

Escanaba Area Public Schools' Teacher Performance Assessment 2011-2012

School (s):

Teacher:			Date(s) of Observation(s):	
Building (s):			Date of Final Evaluation:	
Assignment:			Evaluation Total:	
Administrator (s):			Signature of Administrator:	
Date of Initial Goal-Setting Meeting			Signature of Teacher:	

Calculation for Individual's Evaluation:

Assessment Areas:	Weight	Teacher's Score (1-10)	Teacher's Weighted Score
Classroom Environment	25%		
Instruction	25%		
Professionalism	25%		
Student Growth	25%		
Total			

Final Comments:

Effectiveness Level:

Classroom Environment:

	Ineffective (1-5)	Minimally Effective (6,7)	Effective (8,9)	Highly Effective (10)
Clear Expectations	No evidence of written documentation	Expectations exist (syllabus, postings, etc)	Written evidence of communicating expectations to parents and students	Clear and understood expectations--students show awareness and ownership
Management	No evidence of organization. Transitions are not smooth; students appear to be unsure of rules; no classroom management plan	Rules and procedures are posted. No evidence of other management techniques	Positive reinforcement is evident, procedures are followed with appropriate response	Written classroom management plan, which includes actions appropriate to students.
Engagement	Students are not actively engaged in learning. They are off-task; many students are doing different things in the classroom. No evidence of routine	Some students show evidence of being off-task. Some students are following instructions, routine. Some students are responding according to instruction.	Students are actively engaged in learning. Eyes are on task; students are following along; everyone is on the same page; evidence in a routine.	Students are actively engaged in learning. Eyes are on task; students are following along; everyone is on the same page; evidence in a routine. Lessons include real-world applications.
Arrangement of the Room and Learning Environment	Nothing on bulletin boards, walls. No indication of what activities the class is presently involved in. Physical set up of the room may be not set up for student learning.	Few student artifacts on walls, artifacts and content on walls are not relevant to the unit and/or curriculum. Some of the physical set-up of the room is appropriate for student learning.	Evidence of students' work and subjects' content is displayed on bulletin board, walls. Displays connect to the curriculum, and student work is demonstrative of lessons, unit, and curriculum. Physical set-up is appropriate.	Examples of student learning is displayed on bulletin board, walls. It is evident exactly what unit the students are engaged in, and displays motivate students to make progress with their learning. Physical set-up is highly conducive to learning.
Interaction/Rapport	Teacher demonstrates condescending and/or sarcastic tone. No recognition of teacher/student roles.	Teacher demonstrates appropriate classroom voice. Difficult time developing mutual respect with students. Some instances of inattention to appropriate teacher/student roles.	Greets and interacts with students appropriately. Treats students with respect. Positively supports students.	Provides an environment that respects and nurtures all students to obtain their highest potential. Develops and maintains appropriate, positive teacher-student relationships both in and out of school.

Administrative Comments:

Instruction:

	Ineffective (1-5)	Minimally effective (6,7)	Effective (8,9)	Highly Effective (10)
Knowledge of Curriculum	Limited evidence of grade level/content curriculum knowledge	Basic content knowledge. Limited evidence of grade level or course content expectations. Does not differentiate to meet individual student needs.	Understands curriculum and is able to differentiate to students' needs.	Demonstrates strong understanding of curriculum by incorporating enriching activities. Involves outside participants and resources.
Lesson Planning	Poor organization. Activities are poorly placed and chosen. Sub plans are "time fillers" and have no/little connection to the curriculum.	Activities are appropriate; however, there is little to no evidence of long term planning or evidence-based instruction. Basic sub plans with little/some connection to the curriculum.	Detailed and well-explained objective-based lesson plans based on content and curriculum. Collaboration with colleagues is evident. Leaves detailed sub plans appropriate to subject being taught.	Detailed and well-explained objective-based lesson plans based on content and curriculum. Evidence of long term curriculum planning.
Delivery	Rigid. Unable to respond to students' learning needs. Poor questioning techniques.	Able to make only minor adjustments to lessons.	Adjusts lesson plans as necessary to differentiate instruction. Evidence of higher-level questioning techniques.	Transitions between activities are smooth and seamless. Spirals objectives and includes differentiated instruction. Evaluates and adjusts lesson plans as necessary.
Technology	Limited use of technology in the classroom.	Basic understanding and use of technology in daily tasks.	Uses technology to enhance lessons. Takes advantage of district-purchased technology.	Stays current with changing trends, and uses up-to-date technology to enhance lessons. Looks and takes advantage of additional opportunities in regard to technology.

