Date:_____

POSITIVE CHANGE

Educational Evaluation Form

TEACHER _____ SCHOOL _____ SUBJECT/GRADE _____

PRE-CONFERENCE DATE _____ OBSERVATION DATE(S) _____

Overall Evaluation (indicate one): ☐ SATISFACTORY ☐ UNSATISFACTORY

I. CLASSROOM INSTRUCTION

		SELECT SATISFACTORY OR UNSATISFACTORY
A.	Planning and Preparation	
B.	Teacher/Student Relationships	
C.	Class Management	
D.	Management of Student Behavior	
E.	Instructional Time	
F.	Instructional Presentation	
G.	Instructional Monitoring of Student Performance	
H.	Instructional Feedback	
I.	Facilitating Instruction	

II. INTERPERSONAL/PROFESSIONAL RESPONSIBILITIES

A.	Communicating with Families	
B.	Maintaining Accurate Records	
C.	Contributing to the School and the District	
D.	Showing Professionalism	

III. SUMMARY:

The following signatures indicate the data has been read and discussed.

_____ _____

Teacher's Signature **Date** **Administrator's Signature** **Date**

Copy: Teacher
Administrator
Teacher Personnel File

The teacher has the option of presenting a written rebuttal to the administrator within twenty working (20) days.

I. Class Instruction

A. Planning and Preparation

	Select: Satisfactory, Growth Needed, Unsatisfactory, or Not Observed
• Demonstrates knowledge of content and related pedagogy	
• Demonstrates knowledge of development characteristics of age group	
• Demonstrates knowledge of how students learn	
• Demonstrates awareness of student skills and knowledge	
• Demonstrates awareness of student interests and cultural heritage	
• Demonstrates knowledge of resources for teaching and student resources	
• Designs instructional materials and activities	
• Designs and structures lessons	

Strengths:

Recommendations for Improvement and/or Professional Development:

B. Teacher/Student Relationships

	Select: Satisfactory, Growth Needed, Unsatisfactory, or Not Observed
• Student demonstrates respect for teacher	
• Teacher demonstrates positive attitude and openness to students	
• Teacher demonstrates ability to personalize the instructional program for students	
• Teacher demonstrates willingness to be flexible	

Strengths:

Recommendations for Improvement and/or Professional Development:

C. Class Management	Select: Satisfactory, Growth Needed, Unsatisfactory, or Not Observed
• Teacher creates a stimulating and effective environment for learning	
• Teacher establishes and maintains a disciplined environment	
• Teacher demonstrates effective planning and organization skills	
• Teacher is effective in directing the class	
• Teacher effectively organizes the class	
• Teacher has established procedures that govern the handling of routine administrative matters	

Strengths:

Recommendations for Improvement and/or Professional Development:

D. Management of Student Behavior	Select: Satisfactory, Growth Needed, Unsatisfactory, or Not Observed
• Teacher has established procedures that govern student verbal participation during different types of activities – whole class instruction, small group instruction, etc.	
• Teacher has established procedures that govern student movement in the classroom during different types of instructional activities	
• Teacher frequently monitors the behavior of all students during whole-class, small group and seat work activities and during transitions between instructional activities	
• Teacher stops inappropriate behavior promptly and consistently, yet maintains the dignity of the student	

Strengths:

Recommendations for Improvement and/or Professional Development:

E. Instructional Time	Select: Satisfactory, Growth Needed, Unsatisfactory, or Not Observed
• Materials, supplies, and equipment are ready at the start of the lessons or instructional activity	
• Students are on task quickly at the beginning of each lesson or instructional activity	
• Teacher maintains a high level of student time on-task	

Strengths:

Recommendations for Improvement and/or Professional Development:

F. Instructional Presentation	Select: Satisfactory, Growth Needed, Unsatisfactory, or Not Observed
• Begins lesson or instructional activity with an appropriate review of previous material	
• Introduces the lesson or instructional activity and specifies learning objectives	
• Speaks fluently and precisely	
• Presents the lesson or instructional activity using concepts and language understandable to students	
• Provides relevant examples and demonstrations to illustrate concepts and skills	
• Assigns tasks appropriate to student level	
• Asks appropriate levels of questions	
• Conducts lessons or instructional activities at an appropriate pace	
• Facilitates smooth and effective transitions between instructional activities	
• Makes assignments clear	
• Provides opportunities for the application of concepts and skills	
• Summarizes the main point(s) at the end of the lesson or instructional activities	

Strengths:

Recommendations for Improvement and/or Professional Development:

G. Instructional Monitoring of Student Performance	Select: Satisfactory, Growth Needed, Unsatisfactory, or Not Observed
• Maintains clear, firm and reasonable work standards and due dates	
• Circulates during class to check all students' performance	
• Routinely uses oral, written or other work products to check student progress	

Strengths:

Recommendations for Improvement and/or Professional Development:

H. Instructional Feedback	Select: Satisfactory, Growth Needed, Unsatisfactory, or Not Observed
• Provides prompt feedback on assigned work	
• Affirms a correct oral response	
• Provides sustaining feedback after an incorrect response	

Strengths:

Recommendations for Improvement and/or Professional Development:

I. Facilitating Instruction	Select: Satisfactory, Growth Needed, Unsatisfactory, or Not Observed
• Develops an instructional plan based upon school, district, and Board adopted curricular goals	
• Uses diagnostic information from tests and other assessment procedures to develop and revise objectives and/or tasks	
• Develops an instructional plan that matches/aligns objective, learning strategies, assessment and student needs at the appropriate levels of difficulty	

Strengths:

Recommendations for Improvement and/or Professional Development:

II. Interpersonal/Professional Responsibilities

A. Communicating with Families	Select: Satisfactory, Growth Needed, Unsatisfactory, or Not Observed
• Teacher participates in school's activities and processes for parent communication	
• Teacher provides information to parents about the instructional, behavioral, and attendance program and the student's progress on a regular basis	
• Teacher responds to parent concerns in a professional manner	

Strengths:

Recommendations for Improvement and/or Professional Development:

B. Maintaining Accurate Records	Select: Satisfactory, Growth Needed, Unsatisfactory, or Not Observed
• Teacher's system for maintaining information on student completion of assignments, student progress, behavior, and attendance is effective	

Strengths:

Recommendations for Improvement and/or Professional Development:

C. Contributing to the School and the District	Select: Satisfactory, Growth Needed, Unsatisfactory, or Not Observed
• Teacher maintains professional working relationships with staff including supervisor	
• Teacher cooperates with colleagues to fulfill school required duties	
• Teacher participates in school events when assigned (e.g. Open House)	
• Teacher actively and constructively participates in and makes a contribution to school or district projects	

Strengths:

Recommendations for Improvement and/or Professional Development:

D. Shows Professionalism	Select: Satisfactory, Growth Needed, Unsatisfactory, or Not Observed
• Teacher shows respect for students, parents, peers and administration by being punctual and prepared for class, work and meetings	
• Teacher shows respect for students, peers, parents and administration through his/her words and actions	
• Teacher participates in activities that will enhance his/her professional skills	
• Teacher addresses and/or reports student language, bullying, harassing, hostile, prejudicial or belittling statements and/or behaviors	
• Teacher follows the policies, regulations, and procedures of the school district	

Strengths:

Recommendations for Improvement and/or Professional Development:

Positive Change Institute

TEACHER _____ **GRADE/DEPT** _____

LOCATION _____ **DATE** _____

1. Plan

2. Activities

3. Expected Outcome/Measurements

_____ _____
Teacher's Signature Administrator's Signature

_____ _____
Date Date

Review of Goal

- Optional -

TEACHER _____ **GRADE/DEPT** _____

LOCATION _____ **DATE** _____

1. Progress Towards Plan

2. Comments

_____ _____

Teacher's Signature Administrator's Signature

_____ _____

Date Date

Goal Completion Conference

TEACHER _____ **GRADE/DEPT** _____

LOCATION _____ **DATE** _____

1. Plan Outcome

2. Teacher/Administrator Comments

_____ _____
Teacher's Signature Administrator's Signature

_____ _____
Date Date

The above signatures indicate the teacher and administrator have participated in a summary conference.

Copy: Teacher
Administrator
Teacher Personnel File

Positive Change Institute

Pre-Conference Summary*

TEACHER _____ SCHOOL _____

SUBJECT/GRADE _____

Guidelines:

- **Select** a performance target/goal that will be most effective in (1) improving your classroom performance, or (2) achieving a department, school, or district goal.
- **Develop** a plan for achieving your target/goal. Include methods, objectives, means, etc.
- **Establish** the evaluation criteria to be used in determining whether the target/goal has been successfully completed.
- **Set** the target/goal within a time framework. At what time will it be accomplished (end of first semester, end of year, etc.)?

1. Statement of Target/Goal:

2. Statement of Plan for Achieving Target/Goal:

3. Statement of Evaluation Criteria to be used in Assessing Target/Goal Attainment:

4. Time Framework:

_____ _____

Teacher's Signature **Date** **Administrator's Signature** **Date**

Copy: Teacher
Administrator

*The Pre-Conference Summary shall not be part of the teacher's personnel file unless the teacher requests in writing that it be so included.

September 21, 1999

Positive Change Institute

Pre-Observation Worksheet

TEACHER _____ SCHOOL _____

SUBJECT/GRADE _____

Teacher completes this form and discusses content with supervisor prior to observation.

1. What are the lesson objectives?

2. What teaching/learning activities will be used?

2. How are you going to check student understanding and mastery of objectives?

4. Are there any teaching behaviors you want especially monitored?

5. Are there any special circumstances of which the observer should be aware?

6. Notes

10/9/06/drm

IMPROVEMENT PLAN

Area to be improved:_____

Objective:

Strategies (teacher will):

Assistance provided toward goal:

Timelines:

Measurement:

Follow-up Agreement

Benchmark Dates	Signature	Assessment of Results
	(Evaluator)	
	(Employee)	
	(Evaluator)	
	(Employee)	

Has this plan of improvement been satisfactorily completed? Yes_____ No_____

If no, submit a letter that describes the next step.

Failure to meet the expected level of performance may lead to a recommendation for termination. Yes___ No___

_____ _____

(Employee) (date) (Evaluator) (date)

Be sure to send a copy to the District HR office for the file.