CRITERIA FOR EVALUATING TEACHER PERFORMANCE

I. LEVEL OF KNOWLEDGE
   A. PREPARATION
      1. SPECIFIC KNOWLEDGE – The teacher:
         a. maintains broad, accurate and organized knowledge of subject matter.
         b. is knowledgeable of appropriate resources.
         c. is knowledgeable of appropriate curricula.
      2. GENERAL KNOWLEDGE – The teacher:
         a. is knowledgeable of appropriate and current theories and practices.
         b. is knowledgeable about the intellectual and social developmental stages of children.
         c. is knowledgeable of how content areas relate to each other.
         d. is knowledgeable of higher level thinking skills.
      3. COMMAND OF LANGUAGE – The teacher:
         a. models communication skills effectively and accurately.

   B. EVIDENCE OF PROFESSIONAL GROWTH
      1. participates in professional development activities such as coursework, in service, academic readings, travel, cultural exchange activities, professional organizations and other enrichment activities.
      2. continues to develop a general understanding of educational technology and its relationship to the instructional process.

II. TEACHING POWER & INSTRUCTIONAL EFFECTIVENESS
   A. SELECTION AND ORGANIZATION OF SUBJECT MATTER – The teacher:
      1. has clear goals and objectives and clearly communicates them.
      2. maintains compatibility with county curriculum.
      3. adapts subject matter to student needs, interests and abilities.
      4. teaches prerequisite skills.
      5. recognizes the sequence in which skills are developed.
      6. establishes relationships between content areas.
      7. promotes parental understanding and cooperation.
   B. MOTIVATION – The teacher:
      1. develops student interest in learning
      2. uses appropriate problem solving strategies to develop higher level thinking skills.
      3. clearly communicates common goals to students.
      4. demonstrates sensitivity to the academic and social needs of students.
      5. promotes student interest and participation in extra-curricular activities.
   C. LESSON DEVELOPMENT & IMPLEMENTATION – The teacher:
      1. appropriately allocates time, energy and resources.
      2. uses teacher and student experiences for the enrichment of content.
      3. organizes daily plans as a part of a larger unit.
      4. adapts instruction to unexpected situations.
      5. simulates student learning through varied questioning techniques.
      6. treats student responses appropriately.
      7. complies with system policy regarding nature and use of assignments.
      8. directs supervised study.
      9. uses a variety of effective and realistic forms of student assessment and evaluation.
      10. adapts lessons based on immediate analysis of student responses.
      11. develops instructional approaches to improve student test taking skills.

III. EXECUTIVE ABILITY & MANAGEMENT SKILLS
   A. CLASSROOM MANAGEMENT – The teacher:
      1. organizes the classroom to fit different learning situations.
      2. applies classroom rules and procedures fairly and consistently.
      3. effectively encourages positive student behavior.
      4. maintains positive learning climate for students.
      5. organizes effective transitions for students.
      6. involves parents, staff, and other agencies as appropriate.
   B. PERSONAL ORGANIZATION – The teacher:
      1. plans appropriately
      2. proficiently performs required duties.
      3. makes appropriate and timely decisions.
      4. appropriately organizes, cares for, and utilizes equipment and materials.
      5. utilizes technology to personally manage daily tasks.

IV. PROFESSIONAL RESPONSIBILITY, ETHICS & INTERPERSONAL RELATIONSHIPS – The teacher:
   1. demonstrates understanding for discretion in the use of confidential information.
   2. shows understanding and sensitivity in working with school personnel.
   3. acknowledges the importance of the group decision making process.
   4. observes school practices and administrative procedures such as designated school hours, punctuality, and attendance.
   5. demonstrates an interest in students and their welfare.
   6. maintains appropriate appearance.
   7. displays self-control, initiative, confidence, and flexibility.
   8. maintains effective and appropriate communications with students, parents and co-workers.
   9. evidences integrity and understands the established conventions of the school and the community.
   10. treats students and staff fairly.
   11. uses self-evaluation for improvement.