

NAME \_\_\_\_\_  
(Please Print) Last Name First Name Employee ID # Contract Type

ASSIGNMENT \_\_\_\_\_ SCHOOL \_\_\_\_\_ SCHOOL YEAR \_\_\_\_\_

## THE INDEPENDENT SCHOOL DISTRICT OF BOISE CITY

### Teacher Evaluation

#### **Philosophy**

The purpose of performance evaluation for any category of employee is to document strengths and weaknesses and to pinpoint areas for improved performance. Although professional growth is of primary importance, evaluation may also be used to document performance problems and deficiencies.

The Boise School District is committed to the notion of self-evaluation and self-reflection as a way to ensure professional growth. Self-reflection, combined with the fair and objective observation and feedback of a supervisor is the best way to assist professional teachers in advancing in the profession.

The availability of the Boise School District Peer Assistance Program, Professional Development Core and other Professional Development opportunities, coupled with the evaluation process, provides the infrastructure necessary for sustained professional growth. It is the philosophy of the District that evaluation is the tool to document that sustained growth.

#### **Evaluation Procedure**

The recommended administrative observation cycle for professional employees will include at least one administrative observation per year with each observation lasting a minimum of 10 minutes.

All professional employees will have a minimum of one formal evaluation with a qualified evaluator per year, on or before February 1. The post-evaluation conference shall be held within seven (7) school days of the formal observation. A copy of each written evaluation shall be submitted to the employee within five (5) school days after the formal evaluation. The professional employee shall have the opportunity to attach a response to his/her evaluation within twenty-one (21) calendar days.

Professional employees with 2 (two) or more years of continuous service in the district shall be placed on intensive staff development or probation if needed.

<b>Domain I: Classroom Environment</b>			
<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>N/E</b>
<b>a. Student/Teacher Rapport</b>			
<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 type="checkbox"/> Interactions are generally appropriate, but inconsistencies, favoritism, or occasional inappropriate negative interaction with some students occurs.	<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"/>
<b>b. Expectations and Procedures for Behavior, Learning and Achievement</b>			
<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 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"/>
<b>c. Monitoring and Response to Student Behavior</b>			
<input type="checkbox"/> Student behavior is not monitored or the response to misbehavior is inconsistent, overly repressive, or does not respect the students' dignity.	<input type="checkbox"/> Teacher misses the misbehaviors of some students or responds to student misbehavior with inconsistent results.	<input type="checkbox"/> 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.	<input type="checkbox"/>
<b>d. Physical Space</b>			
<input type="checkbox"/> The classroom furniture, physical resources are poorly organized and not easily accessible to some students.	<input type="checkbox"/> The classroom is safe, adequately organized for learning and generally accessible to all students.	<input type="checkbox"/> The classroom physical space and contents are skillfully arranged to maximize learning, efficiency, accessibility for all students.	<input type="checkbox"/>
<b>e. Managing classroom procedures</b>			
<input type="checkbox"/> Considerable instruction time is lost in performing non-instructional duties. Much time is lost during transitions. Materials are handled inefficiently.	<input type="checkbox"/> Systems for performing non-instructional duties are established. Instructional time loss during transitions is minimized. Most materials are handled efficiently.	<input type="checkbox"/> Systems for performing non-instructional duties are well established with students assuming some responsibilities. Transitions occur smoothly with little loss of instructional time. Materials are handled efficiently.	<input type="checkbox"/>
<b>Additional Comments Domain I: Classroom Environment (Optional)</b>			

**Domain II: Planning and Preparation**

<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>N/E</b>
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**a. Knowledge of Content**

<input type="checkbox"/> Demonstrates limited knowledge of subject matter. Content errors are not corrected.	<input type="checkbox"/> Demonstrates basic knowledge of subject matter. Content errors are corrected. Teacher provides limited connection to real world applications.	<input type="checkbox"/> Demonstrates extensive knowledge of subject matter, is able to connect learning to real world and uses cross-curricular applications, where appropriate.	<input type="checkbox"/>
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**b. Lesson and Unit Structure**

<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/>
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**c. Use of Assessment Data**

<input type="checkbox"/> Assessment data is not incorporated into lesson plans.	<input type="checkbox"/> Some assessment data is incorporated into lesson plans.	<input type="checkbox"/> Assessment data is used in collaboration with colleagues in department/grade level meetings and is incorporated into the design of lesson plans.	<input type="checkbox"/>
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**d. Knowledge of Students' Skills, Interests, and Approaches to Learning**

<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/>
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**e. Knowledge of District Resources (Examples: Internet, Peer Assistance, Boise School Foundation, Plato, Library or Community resources, etc.)**

