

PERFORMANCE EVALUATION—TEACHER

Professional Status

Yes No

Name of Teacher _____ Standard _____ Provisional _____ Waiver _____

School _____ Area of Certification _____

Subject Area _____ Evaluator _____ Date _____

The teacher will be evaluated in each of the seven (7) standards of performance using these ratings:

- Met Standard - The performance of the teacher meets or exceeds the standards in the Principles of Effective Teaching.
- Area for Further Development - The performance of the teacher meets the standards and expectations of the Principles of Effective Teaching for the most part. (Areas of development should be addressed in the Professional Development Plan.)*
- Improvement Plan Required - The teacher fails to meet the standard and his/her performance, as measured against this standard, is unsatisfactory. An Improvement Plan (Evaluation Attachment B) must be completed by the evaluator.

The evaluator will place a check in the box next to the rating that describes the teacher's performance on that standard. Any rating of "Improvement Plan Required," (Evaluation Attachment B) must be accompanied by a description of the problem and prescription for improvement on the appropriate page. If a particular standard does not apply, record "NA" for not applicable.

PRINCIPLES OF EFFECTIVE TEACHING

The parties agree to incorporate the seven (7) Principles of Effective Teaching, and the seventeen (17) Standards of Performance which support them, contained in 603 CMR 35.00, and the rest of this Evaluation Instrument into the Collective Bargaining Agreement. The accompanying Descriptors indicate possible behaviors or skills by which a teacher's performance within a given category can be evaluated. The goal of the teacher is to meet the standard to his/her ability.

Signature of Administrator _____ Date _____

Signature of Teacher** _____ Date _____

*Principal's or direct supervisor's approval of individual teacher's Professional Development Plans needed.

**The teacher's signature indicates that he or she has seen and discussed the evaluation report. It does not necessarily mean agreement with the report.

SUMMARY RATING SHEET

Teacher's Name _____ School _____

I. Curriculum familiarity (standards based classroom)

Met Standard **Needs Improvement** **Improvement Plan Required**

II. Effective Planning and Assessment of Curriculum and Instruction

Met Standard **Needs Improvement** **Improvement Plan Required**

III. Effective Management of Classroom Environment

Met Standard **Needs Improvement** **Improvement Plan Required**

IV. Effective Instruction

Met Standard **Needs Improvement** **Improvement Plan Required**

V. Evidence of High Standards and Expectations for Student Achievement

Met Standard **Needs Improvement** **Improvement Plan Required**

VI. Evidence of Equity and Appreciation of Diversity

Met Standard **Needs Improvement** **Improvement Plan Required**

VII. Fulfillment of Professional Responsibilities

Met Standard **Needs Improvement** **Improvement Plan Required**

PROFESSIONAL STANDARDS FOR TEACHERS

I. CURRICULUM FAMILIARITY (fidelity)

A. The teacher is up-to-date regarding curriculum content.

1. Demonstrates a working knowledge of the core curriculum.
2. Frames curriculum around essential questions that provide opportunities for reasoning, logic, analysis and synthesis when planning units, lessons and assessments.
3. Keeps current in the field and applies knowledge to instructional program.
4. Contributes to the ongoing evaluation of the curriculum.

Specific Observation of Strengths (supported by evidence):

| |
|--|
| |
| |
| |
| |
| |

Areas for Development, if necessary, (supported by evidence):

| |
|--|
| |
| |
| |
| |
| |

II. EFFECTIVE PLANNING AND ASSESSMENT OF CURRICULUM AND INSTRUCTION

A. The teacher plans instruction effectively.

1. Has a personal vision of confident learners that guides learning goals.
2. Sets short and year-long goals for curricular units.
3. Identifies individual and group needs and plans appropriate strategies.
4. Uses resources that are appropriately matched to needs, and learning styles.
5. Frames curriculum around students' prior knowledge and experience and identifies prerequisite skills, concepts, and vocabulary.
6. Collaborates with school-based specialists and administrators.
7. Plans engaging ways to introduce each unit of study.
8. Plans frequent instructional opportunities where students interact with ideas, materials, teachers and one another.
9. Designs curriculum experiences in which students take responsibility for their own learning.
10. Integrates the teaching of reading, listening, and appropriate learning tools.

