

TEACHER PERFORMANCE ASSESSMENT
Norway-Vulcan Area Schools

Date/Time: _____

Teacher: _____

Building: _____

Program: _____

Administrator: _____

| <u>Rating Scale</u> | |
|---------------------|--|
| 90-100 | Highly Effective |
| 70-89 | Effective -Meets majority of goals |
| 60-69 | Minimally Effective -Meets some goals |
| 0-59 | Ineffective -Requires a plan of improvement |

| | |
|-----------------------------------|-------------|
| Total Evaluation Score: _____ % | |
| Signature of Teacher: _____ | Date: _____ |
| Signature of Administrator: _____ | Date: _____ |

The purpose of this evaluation tool is to document evident of effective teaching practices in the categories of: Student Growth, Classroom Management and Instructional Delivery, and Non-Instructional Responsibilities.

| Areas Evaluated | Percentage Value | Personal Score | Date Completed |
|------------------------------------|-------------------------|-----------------------|-----------------------|
| Classroom Management/Instruction | 35% | _____ % | _____ |
| Non-Instructional Responsibilities | 15% | _____ % | _____ |
| Student Growth | 50% | _____ % | _____ |

Instruction and Classroom Management 35%

| | Score: | Comments: |
|--|---------------|------------------|
| <u>Pupil Assessment:</u> Data collection, records, progress reports and/or report cards for each student | | |
| <u>Classroom Management:</u> Routines, procedures, discipline and schedules. | | |
| <u>Classroom Appearance:</u> Atmosphere conducive to academic, social and emotional growth | | |
| <u>Planning of Curriculum:</u> Lessons align with curriculum. Time is used efficiently. | | |
| <u>Pupil-Teacher Relationship:</u> Demonstrating concern for students, encouraging acceptable behavior and respect | | |
| | | |
| TOTAL | | |
| Total Possible score =100% | 25 | |
| Section Percentage | % | |

Non-Instructional Responsibilities 15%

| | Score: | Comments: |
|--|---------------|------------------|
| <u>Punctuality:</u> Attendance, timeliness and meeting contract obligations related to length of day | | |
| <u>Record Keeping:</u> PowerSchool, data collection, and timely completion of paperwork | | |
| <u>Professionalism:</u> Attire, attitude and presentation that meets the standard and is appropriate to the discipline | | |
| <u>Professional Development:</u> Attendance and participation in Professional Development activities | | |
| <u>Consistent with Contractual Obligations:</u> Awareness and attention to contractual obligations. | | |
| <u>Service to Profession:</u> Involvement in mentorship, leadership and collaboration with other staff | | |
| TOTAL | | |
| Total Possible score =100% | 30 | |
| Section Percentage | % | |

Student Growth 50%

Score: Comments:

| | | |
|--|----------------------------|--|
| <u>Goal 1:</u> Written Goal: | | |
| <u>Goal 2:</u> Written Goal: | | |
| <u>Goal 3:</u> Written Goal: | | |
| <u>Goal 4:</u> Written Goal: | | |
| <u>Goal 5:</u> Written Goal: | | |
| | | |
| TOTAL | | |
| Total Possible score =100% | Number of goals x 5 | |
| Section Percentage | % | |

| <u>Instruction and Classroom Management</u> | <i>Ineffective</i> | <i>Minimally Effective</i> | <i>Effective</i> | <i>Highly Effective</i> |
|--|---|--|---|---|
| Pupil Assessment | Does not keep data, have record of student achievement or send out required progress reports and/or report cards. | There is evidence of some data collection and record of student achievement. Progress reports and/or report cards are inconsistent. | Data collection, records of student achievement, and required progress reports and/or report cards are completed for each individual student. | Data collection, records and quarterly progress reports and/or report cards are completed for each student and new collection systems are being developed. |
| Points | 1 | 3 | 5 | 6 |
| Classroom Management | Students are unaware of classroom routines, behavior expectations, procedures, and schedules. | It appears to be difficult for students to follow classroom routines, behavior expectations, procedures, and schedules. | Students are able to follow classroom routines, behavior expectations, procedures, and schedules that are displayed in a variety of formats. | Students follow classroom routines, procedures, behavior expectations, and schedules and display their comfort with the classroom routines. |
| Points | 1 | 3 | 5 | 6 |
| Classroom Appearance | Atmosphere is not conducive to academic, social and emotional growth. | Atmosphere is conducive to student growth in academic, social and emotional areas, but is inconsistent. | Maintains a comfortable atmosphere that is conducive to academic, social and emotional growth. | Maintains a comfortable atmosphere that is conducive to academic, social and emotional growth, and exceeds expectations in one or more areas. |
| Points | 1 | 3 | 5 | 6 |
| Planning of Curriculum | Lessons and activities are not planned and aligned with curriculum. Lessons do not use students/classroom time efficiently. | Some lessons and activities are planned and aligned with curriculum. Lessons are inconsistent with using students/classroom time efficiently. | Lessons and activities are planned and aligned with curriculum. Lessons use students/classroom time efficiently. | Lessons and activities are planned and aligned with curriculum and additional curriculum enrichment is evident. |
| Points | 1 | 3 | 5 | 6 |
| Pupil-Teacher Relationship | Teacher does not demonstrate concern for students, encourages socially acceptable behavior, or promote an attitude of mutual respect. | Teacher demonstrates concern for some students and is inconsistent in encouraging socially acceptable behavior or an attitude of mutual respect. | Teacher demonstrates concern for students and encourages socially acceptable behavior, as well as an attitude of mutual respect. | Teacher demonstrates concern for all students and encourages socially acceptable behavior, as well as an attitude of mutual respect. These themes are also integrated into classroom curriculum and activities. |
| Points | 1 | 3 | 5 | 6 |

