## CRAWFORD CENTRAL SCHOOL DISTRICT PROFESSIONAL EVALUATION FORM

Teachers Name: Andrew Androstic	Subject: Social Studie	<u>es</u>	School: N	Meadville Area Senior High
School Year: 2011-2012	Evaluation: (Check 1)	One Two		Date: 6/7/12
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.  Category 1: 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 Personness				
and set goals based on the content to be learned, t Pedagogy, Knowledge of Students, Selecting Instr Materials and Technology.	their knowledge of students and tr ructional Goals, Designing Cohere	ent Instruction, Asse	ssing Student L	earning, Knowledge of Resources,
SATISFACTO	ORY		UNSA	TISFACTORY
Performance Demonstrates:		Performance De		and the second s
<ul> <li>Knowledge of content, pedagogy and</li> <li>Knowledge of students and how to use and guide instruction</li> <li>Development of instructional goals to and expectations for students</li> <li>Use of resources, materials, or technist the school, district or professional or</li> <li>Development of instructional design elements are aligned with the instructional design individual needs</li> <li>Use of assessments for student learning instructional goals and adapted as need.</li> </ul>	chat reflect Pa. standards cology available through reganizations in which plans for various ctional goals and have a quired adaptations for ing that are aligned to the	Standards Irrelevant I information Unclear increasonable Little awar available th organizatio Inappropri for elemen has few or needs Limited us	knowledge of some to direct and structional goal expectations for eness of resound the schools attention of the schools are not align inappropriate the assessments	ntent, pedagogy and Pa. Academic students and how to use this guide instruction als and has failed to develop for students. The rees, materials, and technology ool or district or professional sent instructional design in which plans and with the instructional goals, and adaptations for individual student for student learning that are aligned to be adapted as needed for student needs.
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.				
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Performance demonstrates:		Performance Demonstrates:		
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<b>PSATISFACTORY</b>	UNSATISFACTORY			
Performance demonstrates:	Performance Demonstrates:			
<ul> <li>Appropriate expectations for student achievement with reasonable value placed on the quality of student work</li> <li>Attention to equitable learning opportunities for students</li> <li>Respectful interactions between teacher and students and among students</li> <li>Effective classroom routines and procedures resulting in little or no loss of instructional time</li> <li>Clear standards of conduct and effective management of student behavior</li> <li>Safe and adequate organization of physical space that provides accessibility to learning and to the use of resources.</li> </ul>	<ul> <li>Inappropriate expectations for student achievement with little or no value placed on the quality of student work.</li> <li>Limited attention to equitable learning opportunities for students</li> <li>Inappropriate or disrespectful interactions between teacher and students and among students</li> <li>Inefficient classroom routines and procedures resulting in loss of instructional time</li> <li>Few or no standards of conduct and institutes ineffective management of student behavior</li> <li>Unsafe or inadequate organization of physical space that fails to provide accessibility and the use of resources, materials, and technology</li> </ul>			

