



Certified Teacher Evaluation

Name: Jim McCue

Date: 3/8,9/07

Observation Date(s): 3/9/07

Classroom Environment

1. Student/Teacher Rapport

	Unsatisfactory	Basic	Proficient	Distinguished	N/E
	<input type="checkbox"/> <i>Interaction with at least some students is demeaning, sarcastic, or inappropriate to the age or culture of the students. Absence of mutual respect between the teacher and students is evident in the classroom.</i>	<input checked="" type="checkbox"/> <i>Interactions are generally appropriate, but inconsistencies, favoritism, or occasional inappropriate negative interaction with some students occurs. Lack of engagement of students.</i>	<input type="checkbox"/> <i>Interaction with students is supportive and positive, reflecting warmth, caring, and reciprocal respect. Students are valued for who they are, regardless of developmental or cultural norms.</i>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: Mr. McCue continues to improve in rapport building. The class observed these two days has a wide variety of learning levels. He showed the ability to make everyone in the class feel important. This is an area where students have tried him as a new teacher. His dedication and commitment to the students makes this workable, however. He strives to be involved in all aspects a student's life in the high school setting, and therefore, receives respect from the student body. he is to be commended for his efforts in building positive rapport.

Classroom Environment

2. Expectations and Procedures for Behavior, Learning and Achievement

	Unsatisfactory	Basic	Proficient	Distinguished	N/E
	<input type="checkbox"/> <i>No expectations or procedures appear to have been established or communicated. Students seem to be confused as to what the expectations and procedures are.</i>	<input type="checkbox"/> <i>Expectations and procedures appear to have been established and communicated. Most students appear to be aware of and understand them.</i>	<input checked="" type="checkbox"/> <i>Expectations for behavior and procedures are clearly communicated and appear to have been developed keeping the needs of the students in mind. The teacher and the students model the values of respect, dignity, honesty, responsibility, and teamwork.</i>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: The expectations for academic and behavioral achievement are clearly outlined. He continues to improve in successfully communicating to the students what the standards are.

Classroom Environment

3. Monitoring and Response to Student Behavior

Unsatisfactory	Basic	Proficient	Distinguished	N/E
<input type="checkbox"/> <i>Student behavior is not monitored or the response to misbehavior is inconsistent, overly repressive, or does not respect the students' dignity. Consequences are ineffective.</i>	<input checked="" type="checkbox"/> <i>Teacher misses the misbehaviors of some students or responds to student misbehavior with inconsistent results.</i>	<input type="checkbox"/> <i>Teacher is alert to student behavior. Monitoring by teacher is subtle and preventative. Teacher response to misbehavior is appropriate, consistent, and respectful of the students' dignity. Student behavior is generally appropriate.</i>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: The observation of Applied Math reveals that he has improved at dealing with inappropriate behavior. He easily corrected inappropriate behavior or actions and moved the class in the right direction. However, this is an area he is still encouraged to improve. He has been instructed to consider reading for professional development this summer various educational journals or books on discipline and management. He does not have an extreme problem in this area, but improvement, continuous in nature, is a professional necessity that will benefit him and those that he teaches.

Planning and Preparation

4. Knowledge of Content

Unsatisfactory	Basic	Proficient	Distinguished	N/E
<input type="checkbox"/> <i>Demonstrates limited knowledge of subject matter. Content errors are not corrected.</i>	<input type="checkbox"/> <i>Demonstrates basic knowledge of subject matter. Content errors are corrected. Teacher provides limited connection to real world applications.</i>	<input checked="" type="checkbox"/> <i>Demonstrates extensive knowledge of subject matter, is able to connect learning to real world and uses cross-curricular applications, where appropriate.</i>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: Mr. McCue knows his subject well. Even more, the applied math class is a forum where he can show that math can relate to real life. His presentation and interaction with the students in this class revealed growth in his ability to transfer the information in a manner that is more conducive to transfer.

