



**DIRECTIONS FOR USE OF STANDARDS RUBRIC
FOR STAFF EVALUATION
SCHOOL READINESS AND COMMUNITY KINDERGARTEN TEACHERS**

General Instructions

The Standards of Effective Teaching guide the process of professional development and evaluation for teachers. For non-tenured teachers and tenured teachers choosing an annual evaluation, the general expectations for using this tool to assess teacher performance are as follows:

1. The administrator will conduct a classroom observation that encompasses a complete lesson (30 - 60 minutes).
2. Both the administrator and the teacher will fill out a separate rubric after the observation. Each will check the point on the continuum that best describes observed behavior or overall performance.
3. If the evaluation is completed first semester, use the fall designation, if second semester, use the spring designation.

Example: **Fall Observation: Check the “F”** **Spring Observation: Check the “S”**

SKILL AREA	PERFORMANCE LEVEL					
	BELOW STANDARD	MEETS STANDARD			ABOVE STANDARD (In top 5% of all SPPS teachers)	
Environment of Respect and Rapport		Area for Growth	Solid Performance	Strength		
	Conflicts among children are ignored or left unresolved	Teacher assists children to resolve conflicts				Teacher empowers children to resolve conflicts independently
	F <input checked="" type="checkbox"/> S <input type="checkbox"/>	F <input type="checkbox"/> S <input type="checkbox"/>	F <input type="checkbox"/> S <input checked="" type="checkbox"/>	F <input type="checkbox"/> S <input type="checkbox"/>	F <input type="checkbox"/> S <input type="checkbox"/>	

4. The administrator will write a brief explanation on the form of any area in which a teacher is marked “Below Standard.”
5. The administrator will hold a conference with the teacher focused on the observation and other things known about the overall job performance.

Timelines

1. For non-tenured teachers, the first evaluation is completed by December 15 each school year; and the second evaluation is completed by May 1 each school year.
2. If a teacher may be recommended for contract non-renewal, the second observation is completed by May 15.
3. For tenured teachers, the evaluation is completed by May 15 each school year.
4. The conference following the observation is completed within ten school days of the observation, preferably sooner.
5. The Standards of Effective Teaching evaluation including the attached Summary Evaluation are completed by the administrator, and sent to the Human Resource Department for the teacher’s Personnel File by June 30 of each school year.



**STANDARDS OF EFFECTIVE TEACHING FOR
SCHOOL READINESS AND COMMUNITY EDUCATION TEACHERS**

Teacher's Name: _____ School Year: _____

Evaluator's Name: _____ Site: _____

Time of Observation: From: _____ A.M. P.M. To: _____ A.M. P.M. Date: _____

Check probationary year or tenured status:

- First-Year Probationary Second-Year Probationary Third-Year Probationary Tenured

Instructions: Check the continuum that best describes observed behavior or overall performance. Because job descriptions vary, all skill areas may not apply. Those skill areas should be left blank.

Fall Observation: Check the "F"

Spring Observation: Check the "S"

DOMAIN 1: THE CLASSROOM ENVIRONMENT

SKILL AREA	PERFORMANCE LEVEL					
	<u>BELOW STANDARD</u>		<u>MEETS STANDARD</u>			<u>ABOVE STANDARD</u>
Environment of Respect and Rapport		Area for Growth	Solid Performance		Area of Strength	(In Top 5% of All SPPS Teachers)
	Interactions may not be age or developmentally appropriate and/or disregard culture F <input type="checkbox"/> S <input type="checkbox"/>	Interactions are appropriate to developmental, cultural, linguistic and socioeconomic differences F <input type="checkbox"/> S <input type="checkbox"/>	F <input type="checkbox"/> S <input type="checkbox"/>	F <input type="checkbox"/> S <input type="checkbox"/>	F <input type="checkbox"/> S <input type="checkbox"/>	Takes time with each individual child showing care, respect and interest F <input type="checkbox"/> S <input type="checkbox"/>
	Conflicts among children are ignored or left unresolved F <input type="checkbox"/> S <input type="checkbox"/>	Teacher assists children resolve conflicts F <input type="checkbox"/> S <input type="checkbox"/>	F <input type="checkbox"/> S <input type="checkbox"/>	F <input type="checkbox"/> S <input type="checkbox"/>	F <input type="checkbox"/> S <input type="checkbox"/>	Teacher empowers children to resolve conflicts independently F <input type="checkbox"/> S <input type="checkbox"/>
	Fails to build or understand the importance of building community F <input type="checkbox"/> S <input type="checkbox"/>	Uses a variety of methods to build classroom community F <input type="checkbox"/> S <input type="checkbox"/>	F <input type="checkbox"/> S <input type="checkbox"/>	F <input type="checkbox"/> S <input type="checkbox"/>	F <input type="checkbox"/> S <input type="checkbox"/>	Teacher also creates an inclusive atmosphere which is anti-biased and nonviolent F <input type="checkbox"/> S <input type="checkbox"/>

DOMAIN 1: THE CLASSROOM ENVIRONMENT (Continued)

