BRIDGES Charter School
Teacher Performance Evaluation

Name:_____ Date:_____

Observation Dates:_____

Conference Dates:_____

	4 Exceeds Expected Standards	3 Meets Expected Standards	2 Needs to Improve	1 Unsatisfactory Performance
Skills and competencies - weighted 40%				
Instructional Strategies to support all students in their learning (CA Standard #1)	Instructional strategies are effectively varied and diverse, taking into account the individual learning styles and needs in the classroom.	Instructional strategies are varied most times; different learning styles are accommodated most of the times. Individual needs are considered to most extent.	Instructional strategies are varied occasionally Learning styles are not readily accommodated, and/or individual needs are addressed only occasionally	Instructional strategies are limited and do not reflect individual learning styles or needs. A "one size fits all" approach is prevalent.
Making subject matter meaningful (CA Standard #1)	Teacher coordinates opportunities as teacher, students and parents are creating an environment that engages others in problem solving, critical thinking, and other activities that make subject matter meaningful. Promoting self-directed, reflective learning for all students	Creating an environment that engages all students in problem solving, critical thinking, and other activities that make subject matter meaningful. Promoting self-directed, reflective learning for all students	Somewhat creating an environment that engages all students in problem solving, critical thinking, and other activities that make subject matter meaningful. Promoting self-directed, reflective learning for all students	Limited in creating an environment that engages all students in problem solving, critical thinking, and other activities that make subject matter meaningful. Promoting self-directed, reflective learning for all students
Physical Environment (CA Standard #2)	Physical Environment promotes and enhances students self independence as well as motivates them to meet their full academic and emotional potential.	Create an organized and engaging environment for all students that allows for students to access the supplies needed as well as engages them in their unit of study.	Environment is somewhat organized and engaging for students to allow them to be productive.	Physical environment effects student learning and does not allow them to meet their full potential.
Emotional Environment (CA Standard #2)	Creates a community and classroom climate that promotes and maintains respect for others through use of non-violent communication, circle, and positive feedback.	Mostly, creates a classroom climate that promotes and maintains respect for others through use of non-violent communication, circle, and positive feedback.	Developing their classroom climate to promote respect for others through the us of non-violent communication, circle, and positive feedback.	Limited development of classroom climate to promote respect for others through the us of non-violent communication, circle, and positive feedback.

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Effective Classroom Management (CA Standard #2)	Students' learning is enhanced by the well organized use of time with consistent routines and procedures, with variant motivators that promote active engagement in learning and social well-being.	Plans and implements a consistent learning routine, procedures, and manages time effectively to promote students learning and social well-being.	Developing plans and working to implement a consistent learning routine, procedures, and manages time effectively to promote students learning and social well-being.	Does not have a consistent schedule or routine pattern, which effects student ability to learn effectively.
Subject matter and content (CA Standard #3)	Extensive knowledge, expertise, and confidence in subject matter provide ease, flexibility, and openness in classroom instruction	Sufficient knowledge of subject matter affords teacher ease and/or flexibility with instruction	Knowledge of subject matter is limited; instructional flexibility is limited.	Lacks knowledge and confidence in subject matter and/or content. Classroom instruction is effected as a result.
Curriculum Organization (CA Standard #3)	Organize curriculum that interrelates among the different subject matters, while utilizing varied instructional strategies to help develop student understanding.	Somewhat organizes curriculum that interrelates among the different subject matters, while utilizing varied instructional strategies to help develop student understanding.	Organizes curriculum, but needs assistance in interrelating it among other disciplines. Uses various instructional strategies to build students' understanding.	Jumps around in curriculum without clear direction or correlation to other disciplines. Instructional strategies are not clearly defined or utilized.
Technology (CA Standard #3)	A wide variety of technology is utilized effectively in instruc-tion, classroom admin., & comm.	Technology used to varying degrees of effectiveness in instruction, class admin & com.	Technology used in limited ways in instruction, class admin, & comm.	Technology <u>not</u> used effectively in instruction, class admin, or comm.
Resourcefulness	With positive outlook and attitude, demonstrates creative resourcefulness in problem-solving & program or curriculum	Demonstrates some resourcefulness and/or creativity in problem solving, program/curriculum development	Demonstrates limited resourcefulness or creativity in problem solving, program/curriculum development	Does not demonstrate resourcefulness or creativity in problem solving, program/curriculum development
Creativity	Creativity is evident in all areas of instruction and assessment	Creativity is evident in some areas of instruction and/or assess.	Creativity in instruction and/or assessment is limited.	Creativity in instruction and/or assessment is lacking.
Student Goals (CA Standard #4)	Establishes & articulates student goals drawing on student's backgrounds, interests and developmental learning needs.	Somewhat establishes & articulates student goals drawing on student's backgrounds, interests and developmental learning needs.	Establishes and articulates student goals without drawing on student's backgrounds, interests and developmental learning needs.	Limited goals are formed or evident.

