

TEACHER PERFORMANCE ASSESSMENT
North Dickinson County School

Date/Time: _____

Teacher: _____

Building: _____

Program: _____

Administrator: _____

Rating Scale

90-100% **Highly Effective**
 80-89% **Effective**
 60-79% **Minimally Effective**- Requires Individual Development Plan
 0-59% **Ineffective**-Requires Individual Development Plan

Total Evaluation Score: _____ %

Signature of Teacher: _____ Date: _____

Signature of Administrator: _____ Date: _____

The purpose of this evaluation tool is to document evident of effective teaching practices in the categories of: Student Growth, Classroom Management and Instructional Delivery, and Non-Instructional Responsibilities.

Areas Evaluated	Percentage Value	Personal Score	Date Completed
Classroom Management/Instruction	35%	_____ %	_____
Non-Instructional Responsibilities	15%	_____ %	_____
Student Growth	50%	_____ %	_____

*The signature of the teacher on the evaluation report does not necessarily indicate agreement with the evaluation.

**The teacher may attach a statement to the evaluation report.

Instruction and Classroom Management 35%

	Score:	Comments:
<u>Pupil Assessment:</u> Data collection, records, progress reports and/or report cards for each student		
<u>Classroom Management:</u> Routines, procedures, discipline and schedules.		
<u>Classroom Appearance:</u> Atmosphere conducive to academic, social and emotional growth		
<u>Planning of Curriculum:</u> Lessons align with curriculum. Time is used efficiently.		
<u>Pupil-Teacher Relationship:</u> Demonstrating concern for students, encouraging acceptable behavior and respect		
<u>Knowledge of Content, Effective teaching Strategies and Higher Order Thinking Skills:</u>		
TOTAL		
Total Possible score =100%	30	
Section Percentage	%	

Non-Instructional Responsibilities 15%

	Score:	Comments:
<u>Punctuality:</u> Attendance, timeliness and meeting contract obligations related to length of day		
<u>Record Keeping:</u> PowerSchool, data collection, and timely completion of paperwork		
<u>Professionalism:</u> Attire, attitude and presentation that meets the standard and is appropriate to the discipline		
<u>Professional Development:</u> Attendance and participation in Professional Development activities		
<u>Service to Profession:</u> Involvement in mentorship, leadership and collaboration with other staff		
TOTAL		
Total Possible score =100%	25	
Section Percentage	%	

Student Growth 50%

	Score:	Comments:
<u>Goal 1:</u> Written Goal:		
<u>Goal 2:</u> Written Goal:		
<u>Goal 3:</u> Written Goal:		
<u>Goal 4:</u> Written Goal:		
<u>Goal 5:</u> Written Goal:		
TOTAL		
Total Possible score =100%	Number of goals x 5	
Section Percentage	%	

Goals shall be developed with the input of the teacher and be achievable, measurable and data driven. The administration shall have the right to approve or reject goals.

Student Growth Rubric-For Each Individual Goal

<i>Ineffective</i>	<i>Minimally Effective</i>	<i>Effective</i>	<i>Highly Effective</i>
None of the targeted growth objectives were met.	Positive student growth is evident in one or more of the areas.	Positive student growth meets expectations in all targeted areas.	All the targeted goals were met, and exceeded in some targeted areas.
0-2	3-4	5	6

