

**TEACHER EVALUATION RECORD**

Teacher's Name: \_\_\_\_\_

Assignment: \_\_\_\_\_ For the \_\_\_\_\_ School Year

Year 1 \_\_\_\_\_ Year 2 \_\_\_\_\_ Year 3 \_\_\_\_\_ Career \_\_\_\_\_

The administration and instructional staff of Southwest Technology Center believe the ultimate purpose of evaluating certified personnel is to improve the performance and quality of the instruction offered to the student.

Evaluator's Assessment

Teacher's Self-assessment

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**I. MANAGEMENT**

- A. The teacher plans for delivery of the lesson relative to short-term and long-term objectives.
- B. The teacher uses minimum class time for non-instructional routines, thus maximizing time on task.
- C. The teacher clearly defines expected behavior (encourages positive behavior and controls negative behavior).
- D. The teacher establishes rapport with students and provides a pleasant, safe, and orderly climate conducive to learning.

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Teacher's Comments: \_\_\_\_\_  
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 \_\_\_\_\_

Evaluator's Comments: \_\_\_\_\_  
 \_\_\_\_\_  
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**II. METHODS OF INSTRUCTION**

- A. The teacher communicates the instructional objectives to students.
- B. The teacher shows how the present topic is related to those topics that have been taught or that will be taught.




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B. The teacher maintains a written record of student progress.

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**TEACHER EVALUATION RECORD (Cont.)**

Evaluator's Assessment

Teacher's Self-assessment

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- C. The teacher utilizes grading patterns that are fairly administered and based on identified criteria.
- D. Students demonstrate mastery of the stated objectives through projects, daily assignments, performance, and test scores.

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Teacher's Comments: \_\_\_\_\_  
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Evaluator's Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_


**IV. PROFESSIONAL RESPONSIBILITIES**

Teachers are charged with the education of the youth of this state. In order to perform effectively, teachers must demonstrate a belief in the worth and dignity of each human being, recognizing the supreme importance of the pursuit of truth, devotion to excellence, and the nurture of democratic principles.

In recognition of the magnitude of the responsibility inherent in the teaching process and by virtue of the desire for the respect and confidence of their colleagues, students, parents, and the community, teachers are to be guided in their conduct by their commitment to their students and their profession.

- A. Demonstrates self-control.
- B. Complies with school rules, regulations, and policies.
- C. Demonstrates respect for authority.
- D. Maintains good relations with other staff.
- E. Maintains good relations with parents.




**TEACHER EVALUATION RECORD (Cont.)**

In order to assure that the quality of the services of the teaching profession meets the expectations of the state and its citizens, the teacher shall exert every effort to raise professional standards, fulfill professional responsibilities with honor and integrity, promote a climate that encourages the exercise of professional judgment, achieve conditions that attract persons worthy of the trust to careers in education, and assist in preventing the practice of the profession by unqualified persons.

Teacher's Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Evaluator's Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

(A plan of improvement is required for any items rated unsatisfactory.)

TEACHER'S COMMENTS: The teacher is invited to make any comments that the teacher may wish to include as part of the evaluation. The teacher's comments can be added as an attachment to the evaluation.

This evaluation is based on \_\_\_\_\_ classroom visits, \_\_\_\_\_ campus director/teacher conferences, and personal knowledge collected by the evaluator. Of these visits, \_\_\_\_\_ classroom observation forms are on file in the campus director's office.

I certify this evaluation has been discussed with me. I understand my signature does not necessarily indicate agreement.

\_\_\_\_\_  
Signature of Teacher Date

\_\_\_\_\_  
Signature of Evaluator Title Date

**TEACHER EVALUATION RECORD (Cont.)**

**CRITERIA FOR TEACHER EVALUATION**

(TO BE USED WITH ALL CERTIFIED EMPLOYEES EXCEPT ADMINISTRATORS)

The following definitions are related to the rating scale for teacher evaluation. The items will clarify the areas for evaluation and should be used to define specific behaviors to be improved when areas are rated unsatisfactory.

