Performance Levels**

1	2	3	4	5
Students are disrespectful.	Students show no concern.	Students are friendly.	Students are positive.	Students show high regard.

10. Communicates an appreciation and an enthusiasm for the subject matter:

**Performance Levels**

1	2	3	4	5
Indifferent to teaching and students.	Performs minimum requirement.	Communicates an enjoyment of the subject matter to students.	Students manifest excitement for learning.	Students seek out additional areas of related investigation.

11. Organizes the classroom learning environment to ensure that students are actively motivated to learn:

**Performance Levels**

1	2	3	4	5
Shows little interest in organizing classroom.	Inconsistently manages classroom environment.	Maintains a functional classroom.	Adjusts the environment to provide a variety of learning activities.	Uses a wide variety of outside resources to motivate learning.

12. Provides clear directions for learning activities:

**Performance Levels**

1	2	3	4	5
Students display lack of understanding of teacher expectations.	Directions are vague, ambiguous, or confusing.	Direction provided that is geared to student accomplishment of objectives.	Students display confidence in carrying out instructional activities.	Students suggest expansion and refocus of learning activities.

13. Recognizes and effectively responds to crisis situations:

**Performance Levels**

1	2	3	4	5
Avoids personal involvement in student crisis situations.	Insensitive to problems and symptoms of potential problems.	Recognizes manifestation of student problems.	Students exhibit trust in confiding in teacher and in seeking assistance from the teacher.	Students model teacher sensitivity by exhibiting sensitivity to other students.

**PERFORMANCE AREA C: COLLABORATION FOR STUDENT  
GROWTH-OUTCOMES**

1. Demonstrates commitment of personal time to student needs:

**Performance Levels**

1	2	3	4	5
Commits only to scheduled instructional time.	Commits only to time limits of "School Day".	Upon request schedules time outside of school day to assist students.	Affirmatively makes time available to students and parents.	Teacher is sought out for and provides assistance to students outside of normal school day.

2. Student growth through collaboration:

**Performance Levels**

1	2	3	4	5
Students only have contact with the teacher during the assigned class time.	Students have contact with the teacher during the teacher's planning period.	Students may arrange to see the teacher at a convenient time during the school day.	Students may arrange to see the teacher before or after school.	Students may call the teacher in crisis situation.

3. Student/teacher/parent involvement:

**Performance Levels**

1	2	3	4	5
Students do not involve their parents with their work.	Students avoid having their parents call the teacher.	Students encourage their parents to have some contact with the teacher.	Students encourage their parents to have regular communication with the teacher to discuss both positive and negative aspects of student behavior and academic progress.	Students encourage their parents to meet regularly with the teacher to discuss learning activities and student progress.

4. Student communication regarding evaluation:

**Performance Levels**

1	2	3	4	5
Students do not take their work home to their parents.	Students do not inform their parents of their grades.	Students take their grade cards home to their parents.	Students take their daily and weekly work, progress reports and grade cards home to their parents.	Students involve their parents on regular basis with their work and communication with the teacher.

5. Student application of skills to other areas:

**Performance Levels**

1	2	3	4	5
Students do not relate any of the work from one class to another.	Students do not discuss their class work with other teachers.	Students show some transfer of skill from one class to another through class assignments and activities.	Students seek assistance from a teacher for a project in another class.	Students work on one or more projects that involve skills from two or more classes.

6. Student learning:

**Performance Levels**

1	2	3	4	5
Students learn mainly on their own with little direction from the teacher.	Students do not follow any plan with outlined objectives.	Students follow a course outline.	Students meet with the teacher to add some of their own interests to the course outline.	Students have their parents and the teacher meet to develop an academic plan.

7. Builds positive interrelationships with students and parents:

**Performance Levels**

1	2	3	4	5
Interactions tend to be negative in nature.	Intermittently shows sensitivity to students and parents.	Demonstrates sensitivity to all students and parents.	Willingly provides extra efforts to assist parents and students.	Involves parents and students in developing learning plans.

8. Collaborates with colleagues to manage school learning goals:

**Performance Levels**

1	2	3	4	5
Operates independently of staff.	Intermittently interacts with staff for goal achievement.	Works when requested on common goal achievement.	Provides a leadership role in achieving learning goals.	Has achieved notable successes in leading teamwork on learning goals.

9. Notifies parents and administrators in a timely manner of student behavior, emotional, and academic problems:

**Performance Levels**

1	2	3	4	5
Fails to communicate with parents or administrators.	Communicates with administrators only to solve behavior problems.	Regularly notifies administrators and parents of student difficulties.	Communicates with administrators and parents about problems and accomplishments.	Involves parents, students, administrators, and colleagues in enhancing student learning.

10. Works collaboratively with parents in student development:

**Performance Levels**

1	2	3	4	5
Avoids parental involvement in learning process.	Communication limited to responses to parent calls.	Occasionally initiates contact with parents.	Consistently communicates with parents regarding positive and negative aspects of student behavior and academic progress.	Meets regularly with students and parents to discuss learning activities and student progress.