<u>Instruction and Classroom Management</u>	<i>Ineffective</i>	<i>Minimally Effective</i>	<i>Effective</i>	<i>Highly Effective</i>
Pupil Assessment	Provides infrequent assessment, either formal or authentic. Feedback is infrequently provided. Assessment is not always aligned to the curriculum.	Provides infrequent assessment, either formal or authentic. Feedback is not consistently provided in a timely manner. Assessment is not always aligned to the curriculum.	Provides frequent formal and authentic assessment which is aligned to the curriculum. Feedback is consistently provided in a timely manner.	Provides multiple forms of authentic assessment (differentiated assessment) where students have choices regarding the type of assessment and the possibility of individual or group assessments. Detailed feedback is consistently provided in a timely manner.
Points	0-2	3-4	5	6
Classroom Management	Students are unaware of classroom routines, behavior expectations, procedures, and schedules. Student discipline issues are sent to the office multiple times a week.	It is difficult for students to follow classroom routines, behavior expectations, procedures, and schedules. There are inconsistent behavior expectations. Discipline problems are sent to office on a weekly to biweekly basis.	Classroom rules are posted and there is consistent application of the rules. Students follow classroom routines, procedures, behavior expectations and schedules. Students are engaged in classroom activities. Most discipline problems are handled within the classroom.	Students follow classroom routines, procedures, behavior expectations, and schedules and display their comfort with the classroom routines. Discipline problems are rare.
Points	0-2	3-4	5	6
Classroom Appearance	Classroom is consistently disorderly with distractions. Minimal student work is displayed. Room typically appears messy or unclean.	Classroom is not consistently neat and orderly. Distractions may be present. Current student work is not displayed.	Classroom is neat and orderly with limited distractions. Current student work is displayed. Classroom is kept clean.	All of characteristics of effective apply and the classroom is conducive to different learning settings (i.e. group work, individual work and whole class work.)
Points	0-2	3-4	5	6
Planning of Curriculum	Lessons and activities are not planned and/or aligned with curriculum. They contain one or two of the following: the objective, benchmark, activity, or assessment. Curriculum maps are not current.	Written lesson plans are in place and readily available. They are aligned with the curriculum and contain three of the following: the objective, benchmark, activity and assessment. Curriculum maps are not current.	Written lesson plans are in place and readily available. They are aligned with the curriculum and contain the objective, benchmark, activity and assessment. The standards and benchmarks are aligned and current in the curriculum maps.	Written lesson plans are in place and readily available. They contain the objective(s), benchmark(s), activity(ies) and assessment(s). They also list how the lesson is aligned with students' IEP goals and objectives. All areas of the curriculum maps are aligned and current.
Points	0-2	3-4	5	6
Pupil-Teacher Relationship	Teacher does not demonstrate concern for students, does not encourage socially acceptable behavior, or does not promote an attitude of mutual respect. Teacher displays frequent inappropriate behavior and dress within the school.	Teacher demonstrates concern for some students and is inconsistent in encouraging socially acceptable behavior or an attitude of mutual respect. Teacher displays some inappropriate behavior and dress within the school.	Teacher demonstrates concern for all students and encourages socially acceptable behavior, as well as an attitude of mutual respect. Teacher is a role model for students with their own behavior and dress.	Teacher demonstrates concern for all students and encourages socially acceptable behavior, as well as an attitude of mutual respect. These themes are also integrated into classroom curriculum and activities as well as social activities. Teacher is a role model for students with their own behavior and dress within the school and community.
Points	0-2	3-4	5	6
Knowledge of Content, Effective Teaching Strategies and Higher Order Thinking Skills	Has serious deficiency in knowledge of content in areas assigned to teach; displays minimal variety in teaching strategies and methods; seldom or never incorporates higher order thinking skills into instruction.	Displays some weakness in knowledge of content; provides students with some variety in teaching strategies and methods; incorporates higher order thinking skills at least weekly.	Displays adequate knowledge of content in all areas where assigned to teach; uses a variety of effective teaching strategies and methods; incorporates higher order thinking skills into instruction daily.	Well versed in the content for all areas where assigned to teach; uses a wide variety of strategies and methods and in multiple modalities; provides numerous opportunities for all students to engage in higher order thinking skills.
Points	0-2	3-4	5	6