Management

1. Preparation – The teacher plans for delivery of lesson relative to short-term and long-term objectives.

Examples of behaviors: The teacher

- A. Makes lesson plans that are compatible with the academic goals of the school.
- B. Writes lesson plans that are based on the year-long instructional period.
- C. Ensures that lessons are designed in a clear, logical, and sequential format.
- D. Makes sure that selected materials are available for use.
- E. Uses time efficiently.
- F. Ensures that lesson plans have continuity and are in proper sequence.
- G. Has evidence of personal organization.
- H. Uses information about individual students in planning.
- I. Selects activities to meet individual and group needs.

2. Routine – The teacher uses minimum class time for non-instructional routines, thus maximizing time on task.

Examples of behaviors: The teacher

- A. Begins lessons promptly.
- B. Avoids distractions and unnecessary delays during the lesson.
- C. Ensures that academic time-on-task continues until the end of the period.

**TEACHER EVALUATION RECORD (Cont.)**

D. Uses a maximum of 15% of the class time for non-instructional activities.

E. Uses a minimum of time for attendance, student records, and other routine matters.

3. Discipline – The teacher clearly defines expected behavior (encourages positive behavior and controls negative behavior).

Examples of behavior: The teacher

A. Actively monitors student conduct in the class.

B. Promotes self-discipline among students.

C. Constructively corrects disruptive behavior.

D. Uses positive reinforcement techniques to maintain appropriate behavior.

E. Posts classroom rules that are clearly defined and understood by students.

F. Manages discipline problems in accordance with administrative regulations and school board policies.

4. Learning Environment – The teacher establishes rapport with students and provides a pleasant, safe, and orderly climate conducive to learning.

Examples of behaviors: The teacher

A. Maintains a business-like atmosphere.

B. Uses practices that convey a sense of importance for learning and teaching.

C. Establishes a warm, accepting climate in which students are valued and respected.

D. Maintains a classroom that is functional, attractive, and orderly.

E. Displays a belief system that conveys the concept that all children can learn.

F. Reinforces learning efforts of students.

G. States the challenge of the lesson and controls the levels of concern.



**TEACHER EVALUATION RECORD (Cont.)**

Methods of Instruction

1. Establishes Objectives – The teacher communicates the instructional objectives to the students.

Examples of behaviors: The teacher

- A. Establishes focus of the lesson.
- B. Clarifies the selection of the learning content to the students.
- C. Ensures that the school's academic goals are translated into common lesson objectives.
- D. Displays a thorough knowledge of subject matter.
- E. Communicates learning objectives in a logical way.
- F. Ensures that the lesson's objectives reflect the readiness of the students.

2. Stresses Sequences – The teacher shows how the present topic is related to those topics that have been taught or that will be taught.

Examples of behaviors: The teacher

- A. Reviews the learning objective relative to prior learning.
- B. Helps students recall the most important concepts of previous learning.
- C. Relates prior learning to what is to be learned.

3. Relates Objectives – The teacher relates subject topics to existing student experiences.

Examples of behaviors: The teacher

- A. Associates learning objectives with the students' experiences.
- B. Uses factors for transfer by showing similarities to students' experiences.
- C. Explains subject-topic relationships that are current or anticipated.
- D. Uses current events to relate objectives.
- E. Uses newspapers, magazines, and other material to relate objectives to the students' world of experience.

**TEACHER EVALUATION RECORD (Cont.)**

4. Involves All Learners – The teacher uses signaled responses, questioning techniques, and/or guided practices to involve all students.

Examples of behaviors: The teacher

- A. Uses random recitation to assure that all students expect to be called upon to respond to questions.
- B. Demonstrates ability to work with individual students.
- C. Plans questions for specific students resulting in correct learning experiences.
- D. Diagnoses student learning during the presentation of the lesson to involve all students.
- E. Uses seating chart or other records to assure that all students have been involved.
- F. Responds to student questions in a positive way.

5. Explains Content – The teacher teaches the objectives through a variety of methods.

Examples of behaviors: The teacher

- A. Conducts the lesson using a variety of teaching methods that reinforce the learning objectives.
- B. Uses a variety of audio and visual media, materials, and/or equipment to teach the objectives.
- C. Structures the presentation to enhance learning; divides complex tasks into steps.
- D. Emphasizes the importance of the concepts being taught.
- E. Presents ideas logically.