students to participate  Failure to engage students in learning and uses poor pacing of instruction  Fourthble, accurate and constructive feedback to students on their learning in a timely manner.  Informal and formal assessment to meet learning goals and to monitor student tearning.  Flexibility and responsiveness 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, Comminent to Professional Studards.  Adherence to Professional school and district procedures and regulations related to attendance and punctuality  Knowledge of Professional Code of Conduct and commitment to professional students.  Ocompliance with School and district requirements for maintaining accurate and complete records  Compliance with School and district requirements for communicating with families regarding student needs/improvement  Professional development events/opportunities, applies new learning in the classroom, and shares learning with colleagues of Adequate attention to personal grooming and professional appearance  Sources of Evidence  Category  Failure to adhere to district requirements for communicating with families regarding student needs/improvement event/opportunities, applies new learning in the classroom and does not have learning and professional development event/opportunities of the professional development event/opportunities, applies new learning in the classroom and does not have learning and professional students and regulations relate to attendance and punctuality  Lack of personal grooming and professional school and district r	Questioning and Discussion Tech Flexibility and Responsiveness)	iniques, Engaging Students in Learning, Providing Feedback, Demonstrating			
Performance Demonstrates:  O Clear communication of classroom procedures and explains content to students O Questioning and discussion strategies that encourage students to participate Engagement of students in learning and uses adequate paning of misrcution O Equitable, accurate and constructive feedback to students on their learning in student learning of misrcution O Equitable, accurate and constructive feedback to students on their learning and uses poor pacing or instruction O Equitable, accurate and constructive feedback to students on their learning of misrcution O Flexibility and feepons veners in meeting the learning needs of students.  Category IV: Professionalism — Professionalism refers to those aspects of students of the learning needs of students.  Category IV: Professionalism — Professionalism refers to those aspects of teaching that cear in an addresses: Alterence to School and District Procedures, Maintaining Accurate Records, Commitment to Professional Students, Communicating with Families, Demonstrating Professional Students on their regulations related to attendance and punctuality  Performance Demonstrates:  O Adherence to Professional school and district requirements for communicating with families regarding student needs/improvement or professional development events/opportunities, applies new learning in the classroom, and shared learning with official regarding student needs/improvement Orthory of the communicating with families regarding student needs/improvement or professional appearance  Sources of Evidence  Category  Sources of Evidence  Category  Sources of Evidence  Category  Sources of Evidence  Category  Comments:  Disconting to students constitutes and explains of the classroom of the classroo	FOATISEA CTORV	TUNSATISFACTORY			
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Performance Demonstrates:  O Adherence to Professional school and district procedures and regulations related to attendance and punctuality  Knowledge of Professional Code of Conduct and commitment to professional standards  Compliance with district requirements for maintaining accurate and complete records  O Compliance with district requirements for communicating with families regarding student needs/improvement  Professional development events/opportunities, applies new learning in the classroom, and shares learning with colleagues  Adequate attention to personal grooming and professional appearance  Sources of Evidence  Category  Sources of Evidence  Category  Sources of Evidence  Category  Teacher Conferences/Interviews  Resources/Materials/Technology  Resources/Materials/Technology	TASATISFACTORY	UNSATISFACTORY			
Adequate attention to personal grooming and professional appearance    Category   Sources of Evidence   Category	<ul> <li>Adherence to Professional school and district procedures and regulations related to attendance and punctuality</li> <li>Knowledge of Professional Code of Conduct and commitment to professional standards</li> <li>Compliance with school and district requirements for maintaining accurate and complete records</li> <li>Compliance with district requirements for communicating with families regarding student needs/improvement</li> </ul>	<ul> <li>Failure to adhere to district procedures and regulations related to attendance and punctuality</li> <li>Lack of knowledge of Professional Code of Conduct and lack of commitment to professional standards</li> <li>Lack of compliance with district requirements for maintaining accurate and complete records</li> <li>Failure to comply with district requirements for communicating with families regarding student needs and development</li> <li>Failure to participate in professional development</li> </ul>			
Lesson/Unit Plans	<ul> <li>Adequate attention to personal grooming and professional appearance</li> </ul>	classroom and does not share learning with colleagues  Lack of personal grooming and professional appearance			
Resources/Materials/Technology II III IV Classroom Observations  Assessment Materials I II III IV Teacher Resource Documents I II III IV Student Records/Grade/Records I II III IV Informal Observations/Visits I III IV Other I II III IV Professional Development I II III IV Comments:    Evaluation:   I recommend that the before named employee for the period beginning 8/31/11 and ending (month/day/year) (month/day/year) (month/day/year)    Total Professional Development I II III IV III III IV III III IV III IV III IV III III IV III III IV III IV III I	Sources of Evidence Category	Sources of Evidence Category			
Evaluation: I recommend that the before named employee for the period beginning 8/31/11 and ending (month/day/year) 6/7/12 has been evaluated (month/day/year) (month/day/year) to have an overall level of proficiency that is:  Satisfactory; Unsatisfactory	Resources/Materials/Technology I II III IV  Assessment Materials I II III IV  Student Records/Grade/Records I II III IV	Classroom Observations  Teacher Resource Documents  Informal Observations/Visits  Informal Observations/Visits			
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Signature of Principal Assistant Principal Signature of Employee Conference Date	I recommend that the before named employee for the period begins to have an overall level of proficiency that is: Zatisfactory;	(month/day/year) (month/day/year)  John Maria Ma			

Signature of Superintendent of Schools