

**MIDDLE COUNTRY CENTRAL  
SCHOOL DISTRICT**



**CRITERIA FOR THE  
OBSERVATION AND EVALUATION  
OF TEACHERS**

# TABLE OF CONTENTS

FOREWORD

QUESTIONS AND ANSWERS ABOUT THIS DOCUMENT

CRITERIA FOR THE OBSERVATION AND EVALUATION OF TEACHERS

- Knowledge of Subject Matter
- Instructional Techniques
- Use of Materials and Media
- Control and Management
- Provision for Individual Differences
- Relationships
- Dependability
- Professionalism

LEARNING STANDARDS FOR NEW YORK STATE

## FOREWORD

This document represents the Middle Country School District's comprehensive attempt to articulate, in writing, the criteria by which our teachers will receive both formative and summative feedback on their instructional skills. It establishes high expectations for a staff that wished to establish similarly high expectations for its students. At the other end of the spectrum, it also describes performance that the District sees as counterproductive to the success of our students.

This document will serve first and foremost as a guide for teachers who wish to achieve performance ratings of "highly satisfactory" as the outcome of an objective process of observation and evaluation. It will also serve as the official guide for administrators and supervisors as they provide support and assistance to improve instruction. While it leaves room for observers, evaluators and teachers to exercise their professional judgment, it strives to eliminate as much as possible the inconsistency, subjectivity and vagueness that sometimes leads to confusion about the goals and standards we should all hold in common. These goals and standards will be more attainable through a process in which our observers and evaluators use the criteria set forth here to assist our teaching staff in their professional growth.

## QUESTIONS AND ANSWERS ABOUT THIS DOCUMENT

### **For whom is this document intended?**

On the most practical level, it is intended primarily for teachers and those who observe and evaluate their performance, but it is also intended to make all members of the Middle Country community aware of the standards and expectations underlying the District's program of teacher assessment.

### **What is the origin of these criteria?**

For the most part they are either taken verbatim or derived from the citations identified at the end of the document, but they also include items based on other "best practices" research findings generally accepted in the field.

### **Are the criteria intended to be all-inclusive?**

No. The art and science of teaching are such that the task of describing effective teaching in one resource document is impossible. This document attempts to capture, in outline form, the proven essentials of good teaching and good overall performance.

### **Is there any significance to the headings or categories used?**

Yes. All major categories correspond to the categories used in the District's official observation and evaluation documents. This structure helps assure that teachers will have a better understanding of how performance ratings are derived and a better understanding of the District's expectations.

### **Why were the ratings of "Satisfactory" and "Needs Improvement" left out?**

In providing clarity about both the standards for high performance and deficiencies that represent unacceptable performance, the framework for a performance rubric has been initiated. Behaviors that represent *satisfactory* performance or performance that *needs improvement* lie on this quality continuum.

### **If some aspect of performance in a given lesson or given year does not seem to fit under one of the criteria, does that mean it cannot or should not be used in observation reports or evaluations?**

No. Ultimately the professional judgment of the observer or evaluator will determine appropriateness.

### **At times the criteria seem to overlap. At other times, they seem to be inappropriately omitted from categories other than the ones in which they are placed.**

There is the intent to avoid as much redundancy as possible and to separate criteria according to each of the headings on the observation and evaluation forms. On the other hand, the document recognizes that, by definition, all elements of good teaching and good overall performance overlap or converge to

at least some degree. The category under which a teaching behavior is placed is less important than the behavior itself.

**What was the reasoning in identifying some items as E (evaluation), O (observation), or E & O (observation and evaluation)?**

The labels E and O were applied on the basis of whether the item was **primarily** for the classroom observation report or **primarily** for the end-of-year evaluation. The labels are just another way to match this document to the observation and evaluation forms for which they are labeled.

**Why are certain words or phrases highlighted in each item?**

This is intended to help the user reference a particular criterion a bit more quickly.

**Are these criteria to be used in any specific, quantifiable way to determine the ratings on an observation or evaluation form?**

No. It is recognized that in a given situation one or more criteria simply won't apply. It is also recognized that some criteria are more important than others. While it is obvious that the more criteria satisfied at a *highly satisfactory* level the better, there is no intent to create any kind of formula that equates an overall rating only with a certain number of criteria satisfied. The process of observation and evaluation is a qualitative one conducted by skilled people who apply professional judgment.

**CRITERIA  
FOR THE  
OBSERVATION AND EVALUATION  
OF  
TEACHERS**

<b>KNOWLEDGE OF SUBJECT MATTER</b>		
<b><u>HS</u></b>	<b><u>U</u></b>	<b><u>O or E</u></b>
Teacher designs and delivers lesson using <b>concepts</b> and subject specific vocabulary appropriate to students' cognitive level.	Teacher is unable to adjust content to needs and abilities of students. Vocabulary is sterile, non-subject specific and demonstrably above or below students' level of comprehension.	<b>O</b>
Teacher richly illustrates concepts with very accurate and relevant <b>examples</b> from the subject matter.	Teacher errs in use of examples or provides very weak or irrelevant examples.	<b>O</b>
Teacher shifts readily among a number of content areas to provide examples, draw parallels, and enrich the presentation in an <b>interdisciplinary</b> manner.	Teacher fails to show such content relationships as cause and effect and comparison and contrast. Material is presented in narrowly defined, isolated content segments at the lowest level of usefulness, interest or relevance.	<b>O</b>
Teacher responds fully and accurately to the most challenging <b>student questions</b> .	Teacher answers students' basic questions with misinformation.	<b>O</b>
Teacher designs <b>assignments and assessments</b> that are interesting, logical and challenging extensions of the lesson or unit. For example, they give students the opportunity to be imaginative or creative, they engage students' interest or challenge them at the appropriate level of difficulty, or they help to bridge or fill content gaps.	Teacher relies almost exclusively on end-of-chapter type questions for assignments or assessments. They show little or no imagination, do not appropriately engage or challenge students, do not allow for individual creativity and do not help bridge or fill content gaps.	<b>O and E</b>