Administrative Comments:

Professionalism:

	Ineffective (1-5)	Minimally effective (6,7)	Effective (8,9)	Highly Effective (10)
Attention to administrative tasks (attendance, lesson plans, report cards, etc) and communication	Records are not kept. Communication is unreliable and inconsistent.	Records are kept. Grades are current, but not recorded frequently into student grade book (PowerSchool). Occasionally falls behind in the area of communication.	Records are kept consistently. Uses effective record-keeping system. Grades are current and posted weekly. Maintains appropriate lesson and sub plans. Required paperwork is submitted on a timely basis. Responds to concerns, e-mails, phone calls within 24 hours (parents, staff).	Highly effective and organized record/reporting systems are practiced and maintained. Communication skills are highly effective.
Professional Attire	Not appropriate to discipline.	Professional attire is not consistent.	Consistently meeting the standard that is appropriate to discipline.	Always exceeds the standard that is appropriate to discipline.
Service to the Profession	Makes no effort to volunteer or provide service to the profession. Rarely attends staff meetings.	Limited involvement in serving the profession and in attending/participating in staff meetings.	Involved in mentoring new teachers, working with school committees, or leading professional development within the District. Regularly attends and participates in staff meetings.	Involved in numerous professional and extracurricular activities.
Consistent with FERPA	Violates confidentiality laws. Leaves sensitive material on copy machines, desks, or in public areas.	Demonstrates awareness of confidentiality laws. Abides by laws, but is sometimes careless and inconsistent.	Demonstrates awareness and consistently abides by confidentiality laws.	Displays a high respect for, and securely maintains all confidential and sensitive materials.
Professional Development	Does not attend professional development.	May meet required number of professional development hours, however not active in PD and needs continual reminders to meet obligations.	Meets required number of PD hours, actively engages in PD, and is active in district PD efforts. Holds membership in professional organizations.	Seeks out extra professional development, and uses what is learned to transform his/her practice. Seeks out opportunities to present for professional development.
Professionalism	Displays a negative attitude about the school/district. Contributes negatively to the school culture.	Occasionally displays a negative attitude about the school/district. Sometimes attitude affects the school culture in a negative manner.	Displays a positive attitude about the school/district, and contributes positively to the school/district climate.	Displays leadership. Contributions are such that the individual is an "ambassador" of a healthy, productive, and positive school culture.

Administrative Comments:

Student Growth:

Administrator may note *School Improvement Goals* here:

Annual Objective(s) -- What are the teacher's objectives, as directly related to the building-level School Improvement Goals?	
Strategies/Activities --How will the teacher specifically implement the objective (s) identified above?	
Measurement Tools/Evidence --How will the teacher measure the success (pre/post tests, common assessments, etc.) of these strategies/ activities? What evidence (data) exists to support this success?	
Administrator Assistance --How can the administrator assist the teacher in achieving these objectives?	
Administrative Summary --To what extent were the objectives above achieved? (to be reviewed with each teacher at the evaluation/end of year)	

	Ineffective (1-5)	Minimally Effective (6,7)	Effective (8,9)	Highly Effective (10)
Extent of Student Growth	None of the objective(s) were met; and in some areas, regression is noted.	Objectives were attained in part, affecting a minority of the students. Some positive growth is evident.	Objectives were attained for the majority of the students. Positive growth is evident for most of the students.	Objectives were attained for the majority of the students, with growth evident for subgroups of students. Positive growth is evident for all students.