Planning and Preparation

5. Lesson and Unit Structure

Unsatisfactory	Basic	Proficient	Distinguished	N/E
<input type="checkbox"/> <i>There is no evidence that daily lessons are aligned with the district curriculum. There is no clear connection between daily lessons, activities or unit plans. There does not appear to be a stated objective or outcome for student learning.</i>	<input type="checkbox"/> <i>There is evidence that daily lessons and long term goals are generally aligned with the district curriculum. Instructional activities are generally related to learning objectives.</i>	<input checked="" type="checkbox"/> <i>Establishes and articulates long and short term goals for learning with high expectations for all students. Instructional activities are related to learning goals. Lessons are sequenced to promote understanding and critical thinking in students and are clearly aligned with the district curriculum.</i>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: Organization and lesson planning is a positive quality of Mr. McCue.

<i>Planning and Preparation</i>		Unsatisfactory	Basic	Proficient	Distinguished	N/E
6. Use of Assessment Data		<input type="checkbox"/> <i>Assessment data is not incorporated into lesson plans.</i>	<input type="checkbox"/> <i>Some assessment data is incorporated into lesson plans.</i>	<input checked="" type="checkbox"/> <i>Assessment data is used in collaboration with colleagues in department/grade level meetings and is incorporated into the design of lesson plans.</i>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: His willingness to use data to dictate lesson planning is still evident. He revealed this when using the scores to change instruction for two students who were showing struggles on the ISAT math exams.

<i>Planning and Preparation</i>		Unsatisfactory	Basic	Proficient	Distinguished	N/E
7. Knowledge of Students' Skills, Interests, and Approaches to Learning		<input type="checkbox"/> <i>Lessons do not reflect teacher effort to accommodate students with special needs. All students are required to achieve the same level of proficiency on assignments regardless of special needs. Teacher displays little knowledge of students' interests and skills. Accommodations are generally left to support personnel.</i>	<input type="checkbox"/> <i>Awareness of students with special needs is evident but accommodations are sporadic or superficial. Collaboration with support personnel is limited. Teacher makes some accommodations in assignments. Teacher recognizes the value of understanding students' skills and interests, but such understanding is not reflected in planning and preparation.</i>	<input checked="" type="checkbox"/> <i>Awareness of students with special needs is evident and specific modifications to accommodate learning are planned. Teacher and support personnel collaborate effectively to meet student needs. Lesson activities are appropriate for the majority of students. Lessons are differentiated to meet student needs and a variety of instructional strategies are appropriately employed to enhance learning. Teacher displays knowledge of students' skills and interests.</i>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: In past observations it has been noted that Mr. McCue must learn to reach all student and the learning levels more effectively. This observation revealed growth in this area. The applied math class has a wide range of learning levels. He effectively provided both group and individual instruction leading all students towards success. Part of the efficiency is directly related to the type of class this is and so more improvement is encouraged; however, he must be commended on the current success in this area.

Instruction

8. Delivery of Directions and Procedures

	Unsatisfactory	Basic	Proficient	Distinguished	N/E
	<input type="checkbox"/> Explanations and directions are confusing to students. Students are unable to proceed with independent work. Instructions often must be repeated.	<input type="checkbox"/> Explanations and directions require occasional clarification and restatement before students are able to work independently. Instructions tend to be verbal in nature without visual representation of the task.	<input checked="" type="checkbox"/> Directions and explanations are clear to students and seldom require clarification. Directions are modeled effectively to address the varied learning styles of the students. The teacher effectively anticipates possible misunderstanding and adjusts directions accordingly.	<input type="checkbox"/>	<input type="checkbox"/>

Comments: As stated in an earlier evaluation, Mr. McCue must again be commended for his comfort level improving. Mr. McCue has sincerely begun to assume more control of his presentation. His lectures are not rushed. he allows for time to consider and students to interact. He does not face the board as much as at first. He creates lessons that students can think through and comprehend. This lesson proves that he can and will effectively develop more interactive discussions.