KNOWLEDGE OF SUBJECT MATTER		
<u>HS</u>	<u>U</u>	<u>O or E</u>
Teacher knows how to access and apply a wealth of <b>content resources</b> to enhance instruction.	Teacher's lessons are textbook-bound. There is little or no use of such resources as outside speakers, content-specific software, and basic library research tools. Use of such resources is gratuitous, redundant or otherwise inappropriate to content goals.	<b>O and E</b>
Teacher demonstrates <b>content sophistication</b> by delivering interdisciplinary or integrated units and coordinated, sequential instruction.	Teacher's attempts at integrating content or providing an interdisciplinary focus are seriously flawed. The way lessons are presented reflects significant gaps in content knowledge or how content segments interrelate or should be sequenced.	<b>E</b>
INSTRUCTIONAL TECHNIQUES		
Teacher effectively employs specific oral and/or visual techniques to <b>focus</b> students' attention. The focus provides a clear context for the day's learning.	Teacher makes no clearly distinguishable or measurable effort to focus students' attention.	<b>O</b>
Teacher quickly and measurably helps students <b>review</b> the previous day's learning outcome that will materially relate to the learning to take place in the upcoming lesson. The review helps develop a context for the new learning.	Teacher does not review the salient concepts from previous lessons.	<b>O</b>



INSTRUCTIONAL TECHNIQUES		
<u>HS</u>	<u>U</u>	<u>O or E</u>
Teacher completes a <b>focus and review</b> activity at the outset of the class, before proceeding to a statement of objectives.	Teacher did not conduct the focus and review activity prior to the statement of objectives.	<b>O</b>
Teacher assures <b>review</b> that is clear and concise. The time provided for review is adjusted as appropriate.	Teacher conducts a review that is vague, haphazard, unnecessarily lengthy or too short to establish a context for new learning.	<b>O</b>
Teacher incorporates student response into the <b>review</b> , as appropriate, to help ascertain readiness to proceed to the next lesson. Appropriate compensatory steps are immediately and effectively taken if the group is not ready.	Teacher reviews without any effort to ascertain whether the class as a whole is truly ready to proceed.	<b>O</b>
Teacher states lesson <b>objectives</b> in clear, concise and unambiguous language.	Teacher fails to state any objectives for the lesson or states them in language that confuses the students.	<b>O</b>
Teacher states <b>objectives</b> that are: easily measurable, feasible, time-specific, integrated and significant.	Teacher's objectives are: very difficult to measure, not feasible, too open ended, unrelated to each other or insignificant with respect to curriculum goals.	<b>O</b>
Teacher's <b>objective</b> clearly specifies the level of thinking at which students are expected to operate. Higher order thinking skills are emphasized wherever appropriate.	Teacher uses language in the objective that does not match the level at which the teacher expects students to operate. It invites low level thinking skills when higher ones are in order.	<b>O</b>

INSTRUCTIONAL TECHNIQUES		
<u>HS</u>	<u>U</u>	<u>O or E</u>
Teacher's <b>objective</b> is clearly tied to the review, to the unit or to the long-term sequence of study.	Teacher's objective appears unrelated to the review, to the unit or to the long-term sequence of study.	<b>O</b>
Teacher frames the <b>objective</b> in language that is stimulating or motivational.	Teacher states the objective dispassionately, uninterestingly or in a way otherwise counterproductive to motivation of students.	<b>O</b>
Teacher maintains very high level of <b>time-on-task</b> throughout the lesson by engaging all students quickly and actively in tasks appropriate to the lesson.	Teacher makes no provision for or does not attempt to assure that all students are actively engaged on task throughout the lesson.	<b>O</b>
Teacher distributes opportunities for <b>oral</b> participation equitably.	Teacher shows bias in creating opportunities for oral participation.	<b>O</b>
Teacher gives clear evidence of a high degree of awareness of the importance of involving all students <b>orally</b> .	Teacher rarely gives students an opportunity to speak.	<b>O</b>
Teacher prescriptively provides for specific individual roles within <b>group activities</b> . All within a group make a significant contribution to the group. It is clear that the rules for group work have either been internalized or well taught.	Teacher inappropriately structures groups, assigns roles within the group or monitors group work. Many students remain silent, idle or otherwise uninvolved in their own learning. Group work is disorderly.	<b>O</b>
Teacher successfully uses pre-arranged auditory, visual and other cues to refocus <b>student attention</b> as needed.	Teacher allows student involvement to become unfocused and stray from the objective.	<b>O</b>