6. Explains Directions – The teacher gives directions that are clearly stated and related to the learning objectives.

Examples of behaviors: The teacher

- A. States directions clearly on how to proceed in the lesson material.
- B. Gives clear directions on what to do in the lesson.
- C. Directs the students to the proper seating arrangement.
- D. Gives clear directions about the use of equipment, materials, text, and other resources to be used in the learning process.

**TEACHER EVALUATION RECORD (Cont.)**

- E. Explains organization related to content.
- F. Explains group and/or individual assignment clearly.

7. Models – The teacher demonstrates the desired skills.

Examples of behaviors: The teacher

- A. Verbalizes the content to be learning in clear and understandable terms.
- B. Uses versatility in the demonstration process.
- C. Reinforces learning objectives through modeling.
- D. Uses objects as well as printed matter to demonstrate lesson objectives.
- E. Uses reinforcement techniques to enhance learning.

8. Monitors – The teacher checks to determine if students are progressing toward stated objectives.

Examples of behaviors: The teacher

- A. Checks students' cognitive level in relation to learning objectives.
- B. Checks for comprehension through questioning.
- C. Encourages students to elaborate on responses.
- D. Checks for understanding at the application level of learning.
- E. Checks for understanding at higher levels of learning – “how” and “why” of the answer.
- F. Provides written feedback on student work.
- G. Uses student activity and participation to check and analyze student progress.

9. Adjusts Based on Monitoring – The teacher changes instruction based on the results of monitoring.

Examples of behaviors: The teacher

- A. Changes teaching techniques as required by the situation.
- B. Stimulates critical thinking, decision-making, and higher order thinking skills.

**TEACHER EVALUATION RECORD (Cont.)**

- C. Adjusts instruction to lower order thinking skills, if needed.
  - D. Accommodates students' learning styles as needed.
  - E. Accommodates different learning rates.
  - F. Uses a variety of evaluation techniques that measure the types of adjustment needed.
10. Guides Practice – The teacher requires all students to practice newly learned skills while under the direct supervision of the teacher.

Examples of behaviors: The teacher

- A. Moves around the classroom to assist individual students as they practice.
  - B. Provides students with immediate feedback.
  - C. Encourages individual students to ask questions concerning learning objectives.
  - D. Groups students according to practice needs.
  - E. Reminds students that work will be checked.
11. Provides for Independent Practice – The teacher requires all students to practice newly learned skills without the direct supervision of the teacher.

Examples of behaviors: The teacher

- A. Sets and maintains clear and reasonable independent work standards and due dates.
  - B. Provides practice of new skills without supervision after guided practice.
  - C. Checks independent work as a diagnostic tool.
12. Establishes Closure – The teacher summarizes and fits into context what has been taught.

Examples of behavior: The teacher

- A. Summarizes the lesson.
- B. Ties the current lesson to yesterday's, today's, and tomorrow's lessons.
- C. Places the lesson in perspective.

**TEACHER EVALUATION RECORD (Cont.)**

- D. Uses the last minutes productively to close the lesson.
- E. Uses review, feedback, and homework assignments as closure techniques.

Products

1. Lesson Plans – The teacher writes daily lesson plans designed to achieve the identified objectives.

Examples of characteristics: The teacher

- A. Describes the techniques and methods to be used to teach the lesson.
- B. States expected minimum mastery of lesson objectives.
- C. Shows how the lesson objectives are consistent with the district's or school's objectives and mission.
- D. Describes the daily lesson content and sequence.
- E. Has a variety of evaluation activities.
- F. Describes lesson activities in clear terms.
- G. Lists special activities for the gifted and less capable students.
- H. States instructional aides necessary for presentation.
- I. Estimates the presentation time.
- J. Indicates any special duty assignments for the day or week.

2. Student Files – The teacher maintains a written record of student progress.

Examples of characteristics: Well-maintained student files are those in which

- A. Records of student mastery of learning objectives are kept.
- B. Records are clear and neat.
- C. Records indicate need for additional learning efforts.
- D. Records do not include any unfounded student information.
- E. Records of student progress are up-to-date.