SKILL AREA	PERFORMANCE LEVEL			
Environment of Respect and Rapport (Continued)	<u>BELOW STANDARD</u>	<u>MEETS STANDARD</u>		<u>ABOVE STANDARD</u> (In Top 5% of All SPPS Teachers)
		<u>Area for Growth</u>	<u>Solid Performance</u>	<u>Area of Strength</u>

Notes:

DOMAIN 1: THE CLASSROOM ENVIRONMENT (Continued)

SKILL AREA	PERFORMANCE LEVEL				
	<u>BELOW STANDARD</u>	<u>MEETS STANDARD</u>			<u>ABOVE STANDARD</u>
Environment for Learning		<u>Area for Growth</u>	<u>Solid Performance</u>	<u>Area of Strength</u>	(In Top 5% of All SPPS Teachers)
	Environment may ignore the needs of children F <input type="checkbox"/> S <input type="checkbox"/>	Environment is child-centered and personalized for children F <input type="checkbox"/> S <input type="checkbox"/> F <input type="checkbox"/> S <input type="checkbox"/> F <input type="checkbox"/> S <input type="checkbox"/>			Continually evaluates classroom and makes changes to meet the needs of individual children F <input type="checkbox"/> S <input type="checkbox"/>
	Environment is disorganized, cluttered, unsafe F <input type="checkbox"/> S <input type="checkbox"/>	Environment is safe, physically attractive, reflects cultural and ethnic diversity F <input type="checkbox"/> S <input type="checkbox"/> F <input type="checkbox"/> S <input type="checkbox"/> F <input type="checkbox"/> S <input type="checkbox"/>			Arranges space in creative ways to maximize space and insure safety F <input type="checkbox"/> S <input type="checkbox"/>
	Learning materials and equipment are inappropriate to developmental level, needs, and interests of children <ul style="list-style-type: none"> • Not at eye level • Inappropriate for age of children • Are broken • Not appropriate or adaptable to children with disabilities • Lack of variety in activities which encourages individual, small and large group participation F <input type="checkbox"/> S <input type="checkbox"/>	Learning materials and equipment for children are appropriate to the developmental level, needs, and interests of the children involved. They are: <ul style="list-style-type: none"> • At children’s eye level and readily accessible to children for self-selection • Age appropriate • Durable and easy to clean • Multi-sensory • Adaptable for children with disabilities • Available for group and individual use F <input type="checkbox"/> S <input type="checkbox"/> F <input type="checkbox"/> S <input type="checkbox"/> F <input type="checkbox"/> S <input type="checkbox"/>			Learning materials and equipment for children are also: <ul style="list-style-type: none"> • Rotated on a regular basis • Invite creative problem solving • Reflect the diversity of the class • Multiple items of popular items F <input type="checkbox"/> S <input type="checkbox"/>

DOMAIN 1: THE CLASSROOM ENVIRONMENT (Continued)

SKILL AREA	PERFORMANCE LEVEL							
Environment for Learning (Continued)	<u>BELOW STANDARD</u>		<u>MEETS STANDARD</u>			<u>ABOVE STANDARD</u>		
			<u>Area for Growth</u>	<u>Solid Performance</u>	<u>Area of Strength</u>	<u>(In Top 5% of All SPPS Teachers)</u>		
	<p>In the classroom:</p> <ul style="list-style-type: none"> • Children are not allowed to make choices • Social interactions are discouraged • Children’s individual interests are belittled or ignored • Do not allow for movement and exploration • Centers are limited to one developmental area 	F <input type="checkbox"/> S <input type="checkbox"/>	<p>The environment is arranged in learning centers that:</p> <ul style="list-style-type: none"> • Allow children to make choices • Encourage cooperative social interaction • Capitalize on children’s individual interests • Are appropriate for a wide range of developmental capabilities • Allow for movement and exploration • Enhance all developmental areas 	F <input type="checkbox"/> S <input type="checkbox"/>	F <input type="checkbox"/> S <input type="checkbox"/>	F <input type="checkbox"/> S <input type="checkbox"/>	<p>In addition, in the classroom:</p> <ul style="list-style-type: none"> • Children are encouraged to make choices in an intentional manner • Centers are designed especially for encouraging social interaction • The interests and capabilities of each child are planned for in centers • Centers encourage and can accommodate movement and exploration • Centers are carefully planned to address all development areas 	F <input type="checkbox"/> S <input type="checkbox"/>
	<p>The environment for literacy:</p> <ul style="list-style-type: none"> • Lacks appropriate supply and type of books • Children are read to infrequently • Lacks a defined, quiet area for children to read • Lacks an adequate supply of writing materials 	F <input type="checkbox"/> S <input type="checkbox"/>	<p>The environment for literacy includes:</p> <ul style="list-style-type: none"> • Children are read appropriate texts daily • Books and other print materials are easily accessible to children • Children see adults writing and reading • A variety of materials for writing are available 	F <input type="checkbox"/> S <input type="checkbox"/>	F <input type="checkbox"/> S <input type="checkbox"/>	F <input type="checkbox"/> S <input type="checkbox"/>	<p>The environment also includes:</p> <ul style="list-style-type: none"> • A variety of texts are available (non-fiction, newspapers, etc.) • Meaningful and usable print is posted (children’s names, dictations, etc.) • Literacy materials are available throughout the classroom (paper and pens in block center, etc.) 	F <input type="checkbox"/> S <input type="checkbox"/>