INSTRUCTIONAL TECHNIQUES		
<u>HS</u>	<u>U</u>	<u>O or E</u>
Teacher provides prompt, specific and constructive <b>feedback</b> to students' work in and out of class that sustains a high level of involvement and progress.	Teacher delays feedback too long, or provides vague, ambiguous or exclusively negative feedback. Confusion, disinterest and general lack of involvement results.	<b>O and E</b>
Teacher consistently, quickly and specifically <b>affirms or praises</b> correct answers. Teacher uses them as building blocks to involve other students or as bridges to the next concept or item.	Teacher ignores correct answers or acknowledges them in perfunctory fashion.	<b>O</b>
Teacher is generous with earned <b>praise</b> for academic performance and praises with specifics that reinforce the academic behavior.	Teacher praise is too general to serve any academic or instructional purpose, or it is too freely or inappropriately given.	<b>O</b>
Teacher regularly uses specific techniques, such as the following, to provide sustaining <b>feedback</b> when incorrect answers are given: repeating the question, asking the question in a different modality and allowing more "wait time".	Teacher ignores incorrect answers or regularly responds negatively and moves on to other students.	<b>O</b>
Teacher establishes high expectations for student performance on <b>out-of-class work</b> . Assignments are appropriately focused and challenging in terms of grade level and instructional objective.	Teacher rarely requires any work outside of class.	<b>O and E</b>

INSTRUCTIONAL TECHNIQUES		
<u>HS</u>	<u>U</u>	<u>O or E</u>
Teacher's lesson plans provide meaningful opportunities for students to <b>practice</b> new learning. Teacher-guided practice takes place before students practice independently or in groups.	Teacher has no plan to give students substantial opportunities to practice new learning before a new topic is introduced. No provision is made to avoid the "practicing of error".	<b>O and E</b>
Teacher assures a high level of classwide attention by regularly employing <b>questioning techniques</b> that maximize student participation.	Teacher regularly "invites" students to lose focus by using such questioning techniques as calling on a reciter before posing the question to the whole class or by calling on volunteers exclusively.	<b>O</b>
Teacher regularly assigns tasks and asks questions that students handle with a <b>high rate of success</b> . Directions are readily followed, and students work purposefully and productively.	Teacher's directions are met with significant and widespread expression of confusion or frustration. Students do not complete tasks as directed or on time. Many student responses or final work products are wrong or inferior.	<b>O and E</b>
Teacher frequently <b>checks for students' understanding</b> by observing and interpreting their reactions and by frequent formative evaluations. Teacher quickly and appropriately adjusts instruction as needed, and re-teaches if necessary.	Teacher moves ahead with no apparent regard for student comprehension. There are no efforts to ascertain progress and readiness to move ahead, and there is little or no opportunity for students to ask questions.	<b>O</b>
Teacher takes an abstract concept composed of many complicated aspects and leads students from "entry level" knowledge to still higher levels of a <b>taxonomy</b> .	Teacher's instruction remains completely focused on the lower end of a taxonomy.	<b>O</b>

INSTRUCTIONAL TECHNIQUES		
<u>HS</u>	<u>U</u>	<u>O or E</u>
Teacher closes the session with a clear <b>summary</b> of the lesson's main points.	Teacher makes no provision for a summary or, for some other reason, the session ends with no meaningful closure.	<b>O</b>
Teacher's lesson <b>closure</b> or summary employs at least some of the language used in the focus and review in the statement of objectives at the start of the session.	Teacher accomplishes closure in a technical sense only. The language used is so different from key vocabulary and phrasing used earlier in lesson as to confuse rather than solidify learnings.	<b>O</b>
Teacher assures that key concepts are effectively reviewed in the <b>closure</b> by making it the function primarily of the teacher. Student contributions are factored in but do not replace the teacher's final, authoritative emphasis.	Teacher relies too heavily on students to summarize the lesson for the class as a whole. There is no certainty that the class has heard the most authoritative and best expressed reiteration of key concepts.	<b>O</b>
Teacher plans for and uses the optimum amount of time for <b>closure</b> according to the demands of the particular lesson and other factors.	Teacher plans for or uses closure time inappropriately. It is either so short that there is no opportunity for completeness, emphasis or questions, or so long that time is needlessly taken from other lesson elements and there is a sense of useless repetition.	<b>O</b>
Teacher uses <b>closure</b> in a way that satisfies these main goals: helps students isolate the intended, significant learning that took place; helps establish continuity between prior and current learning; and when appropriate, helps establish for students the progress they are making in mastering material.	Teacher uses closure that fails to meet any of the goals listed under "highly satisfactory".	<b>O</b>

USE OF MATERIALS/MEDIA		
<u>HS</u>	<u>U</u>	<u>O or E</u>
Teacher seamlessly <b>integrates</b> materials/media into the lesson sequence at the optimum junctures.	Teacher's placement of materials/media in lesson sequence detracts from overall effectiveness of sequence or accomplishment of objectives.	<b>O</b>
Teacher's use of materials/media significantly <b>enhances</b> the lesson in some identifiable way.	Teacher's use of materials/media detracts from overall effectiveness in clearly identifiable ways.	<b>O</b>
Teacher uses materials/media to <b>vary</b> the dominant mode of instruction clearly and effectively. The materials/media address the individual student needs and differing learning styles in a heterogeneous class.	Teacher's use of materials/media provides little or no variety in dominant mode of instruction. There is no change in appeal to varying learning styles. Materials/media do not take individual student needs into account.	<b>O</b>
Teacher selects materials/media that are innately <b>interesting</b> , attractive and easily usable.	Teacher selects or produces materials/media that are dull, repetitive, age inappropriate, or difficult to read or follow.	<b>O</b>
Teacher uses materials/media that are <b>current</b> in content and style (e.g., laser disks, CD ROMs, manipulatives), of appropriate length, well introduced, and reviewed prior to or as part of closure.	Teacher uses materials/media that are seriously dated, too long for the session, and have no apparent context.	<b>O</b>
Teacher uses materials/media to promote higher level <b>thinking skills</b> .	Teacher uses materials/media that are one dimensional; they require only lower level skills.	<b>O and E</b>

