



Washoe County School District Human Resources Division Supplemental Teacher Performance Evaluation Form

Teacher's Name _____

Date _____

Administrator's Name _____

The teacher's ability to combine the understanding of content and pedagogy, and transform those through instructional design into activities, exercises, and strategies that make the learning outcomes accessible to students are the key skills needed for students to learn. These competencies are ongoing performance expectations. In order for both the teacher and the evaluator to continue to monitor and refine these skills, this form will be used to ensure that instructional skills are examined during every evaluation year, and should be a basis for discussion during the goal-setting, observation, and final reporting stages. The chart below incorporates standards listed in both Domain One (Planning and Preparation) and Domain Three (Instruction) that dovetail to provide quality instruction. Please refer to the rubrics and background information for the Components listed for specific information.

If, through this process, the teacher's performance in this area is unsatisfactory or a target for growth, specific goals must be set jointly by the teacher and administrator, describing measurable outcomes. Use the next page to record your related goals.

Performance Standard	Unsatis- factory	Target for Growth	Proficient	Area of Strength
The teaching displays solid content knowledge and uses a repertoire of current pedagogical practices for the discipline being taught. Reference: Components 1a, 1c, 3e	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The teaching is designed coherently, using a logical sequence, matching materials and resources appropriately, and using a well-defined structure for connecting the individual activities to the entire unit. Instruction links student assessment data to instructional planning and implementation. Reference: Components 1f, 1e, 3f	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The teaching provides for adjustments in planned lessons to match the students' needs more specifically. The teacher is persistent in using alternative approaches and strategies for students who are not initially successful. Reference: Component 3e	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The teaching engages students cognitively in activities and assignments, groups are productive, and strategies are congruent to instructional objectives. Reference: Components 3c	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



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Related Goals
