

Evaluation # _____



Professional Personnel Evaluation

Name _____

Date of Pre-Conference _____

School/Division _____

Date of Observation _____

Date of Post-Conference _____

Subject/Grade/Program _____

Tenured

Probationary

This framework for growth in professional practices is meant to be a road map for novices as well as guide for experienced professionals. The purpose is to promote, maintain and encourage instructional excellence which will increase student achievement. This rubric can provide a structure for reflective conversations and an opportunity for improvement of instruction.

Statement of Instructional Standards

1. Preparation

1.1 Learning goals and objectives are developed following the approved curriculum and are:

- Designed with knowledge of content
- Organized or grouped into lessons or units
- Designed with clear and effective introductory and closing strategies
- Sequenced to facilitate student learning
- Learning goals are identified, developed, and prioritized according to individual student need
- Learning goals are designed with knowledge of learners

Criteria	Below Standard	Needs Improvement	Proficient	Exemplary
Content Knowledge	Teacher rarely displays basic content knowledge nor makes connections between the content and other parts of the discipline or with other disciplines. <input type="checkbox"/>	Teacher sometimes displays basic content knowledge but inconsistently articulates connections with other parts of the discipline or with other disciplines. <input type="checkbox"/>	Teacher generally displays solid content knowledge and makes connections between the content and other parts of the discipline and other disciplines. <input type="checkbox"/>	Teacher displays extensive content knowledge, with evidence of continuing pursuit of such knowledge. Clear connections are made between content and other disciplines. <input type="checkbox"/>
Structure and Organization	Teacher demonstrates limited ability to organize learning units into logically sequenced learning activities that support student learning of objectives aligned to approved curriculum. Lessons lack evidence of a clear beginning and end. <input type="checkbox"/>	Teacher has inconsistent success in organizing learning units into logically sequenced activities that support student learning of objectives aligned to approved curriculum. Lessons may contain either a beginning or end. <input type="checkbox"/>	Teacher organizes learning units using activities that support student learning of objectives aligned to approved curriculum. Lessons contain both a beginning and end. <input type="checkbox"/>	Teacher organizes learning units into sequenced activities that logically takes students through a continuum of learning that supports approved curriculum. Students are challenged to use critical thinking skills. Activating and summarizing activities are included. <input type="checkbox"/>
Learning Goals	Develops learning goals that rarely support the individual needs of the student. Learning activities do not reflect understanding of needs of learners. <input type="checkbox"/>	Develops learning goals that inconsistently support the individual needs of the student. Learning activities do not reflect a full understanding of needs of learners. <input type="checkbox"/>	Develops learning goals that consistently support the individual needs of the student. Learning activities reflect understanding of needs of learners. <input type="checkbox"/>	Develops learning goals that provide an individualized approach that incorporates activities that enhance various learning styles. Evidence suggests teacher has a full understanding of needs of learners, maximizing learning opportunities. Teaching strategies are innovative and creative. <input type="checkbox"/>

Additional Comments:

1. Preparation

1.2 Student progress is reviewed regularly to monitor content, appropriateness of selected resources, and teaching activities. Modifications and adjustments are made to increase teaching effectiveness and rate of student achievement.

Criteria	Below Standard	Needs Improvement	Proficient	Exemplary
<p>Student progress: Monitor and modify</p>	<p>Lack of evidence that teacher monitors student achievement to improve instructional effectiveness.</p> <p><input type="checkbox"/></p>	<p>Teacher inconsistently monitors student achievement to improve instructional effectiveness.</p> <p><input type="checkbox"/></p>	<p>Teacher monitors student achievement and uses this information frequently to improve instructional effectiveness.</p> <p><input type="checkbox"/></p>	<p>Use of effective assessment and feedback strategies provide students with clearly defined improvement targets greatly enhancing the learning experiences for all students. Student achievement is monitored and regularly used to guide program improvement.</p> <p><input type="checkbox"/></p>
<p>Resources for students</p>	<p>Teacher seems to be unaware of resources available to enrich learning environment or assist students.</p> <p><input type="checkbox"/></p>	<p>Teacher displays limited awareness and use of resources available through school or district.</p> <p><input type="checkbox"/></p>	<p>Teacher is fully aware of all resources available through the school or district and knows how to gain access for students.</p> <p><input type="checkbox"/></p>	<p>In addition to being aware of school and district resources, teacher implements and utilizes a variety of additional resources that enrich and enhance learning.</p> <p><input type="checkbox"/></p>

Additional Comments:

2. Presentation

2.1 Teacher prepares students for learning by helping them understand:

- What they will be learning and why.
- Ways they may learn.
- How they may demonstrate what they have learned
- How learning connects to previous student learning and relevant life experiences.
- Teacher models correct English usage and grammar in both oral and written communication.

