

TEACHER EVALUATION
SECONDARY PERSONNEL
SIOUX VALLEY SCHOOLS

TEACHER:

ASSIGNMENT:

EVALUATION PERIOD:

EVALUATOR:

EVALUATION OBSERVATION DATE(S):

EVALUATION CONFERENCE DATE:

INSTRUCTIONS AND SCALE:

Listed on the following pages are various characteristics, behaviors and performances frequently deemed essential for teachers. The evaluator's task is to place a number before each item according to the scale written below.

SCALE:

- | | | | |
|---|--|---|---|
| 4 | Commendable
Exceeds normal standards
A real strength
Almost always true | 2 | Needs improvement to meet standards
Seldom true |
| 3 | Satisfactory
Acceptable
Meets standards
True most of the time | 1 | Unsatisfactory and fails to meet standards
Really needs improvement
Almost never true |
| | | 0 | Insufficient knowledge on which to evaluate
Non-applicable |

A. INSTRUCTIONAL SKILLS

- _____ Learning activities show evidence of objectives, planning and organization.
- _____ Classroom atmosphere is purposeful, businesslike and orderly.
- _____ Effective use made of teaching methods.
- _____ Time used efficiently and profitably.
- _____ Materials to supplement the basic program selected, arranged and made available to students.
- _____ Evidence of effective use of basic and supplemental materials and of visual aids.
- _____ Questions clear and thought-provoking.
- _____ Effective use made of problem solving opportunities.
- _____ Shows diversity of depth of knowledge in subject.
- _____ Strives to develop student mastery of subject.
- _____ Classroom atmosphere tends to promote learning.

COMMENTS:

B. INSTRUCTIONAL EFFECTIVENESS / TEACHER-PUPIL RELATIONS

- _____ Provisions made for varying abilities, strengths and weaknesses in pupils.
- _____ Encouragement given to involve all pupils.
- _____ Opportunity provided for development of student leadership and cooperation.
- _____ Pupil assignments have purpose and meaning.
- _____ Evidence of pupil growth and enthusiasm for learning.
- _____ Evidence of teacher-pupil planning.
- _____ Evidence of desirable teacher-pupil relationships.
- _____ Use made of pupil evaluation findings.

COMMENTS:

C. PERSONAL QUALITIES

- _____ Appearance neat and appropriate.
- _____ Use of judgment and common sense.
- _____ Emotional control, maturity and poise are evident.
- _____ Teacher prompt, accurate and dependable.
- _____ Teacher works well with other staff members.

COMMENTS:

D. PROFESSIONAL QUALITIES

- _____ Shows enthusiasm for learning.
- _____ Supports and contributes to faculty cooperation.
- _____ Conducts parent conferences with skill.
- _____ Demonstrates a willingness to share in school-related activities.
- _____ Accepts assigned responsibilities.
- _____ Uses voice effectively.
- _____ Uses proper English in speaking and writing.

COMMENTS:

E. MANAGEMENT ABILITY

- _____ Uses tests and other evaluation information in planning instructional activities and after instruction to determine if objectives have been met.
- _____ Uses instruments and methods that effectively measure the students' attainment of learning goals.
- _____ Makes clear to students how success in learning will be judged.
- _____ Maintains effective procedures for collecting data for evaluating students.
- _____ Demonstrates care and respect of materials and equipment.
- _____ Provides organized plans for substitute teachers.

COMMENTS:

F. TEACHER GOALS OR JOB TARGETS:

G. COMMENTS / REMARKS BY EVALUATOR:

H. COMMENTS / REMARKS BY EVALUATEE:

Evaluator Signature _____ Date _____

Evaluatee Signature _____ Date _____

**Signature indicates a review of the completed evaluation; it does not signify agreement with contents.*