

SEMI-ANNUAL EMPLOYEE EVALUATION FORM FOR INSTRUCTIONAL I TEACHERS

Employee’s Last Name First Middle Positions(s) of Employee

District/IU School Evaluator Interview/Conference Date

School Year: Evaluation: (Check 1) One Two

This form is to serve as a permanent record of an administrator’s evaluation of a teacher’s performance during a specific time period based on specific criteria.

PERFORMANCE EVALUATION

Directions: Examine all sources of evidence provided by the teacher and bear in mind the aspects of teaching for each of the four categories used in this form. Refer to the rubric language, checking the appropriate aspects of teaching, and indicating the sources of evidence used to determine the evaluation of the results in each category. Finally, assign an overall evaluation of performance, sign the form and gain the signature of the employee.

Category I: Planning and Preparation — Through their knowledge of content and pedagogy skills in planning and preparation, teachers make plans and set goals based on the content to be learned, their knowledge of students and their instructional context. Category I reviews: Knowledge of Content and Pedagogy, Knowledge of Pennsylvania Academic Standards, Knowledge of Students, Selecting Instructional Goals, Designing Coherent Instruction, Assessing Student Learning, Knowledge of Resources, Materials and Technology.

<input type="checkbox"/> SATISFACTORY	<input type="checkbox"/> UNSATISFACTORY
<p>Teacher’s performance demonstrates:</p> <ul style="list-style-type: none"> ○ Adequate knowledge of content and pedagogy ○ Adequate knowledge of Pennsylvania’s Academic Standards ○ Adequate knowledge of students and how to use this knowledge to direct and guide instruction ○ Appropriate instructional goals that reflect standards and reasonable expectations for students ○ Reasonable awareness of resources, materials, or technology available through the school or district or professional organizations ○ Appropriate instructional design in which plans for various elements are partially aligned with the instructional goals and have a recognizable sequence with some adaptations for individual student needs ○ Appropriate reflection on teaching and learning to enhance instruction ○ Appropriate assessments of student learning mostly aligned to the instructional goals and partially adapted as needed for student needs 	<p>Teacher’s performance demonstrates:</p> <ul style="list-style-type: none"> ○ Limited or partial knowledge of content and pedagogy ○ Limited or partial knowledge of Pennsylvania Academic Standards ○ Irrelevant or partial knowledge of students and how to use this knowledge to direct and guide instruction ○ Unclear or trivial instructional goals and absence of expectations for students ○ Little or no awareness of resources, materials, and technology available through the school or district or professional organizations ○ Inappropriate or incoherent instructional design in which plans for elements are not aligned with the instructional goals, and have few or inappropriate adaptations for individual student needs ○ Little or no reflection on teaching and learning to enhance instruction ○ Inappropriate assessments of student learning not aligned to the instructional goals nor adapted as needed for student needs

Sources of Evidence (Check all that apply and include dates, types/titles and number)

- | | |
|---|---|
| <input type="checkbox"/> Lesson/Unit Plans See Attachment 426 A
<input type="checkbox"/> Resources/Materials/Technology See Attachment 426 A
<input type="checkbox"/> Assessment Materials See Attachment 426 A
<input type="checkbox"/> Information About Students See Attachment 426 A | <input type="checkbox"/> Teacher Conferences/Interviews See Attachment 426 A
<input type="checkbox"/> Classroom Observations See Attachment 426 A
<input type="checkbox"/> Teacher Resource Documents See Attachment 426 A
<input type="checkbox"/> Other See Attachment 426 A |
|---|---|

Justification for Evaluation

Category II: Classroom Environment -- Teachers establish and maintain a purposeful and equitable environment for learning, in which students feel safe, valued, and respected by instituting routines and by setting clear expectations for student behavior. Category II reviews: Teacher Interaction with Students, Establishment of a Learning Environment; Student Interaction.

<input type="checkbox"/> SATISFACTORY	<input type="checkbox"/> UNSATISFACTORY
<p>Teacher's performance demonstrates:</p> <ul style="list-style-type: none"> ○ Clear and moderate expectations for student achievement with reasonable value placed on the quality of student work ○ Moderate attention to equitable learning opportunities for students ○ Appropriate interactions between teacher and students and among students ○ Effective classroom routines and procedures resulting in little or no loss of instructional time ○ Clear standards of conduct and effective management of student behavior ○ Safe and adequate organization of physical space, to the extent it is under the control of the teacher, that provides accessibility to learning and to the use of resources, materials and technology 	<p>Teacher's performance demonstrates:</p> <ul style="list-style-type: none"> ○ Low or unclear expectations for student achievement with little or no value placed on the quality of student work ○ Little or no attention to equitable learning opportunities for students ○ Inappropriate or disrespectful interactions between teacher and students and among students ○ Inefficient classroom routines and procedures resulting in loss of instructional time ○ Absent or unclear standards of conduct, or ineffective management of student behavior ○ Unsafe or inadequate organization of physical space, to the extent it is under the control of the teacher, to provide accessibility to learning and to the use of resources, materials, and technology

Sources of Evidence (Check all that apply and include dates, types/titles, and number)

