

Teacher Performance Evaluation Form

Teacher:	School:
Evaluator:	Grade/Subject:

DUE BY MARCH 1 ST	Unsatisfactory	Emerging	Meets/ Exceeds
Domain 1: Planning and Preparation	Teacher’s plans reflect little understanding of the content, the students, and available resources. Instructional outcomes are either lacking or inappropriate; assessment methodologies are inadequate.	Teacher’s plans reflect moderate understanding of the content, the students, and available resources. Some instructional outcomes are suitable to the students as a group, and the approaches to assessment are partially aligned to the goals.	Teacher’s plans reflect solid understanding of the content, the students, and available resources. Instructional outcomes represent important learning suitable to most students. Elements of the instructional design, including the assessments, are aligned to the goals.
a. Demonstrating Knowledge of Content and Pedagogy			
b. Demonstrating Knowledge of Students			
c. Setting Instructional Outcomes			
d. Demonstrating Knowledge of Resources			
e. Designing Coherent Instruction			
f. Designing Student Assessments			
Comments/Evidence:			

	Unsatisfactory	Emerging	Meets/ Exceeds
Domain 2: The Classroom Environment	Classroom environment is characterized by chaos and conflict, with low expectations for learning, no clear standards of student conduct, poor use of physical space, and negative interactions between individuals	Classroom environment functions somewhat effectively, with modest expectations for student learning and conduct, and classroom routines and use of space that partially support student learning. Students and the teacher rarely treat one another with disrespect.	Classroom environment functions smoothly, with little or no loss of instructional time. Expectations for student learning are high, and interactions among individuals are respectful. Standards for student conduct are clear, and the physical environment supports learning.
a. Creating an Environment of Respect and Rapport			
b. Establishing a Culture for Learning			
c. Managing Classroom Procedures			
d. Managing Student Behavior			
e. Organizing Physical Space			
Comments/Evidence:			

	Unsatisfactory	Emerging	Meets/ Exceeds
Domain 3: Instruction	Instruction is characterized by poor communication, low-level questions, little student engagement or participation in discussion, little or no use of assessment in learning, and rigid adherence to an instructional plan despite evidence that it should be revised or modified.	Only some students are engaged in learning because of only partially clear communication, uneven use of discussion strategies, and only some suitable instructional activities and materials. The teacher displays some use of assessment in instruction and is moderately flexible in adjusting the instructional plan and in response to students' interests and their success in learning.	All students are engaged in learning as a result of clear communication and successful use of questioning and discussion techniques. Activities and assignments are of high quality, and teacher and students make productive use of assessment. The teacher demonstrates flexibility in contributing to the success of the lesson and of each student.
a. Communicating With Students			
b. Using Questioning and Discussion Techniques			
c. Engaging Students in Learning			
d. Using Assessment in Instruction			
e. Demonstrating Flexibility and Responsiveness			
Comments/Evidence:			

	Unsatisfactory	Emerging	Meets/ Exceeds
Domain 4: Professional Responsibilities	The teacher demonstrates low ethical standards and levels of professionalism, with poor recordkeeping systems and skills in reflection, little or no communication with families or colleagues, and avoidance of school and district responsibilities and participation in activities for professional growth.	The teacher demonstrates moderate ethical standards and levels of professionalism, with rudimentary recordkeeping systems and skills in reflection, modest communication with families or colleagues, and compliance with expectations regarding participation in school and district projects and activities for professional growth.	The teacher demonstrates high ethical standards and a genuine sense of professionalism by engaging in accurate records, communicating frequently with families, actively participating in school and district events, and engaging in activities for professional development.
a. Reflecting on Teaching			
b. Maintaining Accurate Records			
c. Communicating with Families			
d. Participating in a Professional Community			
e. Growing and Developing Professionally			
f. Showing Professionalism			
Comments/Evidence:			

Commendations:

Recommendations:

Parental Input:

Principal's recommendation: (If completed by an assistant principal, must have principal's approval and initial before being presented to the teacher.)

Renewal

Probation with Improvement Plan attached (Requires Principal to pre-conference with Assistant Superintendent or Superintendent.)

Non-Renewal of Contract (Requires Principal to pre-conference with Assistant Superintendent or Superintendent.)

Signature acknowledges completion of all parts of the evaluation, not necessarily agreement. I also understand that this is being placed in my personnel file and that I have sixty (60) days to submit written comment to the Department of Human Resources for inclusion.

Teacher: _____

Date: _____

Principal: _____

Date: _____

Procedures are subject to change at any time upon the approval of the Superintendent.

(PROCEDURE, Policy Reference 404, Adoption Date 8/21/12)