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Instructional Planning (CA Standard #4)	Incorporates/designs short-term and long term plans by developing and sequencing instructional activities with other grade levels and materials to foster student learning.	Designs short-term and long term plans by developing and sequencing instructional activities and materials to foster student learning.	Somewhat designs short-term and long term plans by developing and sequencing instructional activities and materials to foster student learning.	A limited design of short-term and long term plans; show little or no development or sequence of instructional activities and materials to foster student learning.
Differentiation - Across ability levels (CA Standard #4)	Students regularly have access to direct instruction *and* support for independent & individualized learning through a sequence of standard based instructional activities to promote academic proficiencies or above.	Students sometimes have access to direct instruction *and*/or support for independent & individualized learning through a sequence of standard based instructional activities to promote academic proficiencies or above.	Students occasionally have access to direct instruction *and* support for independent & individualized learning through a sequence of standard based instructional activities to promote academic proficiencies.	Students generally do not have access to direct instruction *or* support for *independent* & *individualized* learning through a sequence of standard based instructional activities to promote academic proficiencies.
Differentiation - Learning styles and modalities (CA Standard # 4)	Students regularly have opportunities to learn and demonstrate learning in a variety of ways that reflect their natural learning styles	Students sometimes have opportunities to learn and demonstrate learning in a variety of ways that reflect their natural learning styles	Students occasionally have opportunities to learn and demonstrate learning in a variety of ways that reflect their natural learning styles	Students rarely have opportunities to learn and demonstrate learning in a variety of ways that reflect their natural learning styles
Total Points:				

Comments:

Goals:

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BRIDGES Charter School
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Leadership - Weighted 20%				
Assessment and record keeping (CA Standard #5)	Assessment is thorough, diverse, and aligned with desired outcomes. Students are well aware of desired outcomes and goals of instruction. Assessment data is used effectively to drive instruction	Assessment is effective and linked to instruction; demonstrates some differentiation and aligned with desired outcomes, which students are aware of to some degree	Assessment is limited in some areas; may lack in alignment with desired outcomes or be used in limited ways to drive instruction. Students may not be aware of what goals of instruction and assessment are	Assessment is not varied or clearly linked to desired outcomes. Assessment is not used to drive instruction. Students are not aware of what the desired outcomes are.
Communicating & collaborating on student assessment (CA Standard #5)	Involving and guiding students on evaluating their own assessment as well as communicating their achievement or area of improvement to parents or other necessary audiences. Developing goals with student based on ongoing assessments.	Somewhat, involving and guiding students on evaluating their own assessment as well as communicating their achievement or area of improvement to parents or other necessary audiences.	Involving and guiding students on evaluating their some of their own assessments.	Limited collaboration on assessment.
Professional Growth & Dev (CA Standard 6.2)	Actively, effectively pursues professional growth & dev, model-ing and demonstrating qualities of a life-long learner	Pursues professional growth and development	Demonstrates limited interest in pursuing professional development.	Does not demonstrate interest in pursuing professional development
Initiative	Regularly and independently takes initiative in numerous areas of leadership; takes initiative in problem-solving and/or making improvements	Takes initiative some of the time, in some areas of responsibility.	Initiative is limited. May show some initiative in some areas.	Does not take initiative, or takes limited initiative one or more areas of responsibility
Contribution (CA Standard 6.5)	Actively seeks ways and opportunities to contribute to the team or organization.	Contributes generously and fully when requested.	Contributes minimally to the organization; only contributes when specifically asked, or contributes minimally.	Does not contribute markedly to the organization.
Independence (CA Standard #6)	Work s independently, monitoring one's self, seeking support or assistance appropriately when necessary; excels with minimal direct oversight.	Works independently most of the time, monitoring one's self, seeking assistance when necessary. May require close guidance in some areas to perform adequately or excel	Does not work independently in some areas. May require close guidance and supervision in numerous areas in order to function satisfactorily and/or excel.	Does not work independently; requires close supervision and guidance in many aspects of the job in order to function or excel.

