

McLean County Unit District No. 5
Certified Staff Evaluation Form

Faculty Member _____

Homebase _____

Post Conference Date _____

Evaluator's Name _____

Domain 1: Planning and Preparation

The teacher sets goals, plans instruction, and assesses student progress based upon knowledge of content, students, resources, and the curriculum. Planning and assessment focus upon implementation of the district curriculum through meaningful classroom experiences utilizing available resources.

Knowledge/Goals

- | | <u>E</u> | <u>S</u> | <u>U</u> | <u>NA</u> | |
|----|--------------------------|--------------------------|--------------------------|--------------------------|--|
| 1. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Displays appropriate knowledge of content and teaching methodology. |
| 2. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Displays knowledge of typical student development, progress, and exceptional patterns. |
| 3. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Develops short and long-range goals that are based on knowledge of the district curriculum, learner diversity and learning theory. |
| 4. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Consistently assesses accomplishment of teaching goals, adjusting goals as needed. |

Planning/Assessment

- | | <u>E</u> | <u>S</u> | <u>U</u> | <u>NA</u> | |
|----|--------------------------|--------------------------|--------------------------|--------------------------|--|
| 1. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Establishes instructional plans that are clear, meaningful, and aligned with the district objectives and state standards. |
| 2. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Establishes instructional plans that take into account the varied learning needs of all students. |
| 3. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Selects and implements a variety of strategies to evaluate student understanding on an ongoing basis and adjusts plans based on student performance. |
| 4. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Encourages student self-evaluation and suggests means of self-improvement. |
| 5. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Monitors and assesses individual student progress frequently. |
| 6. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Provides timely feedback to students. |

Resources

- | | <u>E</u> | <u>S</u> | <u>U</u> | <u>NA</u> | |
|----|--------------------------|--------------------------|--------------------------|--------------------------|--|
| 1. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Uses a variety of resources to enhance the basic curriculum. |
| 2. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Uses materials and techniques appropriate for the varied abilities, learning styles, and background of students. |
| 3. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Integrates technology into instruction as appropriate. |
| 4. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Modifies materials to meet student needs. |
-

Domain 1: Planning and Preparation – Cumulative Rating - (Base rating on marks indicated above)

Excellent

Satisfactory

Unsatisfactory

(Record comments below to clarify items marked above)

Strengths

Weaknesses or Suggestions for Improvement

DOMAIN ONE

PLANNING AND PREPARATION	Excellent	Satisfactory	Unsatisfactory
Knowledge of the Discipline	Teacher displays extensive knowledge of the discipline including content, methodology, and the characteristics of the learner and remains current in that knowledge.	Teacher displays basic knowledge of the discipline including content, methodology, and the characteristics of the learner and makes efforts to remain current in that knowledge.	Teacher displays limited knowledge of the discipline including content, methodology and the characteristics of the learner and makes errors that negatively impact student learning.
Instructional Goals	Teacher develops clear goals that are aligned with the curriculum. Teacher consistently assesses accomplishment of goals making adjustments based on learner needs.	Teacher generally develops goals that are consistent with the curriculum. Teacher selectively assesses accomplishment of goals and makes adjustments based on learner needs.	Teacher fails to develop goals or develops goals that are unclear or unrelated to the curriculum. Teacher does not or rarely assesses accomplishment of goals in order to make adjustments based on learner needs.
Instructional Planning	Teacher plans for learning activities that are highly relevant to the student and the instructional goal.	Teacher generally plans for learning activities that are relevant to the student and the instructional goal.	Teacher plans activities that are frequently not relevant to the student or the instructional goal.
Assessment of Student Learning	Teacher assesses student progress on an ongoing basis through a variety of strategies that include self-assessment. Teacher consistently uses feedback from assessment to adjust instructional plans for individuals and groups of students.	Teacher selectively assesses student progress on a routine basis. Feedback is usually provided in a timely fashion. Teacher uses feedback from assessment to adjust instructional plans for the entire class.	Teacher makes limited attempts or ineffectively assesses student progress. Feedback is not provided in a timely manner. Assessment results have minimal effect on instructional plans.
Resources	Teacher is fully aware of district and community resources and actively seeks out and adapts materials to enhance student performance.	Teacher is aware of district resources and adapts material to support student performance.	Teacher is unaware or has limited knowledge of district resources. Teacher fails to adequately adapt materials to support some student performance.

Domain 2: Instructional Delivery

The teacher presents lessons that demonstrate an understanding and use of a variety of instructional strategies, questioning techniques, and resources to promote student learning and encourage student development of basic skills, critical thinking, and problem solving. Discussions engage students and relate background experiences to lesson objectives. Activities are purposefully planned to accommodate student differences.