<input type="checkbox"/> Teacher displays limited awareness of school or district resources available for teaching and student assistance.	<input type="checkbox"/> Teacher is fully aware of school or district resources available for teaching and student assistance.	<input type="checkbox"/> In addition to awareness and utilization of District resources available to teachers and for students, teacher actively seeks other materials to enhance instruction.	<input type="checkbox"/>
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**Additional Comments Domain II: Planning and Preparation (Optional)**

<b>Domain III: Instruction</b>			
<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>N/E</b>
<b>a. Delivery of Directions and Procedures</b>			
<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 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"/>
<b>b. Quality of Questions and Discussion Techniques</b>			
<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 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"/>
<b>c. Evidence of Student Engagement</b>			
<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 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"/>
<b>d. Structure/Pacing of Lesson</b>			
<input type="checkbox"/> The lesson has no clearly defined structure, and/or the pacing of the lesson is too slow or rushed. Teacher adheres rigidly to the lesson plan.	<input type="checkbox"/> The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is usually appropriate. Teacher makes minor adjustments to lesson plan to accommodate student's questions and interests.	<input type="checkbox"/> 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. Teacher monitors and adjusts lesson plan and strategies to enhance student understanding; seizes opportunities to build on a spontaneous event.	<input type="checkbox"/>
<b>e. Providing Feedback to Students During Instruction</b>			
<input type="checkbox"/> Feedback is provided sporadically or not at all. Feedback, which is provided, is of poor quality or inappropriate.	<input type="checkbox"/> Feedback is provided but is general and repetitive in nature and not always timely.	<input type="checkbox"/> 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.	<input type="checkbox"/>

**Domain III: Instruction Continued**

**f. Evidence of Student Growth**

Evidence of student growth for most students is non-existent, even when consideration is given for factors beyond the teacher's control.

Evidence of student growth for most students is apparent, but minimal, even when consideration is given for factors beyond the teacher's control.

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.

**Additional Comments Domain III: Instruction (Optional)**

### Domain IV: Professional Responsibilities

Unsatisfactory	Basic	Proficient	N/E
<b>a. Reporting of Student Data</b>			
<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 type="checkbox"/> Provides all students with timely information about their progress and helps students use this data to improve their achievement.	<input type="checkbox"/>
<b>b. Reflection on Teaching</b>			
<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"/>
<b>c. Communicating with Families</b>			
<input type="checkbox"/> Teacher interaction with families is unprofessional and at times disrespectful. Student 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 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"/>
<b>d. Maintaining Records</b>			
<input type="checkbox"/> Student assessment and non-instructional data is in disarray and for many students incomplete.	<input type="checkbox"/> Student assessment and non-instructional data is accurate and complete.	<input type="checkbox"/> Student assessment and non-instructional data is accurate, complete and available to students and parents.	<input type="checkbox"/>
<b>e. Growing and Developing Professionally</b>			
<input type="checkbox"/> Teacher engages in few professional development activities to enhance knowledge. Teacher makes little effort to collaborate with peers.	<input type="checkbox"/> Teacher participates in professional development activities when made available by the school or district. Teacher collaborates with peers.	<input type="checkbox"/> Teacher is an active participant in professional development activities offered by the district or school. Teacher is an active participant in collaborative activities with peers.	<input type="checkbox"/>
<b>f. Showing Professionalism</b>			
<input type="checkbox"/> Teacher does not contribute to schools practices (follows procedures, enforces school rules, supports school events, etc.).	<input type="checkbox"/> Teacher contributes to school practices (follows procedures, enforces school rules, supports school events, etc.).	<input type="checkbox"/> Teacher willingly and actively contributes to school practices (follows procedures, enforces school rules, supports school events, etc.).	<input type="checkbox"/>

<b>Domain IV: Professional Responsibilities Continued</b>	
<b>g. Service to the Profession Comments</b>	
<b>Additional Comments Domain IV: Professional Responsibilities (Optional)</b>	

<b>Areas of Distinction:</b>	
<b>Additional Comments:</b>	
<b>Proficient</b> <input type="checkbox"/>	<b>Non-Proficient</b> <input type="checkbox"/>

<b><i>Definitions</i></b>	
<b>Unsatisfactory:</b>	Does not meet acceptable standards of the profession. Rating in the Unsatisfactory category must be supported by comment and/or documentation.
<b>Basic:</b>	Has the foundation expected by professional standards, but is not able to demonstrate application in every situation.
<b>Proficient:</b>	Highly competent in the art, skills or field of knowledge of the teaching profession.

**Teacher Evaluated Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**(Signing this evaluation does not necessarily constitute agreement with its contents, but indicates that the evaluation has been shared with the employee.)**

**Evaluator Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

*Revised 8/23/11*