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Attendance	Attends school, team mtgs, staff develop. regularly & participates actively on a school committee, modeling high degree of commitment and dedication.	Attends school, team mtgs., staff develop. Regularly other than due to illness or unforeseen events. Participation may vary.	Some absences to school, team meetings, or staff develop. Participation may vary.	Frequent absences effect participation, functioning, and effectiveness in the classroom and/ or on the staff.
Follow-through (CA Standard #6)	Follows through regularly on requests and commitments in a timely manner. Professional and mature with regard to self-monitoring & communicating progress. Takes initiative and does not need to be reminded of commits.	Generally follows through on requests/ commitments with minimal oversight. Professional & mature with regards to self-monitoring and communicating progress.	Often needs reminders to follow through on requests and commitments. Professionalism in responding and self-monitoring may be lacking.	Does not follow through dependably on requests and/or commitments in a timely manner. May need multiple reminders, or fail to follow through.
Total Points:				

Comments:

Goals:

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Observation Dates:_____

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Teamwork - weighted 20%				
Flexibility (CA Standard #6)	Demonstrates flexibility when working with others, and authentic interest in identifying win/win solutions or approaches	Demonstrates willingness to be flexible when working with others. Generally seeks out win/win solutions.	Demonstrates some willingness and flexibility when working with others, but may lack in enthusiasm or commitment to win-win	Demonstrates little flexibility when working with others
Openness/Responsiveness to other ideas Willingness to incorporate other's ideas (CA Standard #6)	Demonstrates openness and responsiveness to others ideas and is flexible and eager to incorporate other's perspectives; works effectively with others, genuinely appreciating multiple perspectives.	Sometimes demonstrates openness/responsiveness to others. Shows some flexibility/readiness to incorporate other ideas; typically works effectively with others.	Occasionally demonstrates openness/responsiveness to other's ideas. May struggle to incorporate other's ideas; works effectively with others occasionally, but not predictably.	Does not demonstrate openness to other's ideas. Inflexible or unwilling to incorporate different perspectives. Often does not work effectively with others.
Collaboration	Collaborates eagerly, actively, and effectively to pursue school's vision/mission. Takes responsibility for initiating and supporting effective collaboration.	Collaborates actively/effectively some of the time to achieve mission/ vision of the school. Sometimes takes initiative; responds well to guidance and requests.	Occasionally shows willingness to collaborate to achieve vision/ mission. Effectiveness in collaboration varies, and/or may not be predictable or consistent.	Lacks in willingness or effectiveness to collaborate. Does not take initiative and does not show willingness when approached or guided.
Total Points				

Comments:

Goals:

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Communication – weighted 20%				
Colleagues	Communication is forthcoming, professional, timely, direct, respectful, clear & constructive.	Communication is honest and direct, may be lacking in professionalism, clarity *or* effectiveness.	Communication is honest and direct when requested, but may not be effective, reflect initiative, or be in the best interest of the organization	Communication is sporadic, delinquent or delayed, indirect or unclear, and/or may not be constructive.
Administration	Communication is forthcoming, professional, timely, direct, respectful, clear & constructive.	Communication is honest and direct, may be lacking in professionalism, clarity, *or* effectiveness.	Communication is honest and direct when requested, but may not reflect initiative or be effective.	Communication is sporadic, delinquent or delayed, indirect or unclear, and/or may not be constructive.
Students	Communication is forthcoming in a timely manner, clear, direct, respectful, and constructive.	Communication is respectful and *generally* forthcoming, clear, timely & consistent.	Communication is respectful, but may be inconsistent in its timeliness and clarity.	Communication may lack respect, is sporadic or inconsistent, delinquent or delayed, indirect or unclear, and/or may not be constructive.
Parents	Communication is forthcoming in a timely manner, professional, clear, direct, respectful, and constructive.	Communication is honest and constructive and generally timely; may lack clarity or professionalism	Communication is honest and direct when requested, but may not be timely or reflect initiative or the best interest of the org; limited in effectiveness	Communication is sporadic, delinquent or delayed, indirect or unclear, and/or may not be respectful or constructive.
Total Points:				

Total points received: _____

Comments:

Goals:

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BRIDGES Charter School
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Name:_____ Date:_____

Observation Dates:_____

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Summative Comments:

Final Goals:

_____ _____

Signature of Director Date

_____ _____

Signature of Education Coordinator Date

_____ _____

Signature of Teacher Date

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