B. The teacher plans assessment of student learning effectively.

1. Determines specific and challenging standards for student learning.
2. Uses authentic assessment which describes a student's learning process.
3. Incorporates time for individual and interactive reflection.

C. The teacher monitors students' understanding of the curriculum effectively and adjusts instruction, materials, or assessments when appropriate.

1. Regularly uses a variety of formal and informal authentic assessments of students' achievement.
2. Implements evaluation procedures which appropriately assess the objectives.
3. Communicates student progress to parent(s) and students in a timely fashion.
4. Prepares and maintains accurate and efficient record-keeping systems.
5. Uses individual and group data appropriately and maintains confidentiality.

Specific Observation of Strengths (supported by evidence):

| |
|--|
| |
| |
| |
| |
| |

Areas for Development, if necessary, (supported by evidence):

| |
|--|
| |
| |
| |
| |
| |

III. EFFECTIVE MANAGEMENT OF CLASSROOM ENVIRONMENT

A. The teacher creates an environment that is positive for student learning and involvement.

1. Implements instructional opportunities where students are interacting with ideas, materials, teachers and one another.
2. Implements curriculum experiences in which students take responsibility for their own learning.
3. Demonstrates an openness to student challenges about ideas.
4. Uses classroom time and classroom space to promote optimal learning.
5. Understands principles and patterns of child growth and development.
6. Establishes classroom procedures that maintain a high level of students' time-on-task and that ensure smooth transitions.

B. The teacher maintains appropriate standards of behavior, mutual respect and safety.

1. Maintains systematic approach to discipline by establishing and administering a consistent and fair set of rules supporting appropriate expectations.
2. Manages routines effectively.
3. Maintains appropriate professional boundaries with students.
4. Serves as a positive role model for students.

Specific Observation of Strengths (supported by evidence):

| |
|--|
| |
| |
| |
| |
| |

Areas for Development, if necessary, (supported by evidence):

| |
|--|
| |
| |
| |
| |
| |

IV. EFFECTIVE INSTRUCTION

A. The teacher makes learning goals clear to students.

1. Makes connections between concepts taught and students' prior knowledge.
2. Regularly checks for students' understanding of content and concepts.
3. Identifies misconceptions as indicated by student responses and regular assessment strategies. Remediates, re-teaches, or extends teaching to meet individual and/or group need.

4. Communicates clearly in writing and speaking, using precise language.
 5. Understands and shows students the relevance of the subject.
- B. The teacher uses appropriate instructional techniques.**
1. Uses a variety of teaching strategies, including cooperative, peer and project-based learning; audio-visual presentations, lectures, discussions and inquiry, practice and application; and the teaching of others.
 2. Provides options for students to demonstrate competency and mastery.
 3. Uses a variety of appropriate materials in order to reinforce and extend skills.
 4. Causes students to become cognitively active in summarizing learnings.
 5. Demonstrates working knowledge of current research.
- C. The teacher uses appropriate questioning techniques.**
1. Uses a variety of questioning techniques, including those which encourage and guide critical and independent thinking and the development of ideas.
 2. Presents information recognizing multiple points of view; encourages students to assess the accuracy of information presented.
- D. The teacher evaluates, tries innovative approaches, and refines instructional strategies, including the effective use of technologies, to increase student learning and confidence to learn.**
1. Regularly tries innovative approaches to improve instructional practices.
 2. Continually evaluates, tries innovative approaches and refines instructional strategies, including the effective use of technologies, to increase student learning and confidence about learning.
 3. Assesses instructional strategies in authentic ways by comparing intended and actual learning outcomes.

Specific Observation of Strengths (supported by evidence):

| |
|--|
| |
| |
| |
| |
| |

Areas for Development, if necessary, (supported by evidence):

| |
|--|
| |
| |
| |
| |
| |

V. PROMOTION OF HIGH STANDARDS AND EXPECTATIONS FOR STUDENT ACHIEVEMENT

- A. The teacher communicates learning goals, and high standards and expectations to students.**
1. Regularly communicates objectives or learning outcomes to students.
 2. Regularly provides feedback to students on their progress.
 3. Communicates standards, expectations and guidelines.
 4. Responds to students' answers and work so as to keep students open, thinking, and willing to take risks.
 5. Models the skills, attitudes, values and processes.
- B. The teacher promotes confidence and perseverance in the student that stimulate increased personal student responsibility for achieving the goals of the curriculum.**
1. Uses prompt feedback and student goal setting to increase student motivation.
 2. Develops and supports students' awareness of themselves as learners.
 3. Nurtures students' eagerness to do challenging work.