Criteria	Below Standard	Needs Improvement	Proficient	Exemplary
Expectations for learning and achievement	Teacher does not create an environment that supports student learning and achievement. <input type="checkbox"/>	Teacher designs classroom environment that supports modest expectation for student learning and achievement. <input type="checkbox"/>	Teacher designs classroom environment that supports student learning and achievement. <input type="checkbox"/>	Teacher designs classroom environment that maximizes student learning and achievement. <input type="checkbox"/>
Oral and written language	Teacher’s spoken language is inaudible or written language is illegible. Spoken or written language may contain many grammatical errors. <input type="checkbox"/>	Teacher’s spoken language is audible and written legibly. Both are used with few errors. Vocabulary is not always appropriate for learners. <input type="checkbox"/>	Teacher’s spoken and written language is clear and correct. Vocabulary is appropriate for learners and interests. <input type="checkbox"/>	Teacher’s spoken and written language is correct and expressive, with well-chosen vocabulary appropriate for learners and interests. Teacher’s oral and written language enriches the lesson. <input type="checkbox"/>

Additional Comments:

2. Presentation

2.2 Teacher designs lessons that clearly communicates information to students and facilitates:

- Effective use of time
- High interest and student participation
- Opportunity for guided and independent practice
- Variety and challenge – with probing questions
- Continuum of learning opportunities for students with a variety of interests and abilities

Criteria	Below Standard	Needs Improvement	Proficient	Exemplary
Use of Instructional Time	Little evidence to show that teacher uses instructional time and pacing effectively. Insufficient time is allocated for guided and independent practice. <input type="checkbox"/>	Teacher inconsistently uses instructional time and pacing effectively. Some opportunity is provided for guided and independent practice. <input type="checkbox"/>	Teacher uses instructional time and pacing effectively. Opportunity is provided for guided and independent practice. Lesson contains a clear beginning and end. <input type="checkbox"/>	Teacher maximizes use of instructional time and pacing. Ample opportunity is provided for guided and independent practice appropriate for all ability levels. <input type="checkbox"/>
Student Involvement	Student participation and engagement are not evident. <input type="checkbox"/>	There are low levels of student participation and engagement. <input type="checkbox"/>	There are moderate levels of student participation and engagement. <input type="checkbox"/>	There are high levels of student participation and engagement. <input type="checkbox"/>

Additional Comments:

2. Presentation

2.3 Teacher uses class time for student centered learning and activities:

- Maintains a level and pace appropriate for each student
- Capitalizes on appropriate “teachable moments”
- Promotes effective student learning
- Provides smooth transitions between activities throughout the day or class

Criteria	Below Standard	Needs Improvement	Proficient	Exemplary
Pacing and transitions	Little evidence to suggest that classroom transitions are smooth. Much instructional time is lost. <input type="checkbox"/>	Transitions are not consistently efficient, resulting in some loss of instructional time. <input type="checkbox"/>	Transitions occur smoothly, with little loss of instructional time. <input type="checkbox"/>	Transitions are seamless, with students assuming some responsibility for efficient operation. <input type="checkbox"/>
Student centered activities and” teachable moments”	Significant lack of student centered learning is evident in daily classroom activities. Teacher does not generally take advantage of ‘teachable moments’ as they naturally occur within instructional day. <input type="checkbox"/>	Teacher inconsistently uses class time for student centered learning activities. Teacher generally fails to take advantage of ‘teachable moments’, resulting in important learning opportunities being lost. Students are rarely engaged resulting in frequent “down-time”. <input type="checkbox"/>	Teacher generally uses class time for student learning activities. Teacher takes advantage of “teachable moments” helping students see connections between learning objectives and real-world. Students are consistently engaged in learning process, with minimum of ‘down-time’. <input type="checkbox"/>	Teacher consistently uses class time for student centered learning activities, maintaining a focus on individual learning strengths. Takes full advantage of ‘teachable moments’ with students highly engaged in learning process. Very little, if any, down-time. <input type="checkbox"/>

Additional Comments:

3. Student Behavior/Classroom Control

- 3.1 Classroom behavior standards are clearly identified, taught and reinforced as needed
- 3.2 Rules, discipline procedures and consequences are planned in advance; standards are consistent with, or identical to, the building code, student handbook or division code of conduct
- 3.3 Consistent, equitable discipline is applied for all students. Procedures are carried out quickly and clearly linked to student’s inappropriate behavior
- 3.4 Teacher addresses disruptions quickly to avoid interference with student learning
- 3.5 In disciplinary action, the teacher focuses on the inappropriate behavior, not on student’s personality
- 3.6 Students are allowed and encouraged to develop a sense of responsibility and self-reliance for own behaviors

Criteria	Below Standard	Needs Improvement	Proficient	Exemplary
Expectations for student behavior	Lack of evidence that standards of conduct appear to have been established or students are confused as to the classroom rules. <input type="checkbox"/>	Standards of conduct appear to have been inconsistently established and some students seem to understand them. <input type="checkbox"/>	Standards of conduct have been established for most situations and most students seem to understand and follow them. <input type="checkbox"/>	Standards of conduct with high expectations are clear to all students and they all seem to understand them. <input type="checkbox"/>
Response to student misbehavior	Teacher does not consistently respond to misbehavior or the response is inconsistent, overly repressive. Does not respect student’s dignity. <input type="checkbox"/>	Teacher attempts to respond to student misbehavior but with mixed results. Sometimes does not respect student’s dignity. <input type="checkbox"/>	Teacher’s response to misbehavior is appropriate, successful and respects student’s dignity. <input type="checkbox"/>	Teacher’s response to misbehavior is highly effective and sensitive to individual needs and dignity of student. <input type="checkbox"/>
Teacher interaction with students	Teacher interactions with some students are negative and fail to meet their needs. <input type="checkbox"/>	Teacher-student interactions are generally positive but may be inconsistent or fail to meet students’ standards. <input type="checkbox"/>	Teacher-student interactions are usually positive and demonstrate respect for students and their needs. <input type="checkbox"/>	Teacher interactions are consistently positive and demonstrate respect for individual students and their needs. <input type="checkbox"/>

Additional Comments:

4. Communication

- 4.1 Teacher sets high standards for learning and facilitates the learning process to enable the students to achieve them
- 4.2 Teacher acknowledges students' interests, individuality, problems and accomplishments by use of positive reinforcement
- 4.3 Teacher assists students to make interdisciplinary links
- 4.4 Teacher uses effective communication with parents, counselors and home school personnel regarding student problems, achievements and future direction

Criteria	Below Standard	Needs Improvement	Proficient	Exemplary
<p>Standards for Learning</p>	<p>Lack of evidence to show that teacher effectively sets or maintains reasonable expectations for learning. Teacher makes little or no effort to help students make interdisciplinary connections with little opportunity for students to apply knowledge to other situations.</p> <p><input type="checkbox"/></p>	<p>Teacher does not consistently maintain reasonable expectations for learning. Teacher primarily focuses on acquisition of information and does not generally challenge students to analyze or apply knowledge in meaningful ways.</p> <p><input type="checkbox"/></p>	<p>Teacher sets and maintains reasonable expectations for learning. Students demonstrate an understanding of the main concepts with some understanding of how knowledge can be applied to new situations.</p> <p><input type="checkbox"/></p>	<p>Teacher sets and conveys high expectations for learning. Teacher consistently helps make students aware of interdisciplinary connections. Students can apply knowledge to new and unique situations.</p> <p><input type="checkbox"/></p>
<p>Home-School Communication</p>	<p>Lack of evidence to show that teacher provides information to parents, counselors and home school personnel regarding student academic progress and behavior.</p> <p><input type="checkbox"/></p>	<p>Teacher provides some information to parents, counselors and home school personnel regarding student academic progress and behavior.</p> <p><input type="checkbox"/></p>	<p>Teacher provides frequent information to parents, counselors and home school personnel regarding student academic progress and behavior.</p> <p><input type="checkbox"/></p>	<p>Teacher consistently provides helpful information to parents, counselors and home school personnel regarding student academic progress and behavior. This communication is highly beneficial in achieving positive results.</p> <p><input type="checkbox"/></p>

Additional Comments:

5. Evidence of Learning

5.1 The instruction provided to each student must be supported by evidence of learning.

5.2 Evidence of learning can be obtained from the following sources of information:

- a. New York State Assessments
- b. Local assessments
- c. Grades
- d. Attendance
- e. Interviews
- f. Surveys
- g. Work samples
- h. Checklists
- i. Journals
- j. Running Records
- k. Portfolios
- l. Presentations
- m. Other forms of valid qualitative or quantitative data