USE OF MATERIALS/MEDIA		
<u>HS</u>	<u>U</u>	<u>O or E</u>
Teacher's use of materials/media promotes a high level of active <b>student engagement</b> (e.g., independent research, cooperative learning).	Teacher's use of materials/media does not require active student engagement.	<b>O</b>
Teacher's selection or use of materials/media is fully <b>aligned</b> with curriculum.	Teacher's selection or use of materials/media is unrelated to curriculum.	<b>O</b>
Teacher uses materials/media that include exemplary teacher and student <b>prepared items</b> as well as commercially prepared items.	Teacher's use of materials/media resources is extremely limited. There is inappropriate emphasis on commercial materials.	<b>E</b>
Teacher has developed sufficient competency in using the <b>technology</b> necessary to employ material/media with maximum effectiveness.	Teacher's lack of preparation or skill in using appropriate technology negates the potential effectiveness of materials and negatively impacts the lesson.	<b>O and E</b>
Teacher has thoroughly and personally <b>previewed</b> all materials.	Teacher has not thoroughly and personally previewed material.	<b>O and E</b>

<b>CONTROL MANAGEMENT</b>		
<b><u>HS</u></b>	<b><u>U</u></b>	<b><u>O or E</u></b>
Teacher maintains continual <b>awareness of class behavior</b> by routinely looking about the room and circulating among students. These strategies are implemented simultaneously with instructional activity.	Teacher ignores sections of the class for prolonged periods; rarely, if ever, circulates among students and does not integrate monitoring strategies with instructional strategies. Teacher remains seated for much of the lesson.	<b>O</b>
Teacher has arranged <b>seating</b> appropriate for the class and conducive to good behavior, ease of movement and visual supervision.	Teacher creates seating arrangement that inhibits circulation about the room, makes it difficult to see students or invites misbehavior.	<b>O and E</b>
Teacher uses a pleasant but authoritative <b>tone</b> .	Teacher uses angry, authoritarian, loud tone.	<b>O and E</b>
Teacher's <b>demeanor</b> serves to reinforce the highest expectations for student behavior.	Teacher behavior is inconsistent with expectations for students.	<b>O and E</b>
Teacher has students' understanding that they are accountable to him for their behavior. Teacher minimizes emphasis on <b>rules and correctives</b> to maintain order. The discipline in the room flows from mutual respect and common purpose.	Teacher makes repeated or undue reference to external sources of control in order to move forward with instruction or to motivate good behavior.	<b>O</b>
Teacher teaches, consistently applies and enforces the <b>rules</b> of the classroom and the school.	Teacher has not taught the rules and how to apply them. Students are confused, angered or surprised by them or by their inconsistent application.	<b>O and E</b>



<b>CONTROL MANAGEMENT</b>		
<b><u>HS</u></b>	<b><u>U</u></b>	<b><u>O or E</u></b>
Teacher uses sophisticated approaches in dealing with incidents of multiple <b>misbehavior</b> .	Teacher uses simplistic approaches to incidents of multiple misbehavior or focuses on lesser misbehavior first or most emphatically.	<b>O and E</b>
Teacher attends to instructional tasks while attending to <b>off-task behaviors</b> . The classwork continues moving forward.	Teacher either inappropriately ignores misbehavior or completely stops teaching and becomes engrossed in the misbehavior at the expense of the instructional goals of the session.	<b>O</b>
Teacher employs specific strategies to <b>monitor large group</b> activities for high level of on-task behavior.	Teacher stops monitoring behavior when any group activity is undertaken.	<b>O</b>
Teacher sustains <b>instructional pace</b> despite extraneous or distracting student comment. Few if any such comments are made and are turned away quickly, courteously and effectively.	Teacher is easily diverted from task at hand and engages students in irrelevant or distracting verbal behavior. The teacher suppresses such behavior crudely, sarcastically or disrespectfully and without regard for long term ramifications.	<b>O</b>
Teacher gives concise, clear <b>directions</b> for non-academic tasks. Such tasks are accomplished with maximum speed and cooperation from students.	Teacher's directions are protracted, confusing or insufficient and invite much student questioning, comment or disorder.	<b>O</b>

CONTROL MANAGEMENT		
<u>HS</u>	<u>U</u>	<u>O or E</u>
Teacher <b>praises</b> with specifics that reinforce positive academic or non-academic behavior.	Teacher praise is very general. Students cannot be sure of what behavior prompted it or is deserving of repetition.	<b>O</b>
Teacher <b>praise</b> is sincere, varied and warm.	Teacher praise is insincere, repetitious in format or language and dispassionately delivered.	<b>O</b>
Teacher controls inappropriate class <b>reaction to misconduct</b> and uses that misconduct as an opportunity to teach.	Teacher allows the class to reinforce negative behavior by an individual without reproach or consequences. The teacher's correctives are ignored or ridiculed.	<b>O</b>
Teacher integrates classroom management routines into the instructional process in order to <b>begin class</b> promptly and productively.	Teacher has no routines for starting class promptly that students have internalized. There is much individual demand for the teacher's attention that keeps the class from a prompt, productive start. There is no expectation that students will be seated and ready to work at the start of the session.	<b>O</b>
Teacher has established logical, proportionate <b>consequences</b> for misbehavior.	Teacher has not established logical and proportionate consequences.	<b>O and E</b>