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|---|----------------------|---|----------------------|
| <input type="checkbox"/> Classroom Observations | See Attachment 426 A | <input type="checkbox"/> Visual Technology | See Attachment 426 A |
| <input type="checkbox"/> Informal Observation/Visits | See Attachment 426 A | <input type="checkbox"/> Resources/Materials/Technology/Space | See Attachment 426 A |
| <input type="checkbox"/> Teacher Conferences/Interviews | See Attachment 426 A | <input type="checkbox"/> Other | See Attachment 426 A |

Justification for Evaluation

Category III: Instructional Delivery – Teachers, through their knowledge of content and their pedagogy and skill in delivering instruction, engage students in learning by using a variety of instructional strategies. Category III reviews: Communications, Questioning and Discussion Techniques, Engaging Students in Learning, Providing Feedback, Demonstrating Flexibility and Responsiveness.

<input type="checkbox"/> SATISFACTORY	<input type="checkbox"/> UNSATISFACTORY
<p>Teacher’s performance demonstrates:</p> <ul style="list-style-type: none"> ○ Adequate communication of procedures and clear explanations of content ○ Adequate use of questioning and discussion strategies that encourage many students to participate ○ Reasonable engagement of students in learning and adequate pacing of instruction ○ Adequate feedback to students on their learning ○ Adequate use of informal and formal assessments to meet learning goals and to monitor student learning ○ Reasonable flexibility and responsiveness in meeting the learning needs of students 	<p>Teacher’s performance demonstrates:</p> <ul style="list-style-type: none"> ○ Unclear or inappropriate communication of procedures and poor explanations of content ○ Ineffective use of questioning and discussion strategies and little student participation ○ Little or no engagement of students in learning and poor pacing of instruction ○ Inaccurate or inappropriate feedback to students on their learning ○ Little or inappropriate use of formal and informal assessments to meet learning goals and to monitor student learning ○ Inflexibility in meeting the learning needs of students

Sources of Evidence (Check all that apply and include dates, types/titles, or number)

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|---|----------------------|---|----------------------|
| <input type="checkbox"/> Classroom Observations | See Attachment 426 A | <input type="checkbox"/> Student Assignment Sheets | See Attachment 426 A |
| <input type="checkbox"/> Informal Observations/Visits | See Attachment 426 A | <input type="checkbox"/> Student Work | See Attachment 426 A |
| <input type="checkbox"/> Assessments Materials | See Attachment 426 A | <input type="checkbox"/> Instructional Resources/Materials/Technology | See Attachment 426 A |
| <input type="checkbox"/> Teacher Conferences/Interviews | See Attachment 426 A | <input type="checkbox"/> Other | See Attachment 426 A |

Justification for Evaluation

Category IV: Professionalism — Professionalism is demonstrated through qualities that characterize a professional person in aspects that occur in and beyond the classroom/building. Category IV reviews: Maintaining Clear and Accurate Records, Communication with Families and Students, Contributing to School and District, Developing Professionalism.

<input type="checkbox"/> SATISFACTORY	<input type="checkbox"/> UNSATISFACTORY
Teacher's performance demonstrates: <ul style="list-style-type: none"> ○ Adherence to school and district procedures and regulations related to attendance, punctuality and the like ○ Knowledge of the Professional Code of Conduct ○ Compliance with school or district requirements for maintaining accurate records, communicating with families ○ Compliance with participating in school and/or district events and school or district professional growth and development opportunities 	Teacher's performance demonstrates: <ul style="list-style-type: none"> ○ Failure to adhere to district procedures and regulations related to attendance, punctuality, and the like ○ Lack of knowledge of the Professional Code of Conduct ○ Lack of compliance with school or district requirements for maintaining accurate records, communicating with families ○ Lack of compliance in participating in school and/or district events and school or district professional growth and development opportunities

Sources of Evidence (Check all that apply and include dates, types/titles, and number)

- | | | | |
|--|----------------------|---|----------------------|
| <input type="checkbox"/> Teacher Conferences/Interviews | See Attachment 426 A | <input type="checkbox"/> Progress Reports/Report Cards | See Attachment 426 A |
| <input type="checkbox"/> Observations/Visual Technology | See Attachment 426 A | <input type="checkbox"/> Parent/School/Community Feedback | See Attachment 426 A |
| <input type="checkbox"/> Artifacts/Interaction with Family | See Attachment 426 A | <input type="checkbox"/> Artifacts: Professional Development/Act 48 Documentation | See Attachment 426 A |
| <input type="checkbox"/> Student Records/Grade Book | See Attachment 426 A | <input type="checkbox"/> Perceptive Use of Teaching/Learning Reflections | See Attachment 426 A |
| | | <input type="checkbox"/> Other | See Attachment 426 A |

Justification for Evaluation

I certify that the before named employee for the period beginning _____ (month/day/year) and ending _____ (month/day/year) has been evaluated with a overall level of proficiency that is: Satisfactory; Unsatisfactory

 Signature of Principal/Assistant Principal
 (Evaluator)

Date

 Signature of Superintendent or I. U. Executive Director

Date

Overall Justification for Evaluation

Commendations (optional)

Professional Development Areas:

Name of Employee

Signature of Employee

Date