4. Acts on the belief that all students can learn and that virtually all can master a challenging core curriculum.
5. Encourages and supports students to believe that effort is a key to high achievement.
6. Regularly identifies students needing extra help.
7. Identifies students who are not meeting expectations and develops a plan.
8. Demonstrates attitudes of fairness, courtesy and respect.
9. Builds positive relationships with students and parents.
10. Recognizes and responds appropriately when an individual student is having social and/or emotional difficulties.

Specific Observation of Strengths (supported by evidence):

| |
|--|
| |
| |
| |
| |
| |

Areas for Development, if necessary, (supported by evidence):

| |
|--|
| |
| |
| |
| |
| |

VI. PROMOTION OF EQUITY AND APPRECIATION OF DIVERSITY

A. The teacher strives to ensure equitable opportunities for student learning.

1. Provides opportunities to include all students in the full range of academic programs and activities and extra-curricular activities.
2. Addresses the needs of diverse student populations.

B. The teacher demonstrates appreciation for and sensitivity to the diversity among individuals.

1. Demonstrates sensitivity to differences in abilities.
2. Develops and implements educational and organizational strategies.
3. Functions effectively in a multi-lingual, and economically diverse society.

Specific Observation of Strengths (supported by evidence):

| |
|--|
| |
| |
| |
| |
| |

Areas for Development, if necessary, (supported by evidence):

| |
|--|
| |
| |
| |
| |
| |

VII. FULFILLMENT OF PROFESSIONAL RESPONSIBILITIES

- A. The teacher is constructive and cooperative in interactions with parents and receptive to their contributions.**
 - 1. Keeps parents informed of student's progress and works with them.
 - 2. Maintains professional boundaries with parents.
- B. The teacher shares responsibility for accomplishing the goals and priorities of his/her grade/team department, building and school district.**
 - 1. Maintains professional boundaries with colleagues.
 - 2. Works constructively with others to identify school problems.
 - 3. Works collaboratively with other staff in planning and implementing interdisciplinary curriculum.
 - 4. Participates in student or school activities.
 - 5. Cooperates with other teachers about students' overall workload.
- C. The teacher is a reflective and continuous learner.**
 - 1. Reflects about and acts on what students need to know and be able to do.
 - 2. Uses available resources to analyze, expand, and refine professional knowledge and skills.
 - 3. Participates in activities that demonstrate a commitment to teaching.
 - 4. Seeks out information in order to grow and improve as a professional.
 - 5. Is receptive to suggestions for growth and improvement.

Specific Observation of Strengths (supported by evidence):

| |
|--|
| |
| |
| |
| |
| |

Areas for Development (supported by evidence)

| |
|--|
| |
| |
| |
| |
| |

EVALUATION ATTACHMENT B

IMPROVEMENT PLAN

Name _____ Date _____

Assignment _____ Subject _____

Evaluator _____

If a teacher did not meet a Performance Standard, an Improvement Plan must be completed.

The following plan is based on the evaluation form dated _____.

1. Performance Standard(s) not met:

2. Specific recommendations for improvement:

3. Support and assistance that will be offered to help the employee:

4. Timeline:

5. Date for the next follow-up conference _____.

6. Date for the next evaluation relative to this Improvement Plan _____.

Comments:

Evaluator _____ Date _____

Employee _____ Date _____

**EVALUATION ATTACHMENT C
(Optional)**

CLASS CHARACTERISTICS

Teacher _____ School _____

Grade/Subject _____ Academic Year _____

Observation Date(s) _____

1. Number of students usually in the class/es to be observed _____.
2. Number of students in class under IEPs _____.
3. Time of day _____.
4. Nature of the class, e.g., Advance Placement Biology (seniors); sixth grade Social Studies; pull-out group of third graders in need for specific reinforcement of computational skills.
5. Any situations or circumstances which the teacher feels may be potentially (or were) distracting from the typical nature of the class, e.g., observance of a holiday.
6. Any other information the teacher would like to bring to the attention of the observer.

Name of Teacher