<b>CONTROL MANAGEMENT</b>		
<b><u>HS</u></b>	<b><u>U</u></b>	<b><u>O or E</u></b>
Teacher <b>monitors</b> the noise of an active-learning, student centered classroom with a high level of awareness of whether the talk is purposeful.	Teacher fails to monitor talk for productivity and tolerates a high degree of purposeless cross-talk and activity.	<b>O</b>
Teacher makes very few <b>disciplinary referrals</b> to administration and does so only as a last recourse for recalcitrant students. Teacher employs the “ladder of discipline” judiciously, with a heavy emphasis on constructive engagement of parents as a first line of discipline.	Teacher makes frequent disciplinary referrals to administration, does not involve parents early or effectively enough as a solution to problem. Teacher does not satisfactorily address root pedagogical causes of unsatisfactory classroom discipline.	<b>E</b>
Teacher engages creatively and enthusiastically with parents and/or administration in the development and implementation of a <b>behavior management plan</b> for individual students.	Teacher undermines efforts to establish or implement behavior management plans.	<b>E</b>
Teacher directs the work of <b>other assigned staff</b> to assure maximum involvement and productivity of students.	Teacher avoids or fails to make any notable use of assigned staff.	<b>O and E</b>

PROVISION FOR INDIVIDUAL DIFFERENCES		
<u>HS</u>	<u>U</u>	<u>O or E</u>
Teacher uses <b>multiple modalities</b> to present the lesson from start to finish. An acute awareness of the diversity or shortcomings in students' learning styles is evident.	Teacher relies almost exclusively on a single mode of presentation. There is no evidence of diverse learning styles.	<b>O and E</b>
Teacher teaches to or utilizes <b>multiple intelligences</b> .	There is no evidence of awareness of the concept of multiple intelligences.	<b>O and E</b>
Teacher varies <b>assessment methods</b> widely to give all students the opportunity to excel. Alternatives are provided or permitted for special situations.	Teacher uses a single method of assessment rigidly, regardless of individual students' special needs, strengths or deficiencies.	<b>O and E</b>
Teacher implements <b>instructional plan</b> that makes explicit provision for students of all abilities within a class to succeed at an appropriate level of challenge. To this end the teacher arranges for individual students to operate at different levels of Bloom's Taxonomy both in and out of class.	Teacher rarely moves away from a single level of the Taxonomy. Students appear either overly challenged or bored by the level of thinking required.	<b>O and E</b>
Teacher regularly makes special provision for <b>gifted, ESL, "at risk" or special education</b> students in concert with other staff. There is an appropriate adjustment of curriculum, methodology, time, materials or some other feature of instruction.	Teacher has no ongoing plan for modifying instruction for students with highly differentiated needs. Such students are either failing or unchallenged in a particular lesson, unit or course.	<b>O and E</b>

PROVISION FOR INDIVIDUAL DIFFERENCES		
<u>HS</u>	<u>U</u>	<u>O or E</u>
Teacher closely <b>monitors individual student</b> growth on an ongoing basis. The teacher is very familiar with each student's strengths and weaknesses and offers opportunities on an individual basis.	Teacher is familiar only with group assessment results. Teacher is conversant with individual progress of very few students and never or rarely prescribes instructional activities based on individual diagnosis.	<b>O and E</b>
Teacher demonstrates an ability to weave an awareness of <b>students as individual personalities</b> into instructional activity. Students feel humanized by the instructional process and as a result strive to perform academically.	Teacher rarely relates to students on a personal level and makes no effort to acknowledge their individuality through the instructional process. Students feel alienated by the teacher and as a result make only a perfunctory effort to learn.	<b>O and E</b>
Teacher provides much individualized <b>feedback</b> during independent practice segments and at all such appropriate opportunities.	Teacher fails to address individual students during independent practice; relies instead on general direction to the class as a whole or remains completely apart from students. Teacher rarely creates or completely misses opportunities for individual contact.	<b>O and E</b>
When <b>grouping</b> students for instruction, teacher regularly does so in ways clearly designed to promote social and academic growth. Such matters as students' special needs, ages and social and linguistic backgrounds are taken into account.	Teacher regularly groups students randomly. No thought is given to social or academic dynamics and goals.	<b>O and E</b>
Teacher regularly and effectively uses the results of <b>group assessments</b> to improve instruction for individual students.	Teacher makes little or no direct use of group assessments to promote individual learning.	<b>O and E</b>

