

**HAMMONTON PUBLIC SCHOOLS
PROFESSIONAL EVALUATION SYSTEM
TEACHER PERFORMANCE REPORT**

NAME:

GRADE:

DATE OF OBS:

EVALUATOR:

LESSON TOPIC:

OBJECTIVE:

AREA 1: PLANNING AND PREPARATION

(I) INEFFECTIVE	(PE) PARTIALLY EFFECTIVE	(E) EFFECTIVE	(HE) HIGHLY EFFECTIVE	Level of Perf
A. DEMONSTRATES KNOWLEDGE OF CONTENT AND PEDAGOGY		SIOP COMPONENT: PREPARATION		
Teacher displays minimal understanding of the subject or structure of the discipline or of content-related pedagogy.	Teacher displays basic understanding of concepts, connections with other disciplines, or content-related pedagogy.	Teacher displays solid understanding of the essential concepts and how these relate to one another. Instructional methodology reflects current pedagogical practices.	Teacher displays mastery of the essential concepts and pedagogy in the discipline and how these relate both to one another and to other disciplines.	
B. DEMONSTRATES KNOWLEDGE OF STUDENTS		SIOP COMPONENT: INTERACTION; BUILDING BACKGROUND		
Teacher displays minimal understanding of students' skills and knowledge, learning styles, intelligences and interests, cultural heritage or medical needs and does not indicate that such knowledge is valuable.	Teacher displays basic understanding of students' skills and knowledge, learning styles, intelligences and interests, cultural heritage or medical needs but displays this knowledge only for the class as a whole. Limited evidence of differentiated instruction.	Teacher displays solid understanding of students' skills and knowledge, approaches to learning and interests, cultural heritage or medical needs and recognizes the value of this knowledge in differentiating instruction.	Teacher displays exceptional understanding of students' skills and knowledge, approaches to learning and interest, cultural heritage and medical needs and uses that knowledge in instructional planning/differentiating instruction.	
C. DESIGNS A COHERENT PLAN OF INSTRUCTION THAT REFLECTS BEST PRACTICES		SIOP COMPONENT: COMPREHENSIBLE INPUT; STRATEGIES		
Goals and activities are not suitable for students. They do not follow an organized progression. The lesson has no clearly defined structure. Time allocations are unrealistic.	Only some of the activities are suitable for students or instructional goals. Progression of activities is uneven. The lesson has a recognizable structure, although, it is not maintained throughout the lesson. Time allocations are somewhat reasonable.	Most of the learning activities are appropriate for students and instructional goals. Progression from one activity to the next is smooth. The lesson has a clearly defined structure and activities are organized around it. Time allocations are reasonable.	Learning activities are highly relevant for students and instructional goals. Progression is smooth and coherent. The lesson structure is clear and allows for different pathways according to student needs. Time allocations are reasonable.	
D. USES INSTRUCTIONAL MATERIALS EFFECTIVELY		SIOP COMPONENT: PREPARATION		
Instructional materials used do not support the learning goals.	Most of the instructional materials support the learning goals.	Instructional materials support and engage students in learning. Technology is infused as appropriate.	All instructional materials and resources support and engage students in meaningful learning; technology is infused as appropriate.	

AREAS OF STRENGTH:

AREAS OF GROWTH:

AREAS OF CONCERN:

AREA 2: THE CLASSROOM ENVIRONMENT

(I) INEFFECTIVE	(PE) PARTIALLY EFFECTIVE	(E) EFFECTIVE	(HE) HIGHLY EFFECTIVE	Level of Perf
A. CREATES AN ENVIRONMENT OF RESPECT SIOP COMPONENT: INTERACTION				
Teacher interaction with some students is negative, demeaning, sarcastic, or inappropriate for the age or culture of the students. Teacher tolerates disrespect.	Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures.	Teacher-student interactions are friendly and demonstrate general warmth, caring, and respect for students' cultures. Students exhibit respect for teacher.	Teacher demonstrates genuine caring and respect for individual students and their cultures. Students exhibit respect for each other and the teacher as an individual.	
B. ESTABLISHES A CULTURE FOR LEARNING SIOP COMPONENT: PREPARATION; LESSON DELIVERY				
No standards of conduct appear to have been established. Instruction conveys inconsistent and/or inappropriate expectations for student achievement.	Standards of conduct appear to have been established for most situations and most students seem to understand them. Instruction conveys inconsistent expectations for student achievement.	Standards of conduct are clear to all students. Instruction conveys consistent expectations for student achievement.	Standards of conduct are clear to students and appear to have been developed with student participation. Teacher has high expectations for achievement.	
No evidence of student work is on display.	Minimal student work is on display.	Evidence of student work and rubrics when appropriate are on display.	Strong evidence of student work and rubrics when appropriate are on display.	
C. MANAGES CLASSROOM PROCEDURES SIOP COMPONENT: COMPREHENSIBLE INPUT				
Teacher's classroom routines and procedures are either nonexistent or inefficient, resulting in the loss of much instructional time	Teacher has established classroom routines and procedures, but they function unevenly or inconsistently with some loss of instructional time.	Teacher has established classroom routines and procedures that function smoothly for the most part with little loss of instructional time.	Not only are teacher's classroom routines and procedures seamless in their operation, but students assume responsibility for their smooth functioning.	
Instructional support staff is idle with no clear role in class.	Instructional support staff plays an inconsistent role in class.	Instructional support staff effectively contributes to class.	Instructional support staff productively engaged in activities throughout the entire period.	
D. MANAGES STUDENT BEHAVIOR SIOP COMPONENT: REVIEW / ASSESSMENT				
Student behavior is not monitored and teacher is unaware of what students are doing. Teacher does not respond to misbehavior or is overly repressive.	Teacher is generally aware of student behavior but may miss the activities of some students. Teacher attempts to respond to student misbehavior.	Teacher is alert to student behavior at all times. Teacher response to misbehavior is appropriate and successful.	Monitoring by teacher is subtle and pervasive and sensitive to student needs. Students monitor their own age appropriate behavior, correcting one another respectfully.	
E. ORGANIZES PHYSICAL SPACE SIOP COMPONENT: PREPARATION; INTERACTION				
The classroom is unsafe and/or the furniture arrangement and equipment do not enhance learning and are not accessible to all students. Materials are handled inefficiently resulting in loss of instructional time.	The classroom is safe and the furniture and equipment minimally enhance learning and is accessible to all students. Routines for handling materials and supplies function moderately well.	The classroom is safe and the furniture and equipment effectively enhance learning and is accessible to most students. Routines for handling materials and supplies occur smoothly with little loss of instructional time.	The classroom is safe and students adjust furniture to advance their own learning. Resources are accessible to all students. Routines for handling materials and supplies are highly efficient with students assuming some of the responsibility.	

AREAS OF STRENGTH:
AREAS OF GROWTH:
AREAS OF CONCERN:

AREA 3: INSTRUCTION

(I) INEFFECTIVE	(PE) PARTIALLY EFFECTIVE	(E) EFFECTIVE	(HE) HIGHLY EFFECTIVE
A. COMMUNICATES WITH STUDENTS		SIOP COMPONENT: COMPREHENSIBLE INPUT	
3-part content and/or language learning objectives are not identified in lesson plans, aligned with NJCCCS and/or CCSS and district curriculum and posted for students to view. The objectives may be mentioned by the teacher.	3-part content and/or language learning objectives, along with essential questions, are identified in lesson plans, posted, and verbally presented in student friendly language, by the teacher. Objectives may not be appropriately aligned with NJCCCS or CCSS and district curriculum.	3-part content and/or language learning objectives, along with essential questions, are identified in lesson plans, aligned with NJCCCS and/or CCSS and district curriculum, posted, and verbally presented in student friendly language by the teacher. Objectives are reviewed by the teacher and students at the end of the lesson for appropriate closure.	3-part content and/or language learning objectives, along with essential questions are identified in lesson plans, aligned with NJCCCS and/or CCSS and district curriculum, posted, and verbally presented in student friendly language and discussed by the teacher and students. Objectives are reviewed by the teacher and discussed by the students at the end of the lesson for effective closure.
B. USES EFFECTIVE QUESTIONING & DISCUSSION TECHNIQUES (BLOOM'S TAXONOMY)		SIOP COMPONENT: STRATEGIES; LESSON DELIVERY; PRACTICE/APPLICATION	
Students are not intellectually engaged in significant learning, resulting from inappropriate activities, materials, poor representations of content or lack of lesson structure.	Students are intellectually engaged only partially, resulting from activities or materials, inconsistent representations of content or uneven structure.	Students are intellectually engaged throughout the lesson, with appropriate and differentiated activities and materials and suitable structure.	Students are highly intellectually engaged throughout the lesson, with effective differentiated activities and materials. The structure of the lesson allows for active participation, student reflection and closure.
C. USES ASSESSMENT IN INSTRUCTION		SIOP COMPONENT: REVIEW / ASSESSMENT	
Students are not aware of the criteria and performance standards by which their work will be evaluated. Students are not given the opportunity to assess and monitor the quality of their own work based on the criteria and performance standards provided.	Students know some of the criteria and performance standards by which their work will be evaluated. Students are occasionally provided with time to assess and monitor the quality of their work based on the criteria and performance standards provided.	Students are generally aware of the criteria and performance standards by which their work will be evaluated. Students are also provided with opportunity to assess and monitor the quality of their own work based on the criteria and performance standards provided.	Students are fully aware of the criteria and performance standards by which their work will be evaluated. Students are also provided with ample opportunity to assess and monitor the quality of their own work based on the criteria and performance standards provided.
D. INFUSES WRITING ACROSS THE CURRICULUM (COLLINS WRITING; KID WRITING; Writer's Workshop)		SIOP COMPONENT: STRATEGIES	
Teacher does not incorporate writing strategies or activities in the lesson.	Teacher incorporates writing strategies and/or activities in the lesson, but does not promote transfer of learning.	Teacher incorporates appropriate content related writing strategies and/or activities to promote mastery of NJCCCS and/or CCSS and complies with district initiatives. Transfer of learning is promoted	Teacher incorporates appropriate content related writing strategies and/or activities to promote mastery of NJCCCS and/or CCSS and complies with district initiatives. Transfer of learning is promoted. Transfer of cross-curricular learning and connections are evident.

