Performance Area A: Student Achievement

Updated May 1, 2015

1. Measurement of student growth and learning:

1	2	3	4	5	6
No demonstration of student growth.	.,		50-69.9% of students demonstrate progression.	70% of students demonstrate progression.	90% of students demonstrate progression.

2. Student activities in the classroom:

1	2	3	4	5	6
Students are involved in only one or two of the same activities.	Students are involved in using the same or similar materials.	i		Students are able to choose from a variety of activities and materials.	Students are able to think independently while completing
		The contract of the contract o			assignments.

3. Student's use of instructional time:

1	2	3	4	5	6
Students do not pay attention to the	Students show some interest during	Students are attentive to the ir	nstruction and participate in the	Students are continuously focused on	Students take advantage of additional
instructor or do the assigned lesson.	the lesson and use part of the time for	activ			time allotted to complete
	the activities.				assignments.

4. Student knowledge of the subject matter:

1	2	3	4	5	6
The students are not able to	40% of the students respond correctly	50% of the students are able	60% of the students are able	75% of the students are able to	The students are able to demonstrate
participate in the class discussions or	during class discussions, class	to successfully demonstrate	to successfully demonstrate	demonstrate/achieve knowledge of	an application of their knowledge to
pass the examinations because of a	activities and examinations.	their knowledge of the subject	their knowledge of the subject	the subject matter through class	other subject areas and situations.
lack of knowledge of the subject		matter through class	matter through class	discussions, activities and	
matter.		discussions, activities and	discussions, activities and	examinations.	
		examinations.	examinations.		

5. Student knowledge of the learning process:

1	2	3	4	5	6
Students generally recite/respond at the knowledge level.	Student generally recite/respond at the comprehension level.	Students generally respo	nd at the application level.	Students generally respond at the analysis level.	Students generally apply synthesis and evaluation levels.

6. The teacher demonstrates flexibility in meeting student needs:

1	2			5	6
Relies on standard materials and	Occasionally responds to student	Recognizes student differences	and attempts to meet needs.	Recognizes student differences and	Individually plans and implements
techniques regardless of composition	differences.			incorporates individual learning	learning programs for each student.
of class.				programs.	

7. The teacher demonstrates the ability to communicate with students:

1	2	3	4	5	6
Ineffective in student communication.	Communicates to students rather than with students.	Communicates factua	lly correct information.		Fosters a positive relationship where communication is sought by students.

8. The teacher demonstrates the ability to listen to students:

	1	2	3	4	5	6
	Insensitive to students' concerns and	The teacher hears what the teacher	Listens to students' qu	estions and comments.	Communicates an interest and	Sensitive to verbal and nonverbal
	opinions.	wants to hear.			appreciation of students' opinions and	communication; warmly encourages
					feelings.	student input.
1						

9. The teacher individualizes learning activities to meet student needs:

1		2	3	4	5	6
Instruction rarely varies		Occasionally varies activities without	Occasionally varies activities because of specific student C		Consistently adjusts learning activities	Develops and implements an
differences in student ab	ility.	connection to specific needs.	needs.		and materials because of individual student needs.	individual learning plan for each
						student.
1						

10. The teacher presents accurate material and information:

1	2	3	4	5	6
Demonstrates an inadequate knowledge of subject matter.	Indifferent to accuracy and relevancy of materials presented.	Demonstrates compe	etency in areas taught.	Presents supplemented materials to motivate students.	Utilizes outside resources to further the substance of instruction.

11. The teacher motivates students to learn:

1	2	3	4	5	6
Discourages and demeans students' attempts to learn.	Shows little or no evidence of positive reinforcement	Encourages and r	ewards students.	Students are consistently and appropriately encouraged to achieve learning objectives.	As a result of teacher interventions, students achieve beyond past achievement levels.

12. The teacher answers questions appropriately and in a manner that expands and clarifies information:

1	2	3	4	5	6
Responds, if at all, in demeaning or condescending manner.	Provides inadequate answers.	Provides basic information.		Solicits further inquiry by answer.	Expands the question into further inquiries.
					iliquites.

