

# Teacher Performance Evaluation

## 1. Planning and Presenting Organized Instruction

Number of Competencies: 15

Domain Description: The effective teacher uses instructional techniques and strategies to promote successful student learning.

### 1.1. Competency

The teacher manages instructional time effectively and presents lessons in a clear and logical manner - The teacher maintains appropriate time on task.

Highly Effective

- Teacher continually engages students throughout the entire lesson in a meaningful educational environment that significantly promotes student mastery of the objective(s).

Effective

- Teacher engages students during the entire lesson in a meaningful educational environment that promotes student mastery of the objective(s).

Improvement Necessary

- Teacher struggles to consistently engage students during the lesson in a meaningful educational environment that promotes student mastery of the objective(s).

Ineffective

- Teacher does not engage students during the lesson in a meaningful educational environment that promotes student mastery of the objective(s).

### 1.2. Competency

The teacher manages instructional time effectively and presents lessons in a clear and logical manner - The teacher gets students on task quickly during transitions.

Highly Effective

- Routines, transitions, and procedures are well-executed. Students know what they are supposed to be doing and when without prompting from the teacher

Effective

- Routines, transitions, and procedures are executed. Students know what they are supposed to be doing with minimal prompting from the teacher

Improvement Necessary

- Routines, transitions, and procedures are poorly executed. Students are confused on what they are supposed to be doing and receive significant prompting from the teacher

Ineffective

- Routines, transitions, and procedures are not evident.

### 1.3. Competency

The teacher manages instructional time effectively and presents lessons in a clear and logical manner - The teacher provides examples that support the lesson.

Highly Effective

- Teacher effectively connects content to other content areas, students' experiences and interests, or current events with multiple examples in order to make content relevant and build interest.

Effective

- Teacher effectively connects content to other content areas, students' experiences and interests, or current events with examples in order to make content relevant and build interest.

Improvement Necessary

- Teacher makes some connections to other content areas, students' experiences and interests, or current events with few examples in order to make content relevant and build interest.

Ineffective

- Teacher does not make connections to other content areas, students' experiences and interests, or current events with no examples.

# 1. Planning and Presenting Organized Instruction

Number of Competencies:

15

Domain Description: The effective teacher uses instructional techniques and strategies to promote successful student learning.

## 1.4. Competency

The teacher manages instructional time effectively and presents lessons in a clear and logical manner - The teacher incorporates higher-level thinking skills into lessons.

Highly Effective

- Teacher provides activities that are rich with choice and flexibility and that challenge students to use higher level thinking skills so that students are able to synthesize and/or apply the information.

Effective

- Teacher provides activities that challenge students to use higher level thinking skills so that students are able to synthesize and/or apply the information.

Improvement Necessary

- Teacher provides few activities that challenge students to use higher level thinking skills so that students are able to synthesize and/or apply the information.

Ineffective

- Teacher does not require students to utilize any higher-level thinking skills.

## 1.5. Competency

The teacher expects all students to participate and demonstrate understanding - To check for understanding the teacher elicits responses from students.

Highly Effective

- Teacher uses checks for understanding frequently and involves all students in the process.

Effective

- Teacher uses checks for understanding and involves all students in the process.

Improvement Necessary

- Teacher rarely checks for understanding and involves only certain of the students in the process.

Ineffective

- Teacher does not elicit responses from students.

## 1.6. Competency

The teacher expects all students to participate and demonstrate understanding - The teacher allows appropriate response time.

Highly Effective

- Teacher uses wait time effectively both after posing a question and before helping students think through a response

Effective

- Teacher uses wait time both after posing a question and before helping students think through a response

Improvement Necessary

- Teacher may not provide enough wait time after posing a question for students to think and respond before helping with an answer or moving forward with content

Ineffective

- Teacher frequently moves on with content before students have a chance to respond to questions or frequently gives students the answer rather than helping them think through the answer.