DOMAIN 1: THE CLASSROOM ENVIRONMENT (Continued)

SKILL AREA	PERFORMANCE LEVEL				
Environment for Learning (Continued)	<u>BELOW STANDARD</u>	<u>MEETS STANDARD</u>			<u>ABOVE STANDARD</u>
		<u>Area for Growth</u>	<u>Solid Performance</u>	<u>Area of Strength</u>	(In Top 5% of All SPPS Teachers)
	Inadequate materials are available; teacher fails to capitalize on opportunities to help children learn about math F <input type="checkbox"/> S <input type="checkbox"/>	A variety of materials to help children learn about mathematical concepts are made available; teacher uses mathematical concepts in conversations F <input type="checkbox"/> S <input type="checkbox"/>	F <input type="checkbox"/> S <input type="checkbox"/>	F <input type="checkbox"/> S <input type="checkbox"/>	Purposeful activities are also provided to help children learn various mathematical concepts F <input type="checkbox"/> S <input type="checkbox"/>
	The environment fails to provide opportunities for children to learn about: Science, Social Studies, Art, Music, Physical Movement F <input type="checkbox"/> S <input type="checkbox"/>	The environment provides opportunities for children to learn about some of the following: Science, Social Studies, Art, Music, Physical Movement F <input type="checkbox"/> S <input type="checkbox"/>	F <input type="checkbox"/> S <input type="checkbox"/>	F <input type="checkbox"/> S <input type="checkbox"/>	The environment provides opportunities for children to learn about all of the following: Science, Social Studies, Art, Music, Physical Movement F <input type="checkbox"/> S <input type="checkbox"/>

Notes:

DOMAIN 1: THE CLASSROOM ENVIRONMENT (Continued)

SKILL AREA	PERFORMANCE LEVEL				
	<u>BELOW STANDARD</u>	<u>MEETS STANDARD</u>			<u>ABOVE STANDARD</u>
Managing Classroom Procedures		<u>Area for Growth</u>	<u>Solid Performance</u>	<u>Area of Strength</u>	<u>(In Top 5% of All SPPS Teachers)</u>
	Class routine is unpredictable F <input type="checkbox"/> S <input type="checkbox"/>	The classroom follow a predictable routine F <input type="checkbox"/> S <input type="checkbox"/> F <input type="checkbox"/> S <input type="checkbox"/> F <input type="checkbox"/> S <input type="checkbox"/>			The classroom routine is flexible, and changes in the routine are communicated with children F <input type="checkbox"/> S <input type="checkbox"/>
	Teacher uses unnecessary transitions, children are expected to wait passively F <input type="checkbox"/> S <input type="checkbox"/>	A minimum number of transitions are used F <input type="checkbox"/> S <input type="checkbox"/> F <input type="checkbox"/> S <input type="checkbox"/> F <input type="checkbox"/> S <input type="checkbox"/>			Transitions are exceptionally smooth and time is spent engaging children F <input type="checkbox"/> S <input type="checkbox"/>
	Duties and/or responsibilities for assistants and volunteers are unclear F <input type="checkbox"/> S <input type="checkbox"/>	Teacher informs and communicates with assistants and volunteers regarding children and curriculum F <input type="checkbox"/> S <input type="checkbox"/> F <input type="checkbox"/> S <input type="checkbox"/> F <input type="checkbox"/> S <input type="checkbox"/>			Sets clear expectations and trains assistants and volunteers to effectively meet them as well as offers consistent performance feedback F <input type="checkbox"/> S <input type="checkbox"/>

Notes:

DOMAIN 1: THE CLASSROOM ENVIRONMENT (Continued)