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AREA 4: PROFESSIONAL RESPONSIBILITIES

(I) INEFFECTIVE	(PE) PARTIALLY EFFECTIVE	(E) EFFECTIVE	(HE) HIGHLY EFFECTIVE	Level of Perf
A. MAINTAINS ACCURATE RECORDS SIOP COMPONENT: PREPARATION				
Teacher's system for maintaining accurate records such as lesson plans, student completion of assignments, student progress, student attendance and communication home and with students is not effective or inconsistent.	Teacher's system for maintaining accurate records such as lesson plans, student completion of assignments, student progress, student attendance and communication home and with students is partially effective.	Teacher's system for maintaining accurate records such as lesson plans, student completion of assignments, student progress, student attendance and communication home and with students is effective.	Teacher's system for maintaining accurate records such as lesson plans, student completion of assignments, student progress, student attendance and communication home and with students is highly effective.	
B. COMMUNICATES WITH FAMILIES				
Teacher provides little or no information to families and does not document evidence of conferences or contacts with families. Does not maintain eBoard.	Teacher communicates with families when necessary. Some conference and contacts with families are documented. Minimal information is posted on the teacher's eBoard.	Teacher communicates frequently with families and keeps documented evidence of all conferences and contacts with families. Eboard is effectively maintained.	Teacher communicates promptly, frequently and respectfully with families and keeps documented evidence of all conferences and contacts with families. Eboard is a valuable resource and a model of exemplary communication for students and parents.	
C. DEMONSTRATES PROFESSIONALISM				
Teacher is inconsistent in attending work regularly and/or on time; sporadically attends scheduled meetings and/or training; rarely participates in school events or committees.	Teacher attends work regularly on time; attends most department and faculty meetings and in-service or professional development sessions; participates in some school events and/or committees.	Teacher attends work regularly on time; participates in all department and faculty meetings as well as in-service or professional development sessions; often contributes to school events, committees and projects and may assume an occasional leadership role.	Teacher attends work regularly on time; participates in all department and faculty meetings and in-service or professional development opportunities, promoting a culture of professional inquiry; shares responsibility for school events, committees and projects including PD and curriculum development, etc., often assuming a leadership role.	
D. COMMITS TO PROFESSIONAL GROWTH				
Generally uninterested in the school's mission; unable to accept constructive criticism; instructional practices outdated. Does not comply with New Jersey's 100 Hour PD requirements.	Familiar with the existence of the school's mission statement; accepts constructive criticism; attempts to keep instructional practices reasonably current. Complies with New Jersey's 100 Hour PD requirements.	Interested in furthering the mission of the school; accepts and sometimes utilizes constructive criticism; implements current research-based instructional practices. Completes PD hours annually, complying with New Jersey's 100 Hour PD requirement.	Genuinely contributes to furthering the school's mission; proactively seeks out resources and feedback and implements suggestions; effectively implements current research-based instructional practices. Completes PD hours annually, exceeding New Jersey's 100 Hour PD requirements.	

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EVALUATOR'S SIGNATURE

DATE

TEACHER'S SIGNATURE

DATE