## 1.7. Competency

The teacher expects all students to participate and demonstrate understanding - The teacher asks clearly stated questions and uses a variety of questioning techniques (e.g. factual, opinion with supportive evidence, rephrasing).

Highly Effective

- Teacher uses open-ended questions and provides scaffolding to address common misunderstandings, assess student mastery of material, and to push all levels of thinking.

Effective

- Teacher checks for understanding at various levels by asking pertinent questions that push thinking.

Improvement Necessary

- Teacher checks for understanding at lower levels by asking pertinent questions.

Ineffective

- Teacher does not utilize questions to check for understanding at any level.

# 1. Planning and Presenting Organized Instruction

Number of Competencies: 15

Domain Description: The effective teacher uses instructional techniques and strategies to promote successful student learning.

## 1.8. Competency

The teacher expects all students to participate and demonstrate understanding - The teacher addresses individual academic needs.

Highly Effective

- Teacher provides differentiated ways of engagement with content specific to individual student needs that are aligned with lesson objectives.

Effective

- Teacher provides multiple ways, as appropriate, of engagement with content, all aligned to the lesson objective(s).

Improvement Necessary

- Teacher may provide multiple ways of engaging students, but perhaps not aligned to lesson objective(s) and/or mastery of content.

Ineffective

- Teacher may only provide one way of engaging with content OR teacher may provide multiple ways of engaging students that are not aligned to the lesson objective or mastery of content.

## 1.9. Competency

The teacher uses instructional planning methods that promote desired learning - The teacher uses resources and/or technology that support the lesson.

Highly Effective

- Teacher effectively integrates technology and/or other resources as a tool to engage students in academic content and incorporates student use of technology in student directed activities.

Effective

- Teacher effectively integrates technology and/or other resources as a tool to engage students in academic content with the teacher being the primary user of the technology.

Improvement Necessary

- Teacher uses technology and/or other resources as a tool, but does not actively engage students.

Ineffective

- Teacher does not use technology and/or other resources as a tool to engage students in academic content.

## 1.10. Competency

The teacher uses instructional planning methods that promote desired learning - The teacher has lesson plans prepared (for daily instruction and has emergency plans prepared for a substitute).

Highly Effective

- Plans for a variety of differentiated instructional strategies, anticipating where these will be needed to enhance instruction

Effective

- Identifying lesson objectives that are aligned to state content standards.

Improvement Necessary

- Identifying lesson objectives but may not be aligned to state content standards

Ineffective

- Teacher rarely or never plans daily lessons OR daily lessons are planned, thus lacking meaningful objectives, instructional strategies, or assignments.

## 1.11. Competency

The teacher uses instructional planning methods that promote desired learning - The teacher relates new information to previous teaching/learning experiences.

Highly Effective

- Teacher effectively engages prior knowledge of students in connecting to lesson. Students demonstrate through work or comments that they understand this connection.

Effective

- Lesson build on students' prior knowledge of key concepts and skills and makes this connection evident to students

Improvement Necessary

- Lesson generally does not build on prior knowledge of students or students fail to make this connection.

Ineffective

- There may be no effort to connect objective to prior knowledge of students.

# 1. Planning and Presenting Organized Instruction

Number of Competencies: 15

Domain Description: The effective teacher uses instructional techniques and strategies to promote successful student learning.