Implementation/Performance

- | | <u>E</u> | <u>S</u> | <u>U</u> | <u>NA</u> | |
|----|--------------------------|--------------------------|--------------------------|--------------------------|---|
| 1. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Presents clear lesson objectives and thorough explanation of new content. |
| 2. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Relates concepts to student background experiences including previously learned material. |
| 3. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Uses a variety of appropriate strategies to assist all learners in meeting instructional goals. |
| 4. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Provides time for guided and independent practice designed to facilitate student learning. |
| 5. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Assigns meaningful and appropriate practice opportunities. |
| 6. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Engages students in activities and projects designed to elicit analytical and constructive thought. |
| 7. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Adjusts pace and difficulty of content to student readiness. |
| 8. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Provides appropriate accommodations for students as needed. |

Questioning/Discussion

- | | <u>E</u> | <u>S</u> | <u>U</u> | <u>NA</u> | |
|----|--------------------------|--------------------------|--------------------------|--------------------------|--|
| 1. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Uses a variety of effective questioning techniques resulting in high level thinking. |
| 2. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Encourages student discussion and expressions of constructive opinion. |
| 3. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Demonstrates skill of involving students in discussion. |
| 4. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Provides adequate time for thought, reflection, and response. |

Domain 2: Instructional Delivery – Cumulative Rating - (Based on rating on marks indicated above)

 Excellent

 Satisfactory

 Unsatisfactory

(Record comments below to clarify items marked above)

Strengths

Weaknesses or Suggestions for Improvement

DOMAIN TWO

INSTRUCTIONAL DELIVERY	Excellent	Satisfactory	Unsatisfactory
IMPLEMENTATION/ PERFORMANCE			
Concept Development	Lesson presentation supports student understanding of concepts, relationships, and skills. The teacher uses a variety of strategies and attends to the needs of diverse learners.	Lesson presentation indicates an understanding of concepts, relationships, and skills through the use of a variety of strategies or attention to the needs of diverse learners.	Lesson presentation is unstructured or fails to promote students understanding of concepts, relationships, or skills. Learner diversity is not considered.
Student Practice Opportunities	Practice opportunities and projects are well planned, meaningful, and appropriate to learner development.	Practice opportunities and projects are related to lessons.	Practice opportunities are mismatched with students or content.
Activities and Projects	Students are appropriately engaged in activities and explorations that lead to new learning. Students initiate, adapt, and create their projects to enhance and extend learning.	Students are appropriately engaged in activities and explorations that are suited to their needs and abilities.	Students are not appropriately engaged. Activities or explorations are inappropriate for students in terms of age, background or readiness.
Accommodations	Pacing, materials, lesson difficulty, and assignments are carefully matched to student needs and abilities.	Pacing, materials, lesson difficulty, and assignments are adjusted for the needs and abilities of some students.	Pacing, materials, lesson difficulty, or assignments are mismatched for the needs or abilities.
QUESTIONING/ DISCUSSION			
Uses Effective Questioning Techniques	Instruction reflects use of a wide variety of thought-provoking questioning techniques resulting in higher level thinking.	Instruction reflects evidence of adequate questioning techniques that stimulate discussion from students.	Instruction reflects limited understanding of questioning techniques or use of inappropriate questioning techniques.
Encourages Student Discussion and Expression	Teacher leads students to assume responsibility for the success of discussions, initiating topics, stating opinions and making contributions.	Teacher engages students in discussions with students making some contributions.	Teacher dominates or fails to direct discussions, limiting students contributions and/or expression of opinion.
Use of Time	Time and pacing are used judiciously encouraging reflection and closure. Pacing of lesson is matched to students needs and abilities.	Time and pacing are adequate and appropriate for most students.	Time is used inappropriately, or pacing is inconsistent with students needs.

Domain 3: Classroom Environment

The teacher uses an understanding of individual and group motivation and behavior to create a class environment that encourages social interaction, active engagement in learning, and self-motivation. The classroom is managed efficiently and effectively. There is a positive, supportive classroom atmosphere and time is used productively.

Classroom Management

- | | <u>E</u> | <u>S</u> | <u>U</u> | <u>NA</u> | |
|----|--------------------------|--------------------------|--------------------------|--------------------------|--|
| 1. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Motivates students so that behavioral problems seldom occur. |
| 2. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Establishes and communicates age appropriate classroom behavioral expectations. |
| 3. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Monitors and effectively addresses student behavior in a professional manner. |
| 4. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Develops strategies for those students who demonstrate on-going behavioral difficulties. |

Classroom Climate

- | | <u>E</u> | <u>S</u> | <u>U</u> | <u>NA</u> | |
|----|--------------------------|--------------------------|--------------------------|--------------------------|---|
| 1. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Fosters a safe, supportive environment. |
| 2. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Establishes rapport, respects students and recognizes individual differences. |
| 3. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Promotes high expectations for learning and achievement. |
| 4. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Engages students in individual and group activities that encourage self-monitoring and independent work habits. |

Productive Use of Time, Classroom Procedures and Resources

- | | <u>E</u> | <u>S</u> | <u>U</u> | <u>NA</u> | |
|----|--------------------------|--------------------------|--------------------------|--------------------------|--|
| 1. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Manages classroom routines and non-instructional procedures efficiently. |
| 2. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Maximizes time on learning tasks. |
| 3. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Manages transitions effectively. |
| 4. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Maintains effective and safe use of learning environment. |