RELATIONSHIPS		
<u>HS</u>	<u>U</u>	<u>O or E</u>
<u>WITH PUPILS</u>	<u>WITH PUPILS</u>	
Teacher is frequently sought out by students for both academic and non-academic purposes. Students perceive teacher as friendly, approachable and available. Teacher takes specific steps to suggest <b>availability</b> .	Teacher's behavior suggests that students should avoid contact with teacher in and out of class. Students complain that teacher is unavailable or does not want to help them. Students openly express disrespect for the teacher. Teacher is usually unavailable during class, between periods, or before and after class.	<b>E</b>
Teacher <b>interacts</b> openly with students at extra-curricular events or in other school-related settings.	Teacher remains aloof and avoids contact with students at extra-curricular events or in other school-related settings.	<b>E</b>
Teacher employs a sense of <b>humor</b> appropriately in both academic and non-academic situations. Humor is used to build relationships, ease tension, enliven instruction and, in general, establish a humane approach to youngsters. There is an ongoing appreciation by the teacher of the importance of humor in youngsters' lives.	Teacher's language is often crude, offensive or other wise inappropriate. The language generates disrespect or criticism from students.	<b>E</b>
Teacher's <b>language</b> is sensitive, appropriate, polite and respectful.	Teacher's language is often crude, offensive or otherwise inappropriate. The language generates disrespect or criticism from students.	<b>E</b>
Teacher's frequent efforts to " <b>build bridges</b> " among students generates respect from students for each other, for the teacher and for the classroom.	Teacher discusses students with each other in negative, gossipy, critical or otherwise inappropriate vein.	<b>E</b>

RELATIONSHIPS		
<u>HS</u>	<u>U</u>	<u>O or E</u>
<u>WITH PUPILS</u>	<u>WITH PUPILS</u>	
Teacher's <b>approach</b> to students is always positive, complimentary, pleasant and friendly.	Teacher's approach to students is often negative, critical, unpleasant and unfriendly.	<b>E</b>
Teacher <b>treats</b> all kinds of students equally well.	Teacher is biased in relationships with students.	<b>E</b>
Teacher conveys a genuine <b>interest in students'</b> lives outside the classroom by demonstrating an awareness of the concerns and interests of the age group. Teacher demonstrates awareness of students' non-school accomplishments, activities, problems and preferences.	Teacher frequently refers to students' private lives in disparaging or humiliating terms. Teacher conveys a general disinterest in students' lives.	<b>E</b>
Teacher demonstrates a high degree of <b>flexibility</b> in accommodating students when appropriate and in appropriate ways. Academic and disciplinary standards are upheld in the process.	Teacher rigidly applies all rules and standards. Almost no accommodation is made for students with legitimate problems or concerns.	<b>E</b>
Teacher invites parents into the educational process by establishing easy routines for <b>communication</b> and by encouraging questions	Teacher makes communication systems too complex or time consuming to facilitate home-school partnership. Teacher creates perception that parent-initiated communication or request for communication is an intrusion.	<b>E</b>
Teacher's <b>communication</b> is clear, timely, frequent and responsive to parent interests and concerns.	Teacher's communication is laden with jargon, overly formal, complex, infrequent and irrelevant to parental interests and concerns.	<b>E</b>

RELATIONSHIPS		
<u>HS</u>	<u>U</u>	<u>O or E</u>
<u>WITH PARENTS</u>	<u>WITH PARENTS</u>	
Teacher is readily <b>available</b> to parents and returns phone calls promptly.	Teacher generates a pattern of parental complaints that it is too difficult to communicate with teacher in person or by phone.	<b>E</b>
Teacher's <b>feedback</b> to parents is always delivered in a professional, pleasant, respectful, forthright and diplomatic way.	Feedback to parents is sometimes perceived as unprofessional, disrespectful, dishonest, evasive or undiplomatic.	<b>E</b>
Teacher establishes a <b>rapport</b> with parents so that all communications with parents are perceived as friendly, objective and sensitive.	Teacher projects an image to some parents of being aloof, unfriendly, condescending or insensitive. It is clear that there has been little or no successful effort to establish rapport with all parents.	<b>E</b>
<u>WITH COLLEAGUES</u>	<u>WITH COLLEAGUES</u>	
Teacher shows the highest professional respect and courtesy in all dealings.	Teacher seriously or frequently shows disrespect or is discourteous.	<b>E</b>
Teacher's interactions are always amiable and cooperative.	Teacher's interactions are often hostile, uncooperative, or abrasive.	<b>E</b>
<u>WITH SUPERVISORS</u>	<u>WITH SUPERVISORS</u>	
Teacher shows the highest professional respect and courtesy in all dealings.	Teacher seriously or frequently shows disrespect for authority or is discourteous.	<b>E</b>
Teacher's interactions are always amiable and cooperative.	Teacher's interactions are often hostile, uncooperative, or abrasive.	<b>E</b>



DEPENDABILITY		
<u>HS</u>	<u>U</u>	<u>O or E</u>
Teacher minimizes impact of <b>absence or lateness</b> on the students or the school by complying fully with procedures that assure continuity of instruction and the good order of the school.	Teacher frequently compounds problems created by absence or lateness by failing to comply with procedures or by failing to demonstrate concretely a concern for impact on students and school operations.	<b>E</b>
Teacher submits <b>forms and reports</b> on time and without error. They are often submitted ahead of schedule and show evidence of careful attention to detail.	Teacher fails to submit or is frequently late in submitting forms and reports. Their lateness or content often creates a burden for supervisory or support staff.	<b>E</b>
Teacher is habitually <b>punctual</b> to school, to duties, to class and to meetings.	Teacher is habitually late to school obligations.	<b>E</b>
Teacher habitually arrives <b>early</b> enough to school to assure opportunity for last minute adjustments, perusal of absence lists or school bulletins and the like.	Teacher's habitual lateness to school becomes a burden on other staff, contributes to errors in school reports or inhibits the flow of daily procedures.	<b>E</b>
Teacher minimizes impact of <b>absence or lateness</b> on the students or the school by complying fully with procedures that assure continuity of instruction and the good order of the school.	Teacher frequently compounds problems created by absence or lateness by failing to comply with procedures or by failing to demonstrate concretely a concern for impact on students and school operations.	<b>E</b>
Teacher submits <b>forms and reports</b> on time and without error. They are often submitted ahead of schedule and show evidence of careful attention to detail.	Teacher fails to submit or is frequently late in submitting forms and reports. Their lateness or content often creates a burden for supervisory or support staff.	<b>E</b>