**TEACHER EVALUATION RECORD (Cont.)**

3. Grading Pattern – The teacher utilizes grading patterns that are fairly administered and based on identified criteria.

Examples of characteristics: Effective grading patterns are those in which

- A. The basis for determining grades is the level of mastery of learning objectives.
  - B. The items on which students are graded relate to the school's goals and curriculum.
  - C. Students have had an equal opportunity to participate in the learning process.
  - D. No subgroup of the student population is greater at the low end of the mastery scale than other subgroups.
4. Student Achievement – Students demonstrate mastery of the stated objectives through projects, daily assignments, performance, and test scores.

Examples of characteristics: Student achievement characteristics that result from effective teaching are

- A. A high level of mastery of the essential skills of the lessons by all students.
- B. Percentages of students achieving mastery of the essential skills of the lesson are distributed evenly over all subgroups.
- C. Demonstrations of mastery of the essential skills of the lesson in a variety of ways other than written tests.
- D. Shown by student progress in other performance areas such as school attendance, independent practices, and attention to mastery.
- E. Increased personal growth and more positive behavior.

Professional Responsibilities

1. Demonstrates self-control.

Examples: The teacher possesses emotional maturity as indicated by

- A. Striving to meet frustration without losing temper.
- B. Considering difficulties encountered as problems to be solved.
- C. Striving to take criticism objectively.

- D. Striving to be tactful, tolerant, sympathetic, and courteous in relations with students, parents, and fellow employees.

**TEACHER EVALUATION RECORD (Cont.)**

2. Complies with school rules, regulations, and policies.

Example: Reads and abides by the policies and procedures that have been established at both the building and school system levels.

3. Demonstrates respect for authority.

Examples: The teacher

A. Exhibits loyalty to the school and the school system.

B. Demonstrates professional and ethical attitudes toward the local school, school district, and school employees.

C. Communicates to the public the positive significance of the school program.

D. Reads and abides by policies and procedures that have been adopted by the school.

E. Is familiar with local and state adopted courses of study; adjusts teaching objectives to include such adoptions.

F. Observes the proper channels of communication, for example: teacher to assigned ~~building principal~~ campus director, ~~principal~~ campus director to superintendent, superintendent to board of education.

4. Maintains good relations with other staff.

Examples: The teacher

A. Works cooperatively with and is considerate toward all school personnel.

B. Is publicly supportive of all school personnel and programs, system-wide.

5. Maintains good relations with parents.

Examples: The teacher

A. Consistently works toward good parent-teacher relations.

B. Makes frank and honest judgments tactfully when conferring with parents and others.

C. Exhibits interest in community problems and activities.



**TEACHER EVALUATION RECORD (Cont.)**

6. Uses techniques other than grade cards and required parent conferences to communicate with parents.

Examples: The teacher

- A. Uses conferences, telephone calls, and letters to communicate with parents.
- B. Keeps parents informed of student progress.
- C. Makes effort to maintain communication between the school and home.

7. Contributes to the total school program through involvement in the formulation of policies and procedures that affect one's professional service, including curriculum, teaching materials, methods of instruction, and school-community relations.

Example: The teacher carries out professional responsibilities in serving on various building level and system level committees as may be required (e.g., staff development, evaluation, curriculum review, instructional improvement, North Central Accreditation, etc.).

8. Adheres to professional ethics as defined in board policy.

Example: The teacher maintains ethical standards for relationships with students, parents, members of the profession, the school administration, and the public.

9. Maintains and improves professional competence.

Examples: The teacher

- A. Adheres to the staff development requirements.
- B. Possesses a broad scope and an accurate knowledge of the subject matter with which the teacher's teaching is concerned.
- C. Is acquainted with recent developments in the teaching of the subject with which the teacher is concerned.
- D. Understands and applies the principles of maturation as it is concerned with physical, intellectual, emotional, and social growth and development.
- E. Understands and uses a variety of techniques to facilitate the learning process.
- F. Continuously evaluates teaching effectiveness through self-imposed and system-developed evaluation.

