

Appendix B

Teacher Evaluation Report Forms and Performance Indicators

LINDBERGH SCHOOL DISTRICT

4900 So. Lindbergh Blvd.
St. Louis, MO 63126

TEACHER EVALUATION REPORT

Teacher _____ School _____ Year _____
 Subject or grade _____ Years in system _____
 Status of Teacher Probationary Tenured

Philosophy Evaluation is a means of improving the quality of instruction.

Purposes

1. To improve the quality of teaching and service to students
2. To enable the teacher to recognize her/his role in the total school program
3. To assist the teacher in achieving the established goals of the curriculum
4. To help the teacher identify her/his strengths and weaknesses as a personal guide for her/his improvement
5. To provide assistance to the teacher to help correct weaknesses
6. To recognize the teacher's special talents and to encourage and facilitate their utilization
7. To serve as a guide for renewed employment, termination of employment, promotion, assignment, and unrequested leave for tenured teachers
8. To protect the teacher from dismissal without just cause
9. To protect the teaching profession from unethical and incompetent personnel

Implementation

The evaluation is to be made by the building principal, grade principal, assistant principal, or acting principal. If a teacher does not agree with an evaluation, she/he may request an additional evaluation to be made by another administrator of her/his choice.

Evaluation of a probationary (nontenured) teacher's services will be made semi-annually during the probationary period, with one of the evaluations completed during the first semester, and both completed before April 1. Each evaluation must be preceded by at least one classroom visit.

Evaluation of a permanent (tenured) teacher's services will be made every year with the evaluation completed before April 1. Each evaluation must be preceded by at least one classroom visit.

- c. Classroom preparations do not interfere with obligations.
- d. Arrives in the building at the required time.
- 2. *Performs assigned tasks properly*
 - a. Tasks are completed on time.
 - b. Tasks are completed to letter and in spirit of the assignment.
- 3. *Completes reports on time*
 - a. Does not have to be reminded of reports that are due.
 - b. Completes reports according to expectations of administrator.

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SHORT CLASSROOM VISIT FORM

The purpose of this form is to record data that will be pertinent in the overall evaluation of the teacher. The form will be used in conjunction with the Teacher Evaluation Report.

TEACHER _____ DATE OF VISIT _____
LENGTH OF VISIT _____ PERIOD _____

- 1. Did the lesson appear to be well planned? _____
Topic being discussed _____
- 2. Was enthusiasm evidenced in the teacher's presentation? _____
- 3. Class reaction to the lesson _____
Were the students involved? _____ Did they appear to be interested in the lesson? _____
- 4. Describe the type of interactions between the teacher and students, and students with students _____
- 5. Was there any unusual activity taking place? _____
- 6. Was there anything unusual about the physical appearance of the room? _____
- 7. Were personal qualities positive? _____

(speech, dress, grooming)

Principal's suggestions, comments _____

Principal's Signature

Definition of terms

1. *Superior:* Consistently exceptional
2. *Strong:* Usually surpasses standards of Lindbergh School District
3. *Average:* Generally meets standards of Lindbergh School District
4. *Improvement needed:* Occasionally does not meet standards of Lindbergh School District
5. *Unsatisfactory:* Does not measure up to standards of Lindbergh School District

NOTE: The space at the end of this form marked "Principal's Comments" may be utilized to record the observations of the teacher's exceptional performances and/or to record the principal's recommendations for improvement.

The space at the end of this form marked "Teacher's Comments" may be utilized by the teacher to record any comment or comments which she/he wishes to make.

