

Cobb County School District

Cobb Keys Classroom Teacher Annual Performance Evaluation

I. IDENTIFICATION

Teacher

SS#

Location

School Year

II. PERFORMANCE STANDARDS Each Standard Element must be marked with a Not Evident, Emerging, or Proficient rating. Commentary is required and should specifically address performance levels assigned to the Standard Elements.

A. Curriculum and Planning – *The teacher makes decisions about planning that demonstrate a deep understanding of grade level content knowledge, pedagogy, and GPS, State-approved curriculum implementation by appropriately planning for what students are expected to know, understand, and be able to do (See Performance Rubric).*

Not Evident Emerging Proficient

CP1: The teacher uses an organizing framework for instructional planning to support standards-based instruction.

CP2: The teacher plans instruction that reflects strong knowledge of both content and effective instructional delivery.

CP3: The teacher plans assessments to measure student progress toward and mastery of the GPS.

CP4: The teacher plans for appropriate use of differentiation.

Commentary

B. Standards-Based Instruction – *The teacher consistently uses research-based practices in the classroom, challenging all learners to achieve high levels of learning as defined by GPS or State-approved curriculum (see Performance Rubric).*

Not Evident Emerging Proficient

SBI1: The teacher effectively communicates learning expectations using both the language of the Standards and strategies that reflect a standards-based classroom.

SBI2: The teacher demonstrates research-based practices that engage students in learning.

SBI3: The teacher consistently demonstrates high expectations for all learners.

SBI4: The teacher uses accessible technology effectively to enhance student learning.

SBI5: The teacher differentiates instruction to meet students' readiness levels, language proficiency, and interests.

SBI6: The teacher delivers instruction which fosters the development of HOT/Reasoning Skills.

Commentary

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C. Assessment of Student Learning – *The teacher consistently uses a balanced variety of assessment techniques that are systematically implemented, resulting in appropriate interventions that foster continuous improvement for all (see Performance Rubric).*

Not Evident Emerging Proficient

ASL1: The teacher uses formative assessment strategies to monitor student progress and to adjust instruction in order to maximize student achievement on the GPS, State-approved curriculum.

ASL2: The teacher uses diagnostic assessment strategies to identify individual and class strengths, misconceptions and areas of weakness and to adjust instruction in order to maximize student achievement on the GPS or State-approved curriculum.

ASL3: The teacher uses a variety of summative strategies to evaluate student status and to adjust instruction in order to maximize student achievement on the GPS or State-approved curriculum.

ASL4: The teacher provides effective and timely commentary/feedback regarding students' written and oral performances.

Commentary

D. Instructional Environment – *The teacher creates a safe, productive, and inviting learning environment that fosters a sense of community and personal responsibility to ensure that students maximize learning (see Performance Rubric).*

Not Evident Emerging Proficient

IE1: The teacher establishes classroom rules, practices, and procedures that support a positive, productive learning environment.

IE2: The teacher maximizes instructional time.

IE3: The teacher fosters a sense of community and belonging by acknowledging diversity, achievements, and accomplishments of all learners in the classroom.

IE4: The teacher helps students take responsibility for their own learning and behavior.

Commentary

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E. PROFESSIONAL DUTIES AND RESPONSIBILITIES: Select S if performance is "Satisfactory"; N if "Needs Improvement"; U if "Unsatisfactory".

U	N	S	1. Reports to work as assigned
U	N	S	2. Provides adequate information, plans, and materials for substitute teachers
U	N	S	3. Enforces school procedures concerning student conduct and discipline
U	N	S	4. Maintains accurate grades to document student performance
U	N	S	5. Maintains confidentiality regarding student and records information
U	N	S	6. Assumes responsibility for professional growth
U	N	S	7. Maintains accurate and complete records and submits as required and on-time.
U	N	S	8. Demonstrates ethical behavior as outlined in the PSC Code of Ethics.
U	N	S	9. Interacts in a respectful, civil, and professional manner with students, families, staff, and school leaders.
U	N	S	10. Attends and participates in faculty meetings and other assigned meetings/activities
U	N	S	11. Models correct language, oral and written
U	N	S	12. Actively supports the School Strategic Plan

Commentary (Required to address all "N" or "U" ratings):

Duties and Responsibility - Summary Rating: Check one.

UNSATISFACTORY (More than 3 "N's" OR 2 or more "U's") PDP Required
NEEDS IMPROVEMENT (3 "N's" OR one "U") PDP Required
SATISFACTORY (No more than 2 "N's" AND no "U's")

III. OVERALL PERFORMANCE RATING:

- 1) **Unsatisfactory** = 4 or more "Not Evident" Element Ratings or "Unsatisfactory" Summary Rating on Duties and Responsibilities.
- 2) **Emerging** = Fewer than 13 "Proficient" Element Ratings (no more than 3 "Not Evident" Element Ratings) and "Satisfactory" or "Needs Improvement" Summary Rating on Duties/Responsibilities.
- 3) **Proficient** = 13 or more "Proficient" Element Ratings and a "Satisfactory" Summary Rating on Professional Duties and Responsibilities.

Unsatisfactory

Emerging

Proficient

Date(s) of Classroom Observation(s):

Date(s) of Feedback Conference(s):

IV. SIGNATURES *(Required)*

Evaluator _____ Position _____ Date ____/____/____

Principal (If not Evaluator) _____ Date ____/____/____

Teacher _____ Date ____/____/____

(Receipt acknowledged. Signature does not indicate agreement or disagreement.)

V. TEACHER'S COMMENTS *(Optional. Principal must receive Comments, if provided, within 10 school days of receipt date above.)*