OCMBOCES
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PROFESSIONAL PERFORMANCE REVIEW

Observation/Evaluation Form for Teachers not covered by 3012-c

Name _____   Evaluator _____

Program _____   Content Area _____   Grade _____

Site _____   Tenured   Yes _____   No _____

Observation Date _____   Time _____

Pre-Conference Date _____   Post-Conference Date _____

Note: Criteria must be evaluated in accordance with Commissioner's Regulations. A rating of Unsatisfactory on any criteria requires a Professional Improvement Plan. A rating of Basic on any of the criteria may result in a Professional Improvement Plan.

Content Knowledge and Preparation				
	Ineffective	**Developing**	**Effective**	**Highly Effective**
Knowledge of Content	Conveys knowledge of content that is inaccurate and out of date, does not correct errors made by students, makes minimal connections with curriculum and standards. ☐	Conveys knowledge that is accurate and current, corrects errors made by students, does not have a broad base of knowledge to answer questions, does not connect curriculum with standards. ☐	Conveys knowledge that is accurate and current, corrects errors made by students, does have a broad base of knowledge to answer student questions, makes connections between the content and other disciplines, makes connections with curriculum and standards. ☐	Conveys knowledge that is accurate and current, corrects errors made by students, does have a broad base of knowledge to answer student questions, makes connections between the content and other disciplines, makes real-life connections with the curriculum. ☐

Content Knowledge and Preparation

	Ineffective	Developing	Effective	Highly Effective
Lesson or Unit Objectives	The lesson or unit has no clearly defined objectives or objectives are not supported by the activities of the lesson. ☐	The lesson or unit has clearly defined objectives with activities that partially support the objectives. ☐	The objectives of the lesson or unit are clear and are supported by the activities. Students are able to communicate the connection between the activities and the objectives. ☐	Objectives of the lesson are insightful with an interdisciplinary focus that makes real-life connections. Students are able to communicate the connection between the activities and the objectives and apply the learning to the real world. ☐
Use of Instructional Time	Doesn't start on time, no initiating activity, does not maximize full use of classroom time, no closure activity. ☐	Class begins on time with minimal interruption of flow, initiating and closure activities are present but students are not consistently engaged in the activities. ☐	Class begins on time with no interruption of flow, initiating and closure activities are present and effective, allows time to differentiate instruction that meets the needs of the majority of students. ☐	Begins on time with initiating activity that relates to the topic, maximum utilization of instructional time, closure activity directly relates to reinforcement of the lesson, allows time to differentiate instruction to meet the needs of all students. ☐
Resources for Students Use of Materials	Not aware of resources or uses materials that are not appropriate or do not contribute to the overall clarity of the lesson. ☐	Aware of resources and materials but demonstrates minimal use of different resources. Consistently utilizes the same materials. ☐	Aware of and uses a wide variety of resources and materials to meet students' different learning needs (ex. Technology. Hands-on learning materials, multi-media, etc.). ☐	Aware of and uses a wide variety of resources that enrich and enhance learning. Allows students choice through the selection of materials and resources that will foster their learning. ☐

Comments:

Instructional Delivery

	Ineffective	Developing	Effective	Highly Effective
Expectations for Learning	Instructional outcomes, activities and assignments, and classroom interactions convey low expectations for at least some students. ☐	Teacher attempts to explain the instructional purpose with limited success as evidenced by students' inability to identify the purpose of the lesson. ☐	Teacher's purpose for the lesson or unit is clear, including where it is situated within the broader learning. Students demonstrate understanding of the instructional purpose of the lesson. ☐	Teacher makes the purpose of the lesson or unit clear, including where it is situated within the broader learning, linking that purpose to student interest. Teacher connects content to real world experiences/applications. ☐
Instructional Techniques	Teacher does not vary instructional techniques to accommodate the variety of student learning styles. ☐	Teacher offers minimal variation in instructional techniques to accommodate the variety of student learning styles. ☐	Teacher consistently varies instructional techniques to accommodate the variety of student learning styles. Instructional delivery is differentiated for students. ☐	Teacher varies instructional techniques, materials, and/pr resources to best meet all students' learning styles. Instructional delivery is differentiated for students. Teacher uses an extensive repertoire of strategies and seeks additional resources from the school. ☐
Oral and Written Language	Teacher's spoken language is inaudible or written language is illegible. Spoken or written language may contain grammar and syntax errors. ☐	Teacher's spoken language is audible and written language is legible. Both are used correctly. Vocabulary is correct but is not always appropriate to students' ages. ☐	Teacher's spoken and written language is clear and correct. Vocabulary is appropriate to student's ages and interests. ☐	Teacher's spoken and written language is correct and expressive, with well-chosen vocabulary that enriches the lesson. ☐
Structure and Pacing	Lesson has no clear defined structure. Transition times are chaotic and cause a loss of instructional time. Pace of the lesson is too slow or rushed or both. ☐	Lesson has some structure. Transitions are not consistently efficient resulting in some loss of instructional time. Pacing of the lesson is inconsistent. ☐	Lesson has a clearly defined structure around which the learning activities are organized. Transitions occur smoothly with little loss of instructional time. Pacing of the lesson is appropriate and allows time for closure. ☐	The lesson structure is highly coherent, allowing for reflection and closure. Transitions are seamless with students assuming some responsibility for a smooth transition. Pacing of the lesson is appropriate for all students. ☐
Quality of Questions and Response to Students' Questions	Teacher asks few questions and does not allow adequate time for students to respond. The questions asked lack depth and require only a low level of cognitive challenge for students. Teacher ignores or brushes aside student questions. ☐	Teacher's questions are a combination of low level and high level. The teacher only occasionally provides adequate time for students to respond. Teacher attempts to accommodate students' questions, but the pacing of the lesson is disrupted. ☐	Most of the teacher's questions are open-ended, require high level thinking skills, and encourage student response. Adequate time is provided for student response. Teacher accommodates students' questions. ☐	Teacher's questions are uniformly high level with adequate time for students to respond. Teacher provides opportunity for students to ask questions and make connections. Teacher seizes a major opportunity to enhance learning, building on a spontaneous event. ☐

Student Participation	A few students dominate the discussion. Teacher does not attempt to encourage full participation. ☐	Teacher attempts to engage all students in the discussion, but with only limited success. ☐	Teacher successfully engages all students in the discussion. ☐	Teacher provides opportunities for students to reflect on group participation. ☐
Comments:				

Classroom Management				
	Ineffective	**Developing**	**Effective**	**Highly Effective**
Expectation for Student Behavior	No standards of conduct appear to have been established, or students are confused as to what the rules are. ☐	Standards of conduct appear to have been established for some situations, and some students seem to understand them. ☐	Standards of conduct are clear to all students, and they all seem to understand them. ☐	Standards of conduct are clear to all students, and the all seem to understand them. Students are involved in holding each other accountable to the standards of conduct. ☐
Response to Student Behavior	Teacher does not respond to behavior, or the response is inconsistent or overly repressive. ☐	Teacher responds to student behavior, but with uneven results. ☐	Teacher response to behavior is appropriate and successful and respects the students' dignity. ☐	Teacher response to behavior is highly effective and sensitive to students' individual needs. ☐
Teacher Interaction with Students	Teacher interaction with at least some students in negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. ☐	Teacher-student interactions are generally appropriate, but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. ☐	Teacher-student interactions are consistently positive and demonstrate general warmth, caring, and respect. Favoritism is not displayed and students' cultures are respected. ☐	Teacher-student interactions are consistently positive and demonstrate general warmth, caring, and respect. Favoritism is not displayed and students' cultures are respected. The climate of the classroom is positive and respectful. ☐

Comments:

Student Development				
	Ineffective	**Developing**	**Effective**	**Highly Effective**
New York State Standards	Teacher does not plan, design or deliver instruction based on NYS Standards. ☐	Teacher minimally plans, designs or delivers instruction based on NYS Standards. ☐	Teacher plans, designs and delivers instruction based on NYS Standards. ☐	Teacher extensively plans, designs and delivers all instruction based on NYS Standards. Teacher is able to articulate how their instruction is linked to the Standards. ☐
Student Needs	Teacher is not alert to students' needs or learning. ☐	Teacher attempts to diagnose and design instruction based on students' needs with minimal success. ☐	Teacher consistently diagnoses and designs instruction based on students' needs, utilizing differentiated instruction to meet those needs. ☐	Teacher is highly proactive in diagnosing and designing instruction based on learners' needs, utilizing differentiated instruction based on students' needs and creates opportunities for students to learn how to meet their own learning needs. ☐
Student Involvement	Teacher does not provide for active student involvement. Activities are teacher led with little or no input from students. ☐	Teacher delivers instruction that actively involves some students. Other students are disengaged in the learning. ☐	Teacher delivers instruction that actively involves many students. Based on the objectives of the lesson, a variety of strategies are used to actively involve students. ☐	Teacher delivers instruction that actively involves all students in a variety of ways (ex. Cooperative learning, discussion, project based learning, etc.). ☐

Comments:

Student Assessment

	Ineffective	Developing	Effective	Highly Effective
Techniques to Assess Student Learning	Teacher does not use a variety of techniques and instruments to assess students. ☐	Teacher uses few summative and formative assessments to monitor student learning and adjust instruction. Teacher used limited sources of data to plan and differentiate instruction. ☐	Teacher uses a variety of summative and formative assessments to monitor student learning and adjust instruction. Teacher uses some sources of data to plan and differentiate instruction. ☐	Teacher has an extensive repertoire of formative assessments and selects the assessment tool to best measure the skills being taught. Student learning is monitored and adjustment to instruction occurs consistently. Teacher uses multiple sources of data to plan and differentiate instruction. ☐
Student Involvement in Self Assessment	Teacher does not involve students in assessing their own learning. ☐	Teacher minimally involves students in assessing their own learning. ☐	Teacher uses many methods to involve students in assessing their own learning. ☐	Teacher uses a wide variety of methods to involve students in assessing their own learning. ☐
Assessments Align with Learning	Assessment tool is not aligned with learning objectives and taught curriculum. ☐	Assessment tool aligns with some of the learning objectives and taught curriculum. ☐	Assessment tool is aligned with learning objectives and taught curriculum. ☐	Assessment took is aligned with the learning objectives and the taught curriculum The assessment allows students to demonstrate the depth of their knowledge. ☐
Record Keeping of Student Assessment	Teacher's system for maintaining information on student completion of assignments in ineffective. Criteria for assessments are not consistently communicated to students. Students' assignments are not recorded accurately or not recorded at all. ☐	Teacher's system for maintaining information on student completion of assignments is rudimentary and only partially effective. At times, criteria for assessments are unclear. On some occasions there are errors made in recording assignments. ☐	Teacher's system for maintaining information on student completion of assignments is effective and includes a system for providing information to students and parents/guardians on a regular basis. Criteria for assessments are clear. Student assignments are consistently recorded accurately by the teacher. ☐	Teacher's system for maintaining information on student completion of assignments is highly effective. Systems have been developed for students to track completion and performance on assignments as well. Criteria for assessments are clear. Student assignments are consistently recorded accurately by the teacher. ☐

Comments:

Collaboration

	Ineffective	Developing	Effective	Highly Effective
Information about the Instructional Program and Students	Teacher provides little or no information about student progress to families, or the communication with families is inappropriate. Teacher does not respond, or responds in an inappropriate manner to family concerns. ☐	Teacher meets minimum district standards for communicating with families. Response to family concerns is minimal or insensitive. ☐	Teacher provides frequent (once or twice a month) information to families about the instructional program and student successes and/or challenges. Teacher's response to family concerns is timely, appropriate, and sensitive. ☐	Teacher provides frequent information to families about the instructional program and student progress. Teacher involves students in the communications with families. Response to family concerns is handled with great sensitivity. ☐
Engagement of Families in the Instructional Program	Teacher makes no attempt to engage families in the instructional program. ☐	Teacher makes modest and partially successful attempts to engage families in the instructional program. ☐	Teacher makes frequent efforts to engage families in the instructional program. ☐	Teacher's efforts to engage families in the instructional program are frequent and successful. Students are involved in projects that could be enhanced by family participation. ☐
Involvement in a Culture of Professional Inquiry	Teacher actively avoids participation in a culture of inquiry. ☐	Teacher becomes involved in the schools culture of inquiry when invited. ☐	Teacher actively participates in a culture of professional inquiry. Teacher willingly shares discoveries with colleagues. ☐	Teacher takes a leadership role in promoting a culture of professional inquiry. ☐
Relationships with Colleagues	Teacher's relationships with colleagues are negative or self-serving. ☐	Teacher maintains basic relationship with colleagues to be able to fulfill required duties. ☐	Relationships with colleagues are characterized by mutual support and cooperation to meet the needs of the students. ☐	Relationships with colleagues are characterized by mutual support and cooperation. Teacher takes initiative in assuming a leadership role among faculty. ☐
Receptivity to Feedback	Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. ☐	Teacher reluctantly accepts feedback on teaching performance. ☐	Teacher welcomes feedback from others and uses such feedback to modify instruction. ☐	Teacher seeks out feedback from a variety of sources, uses the information to improve instruction and provides information on the effectiveness of the changes. ☐
Participation in School and District Projects/Activities	Teacher avoids participation in school projects/activities. ☐	Teacher participates in school projects/activities when specifically asked. ☐	Teacher demonstrates a desire to participate in school projects/activities. Teacher makes a substantial contribution to school projects/activities. ☐	Teacher takes a leadership role in school projects/activities. Teacher makes a substantial contribution in the development and outcome of major school projects/activities. ☐

Integrity and Ethical Conduct	Teacher displays dishonesty in interactions with colleagues, students and the public. Teacher violates confidentiality.	Teacher honest in interactions with colleagues, students, and the public. Teacher respects confidentiality.	Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public.	Teacher takes a leadership role in the maintenance of the highest standards of honesty, integrity, and confidentiality.
	☐	☐	☐	☐

Comments:

Reflective and Responsive Practice

	Ineffective	Developing	Effective	Highly Effective
Lesson Adjustment	Teacher rigidly adheres to a lesson, even when a change is clearly needed.	Teacher attempts to make necessary adjustments to a lesson with some success.	Teacher makes necessary adjustments to a lesson, and the adjustment is smooth and effective.	Teacher successfully makes major necessary adjustments to a lesson.
	☐	☐	☐	☐
Accuracy	Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or teacher profoundly misjudged the success of a lesson.	Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met.	Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes. Teacher can cite general references to the lesson to support the judgment.	Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes. Teacher can cite many specific examples from the lesson and weigh the relative strengths of each.
	☐	☐	☐	☐
Use in Future Teaching	Teacher has no suggestions for how a lesson could be improved the next time taught.	Teacher makes general suggestions about how a lesson could be improved the next time taught.	Teacher makes a few specific suggestions of what could be tried the next time taught.	Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, which could enhance and more effectively differentiate instruction for all students.
	☐	☐	☐	☐

Comments:

Summary Comments: *(Please include comments regarding professionalism and adherence to Board policies)*

_____   _____

Administrator's Signature   Date

I have read the above. My signature does not necessarily constitute agreement.

_____   _____

Teacher's Signature   Date

Rubric adapted from Charlotte Danielson. <u>*Enhancing Professional Practice: A Framework for Teaching*</u>