

EVALUATION OF TEACHING PERFORMANCE

To be completed by: _____ Date _____

Employee _____ Program _____

School Year _____ Assignment _____

1. MEETS OR EXCEEDS EXPECTATIONS
2. NEEDS IMPROVEMENT
3. UNSATISFACTORY
4. NOT APPLICABLE

A. PROFESSIONAL STANDARDS

Standard One: Engaging and Supporting All Students in Learning	1	2	3	4
1-1 Connecting students' prior knowledge, life experience, and interest with learning goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1-2 Using a variety of instructional strategies and resources to respond to students' diverse needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1-3 Facilitating Learning Experiences that promote autonomy, interactions, and choice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1-4 Engaging students in problem solving, critical thinking, and other activities that make subject matter meaningful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1-5 Promoting self- directed, reflective learning for all students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
OVERALL AREA RATING	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Standard Two: Creating and Maintaining Effective Environments for Student Learning				
2-1 Creating a physical environment that engages all students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2-2 Establishing an environment that promotes fairness and respect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2-3 Promoting social development and group responsibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2-4 Establishing and maintaining standards for student behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2-5 Planning and implementing classroom procedures and routines that support student learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2-6 Using instructional time effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
OVERALL AREA RATING	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Standard Three: Understanding and Organizing Subject Matter for Student Learning				
3-1 Demonstrating knowledge of subject matter content and student development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3-2 Organizing curriculum to support student understanding of subject matter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3-3 Interrelating ideas and information within and across subject matter areas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3-4 Developing student understanding through instructional strategies that are appropriate to the subject matter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3-5 Using materials, resources, and technologies to make subject matter accessible to students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
OVERALL AREA RATING	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Standard Four: Planning Instruction and Designing Learning Experiences for All Students				
4-1 Drawing on and valuing students' backgrounds, interests, and developmental learning needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4-2 Establishing and articulating goals for student learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4-3 Developing and sequencing instructional activities and materials for student learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4-4 Designing short term and long term plans to foster student learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4-5 Modifying instructional plans to adjust for student needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
OVERALL AREA RATING	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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
- OVERALL AREA RATING**

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
- OVERALL AREA RATING**

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
- OVERALL AREA RATING**

Evaluator's Signature _____ Date _____

Employee's Signature _____ Date _____

Reviewer's Signature _____ Date _____

This Report has been discussed with me in conference with the evaluator. An opportunity has been extended to me to attach comments regarding this evaluation.

A SIGNATURE ON THIS EVALUATION DOES NOT NECESSARILY SIGNIFY AGREEMENT WITH THE EVALUATION.

Comments Attached: Yes No