I. TEACHING PERFORMANCE

A. Plans and organizes carefully

1. Lesson is well planned
2. Sets definite goals including student participation
3. Makes clear, specific assignments
4. Is familiar with appropriate guide and adapts to the recommendations therein
5. Provides for individual and group instruction

B. Is skillful in questioning and explaining

1. Asks thought-provoking questions
2. Gives clear explanation of subject matter
3. Exposes students to varying points of view
4. Is aware of both verbal and nonverbal acceptance or rejection of student's ideas, and uses this skill positively

C. Stimulates learning through innovative activities and resources

1. Encourages class discussion, pupil questions and pupil demonstrations
2. Uses a variety of teaching aids and resources

D. Displays knowledge of and enthusiasm for subject matter taught

E. Provides a classroom atmosphere conducive to good learning

1. Maintains a healthy and flexible environment
2. Observes the care of instructional material and equipment

	Superior	Strong	Average	I-N	Unsatisfactory
	1	2	3	4	5

Continued

	Superior	Strong	Average	I-N	Unsatisfactory
E. Keeps adequate and accurate records					
1. Records sufficient quantitative and qualitative data on which to base pupil progress reports					
G. Has wholesome relationship with pupils					
1. Knows and works with pupils as individuals					
2. Encourages relationships that are mutually respectful and friendly					
3. Uses positive language with students that is devoid of sarcasm					
H. Initiates and preserves classroom and general school management and discipline					
1. Rules of pupil conduct have been developed and teacher requires observance of these rules					
2. Rules of safety have been developed and teacher requires observance of these rules					
II. PROFESSIONAL QUALITIES					
A. Recognition and acceptance of out-of-class responsibilities					
1. Participates in the general and necessary school activities					
2. Sometimes volunteers for the "extra" duties					
3. Serves on school committees					
B. Intraschool relationship					
1. Cooperates effectively and pleasantly with colleagues, administration and nonprofessional personnel					
C. Public relations					
1. Cooperates effectively and pleasantly with parents					
2. Practices good relationships between school and community					
D. Professional growth and vision					
1. Accepts constructive criticism					
2. Participates in conferences, workshops, and study					
3. Tries new methods and materials					
E. Utilization of staff services					
1. Makes proper use of available special services					
F. Understands the growth patterns and behaviors of students at various stages of development and copes satisfactorily with situations as they occur					
G. Ethical behavior					
1. Protects professional use of confidential data					

DEFINITION OF TERMS FOR PERSONAL QUALITIES

- S Satisfactory:** Meets or surpasses standard for Lindbergh School District teachers.
- I Improvement needed:** Does not measure up to standards Lindbergh School District teachers meet.

III. PERSONAL QUALITIES

A. Health and vigor

- 1. Has a good and reasonable attendance record
- 2. Is cheerful
- 3. Displays a sense of humor

B. Speech

- 1. Is articulate
- 2. Can be heard and understood by all pupils in the room
- 3. Speaks on the level of pupils' understanding

C. Grooming and appropriateness of dress

- 1. Practices habits of good grooming

D. Promptness in meeting obligations

- 1. Reports to classes on time
- 2. Performs assigned tasks properly
- 3. Completes reports on time

S	I

A copy of the written evaluation will be submitted to the teacher at the time of the conference following the observation(s). The final evaluation report form is to be signed and retained by the principal, and a copy is to be retained by the teacher. In the event the teacher feels the evaluation was incomplete, inaccurate, or unjust, she/he may put the objections in writing and have them attached to the evaluation report to be placed in her/his personal files. Teacher's signature acknowledges that the conference has taken place.

DATE OF OBSERVATION(S) _____

TIME OF OBSERVATION(S) _____

LENGTH OF OBSERVATION(S) _____

DATE OF EVALUATION _____

PRINCIPAL'S SIGNATURE _____

TEACHER'S SIGNATURE _____

PRINCIPAL'S COMMENTS

TEACHER COMMENTS

Performance Indicators

Indicators for the evaluation items in the Teacher Evaluation Report were developed by the administrators in the Lindbergh School District. The indicators are representative of the kinds of teacher-learning techniques the evaluator will be looking for when observing a teacher in a classroom situation. It is expected that each teacher will perform the skill as listed, but that the final evaluation will be based on the degree of performance.