11. Involves parents and colleagues in resolving learning and behavior issues:

**Performance Levels**

1	2	3	4	5
Does not solicit assistance in resolving classroom problems.	Relies almost exclusively on building principals to resolve classroom problems.	Informs parents of academic and behavioral problems.	Enlists parents and colleagues in developing intervention plans.	Initiates and implements individual learning plans for each student.

12. Works collaboratively with colleagues in student development:

**Performance Levels**

1	2	3	4	5
Works independently of colleagues.	Interactions primarily of a social nature rather than student driven.	Participates by attending faculty, grade level/department meetings.	Initiates contact with colleagues about ways to assist specific students.	Is sought out by colleagues and readily shares ideas for assisting students.

13. Communicates learning objectives and plans to students and parents:

**Performance Levels**

1	2	3	4	5
Relies on standard lesson plans.	Occasionally modifies plans to suit class composition.	Informs students of the objectives in class.	Advises parents and students of learning objectives.	Involves parents and students in developing learning objectives.

14. Provides parents with timely evaluation information:

**Performance Levels**

1	2	3	4	5
Provides no evaluative feedback.	Rarely contacts parents to inform of student progress.	Communicates with parents of students with significant learning problems.	Communicates with parents of all students with evaluative data that is positive and negative.	Regularly interacts with parents and involves parents in learning activities.

15. Share ideas, materials, and methods with colleagues:

**Performance Levels**

1	2	3	4	5
Infrequently interacts with colleagues in learning activities.	Insecure in relationships with colleagues.	Open to sharing when requested by colleagues.	Actively seeks out input from colleagues.	Teacher confident and secure in seeking to enhance learning opportunities for all students.

16. Demonstrates a willingness to learn from colleagues, students, parents, and community members:

**Performance Levels**

1	2	3	4	5
Self-focused teaching.	Insensitive to ability of others to improve quality of teacher's performance.	Listens to input from outside sources.	Seeks out input from a variety of sources to enhance student learning experience.	Learning activities and student performance reflect diversity of input in planning learning activities.

**PERFORMANCE AREA D: ENHANCEMENT OF PROFESSIONAL VALUE-OUTCOMES**

1. Responds in a constructive manner to recommendations from District administrators:

**Performance Levels**

1	2	3	4	5
Often hostile to administrative directives.	Indifferent to administrative directives.	Complies with administrative directives.	Solicits suggestions for improvement.	Takes pride in colleague, school and District accomplishments.

2. Assumes responsibilities for school activities outside of the classroom:

**Performance Levels**

1	2	3	4	5
Rarely attends school activities.	Rarely plays a leadership role in outside activities.	Assumes responsibilities when requested.	Volunteers to assume/continue to sponsor outside school activities.	Has assisted student groups to achieve significant individual/group goals.



3. Complies with District policies and regulations, school policies, and administrative directives:

**Performance Levels**

1	2	3	4	5
Routinely fails to comply.	Indifferent to policies and directives.	Complies with policies and directives when requested.	Provides services to students above what is required.	Serves as a positive force in maintaining a high staff morale.

4. Contributes to continuity of learning by regular attendance:

**Performance Levels**

1	2	3	4	5
Regularly uses all of annual sick leave.	Absenteeism/tardiness exceeds ten days.	Rarely misses more than five days per year.	Rarely absent from duties and always leaves detailed plans.	Volunteers to assist students in teacher's absence.

5. Participates in District and school level professional development activities:

**Performance Levels**

1	2	3	4	5
Shows little interest in enhancing skills.	Occasionally participates in skill development programs.	Regularly participates in skill development programs.	Seeks out opportunities and encourages other staff to participate.	Plays a leadership role in presenting skill development programs for others.

6. Treats student information professionally and confidentially:

**Performance Levels**

1	2	3	4	5
Discusses confidential student information inappropriately.	Unaware or indifferent to need for sensitivity of personal information.	Respects rights and confidences of students.	Students exhibit confidence and trust in teacher.	Students freely solicit teacher's opinion and advice on student development

7. Portrays a positive image regarding School District and community:

**Performance Levels**

1	2	3	4	5
Belittles colleagues, students, District and community.	Insensitive to how comments are viewed by students and parents.	Demonstrates respect for District and community activities.	Actively works in District and community activities.	Students model teacher's enthusiasm for school, District, and community.

8. Provides appropriate instructional and behavioral documentation:

**Performance Levels**

1	2	3	4	5
Maintains inadequate documentation.	Documentation often inaccurate or misleading.	Documents student's academic and behavioral conduct.	Documentation includes analysis of academic and behavioral conduct.	Develops and implements documentation that facilitates student learning and behavioral growth.

9. Exercises responsibility for supervision of students on school property:

**Performance Levels**

1	2	3	4	5
Inadequately supervises students.	Indifferent to responsibility to monitor students.	Accepts responsibility for student supervision.	Willing participant in assigned and unassigned supervision.	Uses supervisory time to interact with students and enhance positive relationships.