**TEACHER EVALUATION RECORD (Cont.)**

10. Accepts responsibility for assigned extracurricular activities.

Examples: The teacher

- A. Supports organizations and activities dedicated to the improvement of education.
- B. Supports by attendance extracurricular activities such as livestock shows, music concerts, plays, athletic events, etc.
- C. Supports by attendance faculty/staff functions such as beginning of school hospitality meeting, annual educators' banquet, etc.
- D. Accepts and carries out in an enthusiastic manner designated share of the school activity programs.
- E. Is willing and able to make contributions to the improvement of the education program.
- F. Effectively fits program into the total school program.

11. Demonstrates dependability and punctuality in carrying out duties of the position.

Examples: The teacher

- A. Abides by the timeline given for the performance of duties.
- B. Adheres to school policy concerning hours of regular duty assignments and extracurricular assignments.

12. Is enthusiastic about the job and approaches the task in a positive manner.

Examples: The teacher

- A. Possesses personal characteristics directly related to teaching.
- B. Possesses and manifests an honest liking and sincere respect for boys and girls.
- C. Possesses the physical health necessary to fulfill the obligations of the job.
- D. Is well groomed and dresses appropriately for the occasion.
- E. Is punctual and dependable.
- F. Provides a worthy role model to the student in both the school and community environments.

**TEACHER EVALUATION RECORD (Cont.)**

13. Demonstrates responsible attitude toward attendance/absences from the classroom.

Example: The teacher exhibits the importance of the teacher in the classroom by being present except when ill or as an emergency might occur. The regular presence of a teacher in the classroom communicates the importance of an education to the students.

14. Is accurate and prompt with records and reports.

Examples: The teacher

- A. Furnishes the administrator with required records, reports, and information, as requested.
- B. Keeps required records in an efficient and legible manner.

15. Exercises concern about the proper use and care of building, equipment, and supplies.

Examples: The teacher

- A. Maintains room temperature, ventilation, and lighting to insure health and comfort of all students.
- B. Does everything within the teacher's power to maintain buildings, equipment, and supplies in the best possible condition; reporting faulty conditions to the appropriate administrator.
- C. Strives to promote positive attitudes among students toward the physical environment of the school.
- D. Shows ways to conserve energy at school and in the community; encourages students to develop energy sources and conservation methods.
- E. Keeps reasonably accurate inventories of equipment and supplies.
- F. Evaluates requests for equipment and supplies in terms of need and economy.
- G. Presents complete and detailed requests for equipment, supplies and special services.

16. In fulfillment of the obligation to the student, the teacher

- A. Shall not unreasonably restrain the student from independent action in the pursuit of learning.
- B. Shall not unreasonably deny the student access to varying points of view.
- C. Shall not deliberately suppress or distort subject matter relevant to the student's progress.
- D. Shall make reasonable effort to protect the student from conditions harmful to learning or to health and safety.

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**TEACHER EVALUATION RECORD (Cont.)**

- E. Shall not intentionally expose the student to embarrassment or disparagement.
  - F. Shall not, on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, family, social or cultural background, or sexual orientation, unfairly
    - 1. exclude any student from participation in any program,
    - 2. deny benefits to any student,
    - 3. grant any advantage to any student.
  - G. Shall not use professional relationships with students for private advantage.
  - H. Shall not disclose information about students obtained in the course of professional service, unless disclosure serves a compelling professional purpose and is permitted by law or is required by law.
17. In fulfillment of the obligation to the profession, the educator
- A. Shall not in an application for a professional position deliberately make a false statement or fail to disclose a material fact related to competency and qualifications.
  - B. Shall not assist any entry into the profession of a person known to be unqualified in respect to character, education, or other relevant attribute.
  - C. Shall not knowingly make a false statement concerning the qualifications of a candidate for a professional position.
  - D. Shall not assist an unqualified person in the unauthorized practice of the profession.
  - E. Shall not disclose information about colleagues obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.
  - F. Shall not knowingly make false or malicious statements about a colleague.
  - G. Shall not accept any gratuity, gift, or favor that might impair or appear to influence professional decisions or actions.

**CROSS-REFERENCE: Policy DBCA, Standards of Performance and Conduct for Teachers**

**Adopted: November 10, 2003, as policy P-131**