I. TEACHING PERFORMANCE

A. *Plans and organizes carefully*

1. *Lesson is well planned*

- a. Written plans are available and followed by classroom teacher.
- b. Lesson includes preview, statement of objective, and review.
- c. Lesson fits within an allotted time frame.
- d. Lesson follows a logical sequence.
- e. Lesson meets the needs of the student group.
- f. Long- and short-range goals are clearly defined.
- g. Lesson indicates the teacher has used the concept of diagnosis and prescription.
- h. Lesson is flexible to permit spontaneous teaching.
- i. Plans and procedures are provided.
- j. Materials and equipment are readily available.

2. *Sets definite goals including student participation*

- a. Long- and short-range goals are clearly defined.
- b. Students are involved in the goal-setting process when appropriate.

3. *Makes clear, specific assignments*

- a. Reasonable and clear assignments are given in written form.
- b. Adequate time is given for clarification and discussion of assignment.

4. *Is familiar with appropriate guide and adapts to the recommendation therein*

- a. Lesson reflects thorough knowledge of curriculum guide.
- b. Long-range planning for coverage of objectives in curriculum guide is indicated.

5. *Provides for individual and group instruction*

- a. Lesson provides for individual instruction.
- b. Lesson provides for group instruction.
- c. Type of instruction is suited to lesson presented.

B. *Is skillful in questioning and explaining*

1. *Asks thought-provoking questions*

- a. Asks questions requiring more than a one-word answer.
- b. Questions stimulate critical and divergent thinking.
- c. Written questions are thought provoking.
- d. Questions asked stimulate a response from students.

2. *Gives clear explanation of subject matter*

- a. Obtains response indicating understanding before continuing further explanation.
- b. Presents ideas in a logical sequence.
- c. Consistently uses correct grammar and vocabulary suited to student.
- d. Presents accurate and complete content information.

3. *Exposes students to varying points of view*

- a. Establishes a background of general information on the topic before presenting varying points of view.

- b. Presents varying points of view consistent with curriculum.
- c. Elicits from students their points of view.
- 4. *Is aware of both verbal and nonverbal acceptance or rejection of students' ideas, and uses this skill positively*
 - a. Does not show rejection through verbal or physical expression.
 - b. Does not allow peer-rejection.
 - c. Praises, elicits, and responds to student questions and answers before proceeding.
- C. *Stimulates learning through innovative activities and resources*
 - 1. *Encourages class discussion, pupil questions, and pupil demonstrations*
 - a. Listens patiently to students' comments, questions, and answers.
 - b. Questions are asked according to students' ability to answer correctly.
 - c. Gives each student an opportunity to participate.
 - 2. *Uses a variety of teaching aids and resources*
 - a. Looks for and uses models, manipulative materials, films, outside speeches, work-sheets, records, etc.
 - b. Materials and resources are appropriate for the lesson.
 - c. Displays materials that are coordinated with the lesson.
- D. *Displays knowledge of and enthusiasm for subject matter taught*
 - 1. *Displays knowledge of subject matter taught*
 - a. Displays knowledge of content of textbook(s).
 - b. Demonstrates competence and familiarity with subject matter.
 - c. Has comprehensive knowledge of related disciplines and uses it when appropriate.
 - d. Answers students' questions readily and thoroughly.
 - e. Probes for knowledge of content presented (encourages questions and activities that are designed to stimulate critical thinking).
 - f. Goes beyond the textbook to enhance the content (may be observed by use of films, resource persons, reference materials, charts, etc.).
 - 2. *Enthusiasm*
 - a. Students respond positively to the teacher (Do the students appear interested? Are they listening to the teacher? Are they awake? Are they talking to other students? Do they appear bored?).
 - b. Interest and enthusiasm are evidenced from the teacher's presentation.
 - c. Responds positively to the students, both verbally and visually.
 - d. Elicits enthusiastic response from the students to the questions and answers.
 - e. Uses techniques that engender enthusiasm in students (a change of pace, voice inflections, body movement).
- E. *Provides a classroom atmosphere conducive to good learning*
 - 1. *Maintains a healthy and flexible environment*
 - a. Sets the tone for students to feel free to ask and to respond to questions (students are not intimidated).
 - b. Classroom atmosphere is controlled but not dominated by the teacher (students interact with the environment).
 - c. Differing views and values are allowed to be discussed.
 - d. Positive interpersonal relationships are easily observed.
 - e. Uses humor in proper perspective.
 - f. Room reflects students' work.
 - 2. *Observes the care of instructional material and equipment*
 - a. Equipment in use is carefully supervised.
 - b. Equipment or material not in use is properly stored.

