

CRAWFORD CENTRAL SCHOOL DISTRICT
PROFESSIONAL EVALUATION FORM

Teachers Name Andrew Androstic Subject History School MASH

School Year 2008-09 Evaluation: (Check 1) One Two _____ Date 1/20/09

This form is to serve as a permanent record of an administrator's evaluation of a teacher's performance during a specific time period based on specific criteria.

<p>Category I: Planning and Preparation -- Through their knowledge of content and pedagogy skills in planning and preparation, teachers make plans and set goals based on the content to be learned, their knowledge of students and their instructional context. Category I reviews: Knowledge of Content and Pedagogy, Knowledge of Students, Selecting Instructional Goals, Designing Coherent Instruction, Assessing Student Learning, Knowledge of Resources, Materials and Technology.</p>	
<input checked="" type="checkbox"/> SATISFACTORY	<input type="checkbox"/> UNSATISFACTORY
<p>Performance Demonstrates:</p> <ul style="list-style-type: none"> ○ Knowledge of content, pedagogy and Pa. Academic Standards ○ Knowledge of students and how to use this knowledge to direct and guide instruction ○ Development of instructional goals that reflect Pa. standards and expectations for students ○ Use of resources, materials, or technology available through the school, district or professional organizations ○ Development of instructional design in which plans for various elements are aligned with the instructional goals and have a recognizable sequence and those required adaptations for individual needs ○ Use of assessments for student learning that are aligned to the instructional goals and adapted as needed for student needs. 	<p>Performance Demonstrates:</p> <ul style="list-style-type: none"> ○ Limited knowledge of content, pedagogy and Pa. Academic Standards ○ Irrelevant knowledge of students and how to use this information to direct and guide instruction ○ Unclear instructional goals and has failed to develop reasonable expectations for students. ○ Little awareness of resources, materials, and technology available through the school or district or professional organizations ○ Inappropriate or incoherent instructional design in which plans for elements are not aligned with the instructional goals, and has few or inappropriate adaptations for individual student needs ○ Limited use assessments for student learning that are aligned to the instructional goals nor adapted as needed for student needs.

<p>Category II: Classroom Environment -- Teachers establish and maintain a purposeful and equitable environment for learning, in which students feel safe, valued, and respected by instituting routines and by setting clear expectations for student behavior. Category II reviews: Teacher Interaction with Students, Establishment of an Environment for Learning, Student Interaction.</p>	
<input checked="" type="checkbox"/> SATISFACTORY	<input type="checkbox"/> UNSATISFACTORY
<p>Performance demonstrates:</p> <ul style="list-style-type: none"> ○ Appropriate expectations for student achievement with reasonable value placed on the quality of student work ○ Attention to equitable learning opportunities for students ○ Respectful interactions between teacher and students and among students ○ Effective classroom routines and procedures resulting in little or no loss of instructional time ○ Clear standards of conduct and effective management of student behavior ○ Safe and adequate organization of physical space that provides accessibility to learning and to the use of resources. 	<p>Performance Demonstrates:</p> <ul style="list-style-type: none"> ○ Inappropriate expectations for student achievement with little or no value placed on the quality of student work. ○ Limited attention to equitable learning opportunities for students ○ Inappropriate or disrespectful interactions between teacher and students and among students ○ Inefficient classroom routines and procedures resulting in loss of instructional time ○ Few or no standards of conduct and institutes ineffective management of student behavior ○ Unsafe or inadequate organization of physical space that fails to provide accessibility and the use of resources, materials, and technology.

Category III: Instructional Delivery -- Through their knowledge of content and their pedagogy and skill in delivering instruction, teachers engage students in learning by using a variety of instructional strategies. Category III addresses: Communications, Questioning and Discussion Techniques, Engaging Students in Learning, Providing Feedback, Demonstrating Flexibility and Responsiveness)

SATISFACTORY

UNSATISFACTORY

Performance Demonstrates:

- o Clear communication of classroom procedures and explains content to students
- o Questioning and discussion strategies that encourage students to participate
- o Engagement of students in learning and uses adequate pacing of instruction
- o Equitable, accurate and constructive feedback to students on their learning in a timely manner.
- o Informal and formal assessment to meet learning goals and to monitor student learning
- o Flexibility and responsiveness in meeting the learning needs of students.