| <u>Non-Instructional Responsibilities</u> | <i>Ineffective</i> | <i>Minimally Effective</i> | <i>Effective</i> | <i>Highly Effective</i> |
|--|--|--|--|--|
| Punctuality | Does not attend; consistently late or consistently leaves early. | Increasing attendance and punctuality within contractual obligations | Meets contractual obligations before, during, and after school. | Willingly makes oneself available and participates outside of contractual obligations. |
| Points | 1 | 3 | 5 | 6 |
| Record Keeping: PowerSchool, data collection, timely completion of required paperwork. | Records are not kept. | Records are inconsistent or late. | Records are turned in on time and are complete. | Highly effective record system is maintained, organized, and communicated. |
| Points | 1 | 3 | 5 | 6 |
| Professionalism: attire, attitude, presentation | Not appropriate to discipline. | Inconstantly meets the standards appropriate to discipline. | Consistently meets the standard that is appropriate to discipline. | Always setting and exceeding the standard that is appropriate to discipline. |
| Points | 1 | 3 | 5 | 6 |
| Professional Development | Does not attend PD or is negative during PD activities. | Attends PD but does not actively participate. | Attends PD and actively participates. | Presents or shares professional development activities. |
| Points | 1 | 3 | 5 | 6 |
| Consistent with contractual obligations. | Violates contractual obligations. | Has an awareness of contractual obligations. | Has awareness/attention and complies to contractual obligations. | High respect for, and maintains all contractual obligations. |
| Points | 1 | 3 | 5 | 6 |
| Service to Profession: mentorship, volunteerism, leadership, | Makes no effort to volunteer or share professionalism. | Limited involvement in district committees, meetings, or collaboration with other staff. | Actively involved in district committees/ meetings or initiates and supports collaboration with other staff. | Actively involved in district committees/meetings, initiates and supports collaboration with other staff outside of professional and contractual expectations. |
| Points | 1 | 3 | 5 | 6 |

Student Growth Rubric-For Each Individual Goal

| <i>Ineffective</i> | <i>Minimally Effective</i> | <i>Effective</i> | <i>Highly Effective</i> |
|--|---|---|---|
| None of the targeted growth objectives were met. | Positive student growth is evident in one or more of the areas. | Positive student growth meets expectations in all targeted areas. | All the targeted goals were met, and exceeded in some targeted areas. |
| 1 | 3 | 5 | 6 |

TEACHER PERFORMANCE ASSESSMENT – Post Evaluation MEETING

Teacher: _____ Administrator: _____

Building: _____ Program: _____

Evaluation Score-**Instruction/Classroom Management and Non-Instructional Duties**: _____% of 50%

Teacher (sign & date) _____

Administrator (sign & date) _____

TEACHER PERFORMANCE ASSESSMENT – Final Evaluation MEETING

Final Evaluation Score: _____% of 100%

What evidence (data) exists to support successful attainment of the **Student Growth Objective(s)** developed during the Pre-Conference Meeting and were the targeted areas achieved?

Is a plan of improvement required? Yes No

If yes, see attached plan of improvement, outlining specific areas of concern and strategies/assistance which will be provided by administration to facilitate improvement.

Teacher (sign & date) _____

Administrator (sign & date) _____