

**PRELIMINARY CONFERENCE
FOR EVALUATION OF TEACHING PERFORMANCE**

Employee _____
(Please Print)

Date Preliminary Developed _____

INSTRUCTIONS: TO BE COMPLETED BY NOVEMBER 1

OBJECTIVES

METHODS OF MEASUREMENT

Evaluator's Signature _____ Date _____

Employee's Signature _____ Date _____

STANDARDS FOR THE TEACHING PROFESSION

A. PROFESSIONAL STANDARDS

STANDARD ONE: ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING

- ♦ 1-1 Connecting students' prior knowledge, life experience, and interest with learning goals
- ♦ 1-2 Using a variety of instructional strategies and resources to respond to students' diverse needs
- ♦ 1-3 Facilitating Learning Experiences that promote autonomy, interactions, and choice
- ♦ 1-4 Engaging students in problem solving, critical thinking, and other activities that make subject matter meaningful
- ♦ 1-5 Promoting self-directed, reflective learning for all students

STANDARD TWO: CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING

- ♦ 2-1 Creating a physical environment that engages all students
- ♦ 2-2 Establishing an environment that promotes fairness and respect
- ♦ 2-3 Promoting social development and group responsibility
- ♦ 2-4 Establishing and maintaining standards for student behavior
- ♦ 2-5 Planning and implementing classroom procedures and routines that support student learning
- ♦ 2-6 Using instructional time effectively

STANDARD THREE: UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING

- ♦ 3-1 Demonstrating knowledge of subject matter content and student development
- ♦ 3-2 Organizing curriculum to support student understanding of subject matter
- ♦ 3-3 Interrelating ideas and information within and across subject matter areas
- ♦ 3-4 Developing student understanding through instructional strategies that are appropriate to the subject matter
- ♦ 3-5 Using materials, resources, and technologies to make subject matter accessible to students

STANDARD FOUR: PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS

- ♦ 4-1 Drawing on and valuing students' backgrounds, interests, and developmental learning needs
- ♦ 4-2 Establishing and articulating goals for student learning
- ♦ 4-3 Developing and sequencing instructional activities and materials for student learning
- ♦ 4-4 Designing short term and long term plans to foster student learning
- ♦ 4-5 Modifying instructional plans to adjust for student needs

STANDARD FIVE: ASSESSING STUDENT LEARNING

- ♦ 5-1 Establishing and communicating learning goals for all students
- ♦ 5-2 Collecting and using multiple sources of information to assess student learning
- ♦ 5-3 Involving and guiding all students in assessing their own learning
- ♦ 5-4 Using the results of assessments to guide instruction
- ♦ 5-5 Communicating with students, families, and other audiences about student progress

STANDARD SIX: DEVELOPING AS A PROFESSIONAL EDUCATOR

- ♦ 6-1 Reflecting on teaching practice
- ♦ 6-2 Establishing professional goals and pursuing opportunities to grow professionally
- ♦ 6-3 Working with communities to improve professional practice
- ♦ 6-4 Working with families to improve professional practice
- ♦ 6-5 Working with colleagues to improve professional practice

B. ATTITUDES AND GROWTH

- ♦ B-1 Consistently demonstrates appropriate staff relations
- ♦ B-2 Consistently demonstrates appropriate administrator relations
- ♦ B-3 Consistently demonstrates appropriate special services relations
- ♦ B-4 Consistently demonstrates an ability to carry out adjunct duties
- ♦ B-5 Consistently demonstrates an attitude that is receptive to ideas
- ♦ B-6 Consistently demonstrates punctuality appropriate to the position
- ♦ B-7 Consistently demonstrates attendance appropriate to the position
- ♦ B-8 Consistently demonstrates dress appropriate to the assignment
- ♦ B-9 Consistently completes program specific paperwork according to Program policies, guidelines, and deadlines