<p>1.12. Competency The teacher uses instructional planning methods that promote desired learning - The teacher uses various teaching activities and strategies to promote student understanding and mastery of lesson objectives.</p>	<p>Highly Effective</p> <p>Effective</p> <p>Improvement Necessary</p> <p>Ineffective</p>	<ul style="list-style-type: none"> <li>• Teacher provides multiple ways to engage with content that is meaningful and relevant including activities/assignments which promotes student mastery of the objective(s).</li> <li>• Teacher provides multiple ways of incorporating content that is meaningful and relevant including activities/assignments which are aligned to the lesson objective(s).</li> <li>• Teacher may provide multiple ways of engaging students, but perhaps not aligned to lesson objective(s) or mastery of content</li> <li>• Teacher may only provide one way of engaging with content OR teacher may provide multiple ways of engaging students that are not aligned to the lesson objective(s) or mastery of content</li> </ul>
<p>1.13. Competency The teacher maintains high student engagement throughout instructional period - The teacher monitors student engagement.</p>	<p>Highly Effective</p> <p>Effective</p> <p>Improvement Necessary</p> <p>Ineffective</p>	<ul style="list-style-type: none"> <li>• At least 95% of students are actively engaged in content.</li> <li>• At least 75% of students are actively engaged in content.</li> <li>• At least 50% of students are actively engaged in content.</li> <li>• Fewer than 50% of students are actively engaged in content.</li> </ul>
<p>1.14. Competency The teacher maintains high student engagement throughout instructional period - The teacher responds to students' questions constructively.</p>	<p>Highly Effective</p> <p>Effective</p> <p>Improvement Necessary</p> <p>Ineffective</p>	<ul style="list-style-type: none"> <li>• Teacher is able to modify instruction to respond to misunderstandings without taking away from the flow of the lesson or losing engagement.</li> <li>• Teacher responds to misunderstandings with effective scaffolding techniques.</li> <li>• Teacher may persist in using a particular technique for responding to a misunderstanding, even when it is not succeeding.</li> <li>• Teacher persists in using a particular technique for responding to a misunderstanding, even when it is not succeeding.</li> </ul>
<p>1.15. Competency The teacher maintains high student engagement throughout instructional period - The teacher adapts instruction based on student response.</p>	<p>Highly Effective</p> <p>Effective</p> <p>Improvement Necessary</p> <p>Ineffective</p>	<ul style="list-style-type: none"> <li>• Teacher anticipates student misunderstandings and preemptively addresses them</li> <li>• Teacher makes adjustments to instruction based on checks for understanding that lead to increased understanding for most students</li> <li>• Teacher may attempt to make adjustments to instruction based on checks for understanding, but these attempts may be misguided and may not increase understanding for all students</li> <li>• Teacher continues with planned instruction, even when it is obvious that students are not understanding content</li> </ul>

## 2. Classroom Management

Number of Competencies: 4

Domain Description: The effective teacher maintains a classroom environment that enhances student learning.

### 2.1. Competency

The teacher establishes appropriate classroom rules and expectations consistent with building and district policies in the handling of student problems - The teacher communicates clear expectations for student behavior.

Highly Effective

- Disruptive behaviors and off-task conversations are rare; When they occur, they are addressed without interruption to the lesson

Effective

- Disruptive behaviors and off-task conversations are rare; When they occur, they are addressed without a significant interruption to the lesson

Improvement Necessary

- When disruptive behaviors and off-task conversations occur; they are addressed with a significant interruption to the lesson

Ineffective

- When disruptive behaviors and off-task conversations occur; they are rarely addressed. This results in a significant interruption to the lesson

### 2.2. Competency

The teacher establishes appropriate classroom rules and expectations consistent with building and district policies in the handling of student problems - The teacher reinforces positive student behavior and provides appropriate consequences for poor behavior.

Highly Effective

- Teachers and students reinforce positive character and behavior and discourage negative behavior

Effective

- Teacher reinforces positive character and behavior and uses consequences appropriately to discourage negative behavior

Improvement Necessary

- Teacher may focus on the behavior of a few students, while ignoring the behavior (positive or negative) of others

Ineffective

- Teacher rarely or never addresses negative or positive behavior

### 2.3. Competency

The teacher establishes appropriate classroom rules and expectations consistent with building and district policies in the handling of student problems - The teacher demonstrates respect.