Performance Demonstrates:

- o Failure to communicate classroom procedures and explain content to students
- o Poor use questioning and discussion strategies that encourage students to participate
- o Failure to engage students in learning and uses poor pacing of instruction
- o Lack of accurate or appropriate feedback to students on their learning
- o Limited or inappropriate use of formal and informal assessments to meet learning goals and to monitor student learning
- o Inflexibility in meeting the learning needs of students.

Category IV: Professionalism -- Professionalism refers to those aspects of teaching that occur in and beyond the classroom/building. Category IV addresses: Adherence to School and District Procedures, Maintaining Accurate Records, Commitment to Professional Standards, Communicating with Families, Demonstrating Professionalism.

SATISFACTORY

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Performance Demonstrates:

- o Adherence to Professional school and district procedures and regulations related to attendance and punctuality
- o Knowledge of Professional Code of Conduct and commitment to professional standards
- o Compliance with school and district requirements for maintaining accurate and complete records
- o Compliance with district requirements for communicating with families regarding student needs/improvement
- o Professional development events/opportunities, applies new learning in the classroom, and shares learning with colleagues
- o Adequate attention to personal grooming and professional appearance

Performance Demonstrates:

- o Failure to adhere to district procedures and regulations related to attendance and punctuality
- o Lack of knowledge of Professional Code of Conduct and lack of commitment to professional standards
- o Lack of compliance with district requirements for maintaining accurate and complete records
- o Failure to comply with district requirements for communicating with families regarding student needs and development
- o Failure to participate in professional development event/opportunities; does not apply new learning in the classroom and does not share learning with colleagues
- o Lack of personal grooming and professional appearance

Sources of Evidence

Category

Sources of Evidence

Category

<input checked="" type="checkbox"/> Lesson/Unit Plans	<input type="radio"/> I	<input checked="" type="radio"/> II	<input checked="" type="radio"/> III	<input type="radio"/> IV
<input checked="" type="checkbox"/> Resources/Materials/Technology	<input type="radio"/> I	<input checked="" type="radio"/> II	<input checked="" type="radio"/> III	<input type="radio"/> IV
<input type="checkbox"/> Assessment Materials	<input type="radio"/> I	<input type="radio"/> II	<input type="radio"/> III	<input type="radio"/> IV
<input checked="" type="checkbox"/> Student Records/Grade/Records	<input checked="" type="radio"/> I	<input type="radio"/> II	<input type="radio"/> III	<input type="radio"/> IV
<input type="checkbox"/> Other	<input type="radio"/> I	<input type="radio"/> II	<input type="radio"/> III	<input type="radio"/> IV

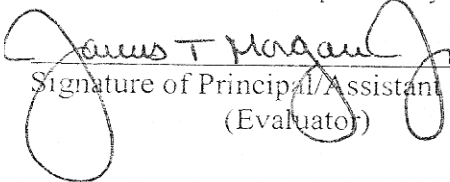
<input checked="" type="checkbox"/> Teacher Conferences Interviews	<input checked="" type="radio"/> I	<input checked="" type="radio"/> II	<input checked="" type="radio"/> III	<input checked="" type="radio"/> IV
<input checked="" type="checkbox"/> Classroom Observations	<input checked="" type="radio"/> I	<input checked="" type="radio"/> II	<input checked="" type="radio"/> III	<input type="radio"/> IV
<input type="checkbox"/> Teacher Resource-Documents	<input type="radio"/> I	<input type="radio"/> II	<input type="radio"/> III	<input type="radio"/> IV
<input checked="" type="checkbox"/> Informal Observations/Visits	<input type="radio"/> I	<input checked="" type="radio"/> II	<input checked="" type="radio"/> III	<input type="radio"/> IV
<input type="checkbox"/> Professional Development	<input type="radio"/> I	<input type="radio"/> II	<input type="radio"/> III	<input type="radio"/> IV

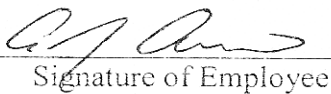
Comments: Andrew, you continue to progress with your teaching. you exhibit commitment, standards and you provide appropriate expectations for your students.

Evaluation:

I recommend that the before named employee for the period beginning 8/27/08 and ending 1/20/09 has been evaluated (month/day/year) (month/day/year)

to have an overall level of proficiency that is: Satisfactory; Unsatisfactory


Signature of Principal/Assistant Principal
(Evaluator)


Signature of Employee

1/20/09
Conference Date

Signature of Superintendent of Schools