Instruction

9. Quality of Questions and Discussion Techniques

	Unsatisfactory	Basic	Proficient	Distinguished	N/E
	<input type="checkbox"/> Questions are vague and of poor quality. Talking out dominates student response to questions. Teacher typically calls on students who raise their hands first, or responds to students who blurt out answers.	<input checked="" type="checkbox"/> Questions may be motivational and interesting but remain primarily at a lower level. Teacher occasionally calls on students who raise their hands first. Teacher often solicits responses from non-participants.	<input type="checkbox"/> Questioning strategies include high and low levels of complexity, and engage students. Wait-time strategy is used consistently. A variety of techniques are used to solicit responses from all students.	<input type="checkbox"/>	<input type="checkbox"/>

Comments: The lessons in this observation did not call for many questions for students. He is still encouraged to look into his questioning strategy for classroom management as well as academic development.

<i>Instruction</i>		Unsatisfactory	Basic	Proficient	Distinguished	N/E
10. Evidence of Student Engagement		<input type="checkbox"/> <i>Activities and assignments are inappropriate for students in terms of their age or background. Participation in activities is limited to a few students.</i>	<input checked="" type="checkbox"/> <i>Activities and assignments are appropriate to students and to the subject matter. Teacher attempts to engage students in activities.</i>	<input type="checkbox"/> <i>Teacher provides relevant activities and assignments appropriate to students and to the subject matter. Teacher successfully engages students in activities.</i>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: Engagement was high. The only problem in this class is that on the second day there were some students far enough ahead they didn't feel challenged. There were no inappropriate behaviors that sometimes are associated with a lack of engagement; however, he should consider how he can challenge the higher level students even though he must spend a lot of time with the lower level students.

<i>Instruction</i>		Unsatisfactory	Basic	Proficient	Distinguished	N/E
11. Structure/Pacing of Lesson		<input type="checkbox"/> <i>The lesson has no clearly defined structure, and/or the pacing of the lesson is too slow or rushed.</i>	<input type="checkbox"/> <i>The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is usually appropriate.</i>	<input checked="" type="checkbox"/> <i>The lesson has a clearly defined structure around which the activities are organized, allowing for reflection and closure as appropriate. Pacing of the lesson is appropriate. Monitor/adjustment strategies enhance student understanding.</i>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: Again, his comfort level as an instructor makes the flow of the class go much smoother..

<i>Instruction</i>		Unsatisfactory	Basic	Proficient	Distinguished	N/E
12. Providing Feedback to Students During Instruction		<input type="checkbox"/> <i>Feedback is provided sporadically or not at all. Feedback, which is provided, is of poor quality or inappropriate.</i>	<input type="checkbox"/> <i>Feedback is provided but is general and repetitive in nature and not always timely.</i>	<input checked="" type="checkbox"/> <i>Feedback is specific, personalized, and timely. A variety of tools and strategies are used to help students assess their progress and reflect on work. Feedback extends learning.</i>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: The students in this class had good questions in which he responded to effectively so the class as a whole could move on.

<i>Instruction</i>		Unsatisfactory	Basic	Proficient	Distinguished	N/E
13. Evidence of Student Growth	<input type="checkbox"/> Evidence of student growth for most students is non-existent, even when consideration is given for factors beyond the teacher's control.	<input type="checkbox"/> Evidence of student growth for most students is apparent, but minimal, even when consideration is given for factors beyond the teacher's control.	<input checked="" type="checkbox"/> Student growth and achievement is in considerable evidence as judged by teacher made evaluation instruments, student work, district and state assessments, IEP's, etc., irrespective of factors beyond the teacher's control.	<input type="checkbox"/>	<input type="checkbox"/>	
	Comments: There is no doubt students have learned from the previous lessons.					

<i>Professional Responsibilities</i>		Unsatisfactory	Basic	Proficient	Distinguished	N/E
14. Reporting of Student Data	<input type="checkbox"/> Provides students with some information about their test scores, grades and report cards. Assessment instruments, seatwork, and homework are not handed back in a timely manner.	<input type="checkbox"/> Provides students with information about their current progress. Assessment instruments, seatwork and homework are handed back in a timely manner	<input checked="" type="checkbox"/> Provides all students with timely information about their progress and helps students use this data to improve their achievement.	<input type="checkbox"/>	<input type="checkbox"/>	
	Comments: Mr. McCue effectively stays consistent with grade reporting.					