Highly Effective

- Teacher demonstrates and takes opportunities to teach respectful behavior

Effective

- Teacher demonstrates a pattern of interacting with students in a respectful manner

Improvement Necessary

- Teacher demonstrates an inconsistent approach when interacting with students in a respectful manner

Ineffective

- Teacher demonstrates a pattern of failing to interact with students in a respectful manner

## 2. Classroom Management

Number of Competencies: 4

Domain Description: The effective teacher maintains a classroom environment that enhances student learning.

### 2.4. Competency

The teacher establishes appropriate classroom rules and expectations consistent with building and district policies in the handling of student problems - The teacher follows established procedures for teacher intervention, parent communications, and administrative referral.

Highly Effective

- Teacher has established and consistently follows current procedures for teacher intervention, parent communications, and administrative referral.

Effective

- Teacher has established and follows current procedures for teacher intervention, parent communications, and administrative referral in most situations.

Improvement  
Necessary

- Teacher rarely follows current procedures for teacher intervention, parent communications, and administrative referral.

Ineffective

- Teacher does not follow current procedures for teacher intervention, parent communications, and administrative referral.

### 3. Motivation Number of Competencies: 4

Domain Description: The effective teacher is able to motivate students to participate in successful learning experiences.

#### 3.1. Competency

The teacher establishes an effective classroom climate and encourages high expectations for all students - By providing collaborative learning opportunities, the teacher fosters positive peer and student/teacher interaction .

Highly Effective

- Teacher creates a respectful environment that promotes student collaboration.

Effective

- Teacher provides regular opportunities for students to collaborate.

Improvement Necessary

- Teacher provides limited opportunities for students to collaborate.

Ineffective

- Teacher does not provide opportunities for student collaboration.

#### 3.2. Competency

The teacher establishes appropriate classroom rules and expectations consistent with building and district policies in the handling of student problems - The teacher is accepting of various student learning needs and individual differences of each student.

Highly Effective

- Teacher provides differentiated ways of engaging with content specific to student individual needs.

Effective

- Teacher adjusts lesson accordingly to accommodate for student prerequisite skills and knowledge so that all students are engaged.

Improvement Necessary

- Teacher may provide multiple ways of engaging students, but perhaps not aligned to lesson objective or mastery of content.

Ineffective

- Teacher does not differentiate instruction to target different learning modalities.

#### 3.3. Competency

The teacher establishes appropriate classroom rules and expectations consistent with building and district policies in the handling of student problems - The teacher shares with students expectations.

Highly Effective

- Teacher continuously models and demonstrates expectations with students.

Effective

- Teacher continuously shares and communicates expectations with students.

Improvement Necessary

- Teacher shares and communicates expectations with students.

Ineffective

- Teacher does not share expectations with students.

### 3. Motivation

Number of Competencies: 4

Domain Description: The effective teacher is able to motivate students to participate in successful learning experiences.

#### 3.4. Competency

The teacher establishes appropriate classroom rules and expectations consistent with building and district policies in the handling of student problems - The teacher supports students in attempting to reach their highest potential.

Highly Effective

Teacher consistently helps students to work hard toward mastering the objective and to persist even when faced with difficult tasks. (i.e. communication, additional opportunities for mastery, after school help, etc.)

- Teacher routinely helps students to work hard toward mastering the objective and to persist even when faced with difficult tasks. (i.e. communication, additional opportunities for mastery, after school help, etc.)

Effective

- Teacher rarely helps students to work hard toward mastering the objective and to persist even when faced with difficult tasks. (i.e. communication, additional opportunities for mastery, after school help, etc.)

Improvement  
Necessary

- Teacher does not help students to work hard toward mastering the objective and to persist even when faced with difficult tasks.

Ineffective



## 4. Assessment Number of Competencies: 4

Domain Description: The effective teacher is able to evaluate student learning in order to diagnose student needs, design appropriate teaching strategies, and measure student progress.

### 4.1. Competency

The teacher reviews student assessment procedures for alignment with skills and concepts in the lesson or the unit and maintains an organized, understandable, and retrievable record-keeping system - The teacher sets performance standards for students based upon State content standards and student needs.