PROFESSIONALISM: ATTITUDE		
<u>HS</u>	<u>U</u>	<u>O or E</u>
Teacher actively and enthusiastically <b>participates</b> in school meetings of all kinds. For example, willingly plays a variety of roles, including leadership, provides input into agenda and participates in discussions. Helps create a spirit of collegiality by being positive and constructive.	Teacher rarely participates in meetings. When participation occurs it is often negative, adversarial or forced. There is little effort to advance the goals of the group or cooperate with the group leader.	<b>E</b>
Teacher willingly <b>assists</b> new staff as requested and <b>shares</b> resources and expertise generously with all staff.	Teacher is unsupportive or disparaging of new staff or rejects opportunities to build a cohesive staff by sharing resources and expertise.	<b>E</b>
Teacher receives <b>suggestions for improvement</b> with an open mind, often enthusiastically, and with an appreciation for the spirit in which they are intended. He frequently makes a good faith effort to understand and implement suggestions. She seeks to learn specific ways to implement suggestions, to assure their success and to internalize them into the teaching repertoire.	Teacher is generally reluctant to accept constructive criticism. He personalizes suggestions for improvement or rejects them out of hand. Her efforts to implement suggestions are perfunctory and too easily abandoned as unsuccessful.	<b>E</b>
Teacher operates as a <b>problem solver</b> in and out of the classroom. He often initiates solutions to problems and enthusiastically participates in a team approach to problem solving. She is undaunted by difficult or frustrating problems and willingly helps others with their problems.	Teacher avoids or exacerbates difficult situations. She often creates problems as a result of negative attitude.	<b>E</b>

PROFESSIONALISM: ATTITUDE		
<u>HS</u>	<u>U</u>	<u>O or E</u>
Teacher continually projects a <b>positive, enthusiastic image</b> in routine daily encounters. In “public” speaks regularly to the strengths of students and staff and couches criticism in diplomatic terms. Attitude is so positive it affects the demeanor or productivity of others.	Teacher is widely perceived as negative, disgruntled, perpetually angry or critical. Frequently affects disposition of group negatively.	<b>E</b>
Teacher leads or engages extensively in <b>school activities</b> . Often volunteers to lead or participate.	Teacher’s involvement in the school is limited to mandatory activity and is performed in a perfunctory manner.	<b>E</b>
Teacher follows through thoroughly and enthusiastically on all <b>commitments</b> .	Teacher breaks commitments.	<b>E</b>
Teacher’s <b>attendance</b> patterns suggest a deep-rooted professional commitment.	Teacher’s pattern of absences clearly suggests a lack of professionalism.	<b>E</b>
Teacher takes every reasonable opportunity to conduct <b>personal or extra-curricular business</b> at times that do not conflict with mandatory school responsibilities.	Teacher regularly schedules personal business that conflicts with regular, mandatory school activities.	<b>E</b>
Teacher rarely makes requests to be <b>relieved</b> of school responsibilities.	Teacher frequently asks to be released for non-school related business.	<b>E</b>

PROFESSIONALISM: ATTITUDE		
<u>HS</u>	<u>U</u>	<u>O or E</u>
Teacher obviously invests considerable time, energy and creativity to create a physically attractive and stimulating <b>classroom environment</b> .	Teacher's classroom seriously lacks appropriate decoration or instructional enhancements. The atmosphere is sterile or uninviting. It suggests teacher disinterest in the importance of learning environment.	<b>E</b>
Teacher's <b>planning</b> demonstrates a high level of commitment to detailed preparation for instruction. Plans thoroughly address the teacher's need for both a functional blueprint and a written record to use as a basis for improving subsequent instruction. The teacher also willingly does written preparation that addresses the district's need to monitor the delivery of curriculum.	Teacher provides little or no written evidence of thorough planning for instruction. Plans that are submitted for supervisory review are perfunctory or otherwise clearly suggest disinterest in meeting a multiplicity of needs.	<b>E</b>
Teacher continually strives to fold individual concerns, preferences and needs into the broad <b>goals of the district</b> , the school, the grade level and/or the department.	Teacher regularly behaves in a manner detrimental to officially established goals. There is a reluctance or unwillingness to compromise or follow direction.	<b>E</b>