SKILL AREA	PERFORMANCE LEVEL						
	<u>BELOW STANDARD</u>		<u>MEETS STANDARD</u>			<u>ABOVE STANDARD</u>	
Managing Student Behavior			<u>Area for Growth</u>	<u>Solid Performance</u>	<u>Area of Strength</u>	(In Top 5% of All SPPS Teachers)	
	Expresses inappropriate expectations or is unclear of expectations with children F <input type="checkbox"/> S <input type="checkbox"/>		Expresses developmentally appropriate expectations of children's behavior F <input type="checkbox"/> S <input type="checkbox"/>	F <input type="checkbox"/> S <input type="checkbox"/>	F <input type="checkbox"/> S <input type="checkbox"/>	F <input type="checkbox"/> S <input type="checkbox"/>	Teacher works proactively with individual children on their specific behavior needs F <input type="checkbox"/> S <input type="checkbox"/>
	Does not effectively monitor children's behavior F <input type="checkbox"/> S <input type="checkbox"/>		Aware of class and individual behavior and works to minimize disruptions F <input type="checkbox"/> S <input type="checkbox"/>	F <input type="checkbox"/> S <input type="checkbox"/>	F <input type="checkbox"/> S <input type="checkbox"/>	F <input type="checkbox"/> S <input type="checkbox"/>	Highly aware of classroom activities, anticipates problems and responds in a timely manner F <input type="checkbox"/> S <input type="checkbox"/>
	Response to misbehavior is inconsistent, ineffective or disrespectful F <input type="checkbox"/> S <input type="checkbox"/>		Response to student misbehavior is appropriate and effective F <input type="checkbox"/> S <input type="checkbox"/>	F <input type="checkbox"/> S <input type="checkbox"/>	F <input type="checkbox"/> S <input type="checkbox"/>	F <input type="checkbox"/> S <input type="checkbox"/>	Response to misbehavior is timely, highly effective and individualized F <input type="checkbox"/> S <input type="checkbox"/>
	Disregards effects of room arrangement, unwilling to make adjustment F <input type="checkbox"/> S <input type="checkbox"/>		Observes how room arrangement affects behavior F <input type="checkbox"/> S <input type="checkbox"/>	F <input type="checkbox"/> S <input type="checkbox"/>	F <input type="checkbox"/> S <input type="checkbox"/>	F <input type="checkbox"/> S <input type="checkbox"/>	Adjusts or accommodates room arrangement based on observations F <input type="checkbox"/> S <input type="checkbox"/>
	Fails to inform or engage families in behavior problems at school F <input type="checkbox"/> S <input type="checkbox"/>		Informs families on behavior issues at school F <input type="checkbox"/> S <input type="checkbox"/>	F <input type="checkbox"/> S <input type="checkbox"/>	F <input type="checkbox"/> S <input type="checkbox"/>	F <input type="checkbox"/> S <input type="checkbox"/>	Engages families, gathers information and follows up with progress F <input type="checkbox"/> S <input type="checkbox"/>

DOMAIN 1: THE CLASSROOM ENVIRONMENT (Continued)

SKILL AREA	PERFORMANCE LEVEL			
Managing Student Behavior (Continued)	<u>BELOW STANDARD</u>	<u>MEETS STANDARD</u>		<u>ABOVE STANDARD</u>
		<u>Area for Growth</u>	<u>Solid Performance</u>	<u>Area of Strength</u>
				<u>(In Top 5% of All SPPS Teachers)</u>

Notes:

DOMAIN 2: ELEMENTS OF EFFECTIVE INSTRUCTION

SKILL AREA	PERFORMANCE LEVEL						
Effective Instructional Practices	<u>BELOW STANDARD</u>		<u>MEETS STANDARD</u>			<u>ABOVE STANDARD</u>	
			Area for Growth	Solid Performance		Area of Strength	(In Top 5% of All SPPS Teachers)
	Curriculum focuses on drill and practice and rather than engaging children’s problem-solving and other higher-order thinking skills with disregard to children’s interests and/or developmental levels*		Implements effective curriculum including activities that:				Curriculum content in language, math, science, social studies, art and physical movement is integrated through themes, projects or play, and addresses the whole child (physical, social, emotional, language, aesthetic and intellectual needs)
	F <input type="checkbox"/> S <input type="checkbox"/>		F <input type="checkbox"/> S <input type="checkbox"/>	F <input type="checkbox"/> S <input type="checkbox"/>	F <input type="checkbox"/> S <input type="checkbox"/>	F <input type="checkbox"/> S <input type="checkbox"/>	F <input type="checkbox"/> S <input type="checkbox"/>
	Demonstrates unrealistic expectations of children; fails to encourage social skills or life skills		Encourages entire class to gain:				Also intentional about helping individual children develop self control, self help and problem solving skills based on their personalities and needs
	F <input type="checkbox"/> S <input type="checkbox"/>		F <input type="checkbox"/> S <input type="checkbox"/>	F <input type="checkbox"/> S <input type="checkbox"/>	F <input type="checkbox"/> S <input type="checkbox"/>	F <input type="checkbox"/> S <input type="checkbox"/>	F <input type="checkbox"/> S <input type="checkbox"/>
	Circle time or large group meeting is unplanned, unpredictable or not relevant to educational goals		Plans and conducts circle time or large group meeting with relevant educational goals using a predictable routine and a variety of learning activities				Uses meeting to build classroom community, meet educational goals, and provide language-rich activities
	F <input type="checkbox"/> S <input type="checkbox"/>		F <input type="checkbox"/> S <input type="checkbox"/>	F <input type="checkbox"/> S <input type="checkbox"/>	F <input type="checkbox"/> S <input type="checkbox"/>	F <input type="checkbox"/> S <input type="checkbox"/>	F <input type="checkbox"/> S <input type="checkbox"/>
	Curriculum lacks opportunities for free choice exploration, varying group sizes, revisiting past experiences, or meaningful activities; materials are seldom rotated		Curriculum incorporates some of the following:				Curriculum incorporates all of the following:
	F <input type="checkbox"/> S <input type="checkbox"/>		F <input type="checkbox"/> S <input type="checkbox"/>	F <input type="checkbox"/> S <input type="checkbox"/>	F <input type="checkbox"/> S <input type="checkbox"/>	F <input type="checkbox"/> S <input type="checkbox"/>	F <input type="checkbox"/> S <input type="checkbox"/>