13. The teacher utilizes a variety of instructional methods and materials to enhance, motivate student learning and to meet different learning styles:

1	2	3	4	5	6
Relies for the most part on a single instructional method.		Uses methods and materials that are relevant and appropriate		· ·	Regularly utilizes resources outside of
ilisti actional method.	methods and materials.	to learning objectives.		materials to meet the individual needs of students.	the school setting.

14. The teacher utilizes instructional time:

1	2	3	4	5	6
Frequently late or unprepared to utilize assigned instructional time.	Demonstrates inability to effectively plan for full use of allotted time.	Learning occupies allo	tted instructional time.	Provides activities for students to exhibit self-discipline and motivation in utilizing instructional time.	Facilitates a seamless transition between student activities.

15. The teacher demonstrates a knowledge of subject matter:

1	2	3	4	5	6
_ '	Demonstrates a superficial knowledge	Demonstrates adequate knowledge, but inability to apply Eng		Engages students in active discussion	Demonstrates an enthusiasm for the
information.	of subject matter.	know	ledge.	of all facets of material.	material in multiple applications.

16. The teacher provides students with continual evaluative feedback:

	1	2	3	4	5	6
	Evaluative feedback is inaccurate or	Feedback generally limited to grade	Provides general feedback, i.e., percentage in tests and		Gives continuous information to	Regularly reviews progress on each
1	misleading.	reports.	projects.		students about positive aspects of	student's learning goals with the
1					work and specific ways to improve.	student.
L						

17. The teacher encourages students to develop individual learning goals:

1	2	3	4	5	6
Indifferent to individual student goals.	Over reliance on standard grade-level	Passively discusses individual goals.		Actively encourages and assists	Instills in students a strong interest in
	goals.			students in developing individual	developing their own individual
				learning goals.	learning goals.

18. The teacher prepares effective and appropriate lesson plans and learning experiences:

1	2	3	4	5	6
Does not prepare for instruction.	Inconsistently prepares for	Regularly prepares for instruction. Prep		Prepares lesson plans that are tailored	Prepares and implements individual
	instruction.			to the specific needs of students and	learning plans.
				course objectives.	

19. The teacher prepares learning activities that reflect district curriculum objectives and desired learner outcome:

1	2	3	4	5	6
Uses same plans from year to year.	Indifferent to district curriculum.	Utilizes district curriculum.		Enhances district curriculum to meet	
				individual student needs.	curriculum to enhance learner
					outcomes.

20. The teacher utilizes present student performance levels to plan for new learning activities:

1	2	3	4	5	6
Unaware of students' current performance levels.	Aware of performance levels, but fails to utilize for planning purposes.	Uses current performance	Uses current performance levels for group planning. U		Uses current performance levels to prepare individual student learning
					plans.

21. The teacher provides learning experiences that foster higher order thinking:

1	2	3	4	5	6
No imagination or variety in instruction.	Over reliance on lecture and fact acquisition.	•	that allow students to utilize blem-solving skills.	Instruction and materials focus on analysis and understanding.	Students seek out experiences and display ability to analyze and refocus learning inquiry.

22. The teacher integrates available technology throughout learning activities:

1.	2	3	4	5	6
Unfamiliar with existing technology.	Use of technology demonstrates little relationship to learning goals.	Integrates technology	into learning activities.	Technology integral part of learning activities.	Students demonstrate confidence and creativity in using technology to achieve learning objectives.

Performance Area B: Student Motivation/Development-Outcomes

23. The teacher maintains a positive classroom environment:

1	2	3	4	5	6
Belittles and embarrasses students.	Unresponsive to student needs and	Meets students' needs in an	Meets students' needs in a	Creates an atmosphere in which	Teaches in an environment where
	concerns.	impersonal manner.	personal manner.	students feel that their ideas and	students are valued for their
				expressions are valued.	uniqueness and for their
					contributions.

24. The teacher motivates students to model positive behavior:

1	2	3	4	5	6
Treats students with a lack of respect.	Responds to student misconduct physically or with loud/demeaning words.	Controls classi	room behavior.	Models positive interrelationships with students, parents, and colleagues.	Controls student behavior by actively involving students in activities.

25. The teacher demonstrates personal concern for welfare and success of students:

1	2	3	4	5	6
Indifferent to students.	Avoids responsibility for student welfare and success.	Open to student n	eeds and problems.	Accepts responsibility and accountability for welfare, behavior, and academic success of students.	Consistently involved in assisting students with problem resolution and academic success.

