

Teacher Evaluation

Conner Creek Academy East

Teacher: _____ Grade: _____ Number of students _____

Subject: _____ Date of Visit: _____ Time of Visit: _____

1- Unsatisfactory

2-Basic

3-Proficient

4-Distinguished

Classroom Environment

1. Creates an environment of respect and rapport

1 2 3 4

Unsatisfactory Classroom interactions, both between the teacher and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds, and characterized by sarcasm, put-downs, or conflict.	Basic Classroom interactions are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity	Proficient Classroom interactions reflect general warmth and caring, and are respectful of the cultural and developmental differences among groups of students.	Distinguished Classroom interactions are highly respectful, reflecting genuine warmth and caring toward individuals. Students themselves ensure maintenance of high levels of civility among members of the class.
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2. Establishes a culture of learning

1 2 3 4

Unsatisfactory The classroom does not represent a culture for learning and is characterized by low teacher commitment to the subject, low expectations for student achievement, and little student pride in work.	Basic The classroom environment reflects only a minimal culture of learning, with only modest or inconsistent expectations for student achievement, little teacher commitment to the subject, and little student pride in work. Both teacher and students are performing at the minimal level to "get by".	Proficient The classroom environment represents a genuine culture for learning, with commitment to the subject on the part of both teacher and students, high expectations for student achievement, and student pride in work.	Distinguished Students assume much of the responsibility for establishing a culture for learning in the classroom by taking pride in their work, initiating improvements to their products, and holding the work to the highest standard. Teacher demonstrates a passionate commitment to the subject.
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3. Manages classroom procedures

1 2 3 4

Unsatisfactory Much instructional time is lost due to the inefficient classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.	Basic Some instructional time is lost due to only partially effective classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.	Proficient Little instructional time is lost due to classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties, with occur smoothly.	Distinguished Students contribute to the seamless operation of classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.
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4. Manages student behavior

1 2 3 4

Unsatisfactory Student behavior is poor, with no clear expectations, no monitoring of the student behavior, and inappropriate response to student misbehavior.	Basic Teacher makes an effort to establish standards of conduct for students, monitor student behavior, and respond to student misbehavior, but these efforts are not always successful.	Proficient Teacher is aware of student behavior, has established clear standards of conduct, and responds to student misbehavior in ways that are appropriate and respectful of the students.	Distinguished Student behavior is entirely appropriate, with evidence of student participating in setting expectations and monitoring behavior. Teacher's monitoring of student behavior is subtle and preventative, and teacher's response to student misbehavior is sensitive to student needs.
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5. Organizes physical space

1 2 3 4

Unsatisfactory The physical environment is unsafe, or some students don't have access to learning. There is poor alignment between the physical arrangement and the lesson activities.	Basic The classroom is safe, and essential learning accessibility to most student's use of physical resources, including computer technology, is moderately effective. Teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.	Proficient The classroom is safe, and learning is accessible to the vast majority of students; teacher ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources, including computer technology.	Distinguished The classroom is safe, and the physical environment ensures the learning of all students, including those with special needs. Students contribute to the use of adaptation of the physical environment to advance learning. Technology is used skillfully, as appropriate to the lesson.
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Instruction

1. Communicating with students

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Unsatisfactory Teacher's oral and written communication contains errors or is unclear or inappropriate to students.	Basic Teacher's oral and written communication contains no errors, but may not be completely appropriate or may require further explanations to avoid confusion	Proficient Teacher communicates clearly and accurately to students, both orally and in writing.	Distinguished Teacher's oral and written communication is clear and expressive, anticipating possible student misconceptions.
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2. Using questions and discussion techniques

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Unsatisfactory Teacher makes poor use of questioning and discussion techniques, with low-level questions, limited student participation, and little true discussion.	Basic Teacher's use of questioning and discussion techniques is uneven, with some high-level questions, attempts at true discussion, and moderate student participation.	Proficient Teacher's use of questioning and discussion techniques reflects high-level questions, true discussion, and full participation by the majority of the students.	Distinguished Students formulate many of the high-level questions and assume responsibility for the participation of all students in the discussion.
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3. Engages students in learning

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Unsatisfactory Activities and assignments, materials, and groupings of students are inappropriate to the instructional outcomes, or students' cultures or levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced.	Basic Activities and assignments, materials, and groupings of students are partially appropriate to the instructional outcomes, or students; cultures or levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure but is not fully maintained.	Proficient Activities and assignments, materials, and groupings of students are fully appropriate to the instructional outcomes, and students' cultures and levels of understanding. Most students are engaged in work of a high level of rigor. The lesson's structure is coherent, with appropriate pace.	Distinguished Students are highly intellectually engaged throughout the lesson in significant learning, and make contributions to the activities, student groupings, and materials. The lesson is adapted as needed to the needs of individuals, and the structure and pacing allow for student reflection and closure.
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4. Using assessment in instruction

1 2 3 4

Unsatisfactory Assessment is not used in instruction, either through students' awareness of assessment criteria, monitoring progress by teacher or students, or through feedback of students.	Basic Assessment is occasionally used in instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work.	Proficient Assessment is regularly used in instruction, through self-assessment by students, monitoring of progress of learning by teacher and/or students. Students are fully aware of the assessment criteria used to evaluate their work.	Distinguished Assessment is used in a sophisticated manner in instruction, through student involvement in establishing the assessment criteria, self-assessment by students and monitoring of progress by both students and teachers, and high quality feedback to students from a variety of sources.
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5. Demonstrating responsibility and responsiveness

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Unsatisfactory Teacher adheres to the instruction plan in spite of evidence of poor student understanding or students' lack of interest, and fails to respond to students' questions; teacher assumes no responsibility for students' failure to understand.	Basic Teacher demonstrates moderate flexibility and responsiveness to students' needs and interest during a lesson, and seeks to ensure the success of most students.	Proficient Teacher seeks ways to ensure successful learning for the vast majority of students, making adjustments as needed to instruction plans and responding to student interests and questions.	Distinguished Teacher is highly responsive to students' interests and questions, making major lesson adjustments if necessary, and persists in ensuring the success of all students.
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Observation Overview

Evaluator: _____ Date: _____ Teacher: _____ Date: _____