Highly Effective

- Units, lessons, and assessments are aligned and based on the State content standards and student needs.

Effective

- Lessons and assessments are aligned and based on the State content standards and student needs.

Improvement Necessary

- Lessons and assessments are not consistently aligned with the State content standards and student needs.

Ineffective

- Lessons and assessments are not aligned with the State content standards and student needs.

### 4.2. Competency

The teacher reviews student assessment procedures for alignment with skills and concepts in the lesson or the unit and maintains an organized, understandable, and retrievable record-keeping system - The teacher remediates, reteaches, and/or provides extended teaching time to meet student needs.

Highly Effective

- The teacher incorporates a variety of informal assessments/checks for understanding as well as summative assessments where necessary and uses all assessments to directly inform instruction.

Effective

- The teacher incorporates informal assessments/checks for understanding as well as summative assessments where necessary and uses all assessments to directly inform instruction.

Improvement Necessary

- The teacher incorporates informal assessments/checks for understanding as well as summative assessments where necessary.

Ineffective

- The teacher incorporates some informal assessments/checks for understanding as well as summative assessments where necessary but the data does not drive the instruction.

## 4. Assessment Number of Competencies: 4

Domain Description: The effective teacher is able to evaluate student learning in order to diagnose student needs, design appropriate teaching strategies, and measure student progress.

### 4.3. Competency

The teacher reviews student assessment procedures for alignment with skills and concepts in the lesson or the unit and maintains an organized, understandable, and retrievable record-keeping system - The teacher uses a variety of assessments to evaluate both individual and collective student progress (e.g. student demonstration, oral responses, portfolios, worksheets, quizzes, tests, rubrics).

Highly Effective

- Teacher systematically assesses every student's mastery of the objective(s) at the end of each lesson through a variety of formal and/or informal assessments

Effective

- Teacher systematically assesses every student's mastery of the objective(s) at the end of each lesson through formal and/or informal assessments

Improvement Necessary

- Teacher may occasionally assess student mastery at the end of the lesson through formal and/or informal assessments.

Ineffective

- Teacher rarely or never assesses for mastery at the end of the lesson

### 4.4. Competency

The teacher reviews student assessment procedures for alignment with skills and concepts in the lesson or the unit and maintains an organized, understandable, and retrievable record-keeping system - The teacher maintains an organized, understandable, and retrievable record-keeping system.

Highly Effective

- The teacher maintains an organized, understandable, and retrievable record-keeping system as determined by grade and/or building level expectations 90% (or above) of the time.

Effective

- The teacher maintains an organized, understandable, and retrievable record-keeping system as determined by grade and/or building level expectations 80% of the time.

Improvement Necessary

- The teacher maintains an organized, understandable, and retrievable record-keeping system as determined by grade and/or building level expectations 70% of the time.

Ineffective

- Teacher rarely or never uses a data tracking system to record student assessment/progress data and/or has no discernible grading system

## 5. Human Relations and Communications

Number of Competencies: 4

Domain Description: The effective teacher communicates student success to all appropriate audiences.

### 5.1. Competency

The teacher promotes positive relationships with students, parents, and colleagues - The teacher communicates effectively with students and parents.

Highly Effective

- Strives to communicate in a variety of ways in which parents are given ample opportunities to participate in their student's education

Effective

- Proactively reaches out to parents to engage them in student learning and problem solving

Improvement Necessary

- Will respond to contact from parents when initiated by parents in a timely manner.

Ineffective

- Teacher rarely or never reaches out to parents and/or frequently does not respond to contacts from parents in a timely manner.

### 5.2. Competency

The teacher promotes positive relationships with students, parents, and colleagues - The teacher uses clear and concise language in written and verbal communications and maintains a professional tone.

Highly Effective

- The teacher uses clear and concise language in written and verbal communications and maintains a professional tone at all times.

Effective

- The teacher uses clear and concise language in written and verbal communications and maintains a professional tone most of the time.