DOMAIN 2: ELEMENTS OF EFFECTIVE INSTRUCTION (Continued)

SKILL AREA	PERFORMANCE LEVEL			
Effective Instructional Practices (Continued)	<u>BELOW STANDARD</u>	<u>MEETS STANDARD</u>		<u>ABOVE STANDARD</u>
	<u>Area for Growth</u>	<u>Solid Performance</u>	<u>Area of Strength</u>	(In Top 5% of All SPPS Teachers)

Notes:

DOMAIN 2: ELEMENTS OF EFFECTIVE INSTRUCTION (Continued)

SKILL AREA	PERFORMANCE LEVEL					
Assessment	<u>BELOW STANDARD</u>		<u>MEETS STANDARD</u>			<u>ABOVE STANDARD</u>
			<u>Area for Growth</u>	<u>Solid Performance</u>		<u>Area of Strength</u>
	Teacher relies solely on memory and “hunches” to assess children		Teacher uses a variety of methods to accurately assess individual children, including observation, documentation and/or work sampling			Teacher has a highly organized and effective method of assessment, as well as a regular assessment schedule
	F <input type="checkbox"/> S <input type="checkbox"/>		F <input type="checkbox"/> S <input type="checkbox"/>	F <input type="checkbox"/> S <input type="checkbox"/>	F <input type="checkbox"/> S <input type="checkbox"/>	F <input type="checkbox"/> S <input type="checkbox"/>
	Results of assessment are not used by teacher to understand children, adapt curriculum or share relevant information with families		Assessment is used to understand children’s development and communicate this with families			Results of teacher’s ongoing assessments are also used to plan and adapt curriculum accordingly
	F <input type="checkbox"/> S <input type="checkbox"/>		F <input type="checkbox"/> S <input type="checkbox"/>	F <input type="checkbox"/> S <input type="checkbox"/>	F <input type="checkbox"/> S <input type="checkbox"/>	F <input type="checkbox"/> S <input type="checkbox"/>

Notes:

DOMAIN 2: ELEMENTS OF EFFECTIVE INSTRUCTION (Continued)

SKILL AREA	PERFORMANCE LEVEL					
	<u>BELOW STANDARD</u>	<u>MEETS STANDARD</u>			<u>ABOVE STANDARD</u>	
Clear and Accurate Communication		<u>Area for Growth</u>	<u>Solid Performance</u>	<u>Area of Strength</u>	(In Top 5% of All SPPS Teachers)	
	Adult agendas dominate classroom conversations; teacher's conversations are often one-way F <input type="checkbox"/> S <input type="checkbox"/>	Oral language is clear and correct and engages children; the teacher talks with children throughout the day F <input type="checkbox"/> S <input type="checkbox"/>	F <input type="checkbox"/> S <input type="checkbox"/>	F <input type="checkbox"/> S <input type="checkbox"/>	F <input type="checkbox"/> S <input type="checkbox"/>	Oral language is also enriching and offers children appropriate and timely feedback F <input type="checkbox"/> S <input type="checkbox"/>
	Directions are unclear; teacher fails to follow up with individual children to verify understanding F <input type="checkbox"/> S <input type="checkbox"/>	Directions to large group are clear, contain an appropriate level of detail and are modified as needed F <input type="checkbox"/> S <input type="checkbox"/>	F <input type="checkbox"/> S <input type="checkbox"/>	F <input type="checkbox"/> S <input type="checkbox"/>	F <input type="checkbox"/> S <input type="checkbox"/>	Teacher also provides individualized instruction to children who do not understand group directions F <input type="checkbox"/> S <input type="checkbox"/>
	Questions are often lower order-knowledge and comprehension and require limited student response F <input type="checkbox"/> S <input type="checkbox"/>	Teacher uses a range of questions from simple understanding to open-ended with entire class F <input type="checkbox"/> S <input type="checkbox"/>	F <input type="checkbox"/> S <input type="checkbox"/>	F <input type="checkbox"/> S <input type="checkbox"/>	F <input type="checkbox"/> S <input type="checkbox"/>	Questioning is timely and appropriate to the situation and child to expand his or her higher-order thinking F <input type="checkbox"/> S <input type="checkbox"/>
	Children are expected to spend major portions of time not talking; teacher ignores child's effort to communicate F <input type="checkbox"/> S <input type="checkbox"/>	The teacher models active listening skills and makes an effort to understand the communication of others F <input type="checkbox"/> S <input type="checkbox"/>	F <input type="checkbox"/> S <input type="checkbox"/>	F <input type="checkbox"/> S <input type="checkbox"/>	F <input type="checkbox"/> S <input type="checkbox"/>	Teacher also incorporates experiences to enhance children's ability to actively listen and observe F <input type="checkbox"/> S <input type="checkbox"/>
	Children are expected to speak English exclusively in class and/or they are not provided with language-rich experiences F <input type="checkbox"/> S <input type="checkbox"/>	Communication with English Language Learners includes: • emphasis on building relationships • visuals and props • safe and supportive environments • predictable routines • assistance from bilingual staff F <input type="checkbox"/> S <input type="checkbox"/>	F <input type="checkbox"/> S <input type="checkbox"/>	F <input type="checkbox"/> S <input type="checkbox"/>	F <input type="checkbox"/> S <input type="checkbox"/>	Words and/or phrases from the home languages of the children are incorporated into the life of the class (music and songs, vocabulary, books, counting, etc.) F <input type="checkbox"/> S <input type="checkbox"/>

