

EMPLOYEE EVALUATION FORM FOR INSTRUCTIONAL II TEACHERS

Platts	Richard	S	German Teacher
Employee's Last Name	First	Middle	Positions(s) of Employee
Upper St. Clair SD	Fort Couch MS		
District/IU	School	Evaluator	Interview/Conference Date
School Year: 2008 - 2009		Evaluation: (Check 1) <input type="checkbox"/> One <input type="checkbox"/> 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. Last, 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 Students, Selecting Instructional Goals, Designing Coherent Instruction, Assessing Student Learning, Knowledge of Resources, Materials and Technology.

<input type="checkbox"/> SATISFACTORY	<input type="checkbox"/> UNSATISFACTORY
Performance Demonstrates: <ul style="list-style-type: none"> ○ In-depth and thorough knowledge of content, pedagogy and Pa. Academic Standards ○ Thorough knowledge of students and how to use this knowledge to direct and guide instruction ○ Clear and appropriate instructional goals that reflect Pa. standards and high expectations for students ○ In-depth and thorough 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 aligned with the instructional goals and have a recognizable sequence and required adaptations for individual student needs ○ Appropriate assessments of student learning completely aligned to the instructional goals and adapted as needed for student needs. 	Performance Demonstrates: <ul style="list-style-type: none"> ○ Limited or partial knowledge of content, pedagogy and Pa. Academic Standards ○ Irrelevant or partial knowledge of students and how to use this information to direct and guide instruction ○ Unclear or trivial instructional goals and low 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 ○ 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 checked="" type="checkbox"/> Lesson/Unit Plans See Attachment 428 A	<input checked="" type="checkbox"/> Teacher Conferences/Interviews See Attachment 428 A
<input checked="" type="checkbox"/> Resources/Materials/Technology See Attachment 428 A	<input checked="" type="checkbox"/> Classroom Observations See Attachment 428 A
<input checked="" type="checkbox"/> Assessment Materials See Attachment 428 A	<input checked="" type="checkbox"/> Teacher Resource Documents See Attachment 428 A
<input checked="" type="checkbox"/> Information About Students See Attachment 428 A	<input type="checkbox"/> Other See Attachment 428 A
Justification for Evaluation Portfolio available online at http://www.mrplatts.com/PDE/	

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 an Environment for Learning, Student Interaction.

<input type="checkbox"/> SATISFACTORY	<input type="checkbox"/> UNSATISFACTORY
Performance demonstrates: <ul style="list-style-type: none"> ○ High and clear expectations for student achievement with value placed on the quality of student work ○ Significant attention to equitable learning opportunities for students ○ Appropriate and highly respectful interactions between teacher and students and among students ○ Highly 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 skillful 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. 	Performance Demonstrates: <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)

- | | | | |
|--|----------------------|--|----------------------|
| <input checked="" type="checkbox"/> Classroom Observations | See Attachment 428 A | <input checked="" type="checkbox"/> Visual Technology | See Attachment 428 A |
| <input checked="" type="checkbox"/> Informal Observation/Visits | See Attachment 428 A | <input checked="" type="checkbox"/> Resources/Materials/Technology/Space | See Attachment 428 A |
| <input checked="" type="checkbox"/> Teacher Conferences/Interviews | See Attachment 428 A | <input type="checkbox"/> Other | See Attachment 428 A |

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

<input type="checkbox"/> SATISFACTORY	<input type="checkbox"/> UNSATISFACTORY
<p>Performance Demonstrates:</p> <ul style="list-style-type: none"> ○ Clear and appropriate communication of procedures and high quality explanations of content ○ Highly effective use of questioning and discussion strategies that encourage many students to participate ○ High-level engagement of students in learning and adequate pacing of instruction ○ Equitable, accurate and constructive feedback to students on their learning ○ Informed and appropriate use of informal and formal assessments to meet learning goals and to monitor student learning ○ High degree of flexibility and responsiveness in meeting the learning needs of students. 	<p>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)

<input type="checkbox"/> Classroom Observations	See Attachment 428 A	<input checked="" type="checkbox"/> Student Assignment Sheets	See Attachment 428 A
<input checked="" type="checkbox"/> Informal Observations/Visits	See Attachment 428 A	<input checked="" type="checkbox"/> Student Work	See Attachment 428 A
<input checked="" type="checkbox"/> Assessments Materials	See Attachment 428 A	<input checked="" type="checkbox"/> Instructional Resources/Materials/Technology	See Attachment 428 A
<input checked="" type="checkbox"/> Teacher Conferences/Interviews	See Attachment 428 A	<input type="checkbox"/> Other	See Attachment 428 A

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Category IV: Professionalism — Professionalism refers to those aspects of teaching that occur in and beyond the classroom/building. Category IV addresses: Adherence to School and District Procedures, Maintaining Accurate Records, Commitment to Professional Standards, Communicating with Families, Demonstrating Professionalism.

<input type="checkbox"/> SATISFACTORY	<input type="checkbox"/> UNSATISFACTORY
<p>Performance Demonstrates:</p> <ul style="list-style-type: none"> ○ Full adherence to school and district procedures and regulations related to attendance, punctuality, and the like. ○ Full knowledge of Professional Code of Conduct and full commitment to professional standards ○ Full and active compliance with school and district requirements for maintaining accurate and complete records ○ Full and active compliance with district requirements for communicating with families regarding student needs/improvement ○ Full and frequent participation in professional development events/opportunities, consistent application of new learning in the classroom, and sharing of learning with colleagues 	<p>Performance Demonstrates:</p> <ul style="list-style-type: none"> ○ Little and/or irregular compliance to school and district procedures and regulations related to attendance, punctuality, and the like ○ Little knowledge of Professional Code of Conduct and little commitment to professional standards ○ Inefficient or ineffective system for maintaining accurate records that is not in compliance with school or district guidelines ○ Infrequent or inappropriate communication with families to understand student needs and development ○ Little or infrequent participation in professional development opportunities, little application of new learning in the classroom and little sharing of learning with colleagues

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

<input checked="" type="checkbox"/> Teacher Conferences/Interviews	See Attachment 428 A	<input checked="" type="checkbox"/> Progress Reports/Report Cards	See Attachment 428 A
<input checked="" type="checkbox"/> Observations/Visual Technology	See Attachment 428 A	<input checked="" type="checkbox"/> Parent/School/Community Feedback	See Attachment 428 A
<input checked="" type="checkbox"/> Artifacts/Interaction with Family	See Attachment 428A	<input checked="" type="checkbox"/> Artifacts: Professional Development/Act 48 Documentation	See Attachment 428 A
<input checked="" type="checkbox"/> Student Records/Grade Book	See Attachment 428 A	<input checked="" type="checkbox"/> Perceptive Use of Teaching/Learning Reflections	See Attachment 428 A
		<input type="checkbox"/> Other	See Attachment 428 A

Justification for Evaluation

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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 assessment that is: Satisfactory Unsatisfactory Commendable

 Signature of Principal/Assistant Principal
 (Evaluator)

Date

 Signature of Superintendent or I. U. Director

Date

Overall Justification for Evaluation

Commendations (optional)

Professional Development Areas:

Richard Platts

Name of Employee

Signature of Employee

Date