

Performance Evaluation - Certified Personnel

PERFORMANCE AREA A: STUDENT ACHIEVEMENT – OUTCOMES

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|--|---|---|--|--|---|
| 1. Student Achievement on State/Local Testing: <u>Non-Tenured</u> | 1 | 2 | 3 | 4 | 5 |
| | 30% of students show regression over past year. | 20% of students show regression over past year. | Maintain students past achievement levels. | 5% of students achieve beyond past achievement levels. | 10% of students achieve beyond past achievement levels. |

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| 1. Student Achievement on State/Local Testing: <u>Tenured</u> | 1 | 2 | 3 | 4 | 5 |
| | 30% of students show regression over past years. | 20% of students show regression over past years. | Students maintain past achievement levels. | 5% of students achieve beyond past achievement levels. | 10% of students achieve beyond past achievement levels. |

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| 2. Student's Use of Instructional Time: | 1 | 2 | 3 | 4 | 5 |
| | Students do not pay attention to the instructor or do assigned lesson. | Students show some interest during the lesson and use part of the time for activities. | Students are attentive to the instruction. | Students participate in the instructional activities | Students are continuously focused on the instruction and the activities. |

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| 3. Demonstrates Ability to Communicate with Students: | 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 communication relationship with students. |

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

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| 5. Individualizes Learning Activities to Meet Student Needs: | 1 | 2 | 3 | 4 | 5 |
| | Instructions rarely vary 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 students. | Participates in the development and implementation of an individual learning plan for specified students. |

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| 6. Presents Accurate Material and Information: | 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. |

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| 7. Motivates Students to Learn: | 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 objectives. |

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| 8. Answers Student Questions Appropriately and in a Manner that Expands and Clarifies Information: | 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 inquires. |

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| 9. Utilizes a Variety of Instructional Methods and Materials to Enhance, Motivate Student Learning and to Meet Different Learning Styles: | 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. |

| | 1 | 2 | 3 | 4 | 5 |
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| 10. Demonstrates Knowledge of Subject Matter: | 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. |

| | 1 | 2 | 3 | 4 | 5 |
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| 11. Provides Students With Continual Evaluative Feedback: | Evaluative feedback is inaccurate or misleading. | Feedback generally limited to grade reports. | Provided 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. |

| | 1 | 2 | 3 | 4 | 5 |
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| 12. Prepares Effective and Appropriate Lesson Plans and Learning Experiences: | 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 lesson plans that are tailored to the specific needs of students and course objectives. |

| | 1 | 2 | 3 | 4 | 5 |
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| 13. Provides Learning Experiences that Foster Higher Order Thinking: | 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. |

PERFORMANCE AREA B: STUDENT MOTIVATION/DEVELOPMENT OUTCOMES

| | 1 | 2 | 3 | 4 | 5 |
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| 1. Maintains a Positive Classroom Environment: | 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. |

| | 1 | 2 | 3 | 4 | 5 |
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| 2. Motivates Students to Model Positive Behavior: | Treats students with lack of respect. | Responds to student misconduct physically or with loud/demeaning words. | Controls classroom behavior. | Models positive interrelationships with students, parent, and colleagues. | Controls student behavior by actively involving students in activities. |

| | 1 | 2 | 3 | 4 | 5 |
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| 3. Provides Clear Directions for Learning Activities: | 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. |

| | 1 | 2 | 3 | 4 | 5 |
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| 4. Recognizes and Effectively Responds to Crisis Situations: | 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. | Student model teacher sensitivity by exhibiting sensitivity to other students. |

PERFORMANCE AREA C: COLLABORATION FOR STUDENT GROWTH- OUTCOMES

| | 1 | 2 | 3 | 4 | 5 |
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| 1. Demonstrates Commitment of Personal Time to Student Needs: | 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. |

| | 1 | 2 | 3 | 4 | 5 |
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| 2. Teacher/Parent Involvement: | Teacher does not involve parents with students work. | Teacher avoids calling parents concerning student. | Teacher encourages some parental contact. | Teacher encourages parents to have regular communication to discuss both positive and negative aspects of student behavior and academic progress. | Teachers encourage parents to meet regularly to discuss learning activities and student progress. |

| | 1 | 2 | 3 | 4 | 5 |
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| 3. Notifies Parents and Administrators in a Timely Manner of Student Behavior, Emotional, and Academic Problems: | Fails to communicate with parents or administrators | Communicates only with administrators 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. |

| | 1 | 2 | 3 | 4 | 5 |
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| 4. Provides Parents with Timely Evaluation Information: | Provides no evaluative feedback. | Rarely contacts parents to inform of students 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. |

| | 1 | 2 | 3 | 4 | 5 |
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| 5. Communicates Learning Objectives and Plans to Students and Parents: | Relies on standard lesson plans. | Occasionally modifies plans to suit class composition. | Inform students of the objectives in class. | Advises parents and students of learning objectives. | Involves parents and students in learning activities. |

PERFORMANCE AREA D: ENHANCEMENT OF PROFESSIONAL VALUE-OUTCOMES

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| 1. Responds in a Constructive Manner to Recommendations from District Administrators: | 1 | 2 | 3 | 4 | 5 |
| | Often hostile to administrative directives. | Rarely plays a leadership role in outside activities. | Assumes responsibilities when requested. | Volunteers to assume/continue to sponsor outside school activities. | Takes pride in colleagues, school, And District accomplishments. |

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| 2. Complies with District Policies and Regulations, School Policies, and Administrative Directives: | 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 moral. |

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| 3. Participated in District and School Level Professional Development Activities: | 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. |

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| 4. Treats Student Information Professionally and Confidentially: | 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 confidences and trust in teacher, regarding academics. | Students freely solicit teacher's opinion and advice on student academic development. |

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| 5. Portrays a Positive Image Regarding School District and the Community: | 1 | 2 | 3 | 4 | 5 |
| | Belittles colleagues, students, District, and community. | Insensitive to how comments are viewed by students, parents, and/or community. | Demonstrates respect for students, parents, District and community activities. | Actively works in District and community activities. | Students model teacher's enthusiasm for students, school, District, and community. |

| 6. Exercises Responsibility for Supervision of Students on School Property: | 1 | 2 | 3 | 4 | 5 |
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| | 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. |

Teacher Comments:

Evaluator Comments:

Probationary Teacher

- Recommended for Re-employment
- Recommended with Reservation
- Not Recommended

Tenure Teacher

- Recommended for Re-employment
- Recommended with Reservation
- Not Recommended

Date of Review of Performance Evaluation _____

Teacher's Signature Date

Evaluator's Signature Date