



Certified Teacher Evaluation

Name: Mr. McCue

Date: 9/12/2006

Observation Date(s): 9/12/2006

Classroom Environment

1. Student/Teacher Rapport

	Unsatisfactory	Basic	Proficient	Distinguished	N/E
	<input type="checkbox"/> 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.	<input checked="" type="checkbox"/> Interactions are generally appropriate, but inconsistencies, favoritism, or occasional inappropriate negative interaction with some students occurs. Lack of engagement of students.	<input type="checkbox"/> 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.	<input type="checkbox"/>	<input type="checkbox"/>

Comments: This class appears to be very concerned about learning. They seem to trust Mr. McCue's knowledge base. There is a safe and comfortable feel in this room. This too will improve as the students continue to accept Mr. McCue and his dedication to them.

Classroom Environment

2. Expectations and Procedures for Behavior, Learning and Achievement

	Unsatisfactory	Basic	Proficient	Distinguished	N/E
	<input type="checkbox"/> No expectations or procedures appear to have been established or communicated. Students seem to be confused as to what the expectations and procedures are.	<input type="checkbox"/> Expectations and procedures appear to have been established and communicated. Most students appear to be aware of and understand them.	<input checked="" type="checkbox"/> 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.	<input type="checkbox"/>	<input type="checkbox"/>

Comments: The expectations seem to be clear as students understand and work within the established guidelines. The fairly good behavior of the students allows for opportunities to learn.

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: Although these students are very dedicated to learning, there are some misbehaviors that should be addressed. Most of them have to do with private conversations as Mr. McCue looks at the white board. The class is working hard; however, he needs to face the class more to create better vision to stop all potential problems. Facing the board would definitely cause more problems with students who are not as dedicated. He consistently checks and asks students to keep listening. An example is when he says, "ok class, are you with me?" There are some students who who started to not listen as the lecture continued. Mr. McCue is encouraged to demand attention and respect at all times not allowing students to place their head down.

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: Extremely knowledgable. Students can learn from Mr. McCue as they buy into his style of presentation. He is well prepared academically.

<i>Planning and Preparation</i>		Unsatisfactory	Basic	Proficient	Distinguished	N/E
5. Lesson and Unit Structure	<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: Today's lesson appears to be one that is built on previous lessons. He is specific in his instruction and allows students check for understanding.					

<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 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 checked="" type="checkbox"/>	
	Comments: This is still too early to identify. He will be asked to research the given data and make decisions for instruction based on the data.					

Planning and Preparation

7. Knowledge of Students' Skills, Interests, and Approaches to Learning

Unsatisfactory	Basic	Proficient	Distinguished	N/E
<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 checked="" 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 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: This is a higher level class. Most, if not all students, will be intrinsically motivated to complete the work based on what Mr. McCue lectured. He is encouraged to consider the various styles of learning when planning his delivery of the information. The goal is to promote successful transfer to all students.

Instruction

8. Delivery of Directions and Procedures

Unsatisfactory	Basic	Proficient	Distinguished	N/E
<input type="checkbox"/> <i>Explanations and directions are confusing to students. Students are unable to proceed with independent work. Instructions often must be repeated.</i>	<input checked="" type="checkbox"/> <i>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.</i>	<input type="checkbox"/> <i>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.</i>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: Today's lesson was primarily lecture with time left at the end to work on the problems discussed in class. Beginning the class by handing out the work from a previous lesson is effective, but the students were still shuffling the papers while he was lecturing. This created a lack of focus for some. It is also noticed that many students asked about what to take notes on. He is encouraged to clarify this. This sets the expectations. It is noted that the students seem to always be on the same page with Mr. McCue and are able to answer and/or ask questions as needed. Good use of personal examples revealing how he learned the information. {Pac-Man Example} Were there too many concepts presented? During the practice time, students need to be directed to work independently better. They wanted the time. It is important they are mandated to use the time wisely.

9. Quality of Questions and Discussion Techniques

Instruction

Unsatisfactory	Basic	Proficient	Distinguished	N/E
<input type="checkbox"/> <i>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.</i>	<input checked="" type="checkbox"/> <i>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.</i>	<input type="checkbox"/> <i>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.</i>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: Although Mr. McCue asked good questions, he asked general questions. He is encouraged to point the questions to specific students. This may mean making some students to move a step out of their comfort zone, but this is where good learning can take place and provide focus consistently.

10. Evidence of Student Engagement

Instruction

Unsatisfactory	Basic	Proficient	Distinguished	N/E
<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 type="checkbox"/> <i>Activities and assignments are appropriate to students and to the subject matter. Teacher attempts to engage students in activities.</i>	<input checked="" 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: This is a good class. They are in tune with what he is teaching.. That is a compliment to Mr. McCue and the 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: There is a nice flow to today's lesson. Mr. McCue is confident and moves to new ideas as the students understand the present concepts. The last topic may have stretched them a little more than they were prepared to go.

<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: Mr. McCue attempts to clarify all questions. The feedback is thoughtful and structured. It is apparent that his goal is to create clarity and specifically understood guidelines. Good answers for relevancy on why geometry is included in an Algebra II lesson.

<i>Instruction</i>		Unsatisfactory	Basic	Proficient	Distinguished	N/E
13. Evidence of Student Growth		<input type="checkbox"/> <i>Evidence of student growth for most students is non-existent, even when consideration is given for factors beyond the teacher's control.</i>	<input checked="" type="checkbox"/> <i>Evidence of student growth for most students is apparent, but minimal, even when consideration is given for factors beyond the teacher's control.</i>	<input type="checkbox"/> <i>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.</i>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: At least right now, there appears to be growth within the context of today's lesson. However, this will be observed in future visitations.

Professional Responsibilities

14. Reporting of Student Data

Unsatisfactory	Basic	Proficient	Distinguished	N/E
<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 attempts to provide students timely information about their progress.

Professional Responsibilities

15. Reflection on Teaching

Unsatisfactory	Basic	Proficient	Distinguished	N/E
<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 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:

Professional Responsibilities
16. Communicating with Families

Unsatisfactory	Basic	Proficient	Distinguished	N/E
<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 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 checked="" type="checkbox"/>

Comments: This is still too early to identify. In discussions with Mr. McCue, he has stated he is willing to contact parents of specific students who are in need of more parental support.

Professional Responsibilities
17. Completing required tasks and professional documentation in a timely manner.

Unsatisfactory	Basic	Proficient	Distinguished	N/E
<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: Mr. McCue is very organized and willing to meet all requests by the office.

Professional Responsibilities
18. Service to the Profession

Unsatisfactory	Basic	Proficient	Distinguished	N/E
<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: Although there are some qualities of teaching Mr. McCue needs to improve, the truth is that today's lesson was fairly effective for this class. He is very knowledgeable of his content. There is no doubt as he learns to work with all students with various learning styles and adjust presentation strategies, he will be an effective teacher. At this time, Mr. McCue is offering the students of CLearwater Valley a great service. His dedication to being involved in extra-curricular activities is a great attribute. The students will show appreciation for this because they will begin to see how much he cares for them and how he is dedicated.

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