- c. Equipment is properly maintained and/or reported to the office for repair.
 - d. Desks are devoid of writing and graffiti.
 - e. Promotes respect for instructional materials and equipment.
- F. *Keeps adequate and accurate records*
- 1. *Records sufficient quantitative and qualitative data on which to base pupil progress reports*
 - a. Records a number of written assignments, test scores, daily grades, and exam grades in the grade book (indicators of each student's performance).
 - b. Quality of data recorded shows relationship between the objectives and grades.
 - c. Daily attendance is correctly recorded.
- G. *Has wholesome relationship with pupils*
- 1. *Knows and works with pupils as individuals*
 - a. Individual strengths and weaknesses of each student have been identified.
 - b. Knows and calls each student by name.
 - c. Listens carefully and politely to each student.
 - d. Encourages student ideas and concentrates on their response.
 - e. Students do not hesitate to ask for clarification.
 - f. Students appear to be an active part of the class.
 - g. Creative responses are encouraged.
 - 2. *Encourages relationships that are mutually respectful and friendly*
 - a. Encourages positive behavior by maintaining complete control of self.
 - b. Words and actions are positive.
 - c. Exhibits qualities of warmth toward students.
 - d. Elicits student responses.
 - e. Sets an example of respect.
 - f. Is sensitive to students' moods.
 - g. Behavior is consistent with all students and situations.
 - h. Handling of misconduct centers on the conduct or behavior, not the student.
 - i. Requires student attention and gives attention in return.
 - 3. *Uses positive language with students that is devoid of sarcasm*
 - a. Praises and elicits responses from students.
 - b. Sarcasm is not used.
 - c. Is positive in actions, voice tones, and movements.
 - d. Tone of voice is moderate and even.
- H. *Initiates and preserves classroom and general school management and discipline*
- 1. *Rules of pupil conduct have been developed and teacher requires observance of these rules*
 - a. Classroom incidents handled so as not to interrupt entire class.
 - b. Pupils are aware of rules and regulations.
 - c. Students understand and follow room routine readily without teacher's direction.
 - d. Demonstrates behavior that is achievement oriented or businesslike.
 - e. Is consistent and fair in expectations of behavior.
 - f. Students enter room quietly and take seats.
 - g. Students ask and receive permission to change patterns.
 - 2. *Rules of safety have been developed and teacher requires observance of these rules*
 - a. Classroom behavior shows a concern for safety.
 - b. Safety procedures are properly posted and followed.
 - c. Horseplay is not tolerated.
 - d. Plays an active and positive role in the supervision of halls, restrooms, lunchrooms, and pre/post class time as well as at assemblies.
 - e. Classroom is free of hazards.