PROFESSIONALISM: GROWTH		
<u>HS</u>	<u>U</u>	<u>O or E</u>
Teacher is actively involved at the local, state or national level in <b>professional organizations</b> whose primary focus is improvement of curriculum and instruction or promotion of student welfare.	Teacher does not maintain local, state or national membership in professional organizations whose primary focus is improvement of curriculum and instruction or promotion of student welfare.	E
Teacher's new knowledge gained from attendance at <b>conferences and workshops</b> is effectively applied in the classroom and freely shared with colleagues.	Teacher does not attend conferences or workshops beyond those mandated, does not apply new knowledge or shows reluctance to share.	E
Teacher has a clearly defined personal <b>program of professional growth</b> and is actively involved in implementing it. The program encompasses growth needs identified by others.	There is no discernible, ongoing growth program. The teacher is unwilling to seek out growth opportunities or resists those suggested. The teacher rejects the notion of an ongoing need to grow professionally.	E
Teacher <b>pursues growth opportunities</b> beyond those provided by or through the school district.	Teacher pursues only those growth opportunities provided during the regular school day.	E
Teacher reads widely in the <b>professional literature</b> and uses other avenues to remain current with instructional and curricular trends. He demonstrates ever increasing <b>command of subject matter</b> of pedagogy and knowledge of students and society. She applies in the classroom increasingly sophisticated awareness of <b>how people learn</b> .	Teacher relies on outmoded or discredited methods, technologies or curriculum, or otherwise demonstrates lack of familiarity with currently recommended approaches. He demonstrates meager or outdated knowledge base in subject matter. She demonstrates lack of familiarity with the societal changes impacting student behavior and the expanding body of knowledge about how people learn.	E

## **LEARNING STANDARDS FOR NEW YORK STATE**

### **Health, Physical Education and Home Economics**

#### **Standard 1: Personal Health and Fitness**

Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.

#### **Standard 2: A Safe and Healthy Environment**

Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

#### **Standard 3: Resource Management**

Students will understand and be able to manage their personal and community resources.

### **Mathematics, Science and Technology**

#### **Standard 1: Analysis, Inquiry, and Design**

Students will use mathematical analysis, scientific inquiry, and engineering design, as appropriate, to pose questions, seek answers, and develop solutions.

#### **Standard 2: Information Systems**

Students will access, generate, process and transfer information using appropriate technologies.

#### **Standard 3: Mathematics**

Students will understand mathematics and become mathematically confident by communicating and reasoning mathematically, by applying mathematics in real-world settings, and by solving problems through the integrated study of number systems, geometry, algebra, data analysis, probability, and trigonometry.

#### **Standard 4: Science**

Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.

#### **Standard 5: Technology**

Students will apply technological knowledge and skills to design, construct, use, and evaluate products and systems to satisfy human and environmental needs.

#### **Standard 6: Interconnectedness: Common Themes**

Students will understand the relationships and common themes that connect mathematics, science, and technology and apply the themes to these and other areas of learning.

#### **Standard 7: Interdisciplinary Problem Solving**

Students will apply the knowledge and thinking skills of mathematics, science, and technology to address real-life problems and make informed decisions.

## English Language Arts

### **Standard 1: Language for Information and Understanding**

Students will listen, speak, read, and write for information and understanding. As listeners and readers, students will collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts. As speakers and writers, they will use oral and written language that follows the accepted conventions of the English language to acquire, interpret, apply, and transmit information.

### **Standard 2: Language for Literary Response & Expression**

Students will read and listen to oral, written, and electronically produced texts and performances from American and world literature; relate texts and performances to their own lives; and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent. As speakers and writers, students will use oral and written language that follows accepted conventions of the English language for self-expression and artistic creation.

### **Standard 3: Language for Critical Analysis and Evaluation**

Students will listen, speak, read, and write for critical analysis and evaluation. As listeners and readers, students will analyze experiences, ideas, information, and issues presented by others using a variety of established criteria. As speakers and writers, they will use oral and written language that follows the accepted conventions of the English language to present, from a variety of perspectives, their opinions and judgments on experiences, ideas, information and issues.

### **Standard 4: Language for Social Interaction**

Students will listen, speak, read, and write for social interaction. Students will use oral and written language that follows the accepted conventions of the English language for effective social communication with a wide variety of people. As readers and listeners, they will use the social communications of others to enrich their understanding of people and their views.

## Languages Other Than English

### **Standard 1: Communication Skills**

Students will be able to use a language other than English for communication.

### **Standard 2: Cultural Understanding**

Students will develop cross-cultural skills and understanding.

## **The Arts**

### **Standard 1: Creating, Performing, & Participating in the Arts**

Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts.

### **Standard 2: Knowing & Using Arts Materials & Resources**

Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles.

### **Standard 3: Responding to & Analyzing Works of Art**

Students will respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought.

### **Standard 4: Understanding the Cultural Contributions of the Arts**

Students will develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society.

## **Career Development and Occupational Studies**

### **Standard 1: Career Development**

Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.

### **Standard 2: Integrated Learning**

Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.

### **Standard 3a: Universal Foundation Skills**

Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.

### **Standard 3b: Career Majors**

Students who choose a career major will acquire the career-specific technical knowledge/skills necessary to progress toward gainful employment, career advancement, and success in post secondary programs.

## **Social Studies**

### **Standard 1: History of the United States and New York**

Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

### **Standard 2: World History**

Students will use a variety of intellectual skills to demonstrate their



understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.

**Standard 3: Geography**

Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, global—including the distribution of people, places, and environments over the Earth’s surface.

**Standard 4: Economics**

Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the United States and other national economies, and how an economy solves the scarcity problem through market and non-market mechanisms.

**Standard 5: Civics, Citizenship, and Government**

Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the United States and other nations; the United States constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.

## **CITATIONS**

Florida Performance Measurement System

Madeline Hunter

Middle Country Central School District  
Effective Practices Guide, 1997-1998

North Carolina Teacher Performance Appraisal System

Prescriptions for Success in Heterogeneous Classrooms  
National Middle School Association

Principles & Practices for Effective Teacher Evaluation  
Jerry W. Valentine