Teacher Performance Assessment Instrument

Employee Name________________________ Work Location__________________
Assessor Name________________________ Date__________________________

Definition of Ratings:
1. Unacceptable. Changes need to be made immediately.
2. Correctable. A rating of “2” in any area would more than likely make that area a goal area for the following year.
3. Acceptable. A rating of “3” in any area would indicate no particular need for emphasis during the following year.
4. Excellent. A rating of “4” in any area would indicate performance that could serve as a model for others to emulate.
NA. Not applicable to situation.

I. Classroom Management

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<th>Assesor</th>
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The teacher employs classroom management techniques and procedures that produce an atmosphere for teaching/learning in which students know what is expected and increase their capacity for self-discipline.

1. The teacher and students have established clear limits of behavior; students know the results of exceeding those limits, and the teacher explains fully to students what is expected from them in the learning situation.
2. The atmosphere in the classroom is structured, yet relaxed. The students seem to demonstrate self-discipline and responsibility, and the teacher appears to make little use of negative behavior control techniques.
3. The students are engaged in purposeful activity and reasonable interchange among students working cooperatively in projects or learning activities is acceptable.
4. The teacher carries out routine classroom duties promptly and accurately, sacrificing minimal instructional time.

Assessor Comments:

Teachers Comments:
II. Communication Skills

The teacher establishes two-way communication with parents, students, and fellow staff members in an honest, positive, and constructive manner.

1. The teacher provides clear, concise written and oral directions for students.
2. Students and parents are fully informed of the basis for assessment within the first few weeks of class.
3. The teacher fosters a constructive parent-teacher relationship for the benefit of the student.
4. The teacher shares any concern with the student, parents, appropriate staff, and administrators as soon as possible.
5. The teacher teaches each student at the level of the student’s comprehension.
6. The teacher demonstrates acceptable command of English language in written and oral communication.

Assessor Comments:

Teachers Comments:

III. Compliance with School Policies

The teacher is punctual, reliable, and responsible with regard to school building and school district policies and procedures.

1. The teacher complies with school building and district policies and procedures.
2. The teacher maintains appropriate student records and submits required reports with designated time limits.
3. The teacher is prompt in arrival to school, meetings, classes, and observes other required time schedules.
4. The teacher provides such appropriate information as is reasonably requested by the administration for the effective operation of the school.

Assessor Comments:

Teachers Comments:
IV. Empathy with Students

The teacher understands and accepts as individual human beings with dignity and worth, and helps them improve their self-image by helping them grow in their understanding of their capabilities and limitations.

1. The teacher uses positive incentives to insure that all students participate in discussions.
2. The teacher works to understand each pupil’s personal background, individual experiences, maturity, and physical and mental abilities; and that understanding in helping, caring, and being willing to go more than half way.
3. The teacher creates an atmosphere where students feel free to express their views, while respecting the rights, opinions, property, and contributions of others.
4. Students perceive that the teacher cares about what and how they feel.

Assessor Comments:

Teachers Comments:

V. Knowledge of Subject Matter

The teacher demonstrates competency with knowledge pertinent to the subject matter being taught, but recognizes content is only a means to an end.

1. The teacher prepares objectives and teaching strategies that are relevant for each student.
2. The teacher demonstrates knowledge and application of subject matter.
3. The teacher recognizes that “learning to learn” is more important than memorization of facts.
4. The teacher recognizes the relationship of his/her subject with other disciplines, and stresses these inter-relationships both in teaching and in coordinating assignments.
5. The teacher keeps abreast of new knowledge and new techniques with the subject

Assessor Comments:

Teachers Comments:
VI. Instructional Capabilities

The teacher recognizes the differences in needs, abilities, and interests among students and adjusts instruction to meet the needs, abilities, and interests of each.

