



Teacher Classroom Performance Assessment: SHORT FORM
Boards of Education of the Technical Schools and Special Services
County of Bergen

Teacher: (Last Name)	Observation Date: (First Name)
Time Frame:	Class Assignment:
School Program:	Tenure: (Check one) YES: NO:
Number of Students Present (During the Observation):	Total Teaching Load:
Evaluator:	Position:
Observation Number:	
Pre-observation Conference Date:	Post-observation Conference Date:

SUMMARY: *One or two sentences that provide context for the observation (i.e. type of activity or class)*

EVALUATION CODES:

U - Unsatisfactory:	The teacher does not yet appear to understand the concepts underlying this component. Working on the practices associated with the elements will enable the teacher to grow and develop in this area.
B – Basic:	The teacher appears to understand the concepts underlying the component and attempts to implement its elements, but implementation is sporadic or otherwise not successful
P – Proficient:	The teacher clearly understands the concepts underlying the component and implements it effectively.
D - Distinguished:	The teacher’s mastery of technique in this criterion not only leads to successful learning and development, but can also serve as a viable source for the mentoring of other district instructors.
NA – Not Applicable:	The observer was not able to assess this criterion due to circumstances that were beyond the instructor’s control.

DOMAIN 1: PLANNING & PREPARATION

COMPONENT	Unsatisfactory	Basic	Proficient	Distinguished
1E. Designing Coherent Instruction	The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. The experiences are suitable for only some students.	The series of learning experiences demonstrates partial alignment with instructional outcomes, and some of the experiences are likely to engage students in significant learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources.	The teacher coordinates knowledge of content, of students, and of resources to design a series of learning experiences aligned to instructional outcomes and suitable for groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning.	The teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes, differentiated where appropriate to make them suitable to all students and likely to engage them in significant learning. The lesson or unit structure is clear and allows for different pathways according to student needs.
<i>Check appropriate box to the right</i>				
EVIDENCE:				

DOMAIN 2: CLASSROOM ENVIRONMENT

COMPONENT	Unsatisfactory	Basic	Proficient	Distinguished
2A. Creating an Environment of Respect and Rapport	Classroom interactions, both between the teacher and students, and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds and are characterized by sarcasm, put-downs, or conflict.	Classroom interactions, both between the teacher and students and among students, are generally appropriate and free from conflict, but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.	Classroom interactions between the teacher and students and among students are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.	Classroom interactions between the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among members of the class.
<i>Check appropriate box to the right</i>				
EVIDENCE:				

DOMAIN 3: INSTRUCTION

COMPONENT	Unsatisfactory	Basic	Proficient	Distinguished
3A. Communicating with Students	Expectations for learning, directions and procedures, and explanations of content are unclear or confusing to students. The teacher's use of language contains errors or is inappropriate for students' cultures or levels of development	Expectations for learning, directions and procedures, and explanations of content are clarified after initial confusion; the teacher's use of language is correct but may not be completely appropriate for students' cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clear to students' cultures and levels of development.	Expectations for learning, directions and procedures, and explanations of content are clear to students. The teacher's oral and written communication is clear and expressive, appropriate for students' cultures and levels of development, and anticipates possible student misconceptions.
<i>Check appropriate box to the right</i>				
EVIDENCE:				

COMPONENT	Unsatisfactory	Basic	Proficient	Distinguished
3C. Engaging Students in Learning	Activities and assignments, materials and groupings of students are inappropriate for the instructional outcomes or students' cultures or levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced.	Activities and assignments, materials, and groupings of students are partially appropriate to the instructional outcomes or students' cultures or levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure, but that structure is not fully maintained.	Activities and assignments, materials, and groupings of students are fully appropriate for the instructional outcomes and students' cultures and levels of understanding. All students are engaged in work of a high level of rigor. The lesson's structure is coherent, with appropriate pace and closure.	Students, throughout the lesson, are highly intellectually engaged in significant learning, and make material contributions to the activities, student groupings, and materials. The lesson is adapted as necessary to the needs of individuals, and the structure and pacing allow for student reflection and closure.
<i>Check appropriate box to the right</i>				
EVIDENCE:				

COMPONENT	Unsatisfactory	Basic	Proficient	Distinguished
3D. Using Assessment in Instruction	Assessment is not used in instruction, either through monitoring of progress by the teacher or students, or through feedback to students. Students are unaware of the assessment criteria used to evaluate their work.	Assessment is occasionally used in instruction, through some monitoring of progress of learning by the teacher and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work.	Assessment is regularly used in instruction, through self-assessment by students, monitoring of progress of learning by the teacher and/or students, and high-quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work.	Assessment is used in a sophisticated manner in instruction, through student involvement in establishing the assessment criteria, self-assessment by students, monitoring of progress by both students and teacher, and high-quality feedback to students from a variety of sources.
<i>Check appropriate box to the right</i>				
EVIDENCE:				

Recommendations:

Teacher Signature: _____ Date: _____

Evaluator Signature: _____ Date: _____

SIGNATURE INDICATES THAT THE STAFF MEMBER HAS REVIEWED A COPY OF THIS PERFORMANCE ASSESSMENT REPORT. THE INSTRUCTOR'S SIGNATURE DOES NOT NECESSARILY INDICATE THAT THE INSTRUCTOR CONCURS WITH THE ASSESSMENT. THE INSTRUCTOR MAY ATTACH A RESPONSE TO THIS ASSESSMENT REPORT.

Copies: Assistant Superintendent of Curriculum & Instruction; Human Resources; Principal; Teacher