<u>Non-Instructional Responsibilities</u>	<i>Ineffective</i>	<i>Minimally Effective</i>	<i>Effective</i>	<i>Highly Effective</i>
Attendance and Punctuality (Three consecutive days or more of sick leave absences documented by a physician can be exempt from this standard.)	More than ten (10) sick leave days of absences each year; consistently late or consistently leaves work early.	Five (5) to ten (10) sick leave absences each year; arrives to work late or leaves work early more than 5 times each year.	Three (3) to four (4) sick leave days of absence each year; punctual for work, classes and meetings;	Two (2) or fewer sick leave days of absences each year. Willingly makes oneself self available and participates outside of the regular school day;
Points	0-2	3-4	5	6
Record Keeping: PowerSchool, data collection, timely completion of required paperwork.	Records are not kept.	Records are inconsistent or late.	Records are turned in on time and are complete.	Highly effective record system is maintained, organized, and communicated.
Points	0-2	3-4	5	6
Professionalism: attitude, discipline methods	Methods not appropriate to discipline. Consistently negative in the school or community.	Inconstantly meets the standards appropriate to discipline. Displays some negative attitudes in school or the community.	Consistently meets the standard that is appropriate to discipline. Positive attitude displayed in the work setting and in the community.	Always setting and exceeding the standard that is appropriate to discipline. Acts as an ambassador for the district in the school and community.
Points	0-2	3-4	5	6
Professional Development	Does not attend PD or is negative during PD activities. Displays no interest in implementing new methods.	Attends PD but does not actively participate. Seldom implements new methods into his/her teaching.	Attends PD and actively participates. Implements strategies learned in PD into the classroom.	Presents or shares professional development activities with peers. Seeks out and willing to try new ideas.
Points	0-2	3-4	5	6
Service to Profession: mentorship, volunteerism, leadership,	Little or no effort to volunteer in the school or community or to willingly participate in district committees. Attends school events 0-4 times per year.	Limited involvement in district committees, meetings, or collaboration with other staff. Attends school events 5-8 times per year.	Actively involved in district committees/ meetings or initiates and supports collaboration with other staff; serves as chaperone, attends sporting events or other district events at least once monthly.	Serves as a mentor for other teachers either through assignment or informally. Takes on leadership roles in the school and community. Frequently attends or chaperones school events.
	0-2	3-4	5	6

TEACHER PERFORMANCE ASSESSMENT – Post Evaluation MEETING

Teacher: _____ Administrator: _____

Building: _____ Program: _____

Evaluation Score-**Instruction/Classroom Management and Non-Instructional Duties**: _____% of 50%

Teacher (sign & date) _____

Administrator (sign & date) _____

TEACHER PERFORMANCE ASSESSMENT – Final Evaluation MEETING

Final Evaluation Score: _____% of 100%

What evidence (data) exists to support successful attainment of the **Student Growth Objective(s)** developed during the Pre-Conference Meeting and were the targeted areas achieved?

Is a plan of improvement required? Yes No

If yes, see attached plan of improvement, outlining specific areas of concern and strategies/assistance which will be provided by administration to facilitate improvement.

Teacher (sign & date) _____

Administrator (sign & date) _____

Additional Notes

- Tenured teachers ó expect at least one classroom observation throughout the school year.
- Tenured teachers on an IDP ó expect at least two classroom observations throughout the school year.
- Probationary teachers ó expect at least three classroom observations throughout the school year.

During a classroom observation, we will be observing the following:

- Planning of curriculum (your lesson plan & state curriculum standard used)
- Pupil-teacher relationship (pupil engagement)
- Knowledge of content, effective teaching strategies & higher order thinking skills.
- Classroom management
- Classroom appearance

In addition, we would like you to put together a portfolio highlighting different areas of this evaluation. The following should be in your portfolio (you can absolutely put more!)

- Professional Development log
 - How you use the PD
 - How you pass it on to other teachers
 - Any PD that you gave to our school or others
- Service to our profession
 - Committees that you served on at school
 - Committees that you serve on outside of school but are school related
 - Mentoring assignments
 - Extra events attended

Classroom Observation Report

Teacher _____

Grade _____

Subject _____

Date of observation _____

Date of post observation meeting _____
(if applicable)

<u>Classroom Observation</u>	<i>Ineffective</i>	<i>Minimally Effective</i>	<i>Effective</i>	<i>Highly Effective</i>
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