5.3 The information extracted from these sources may serve as a catalyst for adjustments made to teacher instruction.

Criteria	Below Standard	Needs Improvement	Proficient	Exemplary
Sources	Lack of evidence to suggest that teacher uses a variety of sources to assess students. Teacher does not use sound assessment techniques to measure learning goals. <input type="checkbox"/>	Teacher uses a few sources to assess students. Teacher uses some sound assessment techniques to measure learning goals. <input type="checkbox"/>	Teacher uses some variety of sources to assess students. Teacher uses many sound assessment techniques to measure learning goals. <input type="checkbox"/>	Teacher uses a wide variety of sources to assess students. Teacher uses a wide variety of sound assessment techniques to measure learning goals which include student self-assessment. <input type="checkbox"/>
Feedback and instructional adjustments	Teacher seems to lack understanding that the feedback process should improve student awareness of strengths and weaknesses. Teacher inconsistently uses information gathered from assessment tools to make adjustments to instructional delivery. <input type="checkbox"/>	Teacher recognizes the importance of the feedback process, but generally does not provide clearly defined performance targets for students on an individual basis. Information obtained from student assessment tools is not always used to make adjustments to instructional approaches. <input type="checkbox"/>	Teacher realizes that timely feedback significantly improves student awareness of their strengths and weaknesses and that it provides information about improvement targets. Teacher generally uses information gathered to make adjustments in teaching for most students. <input type="checkbox"/>	Teacher fully recognizes that the feedback process significantly improves students' awareness of their strengths and weaknesses, and provides clearly defined performance targets for each individual student. Teacher uses information gathered, including qualitative as well as quantitative data. Teacher uses this information to make adjustments to instruction, greatly enhancing instructional effectiveness on an ongoing basis. <input type="checkbox"/>

Additional Comments:

6. Other Standards: Professionalism

- 6.1 Teacher follows procedural guideline, e.g., reports in on time, punctuality and attendance
- 6.2 Teacher continues professional development
- 6.3 Teacher is receptive to new ideas and approaches
- 6.4 Teacher presents a positive professional image.
- 6.5 Teacher maintains efficient and effective record keeping systems.
- 6.6 Teacher uses a wide variety of resources.
- 6.7 Teacher accepts constructive criticism and implements suggested strategies for improvement.
- 6.8 Teacher actively supports building and district initiatives and programs.

Criteria	Below Standard	Needs Improvement	Proficient	Exemplary
Procedures and record-keeping	Teacher inconsistently follows procedural guideline and rarely meets required deadlines. Record-keeping system is deficient. <input type="checkbox"/>	Teacher occasionally fails to meet all procedural guideline, required deadlines and/or requests. Teacher record keeping system does not meet expectations of organization. <input type="checkbox"/>	Teacher generally follows procedural guidelines and maintains an effective record keeping system. <input type="checkbox"/>	Teacher consistently follows all procedural guidelines. Teacher maintains an efficient and effective record keeping system. <input type="checkbox"/>
Professionalism and collaboration	The level of professionalism, acceptance of constructive criticism and willingness to implement suggested strategies for improvement are lacking. Teacher does not work collaboratively with colleagues. <input type="checkbox"/>	Acceptance of constructive criticism and willingness to implement suggested strategies for improvement is met with some resistance. Teacher sometimes works collaboratively with colleagues. <input type="checkbox"/>	Teacher generally accepts constructive criticism and attempts to implement suggested strategies for improvement. Teacher often works collaboratively with others. <input type="checkbox"/>	Teacher accepts and solicits constructive criticism and readily implements suggested strategies for improvement. Teacher consistently works collaboratively with colleagues. <input type="checkbox"/>
Professional Development	Teacher does not meet required staff development hours. Teacher is not receptive to implementing new approaches to improve student learning. <input type="checkbox"/>	Teacher generally completes the required hours for professional development. Teacher is not as receptive to implement new ideas and approaches as needs to be in order to maximize learning opportunities for students. <input type="checkbox"/>	Teacher meets required staff development hours and implements new ideas and approaches learned to enhance teaching repertoire and increase student learning. <input type="checkbox"/>	Teacher exceeds hours required for professional development. Teacher is very receptive to implementing new ideas and approaches learned to enhance teaching repertoire and increase student learning. <input type="checkbox"/>

Additional Comments:

Post-Conference Summary

Satisfactory

Unsatisfactory

Teacher's Signature

Date

Administrator's Signature

Date

Teacher Comments: Optional

(Additional comments may be attached)