26. Students' ability to be self-directed:

1	2	3	4	5	6
Students have to rely on the teacher	Students start activities, but do not	Students carry through with activities.		Students seek more challenging	Students suggest expansion and
for direction.	complete them.			activities.	refocus of the activities.

27. Student enthusiasm for the subject matter:

1	2	3	4	5	6
•	Students express displeasure for the	Students show some enthusi	asm about the subject matter.	Students seek additional information	Students consistently find or share
the subject matter.	subject matter.			and activities related to the subject	outside resources associated with the
				matter.	subject matter.

28. The teacher motivates students to respect classmates:

1	2	3	4	5	6
Indifferent to interactions between students.	Over-reliance on interventions in negative interactions.	Maintains a positive rela	tionship among students.	Models positive interactions with students, parents, and colleagues.	Teacher demeanor and conduct fosters positive student interactions.

29. The teacher contributes to student self-confidence:

	1	2	3	4	5	6
	Demeans and belittles students.	Fails to recognize student achievement.	Inconsistently praises students and student work.	Praises students and student work.	Consistently praises students and student work.	Creates an atmosphere where students freely encourage and
Į						recognize classmate's achievement.

30. Student attitude toward the teacher:

1	2	3	4	5	6
Students are disrespectful.	Students show no concern.	Students a	re friendly.	Students are positive.	Students show high regard.

31. Communicates an appreciation and an enthusiasm for the subject matter:

1	2	3	4	5	6
Indifferent to teaching and students.	Performs minimum requirement.	Communicates an enjoyment of the subject matter to students.		Students manifest excitement for learning.	Students seek out additional areas of related investigation.
				i our mile.	Teluted IIIVestigation.

32. Organizes the classroom learning environment to ensure that students are actively motivated to learn:

1	2	3	4	5	6
Shows little interest in organizing classroom.	Inconsistently manages classroom environment.	Maintains a func	tional classroom.	adjusts the environment to provide a variety of learning activities.	Uses a wide variety of outside resources to motivate learning.

33. Provides clear directions for learning activities:

1	2	3	4	5	6
Does not provide clear directions for learning activities.	Directions are vague, ambiguous, or confusing.	' '	red to student accomplishment ectives.	Students display confidence in carrying out instructional activities.	Students are able to assist other students carry out instructional
					activities.

Performance Area C: Collaboration for Student Growth-Outcomes

34. The teacher demonstrates commitment of personal time to student needs:

1	2	3	4	5	6
Commits only to scheduled	Commits only to time limits of "School	Upon request, schedules time	outside of school day to assist	Affirmatively makes time available to	Teacher is sought out for and provides
instructional time.	Day".	students.		students and parents.	assistance to students outside of
					normal school day.

35. Student growth through collaboration:

1.	2	3	4	5	6
Students only have contact with the	Students have contact with the	Students may arrange to see the teacher at a convenient time		Students may arrange to see the	Regularly scheduled times for student
teacher during the assigned class	teacher during the teacher's planning	·		teacher before or after school.	academic assistance are provided.
time.	period.				1

36. Student application of skills to other areas:

1	2	3	4	5	6
Students do not relate any of the work from one class to another.	Students do not discuss their class work with other teachers.		of skill from one class to another ments and activities.		Students work on one or more projects that involve skills from two or more classes.

37. The teacher builds positive interrelationships with students and parents:

1	2	3	4	5	6
Interactions tend to be negative in nature.	Intermittently shows sensitivity to students and parents.	Demonstrates sensitivity	to all students and parents.	Willingly provides extra efforts to assist parents and students.	Involves parents and students in developing learning plans.

38. The teacher notifies parents and administrators in a timely manner of student behavior, emotional, and academic problems:

1	2	3	4	5	6
Fails to communicate with parents and administrators.	Communicates with administrators only to solve behavior problems.	• ,	ators and parents of student ulties,	Communicates with administrators and parents about problems and accomplishments.	Involves parents, students, administrators and colleagues in enhancing student learning.

