

CARTERET COUNTY SCHOOLS

Central Junior High School

PERFORMANCE APPRAISAL INSTRUMENT  
TEACHER

NAME: Mr. John Williamston DATE: December 15, 2007 GRADE/SUBJECT: MATH SCHOOL YEAR: 2007/2008 SSN#: 10:30-11:00	RATING SCALE 1. Unsatisfactory 2. Below Standard 3. At Standard 4. Above Standard
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INSTRUCTIONS:

1. Based on the evidence from observations and discussion, the evaluator is to rate the Teacher's performance with respect to the 8 major functions of teaching listed below.
2. The evaluator must add pertinent comments at the end of each major function for which a rating of Above Standard, Below Standard, or Unsatisfactory is given.
3. The Teacher is provided an opportunity to react to the evaluator's ratings and comments.
4. The evaluator and the Teacher must discuss the results of the appraisal and any recommended action pertinent to it.
5. The Teacher and the evaluator must sign the instrument in the assigned spaces.
6. The instrument must be filed in the Teacher's personnel folder.
7. The rating scale will include the four Levels of Performance listed above.

MAJOR FUNCTIONS:

- |                                     |                          |                          |                          |                                     |
|-------------------------------------|--------------------------|--------------------------|--------------------------|-------------------------------------|
| 1. MANAGEMENT OF INSTRUCTIONAL TIME | 1                        | 2                        | 3                        | 4                                   |
|                                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
- 1.1 Teacher has materials, supplies and equipment ready at the start of the lesson or instructional activity.
  - 1.2 Teacher gets the class started quickly.
  - 1.3 Teacher uses available time for learning and keeps students on task.

COMMENTS:

Maximizes time, materials, etc.

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2.	MANAGEMENT OF STUDENT BEHAVIOR	1	2	3	4
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2.1	Teacher has established a set of rules and procedures that govern the handling of routine administrative matters.				
2.2	Teacher has established a set of rules and procedures that govern student verbal participation and talk during different types of activities--whole class instruction, small group instruction, etc.				
2.3	Teacher has established a set of rules and procedures that govern student movement in the classroom during different types of instructional activities.				
2.4	Teacher frequently monitors the behavior of all students during whole-class, small group, and seat work activities, and during transitions.				
2.5	Teacher stops inappropriate behavior promptly and consistently, yet maintains the dignity of the student.				
2.6	Teacher analyzes the classroom environment and makes adjustment to support learning and enhance social relationships.				

COMMENTS:

Major control over the students.

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3.	INSTRUCTIONAL PRESENTATION	1	2	3	4
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3.1	Teacher links instructional activity to prior learning.				
3.2	Teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning activities that make these aspects of subject matter understandable and meaningful for students.				
3.3	Teacher speaks fluently and precisely.				
3.4	Teacher provides relevant examples and demonstrations to illustrate concepts and skills.				
3.5	Teacher assigns tasks and asks appropriate levels of questions that students handle with a high rate of success.				
3.6	Teacher conducts lesson or instructional activity at a brisk pace, slowing presentations when necessary for student understanding but avoiding unnecessary slowdowns.				
3.7	Teacher makes transitions between lessons and between instructional activities within lessons efficiently and smoothly.				
3.8	Teacher makes sure that the assignment is clear.				

- 3.9 Teacher creates instructional opportunities that are adapted to diverse learners.
- 3.10 Teacher uses instructional strategies that encourage the development of critical thinking, problem solving, and performance skills.
- 3.11 Teacher uses technology to support instruction.
- 3.12 Teacher encourages students to be engaged in and responsible for their own learning.

COMMENTS:

One of the best I have ever seen.

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4. INSTRUCTIONAL MONITORING OF STUDENT PERFORMANCE

1 2 3 4

			X
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- 4.1 Teacher maintains clear, firm and reasonable work standards and due dates.
- 4.2 Teacher circulates during classwork to check all students' performance.
- 4.3 Teacher routinely uses oral, written, and other work products to evaluate the effects of instructional activities and to check student progress.
- 4.4 Teacher poses questions clearly and one at a time.
- 4.5 Teacher uses student responses to adjust teaching as necessary.

COMMENTS:

Very clear in instructions and explanations.

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5. INSTRUCTIONAL FEEDBACK

1 2 3 4

			X
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- 5.1 Teacher provides feedback on the correctness or incorrectness of in-class work to encourage student growth.
- 5.2 Teacher regularly provides prompt feedback on assigned out-of-class work.
- 5.3 Teacher affirms a correct oral response appropriately, and moves on.
- 5.4 Teacher provides sustaining feedback after an incorrect response by by probing, repeating the question, giving a clue, or allowing more time.

5.5 Teacher uses knowledge of effective verbal and non-verbal communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

COMMENTS:

Provides good feedback and responsive to students.

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6. FACILITATING INSTRUCTION

1 2 3 4

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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- 6.1 Teacher has long- and short-term instructional plans that are compatible with the school and district curricular goals, the school improvement plan, the NC Standard Course of Study, and the diverse needs of students and the community.
- 6.2 Teacher uses diagnostic information obtained from tests and other formal and informal assessment procedures to evaluate and ensure the continuous intellectual, social, and physical development of the learner.
- 6.3 Teacher maintains accurate records to document student performances.
- 6.4 Teacher understands how students learn and develop and plans appropriate instructional activities for diverse student needs and different levels of difficulty.
- 6.5 Teacher uses available human and material resources to support the instructional program.

COMMENTS:

Excellent in this area too.

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7. COMMUNICATING WITHIN THE EDUCATIONAL ENVIRONMENT

1 2 3 4

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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- 7.1 Teacher treats all students in a fair and equitable manner.
- 7.2 Teacher participates in the development of a broad vision of the school.
- 7.3 Teacher fosters relationships with school colleagues, parents, and community agencies to support students' learning and well being.

COMMENTS:

Constantly working with students and staff.

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8.	PERFORMING NON-INSTRUCTIONAL DUTIES	1	2	3	4
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
8.1	Teacher carries out non-instructional duties as assigned and/or as he/she perceives the need to ensure student safety outside the classroom.				
8.2	Teacher adheres to established laws, policies, rules, and regulations.				
8.3	Teacher follows a plan for professional development and seeks out opportunities to grow professionally.				
8.4	Teacher is a reflective practitioner who continually evaluates the effects of his or her decisions and actions on students, parents, and other professionals in the learning community.				

COMMENTS:

Goes out of his way to do more work.

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S U M M A R Y   C O M M E N T S

Evaluator's Summary Comments:

The greatest person in the whole world.

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Teacher's Reaction to Evaluation:

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Evaluator's Signature

Title

Date

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Teacher's Signature

Date

Signature indicates that the written evaluation has been seen and discussed.

### Levels of Performance

#### 4. ABOVE STANDARD

Performance within this function area is consistently high. Teaching practices are demonstrated at a high level. Teacher seeks to expand scope of competencies undertakes additional, appropriate responsibilities.

#### 3. AT STANDARD

Performance within this function area is consistently adequate/acceptable. Teaching practices fully meet all performance expectations at an acceptable level. Teacher maintains an adequate scope of competencies, and performs additional responsibilities as assigned.

#### 2. BELOW STANDARD

Performance within this function area is sometimes inadequate/unacceptable and needs improvement. Teacher requires supervision and assistance to maintain an adequate scope of competencies, and sometimes fails to perform additional responsibilities as assigned.

#### 1. UNSATISFACTORY

Performance within this function area is consistently inadequate/unacceptable and most practices require considerable improvement to fully meet minimum performance expectations. Teacher requires close and frequent supervision in the performance of all responsibilities.