

ISSAQUAH SCHOOL DISTRICT
Preliminary Evaluation Rating (PER): COMPREHENSIVE EVALUATION

NAME: _____ DATE: _____
 POSITION: _____ SCHOOL: _____
 EVALUATOR NAME: _____ PRE-CONFERENCE DATE: _____
 OBSERVATION DATE: _____
 POST-CONFERENCE DATE: _____

Evaluator: Mark on box in each area that summarizes your evaluation.

1. CENTERING INSTRUCTION ON HIGH EXPECTATIONS FOR STUDENT ACHIEVEMENT.				
1 = Unsatisfactory 2 = Basic 3 = Proficient 4 = Distinguished	1	2	3	4
1. Establishes a Culture for Learning (2b) <ul style="list-style-type: none"> • Importance of the content • Expectations for learning and achievement • Student pride in work 2. Communicating with Students (3a) <ul style="list-style-type: none"> • Expectations for learning • Directions and procedures • Explanation of content • Use of oral and written language 3. Engaging Students in Learning (3c) <ul style="list-style-type: none"> • Activities and assignments • Grouping of students • Instructional materials and resources • Structure and pacing 				
Comments:				

2. DEMONSTRATING EFFECTIVE TEACHING PRACTICES.				
1 = Unsatisfactory 2 = Basic 3 = Proficient 4 = Distinguished	1	2	3	4
1. Using Questioning/and discussing techniques (3b) <ul style="list-style-type: none"> • Quality of questions • Discussion techniques • Student participation 2. Reflecting on Teaching (4a) <ul style="list-style-type: none"> • Accuracy • Use in future teaching 				
Comments:				

3. RECOGNIZING INDIVIDUAL STUDENT LEARNING NEEDS AND DEVELOPING STRATEGIES TO ADDRESS THOSE NEEDS.				
1 = Unsatisfactory 2 = Basic 3 = Proficient 4 = Distinguished	1	2	3	4
1. Demonstrating Knowledge of Students (1b) <ul style="list-style-type: none"> • Knowledge of child and adolescent development • Knowledge of the learning process • Knowledge of students' skills, knowledge and language proficiency • Knowledge of students' interests and cultural heritage • Knowledge of students' special needs 2. Demonstrating Flexible and Responsiveness (3e) <ul style="list-style-type: none"> • Lesson adjustment • Response to students • Persistence 				
	Comments:			

4. PROVIDING CLEAR AND INTENTIONAL FOCUS ON SUBJECT MATTER CONTENT AND CURRICULUM.				
1 = Unsatisfactory 2 = Basic 3 = Proficient 4 = Distinguished	1	2	3	4
1. Demonstrating Knowledge of Content and Pedagogy (1a) <ul style="list-style-type: none"> • Knowledge of content and the structure of the discipline • Knowledge of prerequisite relationships • Knowledge of content/related pedagogy 2. Setting Instructional Outcomes (1c) <ul style="list-style-type: none"> • Value, sequence and alignment • Clarity • Balance • Suitability for diverse learners 3. Demonstrating Knowledge of Resources (1d) <ul style="list-style-type: none"> • Resources for classroom use • Resources to extend content knowledge and pedagogy • Resources for students 4. Designing Coherent Instruction (1e) <ul style="list-style-type: none"> • Learning activities • Instructional materials and resources • Instructional groups • Lesson and unit structure 				
	Comments:			

5. FOSTERING AND MANAGING A SAFE, POSITIVE LEARNING ENVIRONMENT.				
1 = Unsatisfactory 2 = Basic 3 = Proficient 4 = Distinguished	1	2	3	4
1. Creating an Environment of Respect and Rapport (2a) <ul style="list-style-type: none"> • Teacher interaction with students • Student interactions with one another 2. Managing Classroom Procedures (2c) <ul style="list-style-type: none"> • Management of instructional groups • Management of transitions • Management of materials and supplies • Performance of non-instructional duties • Supervision of volunteers and paraprofessionals 3. Managing Student Behavior (2d) <ul style="list-style-type: none"> • Expectations • Monitoring student behavior • Responses to student misbehavior 4. Organizing Physical Space (2e) <ul style="list-style-type: none"> • Safety and accessibility • Arrangement of furniture and use of physical resources 				
	Comments:			

6. USING MULTIPLE STUDENT DATA ELEMENTS TO MODIFY INSTRUCTION AND IMPROVE STUDENT LEARNING.				
1 = Unsatisfactory 2 = Basic 3 = Proficient 4 = Distinguished	1	2	3	4
1. Designing Student Assessments (1f) <ul style="list-style-type: none"> • Congruence with instructional outcomes • Criteria and standards • Design of formative assessment • Use for planning 2. Using Assessment in Instruction (3d) <ul style="list-style-type: none"> • Assessment criteria • Monitoring of student learning • Feedback to students • Student self-assessment and monitoring process 3. Maintaining Accurate Records (4b) <ul style="list-style-type: none"> • Student completion of assignments • Student progress in learning • Non-instructional records 				
Comments:				

7. COMMUNICATING AND COLLABORATING WITH PARENT AND SCHOOL COMMUNITY.				
1 = Unsatisfactory 2 = Basic 3 = Proficient 4 = Distinguished	1	2	3	4
1. Communicating with Families (4c) <ul style="list-style-type: none"> • Information about the instructional program • Information about individual students • Engagement of families in the instructional program 				
Comments:				

8. EXHIBITING COLLABORATIVE PRACTICES FOCUSED ON IMPROVING INSTRUCTIONAL PRACTICE AND STUDENT LEARNING.				
1 = Unsatisfactory 2 = Basic 3 = Proficient 4 = Distinguished	1	2	3	4
1. Participating in a Professional Community (4d) <ul style="list-style-type: none"> • Relationships with colleagues • Involvement in a culture of professional inquiry • Service to school • Participation in school and district projects 2. Growing and Developing Professionally (4e) <ul style="list-style-type: none"> • Enhancement of content knowledge and pedagogical skill • Receptivity to feedback from colleagues • Service to profession 3. Showing Professionalism (4f) <ul style="list-style-type: none"> • Integrity and ethical conduct • Service to students • Advocacy • Decision making • Compliance with school district regulations 				
Comments:				

Looking ahead toward our next meeting . . .

At this time your PER Numeric Rating is: _(this is a total from the scale below having added the ranks from up above)_____

As a result, if, as your evaluator, I had to mark your SER today, the snapshot of the overall rank would be: (pull down menu)_____

Please keep in mind it does not include your SGG rating and that we still have work in the school year to continue.

1 - Unsatisfactory 8 - 14	2 - Basic 15 - 21	3 - Proficient 22 - 28	4 - Distinguished 29 - 32
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Employee: _____ **Date:** _____
Signing of this instrument acknowledges participation in, but not necessarily concurrence with, the evaluation conference.

Evaluator: _____ **Date:** _____

Copy to Employee
Copy to Evaluator