Domain 3: Classroom Environment – Cumulative Rating - (Based on rating on marks indicated above) Excellent Satisfactory Unsatisfactory

(Record comments below to clarify items marked above)

Strengths

Weaknesses or Suggestions for Improvement

DOMAIN THREE

CLASSROOM ENVIRONMENT	Excellent	Satisfactory	Unsatisfactory
Classroom Management	Teacher establishes, communicates and maintains well-defined, age-appropriate classroom behavioral expectations. Response to misbehavior is proactive, consistent, calm, and effective. Understanding and sensitivity to individual needs are evident in the teacher's utilization of specific strategies and resources to address ongoing behavioral difficulties.	Teacher establishes and communicates rules and consequences for most situations. Response to misbehavior is appropriate and generally effective. Strategies and resources are utilized in dealing with ongoing behavioral difficulties.	Lack of behavioral expectations results in a negative learning environment. Response to misbehavior is generally inconsistent, inappropriate, and ineffective. The teacher does not utilize strategies in dealing with ongoing behavioral difficulties.
Classroom Climate	Classroom climate is safe and supportive and promotes high levels of student engagement, productivity and self-management. Teacher-student interactions are consistently appropriate to cultural and developmental norms and are marked by equitable attention and opportunities for involvement. An atmosphere of mutual caring and respect is evident.	Classroom climate is comfortable and encourages effort and participation from most students. Teacher-student interactions are usually positive and appropriate. Students are generally engaged in meaningful activities and are held accountable for and assisted in meeting classroom expectations.	Classroom climate is not safe and supportive. Teacher does not encourage student engagement, achievement and respect. Teacher fails to establish rapport, and teacher-student and/or student-student interactions are often negative or inappropriate.
Productive Use of Time, Classroom Procedures and Resources	Teacher has established efficient routines. Students are instructed in and given responsibility for managing tasks efficiently. Groups working independently are productively engaged. Arrangement of room facilitates learning and provides equal access to resources. Transitions are handled so that time on learning tasks is maximized.	Management of routines and transitions results in minimal loss of instructional time, although time on learning tasks is generally adequate. Groups working independently are managed so that most students are engaged. Room arrangement is appropriate for most instructional activities, and access to resources is generally equitable.	Poor management of routines, transitions and time on task results in considerable loss of instructional time. Arrangement of room does not facilitate learning nor provide equal access to classroom resources. Students are not productively engaged in learning.

Domain 4: Professional Expectations

The teacher understands the role of communication in education, as well as developing and maintaining collaborative relationships with colleagues, parents/guardians and the community to support student learning. The teacher is expected to maintain standards of professional conduct, grow professionally and meet policy requirements.

Relationship To Staff, Students, and Parents/Communication

E **S** **U** **NA**

1. Works cooperatively with other school staff.
2. Displays a professional attitude and demeanor in working with staff, students and parents.
3. Enhances home-school relationships; gains the respect and cooperation of students and parents.
4. Contacts parents via oral and written communications regarding academic progress, attendance, and behavior.

Professional Growth and Responsibilities

E **S** **U** **NA**

1. Participates in professional growth/staff development opportunities.
2. Seeks professional expertise of administrators, mentors, and other colleagues to improve performance.
3. Participates and provides leadership in school activities and district projects.
4. Adheres to school and district policies.
5. Completes reports and records in a consistently accurate and timely fashion.
6. Demonstrates professional judgment relating to discipline, confidentiality, and use of language.

Domain 4: Professional Expectations – Cumulative Rating - (Base rating on marks indicated above)

Excellent Satisfactory Unsatisfactory

(Record comments below to clarify items marked above)

Strengths

Weakness or Suggestions for Improvement

Evaluator

Date

Certified Staff Member

Date

DOMAIN FOUR

PROFESSIONAL EXPECTATIONS	Excellent	Satisfactory	Unsatisfactory
Relationship to Staff, Students and Parents	Support and collaboration characterize relationships with others. Teacher takes initiative and assumes leadership.	Teacher maintains cordial and cooperative relationship with others to fulfill the duties that the school or district requires.	Teacher's relationship with others is negative or self-serving thus failing to fulfill the duties the school or district requires.
Communication/ Public Relations	Teacher provides frequent and appropriate information about instructional programs and student progress. Teacher responds proactively and sensitively to student or parent concerns.	Teacher provides information about instructional programs and students progress on a regular basis and provides needed response to student or parent concerns.	Teacher provides minimal information regarding instructional programs and student progress. Teacher does not respond or responds insensitively or inappropriately to student or parent concerns.
Professional Growth	Teacher seeks opportunity for professional development thus enhancing instruction or skills.	Teacher participates in professional activities to enhance instruction or skills.	Teacher engages in very limited or no professional activities to enhance instruction or skills.
Professional Responsibilities	Teacher demonstrates the highest professional judgment and follows school and district policies.	Teacher adheres to appropriate professional standards and follows school and district policies.	Teacher acts unprofessionally or does not follow school and district policies resulting in some students being ill served by the school.