DOMAIN 2: ELEMENTS OF EFFECTIVE INSTRUCTION (Continued)

SKILL AREA	PERFORMANCE LEVEL			ABOVE STANDARD
Clear and Accurate Communication (Continued)	<u>BELOW STANDARD</u>	<u>MEETS STANDARD</u>		<u>ABOVE STANDARD</u>
		<u>Area for Growth</u>	<u>Solid Performance</u>	<u>Area of Strength</u>
				(In Top 5% of All SPPS Teachers)

Notes:

DOMAIN 2: ELEMENTS OF EFFECTIVE INSTRUCTION (Continued)

SKILL AREA	PERFORMANCE LEVEL					
	<u>BELOW STANDARD</u>		<u>MEETS STANDARD</u>			<u>ABOVE STANDARD</u>
Community Involvement		<u>Area for Growth</u>	<u>Solid Performance</u>		<u>Area of Strength</u>	<u>(In Top 5% of All SPPS Teachers)</u>
	Referrals are not made when needed F <input type="checkbox"/> S <input type="checkbox"/>	Makes referrals of both families and children to other community resources serving families F <input type="checkbox"/> S <input type="checkbox"/>	F <input type="checkbox"/> S <input type="checkbox"/>	F <input type="checkbox"/> S <input type="checkbox"/>	F <input type="checkbox"/> S <input type="checkbox"/>	Follows through with referrals by maintaining communication with the agency and the family F <input type="checkbox"/> S <input type="checkbox"/>
	Ignores the transition to kindergarten as an important and meaningful event in children's and families' lives F <input type="checkbox"/> S <input type="checkbox"/>	Emphasizes and assists with the transition to kindergarten within the year's activities with the children F <input type="checkbox"/> S <input type="checkbox"/>	F <input type="checkbox"/> S <input type="checkbox"/>	F <input type="checkbox"/> S <input type="checkbox"/>	F <input type="checkbox"/> S <input type="checkbox"/>	Engages families and local kindergartens in kindergarten registration and the transition to kindergarten F <input type="checkbox"/> S <input type="checkbox"/>
	Rarely engages or utilizes community resources in curriculum F <input type="checkbox"/> S <input type="checkbox"/>	Provides real, meaningful and relevant experiences for children utilizing community resources F <input type="checkbox"/> S <input type="checkbox"/>	F <input type="checkbox"/> S <input type="checkbox"/>	F <input type="checkbox"/> S <input type="checkbox"/>	F <input type="checkbox"/> S <input type="checkbox"/>	Also educates visitors and public of the nature and value of early childhood education F <input type="checkbox"/> S <input type="checkbox"/>
	Fails to communicate with or form relationships with site F <input type="checkbox"/> S <input type="checkbox"/>	Acts as School Readiness and/or Community Kindergarten liaison to site F <input type="checkbox"/> S <input type="checkbox"/>	F <input type="checkbox"/> S <input type="checkbox"/>	F <input type="checkbox"/> S <input type="checkbox"/>	F <input type="checkbox"/> S <input type="checkbox"/>	Proactively forms positive relations with site F <input type="checkbox"/> S <input type="checkbox"/>

Notes:

DOMAIN 3: PROFESSIONAL RESPONSIBILITIES

SKILL AREA	PERFORMANCE LEVEL					
	<u>BELOW STANDARD</u>		<u>MEETS STANDARD</u>			<u>ABOVE STANDARD</u>
Attendance/Attire/ Student Records			Area for Growth	Solid Performance	Area of Strength	(In Top 5% of All SPPS Teachers)
	Has poor attendance and/or lesson plans are unavailable F <input type="checkbox"/> S <input type="checkbox"/>		Meets program expectations for on time attendance with lesson plans available if absent F <input type="checkbox"/> S <input type="checkbox"/> F <input type="checkbox"/> S <input type="checkbox"/> F <input type="checkbox"/> S <input type="checkbox"/>			Communicates with substitutes and co-workers before and/or after absences to stay informed F <input type="checkbox"/> S <input type="checkbox"/>
	Inappropriate attire F <input type="checkbox"/> S <input type="checkbox"/>		Appropriate attire F <input type="checkbox"/> S <input type="checkbox"/> F <input type="checkbox"/> S <input type="checkbox"/> F <input type="checkbox"/> S <input type="checkbox"/>			
	Records and files are disorganized, inaccurate or incomplete with little care for confidentiality F <input type="checkbox"/> S <input type="checkbox"/>		Family records and files are organized, accurate, complete and confidential F <input type="checkbox"/> S <input type="checkbox"/> F <input type="checkbox"/> S <input type="checkbox"/> F <input type="checkbox"/> S <input type="checkbox"/>			