<i>Professional Responsibilities</i>		Unsatisfactory	Basic	Proficient	Distinguished	N/E
15. Reflection on Teaching	<input type="checkbox"/> Teacher has few suggestions for how a lesson/unit may be improved another time. Teacher is not receptive to assistance or collaboration with colleagues.	<input type="checkbox"/> Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional goals were met. Teacher makes some suggestions about how a lesson may be improved. Teacher occasionally collaborates with colleagues.	<input checked="" type="checkbox"/> Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its goals. Teacher can cite specific examples to support his/her assessment. Teacher makes specific suggestions of what to monitor and adjust for next time. Teacher collaborates with colleagues.	<input type="checkbox"/>	<input type="checkbox"/>	
	Comments: Mr. McCue is to be commended on his ability to self evaluate. More important, he is willing to receive corrective criticism because he has a wish to improve. His dedication to students and perfection make him the type of professional that wishes to become more efficient consistently.					

<i>Professional Responsibilities</i>		Unsatisfactory	Basic	Proficient	Distinguished	N/E
16. Communicating with Families	<input type="checkbox"/> <i>Teacher interaction with families is unprofessional and at times disrespectful. Student and/or parent concerns are not addressed in a timely manner.</i>	<input type="checkbox"/> <i>Teacher interactions with families are generally appropriate and professional. Student concerns are often addressed in a timely and respectful manner.</i>	<input checked="" type="checkbox"/> <i>Teacher interactions with families are appropriate and professional. Student concerns are addressed in a timely manner. Teacher initiates contact with families when appropriate.</i>	<input type="checkbox"/>	<input type="checkbox"/>	
	Comments: He will and does effectively address all parents as needed.					

<i>Professional Responsibilities</i>		Unsatisfactory	Basic	Proficient	Distinguished	N/E
17. Completing required tasks and professional documentation in a timely manner.	<input type="checkbox"/> <i>Teacher does not complete tasks and/or documentation requested. Tasks and/or documents are done in an unprofessional manner.</i>	<input type="checkbox"/> <i>Teacher completes tasks and/or documents with minimal delay. Tasks and/or documents are completed with required information.</i>	<input checked="" type="checkbox"/> <i>Teacher completes all tasks and/or documents in a timely manner. Documents and tasks are completed in a professional manner.</i>	<input type="checkbox"/>	<input type="checkbox"/>	
	Comments: He is organized, professional, and willing to meet all requirements asked of him.					

<i>Professional Responsibilities</i>		Unsatisfactory	Basic	Proficient	Distinguished	N/E
18. Service to the Profession	<input type="checkbox"/> <i>Comment</i>	<input type="checkbox"/> <i>Comment</i>	<input checked="" type="checkbox"/> <i>Comment</i>	<input type="checkbox"/>	<input type="checkbox"/>	
	Comments: Mr. McCue has shown great improvement as an educator over the past year. He is a perfectionist that has genuine concern for all students. It is apparent that at times he cares more than some students about their progress. This makes it tough on a person who wants to be successful. It is my observation that he has been successful because he is improving, students are learning, and he coming into his own as an educator. Although he is encouraged to work on classroom management and presentation ideas for the future, the fact remains the Mr. McCue has demonstrated great success for a first year teacher.					

Remediation Plan:

Teacher Evaluated Signature _____

Signing this evaluation does not necessarily constitute agreement with its contents, but indicates that the evaluation has been shared with the employee. The teacher may attach a response to this report.

Evaluator Signature _____

Please Check One:

Category 1 (Minimum of 3 Evaluations per Year)

Category 2 (Minimum of 3 Evaluations per Year)

Category 3 (Minimum of 2 Evaluations per Year)

Tenure (Minimum of 1 Evaluation per Year)

Definitions

Unsatisfactory: Does not meet acceptable standards of the profession. Rating in the Unsatisfactory category must be supported by comment and/or documentation.

Basic: Has the foundation expected by professional standards, but is not able to demonstrate application in every situation.

Proficient: Highly competent in the art, skills or field of knowledge of the teaching profession.

Distinguished: Displays prominent and exemplary professional teaching skills, beyond the level of proficiency. Rating in the Distinguished category must be supported by comment and/or documentation.

N/E: Not Evaluated