1. The teacher adjusts intra-class grouping and arrangements to accommodate different student’ needs.
2. The teacher develops and/or utilizes data about students’ needs and progress.
3. The teacher assesses the needs of students as individuals and as a group, and provides learning activities that are appropriate and sufficiently varied so that each student participates in learning activities.
4. The teacher makes the class work interesting by developing several approaches to any objective.
5. The teacher systematically informs students as to what they are doing well, what needs to be improved, and gives specific direction on how to improve.
6. The teacher guides the learning process toward the achievement of curriculum goals by establishing clear objectives and communicating these objectives to students.

Assessor Comments:

Teachers Comments:

VII. Motivational Skills

The teacher simulates students to work toward maximum potential and to take pride in their accomplishments.

1. The teacher utilizes individual student interests, aptitudes, and physical traits to create a desire to learn.
2. The teacher uses positive reinforcement, gives praise when praise is due, and does not give up on any student.
3. The teacher provides learning experiences so that students are encouraged to assume responsibility toward self-direction.
4. The teacher instills enthusiasm on the part of students by being an enthusiastic leader.
5. The teacher makes use of bulletin boards, displays, interest centers, and other motivational materials and/or techniques.
6. The teacher rewards effort at least as much as achievement.

Assessor Comments:

Teachers Comments:
VIII. Planning and Organizational Skills

The teacher is punctual, reliable, and responsible with regard to school building and school district policies and procedures.

1. The teacher develops and executes lesson plans which will guide instruction on a daily basis and long range basis.
2. The teacher develops organizes plans designed to assist a substitute teacher in finding class lists, seating charts, materials, and lesson plans.
3. The teacher evaluates progress toward objectives and adjusts plans accordingly.
4. The teacher sets realistic and challenging self-goals, based on a clear perception of his/her limitations and capabilities, the reality of his/her situation, and the sincere desire to improve.

Assessor Comments:

Teachers Comments:

IX. Use of Instructional Materials

The teacher selects, evaluates, and uses effective materials, services, and methods of instruction which motivate students to learn.

1. The teacher uses a variety of instructional methods and materials to accommodate the students’ needs.
2. The teacher utilizes current events and unexpected situations when appropriate to learning objectives and/or the needs of the students.
3. The teacher properly maintains necessary classroom materials, displays, and equipment.

Assessor Comments:

Teachers Comments:
X. Staff/Community Relationship

The teacher establishes rapport and understanding with school staff colleagues.

1. In his/her association with colleagues, the teacher respects the rights, feelings, and differences among individuals, and communicates directly with the person involved in any situation.
2. The teacher keeps “school business” at school and keeps in confidence information that has been obtained in the course of professional service, unless disclosure serves professional purposes or is required by law.
3. The teacher practices an “our school” concept and contributes a fair share to the general welfare of the staff by planning cooperatively, sharing plans, ideas, materials, and facilities, and “doing what needs doing.”
4. The teacher seeks assistance, advice, and guidance from colleagues and/or specialists.
5. The teacher contributes time and effort to the identification and solution of educational problems.
6. The teacher participates in the community and community affairs.

Assessor Comments:

Teachers Comments:

XI. Professional Preparation and Scholarship

The teacher recognizes that being a constant and avid learner is a prerequisite to being a good teacher; the teacher realizes that learning and teaching are dual aspects of a never-ending developing process.

1. The teacher evaluates and constantly tries to improve his/her own work.
2. The teacher takes advantage of opportunities for professional improvement when the opportunities are available.
3. The teacher is alert to building and district goals and priorities, and seek professional development appropriate to those needs, in addition to his/her own needs.
4. The teacher sets realistic and challenging self-goals, based on a clear perception of his/her limitations and capabilities, the reality of his/her situation, and the sincere desire to improve.

Observation Dates
1.
2.
3.

Conference Dates
1.
2.
3.

Assessors Signature______________________________________ Date____________
Employee Signature______________________________________ Date____________
(Indicates receipts of completed assessment, not necessarily agreement)