Improvement Necessary

- The teacher struggles to use clear and concise language in written and verbal communications and to maintain a professional tone.

Ineffective

- The teacher does not use clear and concise language in written and verbal communications and does not maintain a professional tone.

## 5. Human Relations and Communications

Number of Competencies: 4

Domain Description: The effective teacher communicates student success to all appropriate audiences.

### 5.3. Competency

The teacher promotes positive relationships with students, parents, and colleagues - The teacher communicates, collaborates, and participates effectively with staff members to improve the educational environment.

Highly Effective

- Teacher proactively demonstrates the value of collaboration, participation and communication with staff members with the goal of improving the educational environment.

Effective

- Teacher routinely demonstrates the value of collaboration, participation and communication with staff members with the goal of improving the educational environment.

Improvement Necessary

- Teacher rarely demonstrates the value of collaboration, participation and communication with staff members with the goal of improving the educational environment.

Ineffective

- Teacher does not value collaboration, participation and communication with staff members with the goal of improving the educational environment.

### 5.4. Competency

The teacher promotes positive relationships with students, parents, and colleagues - The teacher provides assessment feedback both accurately and in a timely manner.

Highly Effective

- Teacher uses Harmony to record assessments in a timely manner and also provides individual student feedback.

Effective

- Teacher uses Harmony to record assessments in a timely manner and also provides student feedback.

Improvement Necessary

- Teacher does use Harmony to record assessments but not in a timely manner and does not consistently provide student feedback.

Ineffective

- Teacher does not use Harmony to record assessments in a timely manner and does not provide student feedback.

## 6. Professional Responsibilities

Number of Competencies: 4

Domain Description: The effective teacher demonstrates professional and personal responsibility.

### 6.1. Competency

The teacher demonstrates professional and personal responsibility - The teacher follows district policies, administrative directives, and meets contractual obligations.

Highly Effective

- Teacher follows district policies, administrative directives, and meets contractual obligations.

Effective

- Teacher generally follows district policies, administrative directives, and meets contractual obligations.

Improvement Necessary

- Teacher inconsistently follows district policies, administrative directives, and meets contractual obligations.

Ineffective

- Teacher does not follow district policies, administrative directives, and meets contractual obligations.

### 6.2. Competency

The teacher demonstrates professional and personal responsibility - The teacher maintains confidentiality concerning information about students or the school community.

Highly Effective

- The teacher follows the district policy and maintains confidentiality concerning information about students or the school community.

Effective

- The teacher generally maintains confidentiality concerning information about students or the school community.

Improvement Necessary

- The teacher inconsistently maintains confidentiality concerning information about students or the school community.

Ineffective

- The teacher does not maintain confidentiality concerning information about students or the school community.

### 6.3. Competency

The teacher demonstrates professional and personal responsibility - The teacher takes steps toward self-improvement by participating in professional development opportunities (i.e. workshops, seminars, reading professional literature).

Highly Effective

- The teacher takes steps toward self-improvement by participating in professional development opportunities and shares the information gained with colleagues.

Effective

- The teacher takes steps toward self-improvement by participating in professional development opportunities.

Improvement Necessary

- The teacher takes minimal steps toward self-improvement.

Ineffective

- The teacher does not take steps toward self-improvement.

## 6. Professional Responsibilities

Number of Competencies: 4

Domain Description: The effective teacher demonstrates professional and personal responsibility.

### 6.4. Competency

The teacher demonstrates professional and personal responsibility - The teacher demonstrates a professional attitude toward teaching (i.e. professional dress and appearance, poise and confidence, display of enthusiasm).

Highly Effective

- The teacher demonstrates a professional attitude toward teaching

Effective

- The teacher generally demonstrates a professional attitude toward teaching

Improvement  
Necessary

- The teacher inconsistently demonstrates a professional attitude toward teaching

Ineffective

- The teacher does not demonstrate a professional attitude toward teaching