II. PROFESSIONAL QUALITIES

- A. *Recognition and acceptance of out-of-class responsibilities*
 - 1. *Participates in the general and necessary school activities*
 - a. Performs assigned duties consistently.
 - b. Follows the school time schedule.
 - c. Attends and participates in school-related activities.
 - d. Participates in assigned meetings.
 - 2. *Sometimes volunteers for the "extra" duties*
 - a. Accepts responsibilities other than those considered general or necessary.
 - b. Initiates volunteer services to the overall school program.
 - 3. *Serves on school committees*
 - a. Serves on district and/or school committees.
 - b. Attends school and/or district committee meetings.
 - c. Participates in school and/or district level committees.
- B. *Intraschool relationship*
 - 1. *Cooperates effectively and pleasantly with colleagues, administration, and nonprofessional personnel*
 - a. Relationships with other professionals indicate acceptance of differing views or values.
 - b. Practices relationships that are mutually respectful and friendly.
 - c. Shares ideas, materials, and methods.
 - d. Informs appropriate personnel of school-related matters.
 - e. Cooperates fairly and works well with all school personnel.
 - f. Is effective in providing a climate that encourages communication between self and professional colleagues.
- C. *Public relations*
 - 1. *Cooperates effectively and pleasantly with parents*
 - a. Maintains good communication with parents.
 - b. Keeps best interest of student in mind.
 - c. Provides a climate that opens up communication between the teacher and parent.
 - 2. *Practices good relationship between school and community*
 - a. Enhances school involvement with communities.
 - b. Encourages community involvement and attendance in school situations.
- D. *Professional growth and vision*
 - 1. *Accepts constructive criticism*
 - a. Asks positive questions.
 - b. Responds pleasantly to criticism.
 - 2. *Participates in conferences, workshops, and studies*
 - a. Is engaged in activities that promote professional growth.
 - b. Engages in professional activities that are not required.
 - 3. *Tries new methods and materials*
 - a. Uses new methods and materials at appropriate times.
 - b. Modifies materials when needed.
 - c. Understands new techniques before using.
- E. *Utilization of staff services*
 - 1. *Makes proper use of available special services*
 - a. Makes use of and cooperates with district service personnel (guidance, library, supervisory, specialists, as well as classified staff members).
 - b. Makes student recommendations and referrals to appropriate staff members as needed.

- F. *Understands the growth patterns and behaviors of students at various stages of development and copes satisfactorily with situations as they occur*
 - a. Uses a variety of techniques to achieve desired work and skills, and adjusts the techniques to the age and maturity of the student.
 - b. Does not expect identical behavior from all students, but allows for individual differences.
 - c. Is understanding and sympathetic to students with special learning and behavior problems.
- G. *Ethical behavior*
 - 1. *Protects professional use of confidential data*
 - a. Confidential information concerning students and their parents and staff members is not discussed in the lounge, cafeteria, or in the classroom.
 - b. Respects confidential information.
 - 2. *Supports the teaching profession*
 - a. Has a positive attitude toward teaching.
 - b. Uses positive statements regarding teaching, students, school, and profession.

III. PERSONAL QUALITIES

- A. *Health and vigor*
 - 1. *Has a good and reasonable attendance record*
 - a. Absences are infrequent and justifiable.
 - b. Places emphasis on assigned duties.
 - c. Except in cases of extreme illness, is present at school and is prepared.
 - 2. *Is cheerful*
 - a. Allows occasional humorous interruptions.
 - b. Can relax and joke with students.
 - c. Laughs with, not at, others.
 - 3. *Displays a sense of humor*
 - a. Smiles easily.
 - b. Has a friendly attitude.
- B. *Speech*
 - 1. *Is articulate*
 - a. Consistently uses appropriate grammar.
 - b. Communicates clearly.
 - 2. *Can be heard and understood by all pupils in the room*
 - a. Consistently uses appropriate tone of voice.
 - b. Is easy to hear and understand.
 - 3. *Speaks on the level of pupils' understanding*
 - a. Uses appropriate vocabulary and examples according to student's level of understanding.
- C. *Grooming and appropriateness of dress*
 - 1. *Practices habits of good grooming*
 - a. Is clean and neat.
 - b. Clothes are appropriate for job task.
 - c. Dress adds to rather than detracts from classroom performance.
- D. *Promptness in meeting obligations*
 - 1. *Reports to classes on time*
 - a. Arrives at classroom before students.
 - b. Classroom is open and in readiness prior to student arrival.