Arnold Public School
Teacher Evaluation Instrument

Developed in Connection to NDE Teacher Standards

There are seven key areas of evaluation that will be observed: Foundational Knowledge, Planning and Preparation, Learning Environment, Instructional Strategies, Assessment, Professionalism, and Vision and Collaboration. The use of technology is integrated into the indicators when appropriate. These key components indicate a well-rounded and effective teacher according to the State of Nebraska and our school district.

Procedures for evaluation include a pre-evaluation meeting to discuss the evaluation tool. This may take place in a whole group setting such as an in-service. Prior to the evaluation teachers will be required to provide a detailed lesson plan that will be observed. There will be a meeting after the evaluation between Principal and Teacher to discuss observations. A copy of the evaluation must be signed by both parties and will be placed in the teachers' permanent file.

Other observations outside of the formal evaluation time period may be included on the evaluation form, and discussed at the time of post-evaluation meeting or as needed. Deficiencies should be addressed immediately, and may lead to additional evaluations or observations through the school year.

Probationary teachers, with less than four years of service in our district, shall have two evaluations annually; one first semester, and one second semester. All tenured teachers shall be evaluated one time per school year, unless additional observations are deemed necessary by the administration. There shall also be brief walk-through observations completed on an unannounced basis. Such observations give the evaluator a greater picture of the classroom environment and make formal evaluation more productive.

Date:_____   Date of Evaluation:_____

Teacher:_____

Teaching Assignment:_____

Comments:

Signed:_____   Signed:_____
          (Teacher)   (Administrator)

*Signing does not indicate agreement with any or all components or findings in the evaluation. It means that teacher has conferenced with administrator, and each has a copy.

Standard #1: Foundational Knowledge

The teacher demonstrates a comprehensive knowledge of content, pedagogy, students, and standards in order to provide all students with effective opportunities for learning, development, and achievement.

Met   Developing   Not Met

☐   ☐   ☐   1. Posses a strong command of content and related instructional strategies in area of teaching.
                                                  Comments:

☐   ☐   ☐   2. Understands multiple research-based approaches, strategies, assessments, and interventions.
                                                  Comments:

☐   ☐   ☐   3. Understands the intellectual, social, emotional, and physical development of students, how they learn, and how they differ.
                                                  Comments:

☐   ☐   ☐   4. Understands cultural and societal influences and their impact on teaching and learning.
                                                  Comments:

☐   ☐   ☐   5. Understands how national, state, and local standards impact teaching.
                                                  Comments:

☐   ☐   ☐   6. Understands the components of an effective curriculum.
                                                  Comments:

☐   ☐   ☐   7. Accepts responsibility for the growth of student learning, development, and achievement.
                                                  Comments:

Standard 2: Planning and Preparation

The Teacher integrates knowledge of content, pedagogy, students and standards with established curriculum to develop rigorous and meaningful instruction for all students that supports the growth of student learning, development, and achievement.

Met   Developing   Not Met

☐   ☐   ☐   1. Develops coherent and relevant lessons and activities that enable student to achieve standards, learning goals and instructional objectives. Those plans are available on teacher's website.
Comments:

☐   ☐   ☐   2. Designs and adapts lessons based on student progress, assessment results, and interests.
Comments:

☐   ☐   ☐   3. Uses a variety of appropriate, research-based teaching strategies.
Comments:

☐   ☐   ☐   4. Develops instruction that is effective in light of cultural and social influences.
Comments:

☐   ☐   ☐   5. Considers students' prior knowledge, abilities, and individual needs to ensure that instruction is differentiated and rigorous.
Comments:

☐   ☐   ☐   6. Technology is integrated into lessons when possible or relevant.
Comments:

Standard 3: The Learning Environment

The Teacher develops and maintains a learning environment that promotes active student engagement in learning, development, and achievement.