Notes:

DOMAIN 3: PROFESSIONAL RESPONSIBILITIES (Continued)

SKILL AREA	PERFORMANCE LEVEL				
	<u>BELOW STANDARD</u>	<u>MEETS STANDARD</u>			<u>ABOVE STANDARD</u>
Informing and Engaging Families		<u>Area for Growth</u>	<u>Solid Performance</u>	<u>Area of Strength</u>	(In Top 5% of All SPPS Teachers)
	Responds insensitively to families' concerns; ignores cultural differences in understanding of development; fails to communicate with families when appropriate F <input type="checkbox"/> S <input type="checkbox"/>	Communicates with families regularly regarding individual students' progress and normal development while being respectful of the family's culture F <input type="checkbox"/> S <input type="checkbox"/>	F <input type="checkbox"/> S <input type="checkbox"/>	F <input type="checkbox"/> S <input type="checkbox"/>	Forms partnerships and involves families in decisions regarding their child's education F <input type="checkbox"/> S <input type="checkbox"/>
	Rarely engages families' involvement or conveys the meaning and value of activities to parents F <input type="checkbox"/> S <input type="checkbox"/>	Engages families' involvement in their child's education at home and/or at school F <input type="checkbox"/> S <input type="checkbox"/>	F <input type="checkbox"/> S <input type="checkbox"/>	F <input type="checkbox"/> S <input type="checkbox"/>	Explains the purpose and value of early childhood classroom activities to families through visits to the classroom, portfolio sharing and conversations F <input type="checkbox"/> S <input type="checkbox"/>
	Doesn't introduce new families to classroom's rules, routines and expectations F <input type="checkbox"/> S <input type="checkbox"/>	Introduces new families to classroom's rules, routines and expectations F <input type="checkbox"/> S <input type="checkbox"/>	F <input type="checkbox"/> S <input type="checkbox"/>	F <input type="checkbox"/> S <input type="checkbox"/>	Provides personalized attention to new families to help them and their child feel welcome F <input type="checkbox"/> S <input type="checkbox"/>
	Lacks interest in learning about the cultures of families in class F <input type="checkbox"/> S <input type="checkbox"/>	Demonstrates cultural sensitivity when working with families F <input type="checkbox"/> S <input type="checkbox"/>	F <input type="checkbox"/> S <input type="checkbox"/>	F <input type="checkbox"/> S <input type="checkbox"/>	Teacher seeks out opportunities to learn about the cultures represented in the class F <input type="checkbox"/> S <input type="checkbox"/>

Notes:

DOMAIN 3: PROFESSIONAL RESPONSIBILITIES (Continued)

SKILL AREA	PERFORMANCE LEVEL					
	<u>BELOW STANDARD</u>		<u>MEETS STANDARD</u>			<u>ABOVE STANDARD</u>
Commitment to Professional Growth		Area for Growth	Solid Performance		Area of Strength	(In Top 5% of All SPPS Teachers)
	Ignores or minimizes feedback F <input type="checkbox"/> S <input type="checkbox"/>	Open to feedback from colleagues and supervisors F <input type="checkbox"/> S <input type="checkbox"/>	F <input type="checkbox"/> S <input type="checkbox"/>	F <input type="checkbox"/> S <input type="checkbox"/>	F <input type="checkbox"/> S <input type="checkbox"/>	Actively seeks feedback from colleagues and supervisors F <input type="checkbox"/> S <input type="checkbox"/>
	Participates in professional development if required or at a minimal level F <input type="checkbox"/> S <input type="checkbox"/>	Seeks out and participates in opportunities for professional development F <input type="checkbox"/> S <input type="checkbox"/>	F <input type="checkbox"/> S <input type="checkbox"/>	F <input type="checkbox"/> S <input type="checkbox"/>	F <input type="checkbox"/> S <input type="checkbox"/>	Regularly participates in professional development and shares information with others F <input type="checkbox"/> S <input type="checkbox"/>
	Rarely reflects upon effectiveness of lesson and objectives F <input type="checkbox"/> S <input type="checkbox"/>	Assesses the effectiveness of lessons, including degree to which objective was achieved F <input type="checkbox"/> S <input type="checkbox"/>	F <input type="checkbox"/> S <input type="checkbox"/>	F <input type="checkbox"/> S <input type="checkbox"/>	F <input type="checkbox"/> S <input type="checkbox"/>	Assesses the effectiveness of lessons thoroughly and plans new lessons accordingly F <input type="checkbox"/> S <input type="checkbox"/>

Notes:

DOMAIN 3: PROFESSIONAL RESPONSIBILITIES (Continued)