39. The teacher involves parents and colleagues in resolving learning and behavior issues:

1	2	3	4	5	6
Does not solicit assistance in resolving	Relies almost exclusively on building	Informs parents of academic and behavior problems.		Enlists parents and colleagues in	Initiates and implements individual
classroom problems.	principals to resolve classroom			developing academic and behavioral	academic and/or behavioral plans for
	problems.			intervention plans.	each student.

40. The teacher works collaboratively with colleagues in student development:

1	2	3	4	5	6
Works independently of colleagues.	Interactions primarily of a social	Participates by attending faculty, grade level/department		Initiates contact with colleagues	Is sought out by colleagues and
	nature rather than student driven.	meetings.		about ways to assist specific students.	readily shares ideas for assisting
					students.

41. The teacher provides parents with timely evaluation information:

1	2	3	4	5	6
Provides no evaluative feedback.	Rarely contacts parents to inform of student progress.	Only communicates negative information to parents.	Communicates positive and negative information to parents.	Communicates with parents of all students with evaluative data that is both positive and negative.	Regularly communicates with parents of all students with evaluative data that is both positive and negative.

42. The teacher shares ideas, materials and methods with colleagues:

1	2	3	4	5	6
Infrequently interacts with colleagues	Insecure in relationships with	Open to sharing when r	equested by colleagues.	Actively seeks out input from	Seeks out and willingly shares
in learning activities.	colleagues.			colleagues.	information to enhance learning
					opportunities for all students.
					·

43. The teacher demonstrates a willingness to learn from colleagues, students, parents and community members:

1	2	3	4	5	6
Self-focused teaching.	Insensitive to ability of others to improve quality of teacher's performance.	Listens to input fro	om outside sources.	Seeks out input from a variety of sources to enhance student learning experience.	Learning activities and student performance reflect diversity of input in planning learning activities.

Performance Area D: Enhancement of Professional Value-Outcomes

44. Responds in a constructive manner to recommendations from District administrators:

1	2	3	4	5	6
Often hostile to administrative	Indifferent to administrative	Complies with administrative directives.		Solicits suggestions for improvement.	Implements suggestions for
directives.	directives.				improvement.

45. Assumes responsibilities for school activities outside of the classroom:

1	2	3	4	5	6
Rarely attends school activities.	Rarely plays a leadership role in outside activities.	Assumes responsibil	ities when requested.	Volunteers to assume/continue to sponsor outside school activities.	Has assisted student groups to achieve significant individual/group goals.

46. Complies with District policies and regulations, school policies, and administrative directives:

1	2	3	4	5	6
Routinely fails to comply.	Indifferent to policies and directives.	Complies with policies and	directives when requested.	Suggestions for improvement to district policies.	Implements suggestions for improvement to district policies.

47. Contributes to continuity of learning by regular attendance:

1	2	3	4	5	6
Regularly uses all of annual sick leave.	Absenteeism/tardiness exceeds ten	Misses seven days per year.	Rarely misses more than five	Rarely absent from duties and always	Volunteers to assist students in
	days.		days per year.	leaves detailed plans.	teacher's absence.

48. Participates in District and school level professional development activities:

1	2	3	4	5	6
Shows little interest in enhancing skills.	Occasionally participates in skill development programs.	Regularly participates in s	kill development programs.	Seeks out opportunities and encourages other staff to participate.	Plays a leadership role in presenting skill development programs for others.

49. Portrays a positive image regarding School District and community:

1	2	3	4	5	6
Belittles colleagues, students, District and community.	Insensitive to how comments are viewed by students and parents.	Demonstrates respect for Dis	trict and community activities.	Actively works in District and community activities.	Students model teacher's enthusiasm for school, District and community.

50. Provides appropriate instructional and behavioral documentation:

1	2	3	4	5	. 6
Maintains inadequate documentation.	Documentation often inaccurate or misleading.	Documents student's acade	mic and behavioral conduct.	Documentation includes analysis of academic and behavioral conduct.	Develops and implements documentation that facilitates student learning and behavioral growth.

51. Exercises responsibility for supervision of students on school property:

1	2	3	4	5	6
Inadequately supervises students.	Indifferent to responsibility to monitor students.	Accepts responsibility f	for student supervision.	Willing participant in assigned and unassigned supervision.	Uses supervisory time to interact with students and enhance positive relationships.