



Certified Teacher Evaluation

Name: Mr. McCue

Date: 12/13/2006

Observation Date(s): 12/13/2006

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 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 checked="" 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: There is definite improvement in this area. Mr. McCue looks calm and assured. The interaction appears enjoyable and cordial. The students look like they want to learn. The teacher is more comfortable than in previous observations and provides good discussion and interplay with those in the class.

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: There is a clear direction in the class. The expectations, therefore, have been made evident.

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: For the most part this is strong. Mr. McCue is still encouraged to look at reactions by students to help him determine the effectiveness of transfer. There are some side conversations that Mr. McCue addresses better than previous observations revealed, but he still should look to improve in this area.

Planning and Preparation
4. Knowledge of Content

Unsatisfactory	Basic	Proficient	Distinguished	N/E
<input checked="" 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: A very strong understanding of the concepts. He has worked with our math department chair in developing, understanding, and implementing the philosophy.

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: Mr. McCue is very organized and has a clear plan of attack

<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: Mr. McCue has already shown that he will review data to help dictate lesson structure.

<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 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: Today's lesson was even more interactive than the last formal observation. Even though this has to do with the class chemistry and level of ability, he did attempt to use more techniques. There is modeling, questioning, and lecture. He is encouraged to continue to work on lesson structure that would reach all students.

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: There is great improvement here. Mr. McCue looks comfortable in all he is doing. This is the best part of today's lesson. His comfort is what increases the positive interaction. The lesson specifically used group work on the board, interactive discussion, and good examples. There is good learning taking place and that is a credit to the teacher's relationship and knowledge level.

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 questions are good, but he is encouraged to increase specific questioning. It is not as needed as much in this class because of involvement. Some students are in need of being called upon.

Instruction

10. Evidence of Student Engagement

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

Comments: The majority of the students were actively engaged. The goal, however, is total engagement. The question he needs to continue to work on is how to reinforce positive engagement consistently.

<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: The comfort made the lesson flow nicely. Today's lesson was smooth.					

<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: Positive feedback. Good improvement in this area.					

<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 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 checked="" 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: It is apparent students learned today.					

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 works diligently to provide students with a fair assessment.

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 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: He is beginning to understand how to evaluate and make changes to lessons as needed.

Professional Responsibilities

16. Communicating with Families

Unsatisfactory	Basic	Proficient	Distinguished	N/E
<input type="checkbox"/> Teacher interaction with families is unprofessional and at times disrespectful. Student and/or parent concerns are not addressed in a timely manner.	<input type="checkbox"/> Teacher interactions with families are generally appropriate and professional. Student concerns are often addressed in a timely and respectful manner.	<input checked="" type="checkbox"/> Teacher interactions with families are appropriate and professional. Student concerns are addressed in a timely manner. Teacher initiates contact with families when appropriate.	<input type="checkbox"/>	<input type="checkbox"/>

Comments: He is willing to and does effectively contact 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: Mr. McCue is very professional and timely in all that he is asked to complete.

<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 continues to prove that he is a staff member who wants to succeed. It has been definitely made evident that there is improvement in his instruction. His willingness to accept new ideas from other teachers as well as the principal is to be commended. He is on his way to becoming a strong teacher at CVHS. He is also to be commended for working with the others in the math department on solidifying the philosophical approach to teach math. Mr. McCue is a valuable member of the CVHS staff who has shown sincere compassion for the students of Clearwater Valley and strives to be an effective model in their lives. There is still more improvement necessary, but his willingness to make whatever changes to become a teacher of quality is the key to success.

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