SKILL AREA	PERFORMANCE LEVEL					
	<u>BELOW STANDARD</u>		<u>MEETS STANDARD</u>			<u>ABOVE STANDARD</u>
Collaboration with Peers			<u>Area for Growth</u>	<u>Solid Performance</u>	<u>Area of Strength</u>	(In Top 5% of All SPPS Teachers)
	Is an ineffective team member F <input type="checkbox"/> S <input type="checkbox"/>		Works effectively as a member of a site team F <input type="checkbox"/> S <input type="checkbox"/>	F <input type="checkbox"/> S <input type="checkbox"/>	F <input type="checkbox"/> S <input type="checkbox"/>	Takes leadership at the site F <input type="checkbox"/> S <input type="checkbox"/>
	Rarely collaborates with specialists F <input type="checkbox"/> S <input type="checkbox"/>		Effectively collaborates with specialists (e.g. ECSE or ECIS staff) F <input type="checkbox"/> S <input type="checkbox"/>	F <input type="checkbox"/> S <input type="checkbox"/>	F <input type="checkbox"/> S <input type="checkbox"/>	Seeks specific help from specialists F <input type="checkbox"/> S <input type="checkbox"/>
	Rarely offers assistance to other educators F <input type="checkbox"/> S <input type="checkbox"/>		Assists other educators when appropriate F <input type="checkbox"/> S <input type="checkbox"/>	F <input type="checkbox"/> S <input type="checkbox"/>	F <input type="checkbox"/> S <input type="checkbox"/>	Contributes to the profession by mentoring, publishing, etc. F <input type="checkbox"/> S <input type="checkbox"/>
	Rarely utilizes resources of the Parent and Family Education Team F <input type="checkbox"/> S <input type="checkbox"/>		Utilizes the resources of the Parent and Family Education Team when appropriate F <input type="checkbox"/> S <input type="checkbox"/>	F <input type="checkbox"/> S <input type="checkbox"/>	F <input type="checkbox"/> S <input type="checkbox"/>	Collaborates with Parent and Family Education Team to design family involvement activities appropriate to site F <input type="checkbox"/> S <input type="checkbox"/>

Notes:

DOMAIN 3: PROFESSIONAL RESPONSIBILITIES (Continued)

SKILL AREA		PERFORMANCE LEVEL						
Teacher Responsibilities	BELOW STANDARD	MEETS STANDARD						ABOVE STANDARD
		Area for Growth	Solid Performance		Area of Strength		(In Top 5% of All SPPS Teachers)	
	The processing of program paperwork is inaccurate and/or consistently late F <input type="checkbox"/> S <input type="checkbox"/>	Oversees the accurate and timely processing of registrations, parent feedback, statistic collection, etc. F <input type="checkbox"/> S <input type="checkbox"/> F <input type="checkbox"/> S <input type="checkbox"/> F <input type="checkbox"/> S <input type="checkbox"/>						
	Is inefficient and irresponsible in fiscal management F <input type="checkbox"/> S <input type="checkbox"/>	Monitors the site budget in a fiscally efficient and responsible manner F <input type="checkbox"/> S <input type="checkbox"/> F <input type="checkbox"/> S <input type="checkbox"/> F <input type="checkbox"/> S <input type="checkbox"/>						Maximizes use of allocated budget by considering long- and short-term needs of classroom F <input type="checkbox"/> S <input type="checkbox"/>
	Work Sampling System checklists, summary reports and/or portfolios are completed late or incomplete F <input type="checkbox"/> S <input type="checkbox"/>	Completes Work Sampling System checklists, summary reports and portfolios on time F <input type="checkbox"/> S <input type="checkbox"/> F <input type="checkbox"/> S <input type="checkbox"/> F <input type="checkbox"/> S <input type="checkbox"/>						Extra attention is given to individualizing portfolio samples and summary reports F <input type="checkbox"/> S <input type="checkbox"/>

Notes:

SAINT PAUL PUBLIC SCHOOLS

Standards of Effective Teaching Summary Evaluation for School Readiness and Community Kindergarten Teachers

Summary Evaluation of _____ School Year _____
School Readiness and Community Kindergarten Teacher

The summary skill area rating is based on overall judgment of that skill area, not an “average.”

SKILL AREAS	Below Standard	Area for Growth	Meets Standard	Area of Strength	Above Standard
1. Environment of Respect and Rapport	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Environment for Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Managing Classroom Procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Managing Student Behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Effective Instructional Practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Clear and Accurate Communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Community Involvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Attendance/Attire/Student Records	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Informing and Engaging Families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Commitment to Professional Growth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Collaboration with Peers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Teacher Responsibilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SUMMARY EVALUATION: Please rate the overall performance.

Below Standard Area for Growth Meets Standard Area of Strength Above Standard

1 2 3 4 5

Comments

Signed: _____ Date: _____

Principal or Administrator

This performance appraisal has been discussed with me, and I have received a complete copy of it. Nurses may submit a letter pertaining to this evaluation to their personnel file.

Signed: _____ Date: _____

School Readiness and Community Kindergarten Teacher