

Falmouth Public Schools

Teacher Performance Standards

I. CURRENCY IN THE CURRICULUM

STANDARD 1: The teacher is up to date regarding curriculum content.

Examples of Descriptors for Measurement of Standard 1:

1. Demonstrates a strong knowledge of the core curriculum of the teacher's assignment.
2. Frames curriculum around essential questions in the discipline that provide opportunities for reasoning, logic, analysis and synthesis when planning units, lessons and assessments.
3. Keeps current in the field and applies knowledge to the instructional program.
4. Contributes to the ongoing evaluation of the curriculum.

II. EFFECTIVE PLANNING AND ASSESSMENT OF CURRICULUM AND INSTRUCTION

STANDARD 2: The teacher plans instruction effectively

Examples of Descriptors for Measurement of Standard 2:

1. Uses approved Falmouth curriculum guides as a basis for planning.
2. Sets short and long-term goals for curricular units.
3. Identifies individual and group needs and plans appropriate strategies to meet those needs.
4. Uses a variety of materials and resources, including technologies, which appropriately match curricular goals and student needs and learning styles.
5. Frames curriculum around students' own prior knowledge and experience and identifies prerequisite skills, concepts and vocabulary that are important for students to know in order to be successful at a task.
6. Seeks out and collaborates with appropriate school personnel to improve delivery of instruction to meet the special learning needs of all students.
7. Plans engaging ways to introduce each unit of study.
8. Plans frequent instructional opportunities where students are interacting with ideas, materials, teachers and one another.
9. Designs curriculum experiences in which students take increasing responsibility for their own learning.
10. Focuses on teaching the skills of reading, writing, listening, speaking and the use of appropriate learning tools, including up-to-date technologies.
11. Plans activities which require students to use a variety of receptive, processing and expressive modes; e.g. listening, observing, comparing, analyzing, synthesizing, problem-solving, creating, writing and speaking.

STANDARD 3: The teacher plans assessment of student learning effectively.

Examples of Descriptors for Measurement of Standard 3:

1. Determines specific and challenging standards for student learning.
2. Develops and uses a variety of formal and informal assessments which reflect students' learning processes as well as their learning achievement.

STANDARD 4: *The teacher monitors students' understanding of the curriculum effectively and adjusts instruction, materials, or assessments when appropriate.*

Examples of Descriptors for Measurement of Standard 4:

1. Regularly uses a variety of formal and informal assessments of students' achievement and progress for instructional revisions and decision-making.
2. Implements evaluation procedures which appropriately assess the objectives taught.
3. Communicates student progress to students, parents and school personnel in a timely fashion using a variety of information, both written and verbal.
4. Prepares and maintains accurate and efficient records of the quality and quantity of student work.
5. Uses individual and group data appropriately; maintains confidentiality concerning individual student data and achievement.

III. EFFECTIVE MANAGEMENT OF CLASSROOM ENVIRONMENT

STANDARD 5: *The teacher creates an environment that is positive for student learning and involvement.*

Examples of Descriptors for Measurement of Standard 5:

1. Implements instructional opportunities in which students are interacting with ideas, materials, teachers and one another.
2. Implements curriculum experiences in which students take increasing responsibility for their own learning.
3. Demonstrates an openness to student challenges about information and ideas and structures opportunities for discussion and debate which honor divergent opinions.
4. Regulates learning atmosphere in accordance with activities.
5. Establishes classroom procedures that maintain a high level of students' time-on-task and that ensure smooth transitions from one activity to another.

STANDARD 6: *The teacher maintains appropriate standards of behavior, mutual respect and safety.*

Examples of Descriptors for Measurement of Standard 6:

1. Maintains systematic approach to discipline by establishing, posting and administering a consistent and fair set of classroom rules supporting expectations as stated in the student handbook.
2. Manages routines effectively.
3. Maintains professional boundaries with students.
4. Serves as a positive role model for students by using correct speech, demonstrating respectful and courteous behavior and dressing appropriately.

IV. EFFECTIVE INSTRUCTION

STANDARD 7: *The teacher makes learning goals clear to students.*

Examples of Descriptors for Measurement of Standard 7:

1. Makes connections between concepts taught and students' prior knowledge and experiences.
2. Communicates clearly, using precise language, in writing and speaking.
3. Regularly checks for students' understanding of content, concepts and progress on skills, using a variety of tests and measurements.
4. Remediate, reteaches or extends teaching to help students reach their maximum potential.
5. Points out practical, current and lifelong applications of learning.

STANDARD 8: *The teacher uses appropriate instructional techniques.*

Examples of Descriptors for Measurement of Standard 8:

1. Uses a variety of teaching strategies, including lecture, discussions and inquiry, practice and application, cooperative and individual processes, peer and/or project-based learning and up-to-date technological presentations.
2. Provides options for students to demonstrate competency and mastery of new material, including written work, plays, art work, oratory, visual presentations, exhibitions and portfolios.
3. Uses a variety of appropriate materials, ranging from textbooks to technological applications, in order to reinforce and extend skills, accommodate learning styles and match learning objectives.
4. Causes students to become active in summarizing important learnings and integrating them with prior knowledge.
5. Demonstrates working knowledge of current research on optimum means for learning a particular discipline.
6. Develops homework loads and provides evaluation of them in accordance with school or department policy.

STANDARD 9: *The teacher uses appropriate questioning techniques.*

Examples of Descriptors for Measurement of Standard 9:

1. Uses a variety of questioning techniques, including those which encourage and guide critical and independent thinking and the development of ideas.
2. Stimulates the development of multiple points of view; encourages students to assess the accuracy of information presented.

STANDARD 10: *The teacher evaluates, tries innovative approaches, and refines instructional strategies, including the effective use of technologies, to increase student learning and confidence to learn.*

Examples of Descriptors for Measurement of Standard 10:

1. Regularly tries innovative approaches to improve instructional practices.
2. Assesses instructional strategies by comparing intended and actual learning results.
3. Collaborates with, consults with and compares techniques and results with, other teachers.

V. PROMOTION OF HIGH STANDARDS AND EXPECTATIONS FOR STUDENT ACHIEVEMENT

STANDARD 11: *The teacher communicates learning goals and high standards and expectations to students.*

Examples of Descriptors for Measurement of Standard 11:

1. Regularly communicates objectives or learning outcomes (i.e. skills, knowledge and competencies to be acquired) to students.
2. Regularly informs students concerning their progress.
3. Communicates high standards, high expectations and clear guidelines regarding quality and quantity of students' work, work procedures and interpersonal behavior to students and parents.
4. Responds to students' answers and work so as to keep students open-minded, thinking, willing to take risks and to persevere with challenging tasks.
5. Model the skills, attitudes, values and processes central to the subject being taught.

STANDARD 12: *The teacher promotes confidence and perseverance in the student that stimulate increased personal student responsibility for achieving the goals of the curriculum.*

Examples of Descriptors for Measurement of Standard 12:

1. Nurtures in students the belief that effort is a key to high achievement and both acknowledges and values student effort.
2. Uses prompt feedback on student work with individualized comments and suggestions for improvement in order to increase student motivation and ownership of learning.
3. Nurtures students' eagerness to do challenging work and provides stimulus and support for students to take responsibility to complete such tasks successfully.
4. Acts on the belief that all students can reach their maximum potential in learning a challenging core curriculum with appropriate modifications of instruction.
5. Identifies students who are not meeting expectations and develops a plan that designates the teacher's and the student's responsibilities regarding learning.
6. Demonstrates attitudes of fairness, courtesy and respect that encourage students' active participation and commitment to learning.
7. Builds positive relationships with students and parents to enhance students' abilities to learn effectively.
8. Recognizes and responds appropriately when an individual student is having social and/or emotional difficulties which interfere with learning and participation in class.

VI. FULFILLMENT OF PROFESSIONAL RESPONSIBILITIES

STANDARD 13: *The teacher is constructive and cooperative in interactions with parents and community, and receptive to their contributions.*

Examples of Descriptors for Measurement of Standard 13:

1. Keeps parents informed of student's progress in a consistent, organized manner; works with parents in appropriate ways to improve student performance; responds to parent inquiries in a timely manner.
2. Maintains professional role with parents.
3. Makes use of community resources (individuals, partnerships, places, events).

STANDARD 14: *The teacher shares responsibility for accomplishing the goals and priorities of his/her grade/team/department, building and school district.*

Examples of Descriptors for Measurement of Standard 14:

1. Maintains professional role with colleagues.
2. Works constructively with colleagues in defining school needs, developing responses and applying school procedures.
3. Works collaboratively in respecting and sharing areas of expertise and in planning and implementing curriculum and instructional expectations.
4. Accepts responsibility for sponsoring and attending school activities.

STANDARD 15: *The teacher is a reflective and continuous learner.*

Examples of Descriptors for Measurement of Standard 15:

1. Actively reflects on the learning process, both individually and in groups, and changes practices accordingly.
2. Participates actively in professional goal setting.
3. Uses available professional development resources to expand and refine teaching knowledge and skills.
4. Seeks and offers constructive criticism and shows growth in response.

VII. PROMOTION OF EQUITY AND APPRECIATION OF DIVERSITY

STANDARD 16: The teacher strives to ensure equitable opportunities for student learning.

Examples of Descriptors for Measurement of Standard 16:

1. Provides opportunities to include all students in the full range of academic and extra-curricular programs.
2. Is fair, consistent, and caring in dealing with students.
3. Monitors student progress, documents success in relation to performance and achievement and makes appropriate modifications to provide equity as guided by applicable law and regulations.

STANDARD 17: The teacher demonstrates appreciation for and sensitivity to the diversity among individuals.

Examples of Descriptors for Measurement of Standard 17:

1. Recognizes individual abilities, talents and experiences and provides, to the extent practicable, a diversity of educational and organizational classroom strategies to maximize each student's potential to learn.
2. Responds to student academic needs in ways appropriate to their cognitive, social and emotional development.
3. Respects differences in race, color, national origin, gender, sexual orientation, handicap and religion.
4. Initiates activities when necessary to overcome stereotyping or bias.

FALMOUTH PUBLIC SCHOOLS
 FALMOUTH, MASSACHUSETTS

PERFORMANCE OBSERVATION FORM

Name _____ School _____ School Year _____
 Assignment _____ Evaluator _____ Date of Observation _____
 Lesson Observed _____

Note: If evidence relative to a standard is not observed, "not observed" should be used in the "Met" column.

PERFORMANCE STANDARD

CURRENCY IN THE CURRICULUM

MET NOT MET
 See Narrative

1. The teacher is up to date regarding curriculum content.

EFFECTIVE PLANNING AND ASSESSMENT OF CURRICULUM AND INSTRUCTION

2. The teacher plans instruction effectively.

3. The teacher plans assessment of student learning effectively

4. The teacher monitors students' understanding of the curriculum effectively and adjusts instruction, materials, or assessments when appropriate.

EFFECTIVE MANAGEMENT OF CLASSROOM ENVIRONMENT

5. The teacher creates an environment that is positive for student learning and involvement.

6. The teacher maintains appropriate standards of behavior, mutual respect and safety.

EFFECTIVE INSTRUCTION

7. The teacher makes learning goals clear to students.

8. The teacher uses appropriate instructional techniques.

9. The teacher uses appropriate questioning techniques.

10. The teacher evaluates, tries innovative approaches, and refines instructional strategies, including the effective use of technologies, to increase student learning and confidence to learn.

PROMOTION OF HIGH STANDARDS AND EXPECTATIONS FOR STUDENT ACHIEVEMENT

11. The teacher communicates learning goals and high standards and expectations to students.

12. The teacher promotes confidence and perseverance in the student that stimulate increased personal student responsibility for achieving the goals of the curriculum.

FULLFILLMENT OF PROFESSIONAL RESPONSIBILITIES

MET **NOT MET**

- 13. The teacher is constructive and cooperative in interactions with parents and receptive to their contributions.
- 14. The teacher shares responsibility for accomplishing the goals and priorities of his/her grade/team/department, building and school district.
- 15. The teacher is a reflective and continuous learner.

_____	_____
_____	_____
_____	_____

PROMOTION OF EQUITY AND APPRECIATION OF DIVERSITY

- 16. The teacher strives to ensure equitable opportunities for student learning.
- 17. The teacher demonstrates appreciation for and sensitivity to the diversity among individuals.

_____	_____
_____	_____

Narrative: The attached documentation consists of _____ pages.

Date _____ Teacher Signature _____

Date _____ Evaluator Signature _____

**FALMOUTH PUBLIC SCHOOLS
FALMOUTH, MASSACHUSETTS**

PERFORMANCE EVALUATION FOR TEACHERS

Name _____ School _____ Assignment _____

School _____ Evaluator _____ Principal _____

STANDARD

CURRENCY IN THE CURRICULUM

- 1. The teacher is up to date regarding curriculum content.

SPECIAL STRENGTH	MET	NOT MET
_____	_____	_____

EFFECTIVE PLANNING AND ASSESSMENT OF CURRICULUM AND INSTRUCTION

- 2. The teacher plans instruction effectively.
- 3. The teacher plans assessment of student learning effectively
- 4. The teacher monitors students' understanding of the curriculum effectively and adjusts instruction, materials, or assessments when appropriate.

_____	_____	_____
_____	_____	_____
_____	_____	_____

EFFECTIVE MANAGEMENT OF CLASSROOM ENVIRONMENT

- 5. The teacher creates an environment that is positive for student learning and involvement.
- 6. The teacher maintains appropriate standards of behavior, mutual respect and safety.

_____	_____	_____
_____	_____	_____

EFFECTIVE INSTRUCTION

- 7. The teacher makes learning goals clear to students.
- 8. The teacher uses appropriate instructional techniques.
- 9. The teacher uses appropriate questioning techniques.
- 10. The teacher evaluates, tries innovative approaches, and refines instructional strategies, including the effective use of technologies, to increase student learning and confidence to learn.

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

PROMOTION OF HIGH STANDARDS AND EXPECTATIONS FOR STUDENT ACHIEVEMENT

- 11. The teacher communicates learning goals and high standards and expectations to students.
- 12. The teacher promotes confidence and perseverance in the student that stimulate increased personal student responsibility for achieving the goals of the curriculum.

_____	_____	_____
_____	_____	_____

FULLFILLMENT OF PROFESSIONAL RESPONSIBILITIES

SPECIAL MET NOT MET
STRENGTH

- 13. The teacher is constructive and cooperative in interactions with parents and receptive to their contributions.
- 14. The teacher shares responsibility for accomplishing the goals and priorities of his/her grade/team/department, building and school district.
- 15. The teacher is a reflective and continuous learner.

_____	_____	_____
_____	_____	_____
_____	_____	_____

PROMOTION OF EQUITY AND APPRECIATION OF DIVERSITY

- 16. The teacher strives to ensure equitable opportunities for student learning.
- 17. The teacher demonstrates appreciation for and sensitivity to the diversity among individuals.

_____	_____	_____
_____	_____	_____

SPECIAL STRENGTH AND UNMET STANDARDS MUST HAVE NARRATIVE SUPPORT. UNMETS SHOULD INCLUDE DETAILED PRESCRIPTIVE PROCESS.

NARRATIVE SUMMATION: See attached documentation which consists of _____ pages.

Observation Dates: _____

Conference Dates: _____

Date _____ Teacher Signature _____

Date _____ Evaluator Signature _____

Date _____ Principal Signature _____

FALMOUTH PUBLIC SCHOOLS
FALMOUTH, MASSACHUSETTS
PERFORMANCE EVALUATION FOR TEACHERS
FOCUS EVALUATION

Name _____ School _____ Assignment _____

School Year _____ Evaluator _____ Principal _____

Goals must be tied to Falmouth Teacher Performance Standards. A minimum of one performance standard must be addressed during this focus evaluation.

Goals for the year: (jointly established)

To support individual priorities:

To support school priorities:

To support district priorities:

Narrative summation: See attached documentation which consists of _____ pages.

Observation Dates: _____

Conference Dates: _____

Date _____ Teacher Signature _____

Date _____ Evaluator Signature _____

Date _____ Principal Signature _____

UNIT A EVALUATION TIMELINE

ACTION	PROVISIONAL			PROFESSIONAL			
		FULL	Performance Observation	FULL	FOCUS	Performance Review	Performance Observation
<i>Notification of Performance Review Status</i>						<i>5 days after joint mtg. - before the end of school</i>	
<i>Detailed prescription within one week of opening of school</i>						<i>Within one(1) week after opening of school</i>	
Notification of designated evaluator		Sept. 30		Sept. 30	Sept. 30		
Individual or group preconference		Oct. 15		Nov. 15			
Pre-conference and/or individual goal setting conference				Nov. 15	Nov. 1		
<ul style="list-style-type: none"> • First observation completed * • Observation form completed • Copy to teacher 			Prior to Nov. 15	Jan. 15			Prior to Jan. 15
Evaluator informs teacher of an off-year (off-cycle) full evaluation				No later than Jan. 15			
<ul style="list-style-type: none"> • Second observation * • Observation form completed • Copy to teacher 			Prior to Jan. 15	April 15			Prior to April 15
<i>First of two evaluations completed</i>							Prior to Feb. 1
First progress conference					Feb. 1	Prior to Feb 1	
Midyear report (narrative)		No later than Feb. 15					
Teacher/evaluator request for second evaluator		Feb. 15				Feb. 15	
<ul style="list-style-type: none"> • Third observation completed * • observation form completed • copy to teacher 			No later than March 15				
Second progress conference					May 1		
Annual post conference							
Final evaluation form completed #				No later than May 15		Prior to May 15	
Evaluation complete (green)		April 15			June 15		
Nonrenewal	June 15						

VARIABLE DEADLINES

* **Conference on not mets or needs improvement within 5 days of completion of form. Written observation form provided to teacher within 10 school days following post observation.**

Request for a second evaluator in following year within 10 days of signing final form

Revised 10/5/05