Met   Developing   Not Met

☐   ☐   ☐   1. Ensures a safe and accessible environment.
Comments:

☐   ☐   ☐   2. Establishes, communicates, and maintains effective routines, procedures, and clear standards of conduct.
Comments:

☐   ☐   ☐   3. Creates a positive learning climate of openness, mutual respect, support, and inquiry, and interacts with students in ways that demonstrate and promote respect for diversity.
Comments:

☐   ☐   ☐   4. Establishes a collaborative learning community built on trust and teamwork that is consistent with the full development of students as individuals.
Comments:

☐   ☐   ☐   5. Establishes high expectations that cultivate learners' self-motivation and encourage pride in their genuine accomplishments.
Comments:

☐   ☐   ☐   6. Strives to understand the school and it's people.
Comments:

Standard 4: Instructional Strategies

The Teacher intentionally uses a variety of effective instructional strategies to ensure growth in student achievement.

Met   Developing   Not Met

□   □   □   1. Uses a range of developmentally and culturally appropriate instructional strategies and resources that are targeted to meet learning goals.
Comments:

□   □   □   2. Modifies, adapts, and differentiates instruction and accommodations based on data analysis, observation, and student needs.
Comments:

□   □   □   3. Communicates effectively with students to promote and support achievement. Relevant information is accessible on teacher's website.
Comments:

□   □   □   4. Assumes various roles in the instructional process appropriate to the content, purposes of instruction, and the needs of students.
Comments:

□   □   □   5. Engages students by using varied activities, assignments, groupings, structure, and pacing, as well as a variety of instructional techniques.
Comments:

□   □   □   6. Uses strategies that enable students to develop skills in critical thinking, creativity, and problem solving; encourages 21st Century Learner ideas and Technologies.
Comments:

Standard 5: Assessment

The Teacher systematically uses multiple methods of assessment to measure student progress and to inform ongoing planning, instruction, and reporting.

Met   Developing   Not Met

☐   ☐   ☐   1. Develops and uses varied and appropriate assessments and accommodations based on instructional objectives and student needs.
                                              Comments:

☐   ☐   ☐   2. Uses both formative and summative assessments and the resulting data to inform instruction, monitor student progress over time, and provide meaningful feedback to each student.
                                              Comments:

☐   ☐   ☐   3. Ensures that assessment instruments and procedures are valid and address the cultural, societal, and linguistic diversity of students.
                                              Comments:

☐   ☐   ☐   4. Develops or selects appropriate assessments and interprets the resulting data, both individually and with colleagues.
                                              Comments:

☐   ☐   ☐   5. Uses strategies that enable students to assess, monitor, and reflect on their own work.
                                              Comments:

☐   ☐   ☐   6. Compiles and reports assessment data to accurately document student progress over time via traditional and technology-integrated means.
                                              Comments:

☐   ☐   ☐   7. Demonstrates comfort with technology-integrated testing tools.
                                              Comments:

Standard 6: Professionalism

The Teacher acts as an ethical and responsible member of the professional community.

Met   Developing   Not Met

☐   ☐   ☐   1. Uses a variety of self-assessment strategies to reflect upon professional practice.
Comments:

☐   ☐   ☐   2. Actively pursues meaningful professional development, including face-to–face and technology oriented means of learning.
Comments:

☐   ☐   ☐   3. Contributes to and advocates for the profession.
Comments:

☐   ☐   ☐   4. Protects the established rights and confidentiality of students and families.
Comments:

☐   ☐   ☐   5. Adheres to school policies, procedures, and regulations.
Comments:

☐   ☐   ☐   6. Models ethical behavior in accordance with established standards. Uses Technology ethically.
Comments:

☐   ☐   ☐   7. Maintains accurate records, documentation, and data. Uses established technologies to manage data.
Comments:

☐   ☐   ☐   8. Is cognizant that personal behavior impacts professional reputation.
Comments:

Standard 7: Vision and Collaboration

The Teacher contributes to and promotes the vision of the school and collaborates with students, families, colleagues, and the larger community to share responsibility for the growth of student learning, development, and achievement.

Met   Developing   Not Met

☐   ☐   ☐   1. Actively participates in the development and implementation of the school's vision, mission, and goals for teaching and learning.
Comments:

☐   ☐   ☐   2. Contributes to the continuous school improvement process.
Comments:

☐   ☐   ☐   3. Establishes and maintains collaborative professional relationships.
Comments:

☐   ☐   ☐   4. Uses effective communication strategies, taking into account the cultural, societal, and linguistic needs and resource of students and families.
Comments:

☐   ☐   ☐   5. Collaborates with students, parents, families, and the community to create meaningful partnerships in the learning process.
Comments: