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# **ORANGE COUNTY PUBLIC SCHOOLS**

## **INSTRUCTIONAL PERSONNEL**

### **PRELIMINARY ASSESSMENT REPORT**

This form is designed to be used as a formative  
assessment tool for annual contract teachers.

Directions for completing the report and the assessment rating descriptors  
appear on the back side of the assessment report form.

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Evaluatee**ORANGE COUNTY PUBLIC SCHOOLS  
INSTRUCTIONAL PERSONNEL  
PRELIMINARY ASSESSMENT REPORT**

Name _____	Personnel # _____	School Year _____
School _____	Teaching Assignment _____	
Certification Held _____	Observation Mode FPMS or Alternative Form (Circle one)	

E = Effective	ER = Effective with Recommendations	*NI = Needs Improvement	*U = Unsatisfactory	**NA = Not Applicable
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**Directions:** Using the rating code above, place the appropriate code in the box next to the criterion named. Definitions of rating codes are printed on the reverse side of this form.

\*Specific recommendations for improvement must be included.

\*\*All indicators may not be applicable to your teaching assignment.

**I.  Classroom Management and Discipline**

- Promotes self-expression by students and enables them to contribute through discussion and activities
- Provides for the health and safety of students while maintaining flexibility to meet their needs
- Aids students in managing time efficiently
- Uses physical facilities and equipment to the best advantage
- Maintains instructional momentum
- Begins instruction promptly
- Handles material in an orderly manner
- Promotes effective classroom interaction, communication and mutual respect while working independently or in a group
- Creates an atmosphere of mutual respect between students and teacher
- Stops misconduct
- Develops high expectations for student achievement and behavior and clearly conveys them to all students in a positive, consistent, calm, and fair manner
- Positively reinforces appropriate student behavior

Comments: \_\_\_\_\_

**II.  Curriculum Knowledge**

- Demonstrates knowledge of appropriate technology (i.e., manipulatives, hardware, software, etc.) as it relates to the curriculum
- Relates the curriculum to students in a meaningful manner by utilizing real-world applications
- Plans for integration of curriculum as appropriate
- Presents concepts, principles, and rules effectively
- Presents evidence for value judgment

Comments: \_\_\_\_\_

**III.  Planning and Delivering Instruction**

- Facilitates classroom discussion
- Uses evaluative techniques to improve teaching-learning experiences
- Establishes long-range and immediate objectives and strategies for instructional activities in accordance with the district curriculum and mission statement
- Defines instructional goals clearly
- Plans for individual differences by individualizing instruction as far as possible to the level of each student in his/her learning style
- Plans an appropriate sequence of skills
- Collects information about each student (cumulative records, diagnostic test scores, etc.) and maintains the confidentiality of that information
- Expresses enthusiasm verbally, challenges students and uses body behavior to show interest in students
- Uses a variety of instructional materials and resources
- Gives directions, assigns/checks comprehension of homework/seatwork/assignments, gives feedback
- Presents an objective, purpose or anticipatory set for each new lesson
- Gives clear directions and procedures for all student assignments and activities
- Orients students to activities at hand as frequently as necessary to allow for maximum on-task learning
- Checks for student understanding throughout the lesson presentation and in all types of learning activities
- Manages time efficiently and organizes work
- Uses a variety of classroom activities and instructional materials which are challenging to students
- Orients students to classwork/maintains academic focus
- Conducts beginning/ending reviews and emphasizes important points
- Recognizes response/amplifies/gives correct feedback
- Maintains accurate student records
- Provides students with an opportunity for independent and guided practice of new learning
- Clarifies and, when necessary, presents instruction in more than one modality
- Provides a review of closure activity in all new learning activities
- Circulates and assists students and dignifies all responses
- Provides activities which encourage students to think
- Utilizes questions to build academic comprehension/lesson development
- Provides opportunities for outside participation and utilization of community resources
- Reviews test items/gives reasons for answers

Comments: \_\_\_\_\_

IV.  **Assessment of Student Performance and Individual Professional Development Plan**

- Records student grading/progress to reflect reasonable progress
- Shows that planning and records reflect movement on continuation of skills
- Refers students with special needs for appropriate assistance
- Provides appropriate course modifications
- Demonstrates sensitivity towards multi-cultural diversity
- Responds to the individual needs, aptitudes, talents and learning styles of students by using a variety of assessment techniques
- Reviews multiple student performance data including both state and local required assessments and gives input into the Individual Professional Development Plan process based on the data
- Uses appropriate skills and strategies that promote creative/critical thinking capabilities of students
- Assesses students' readiness at the beginning of the school year
- Uses skills gained from the Individual Professional Development Plan process to make instructional decisions
- Balances formative and summative assessment that measure and support student progress
- Completes the Individual Professional Development Plan process
- Documents student performance in a variety of appropriate ways
- Provides data which reflect overall improvement in students' performance

Comments: \_\_\_\_\_  
\_\_\_\_\_

V.  **Interpersonal Skills**

- Consults with other teachers, team leaders, department heads, consultants and specialists
- Cooperates in planning special programs and activities during school hours
- Maintains good rapport with colleagues, staff, and students
- Shares ideas, materials, methods and concerns regarding students with professional colleagues
- Seeks innovative or best practices for the classroom
- Shows concern for students, their families and personal problems
- Is consistent and fair in counseling with students, individually and in groups
- Demonstrates sensitivity to multicultural diversity
- Helps students to develop positive self-concepts and student behavior patterns
- Assists students in the evaluation of their own growth and development
- Guides students in changing negative attitudes into positive and constructive ones
- Interprets and clarifies school policies/programs
- Uses a variety of methods to communicate with parents/community
- Clearly conveys to parents their child's academic achievement and classroom behavior
- Encourages parent/community participation in school activities and conferences
- Uses a positive approach in parent relations and maintains confidentiality

Comments: \_\_\_\_\_  
\_\_\_\_\_

VI.  **Professional Responsibilities**

- Participates in the development and implementation of school policies and procedures when given the opportunity
- Supports school and district programs and activities
- Participates in school and district committees
- Demonstrates a positive attitude toward the teaching profession
- Shares in the evaluation and effectiveness of the educational program with the School Advisory Council
- Abides by state statutes, district policies, and teachers' code of ethics
- Develops a personal professional development plan and demonstrates work toward achieving these goals
- Demonstrates an awareness and utilization of school resources
- Is appropriately certificated in instructional field(s)
- Updates knowledge in field by taking additional college courses, inservice participation or engaging in other learning activities
- Meets professional obligations on time
- Respects the rights of others to express divergent opinions
- Remains controlled and effective under pressure
- Operates as a team member as well as a leader

Comments: \_\_\_\_\_  
\_\_\_\_\_

Overall Assessment Rating (check one):      \_\_\_ E = Effective                      \_\_\_ ER = Effective with Recommendations  
   \_\_\_ NI = Needs Improvement              \_\_\_ U = Unsatisfactory

Evaluator's Signature \_\_\_\_\_ Date \_\_\_\_\_

Evaluatee's Signature \_\_\_\_\_ Date \_\_\_\_\_

**The signature of the teacher does not necessarily imply agreement with the assessment, but rather acknowledges that it has been discussed with the evaluator.**

## **ASSESSMENT RATINGS AND DESCRIPTORS FOR THE PRELIMINARY ASSESSMENT REPORT**

### **GENERAL DIRECTIONS:**

The indicators listed below each criterion are meant to give the evaluator best practices indication of criterion competency. In no way do these indicators represent a fixed number for competency achievement. Each criterion is assessed based on total performance. Some indicators may represent more or less importance in evaluating total performance. When determining the overall assessment rating, a teacher may not receive an overall rating lower than the lowest rating in any one category. For example, a teacher may not receive an overall rating of Unsatisfactory if the lowest rating in the six areas is Needs Improvement.

The comment section provides an opportunity for documenting outstanding performance and also for identifying specific needs for improvement. It is highly recommended that the evaluator make comments for each of the six areas and are required for areas shown as Needs Improvement (NI) or Unsatisfactory (U).

At first indication of an area in need of improvement, either the evaluator or evaluatee may initiate the PROFESSIONAL IMPROVEMENT PLAN in order to resolve the area of concern.

An UNSATISFACTORY rating concludes that one is not demonstrating competency in any manner for that criterion and that previous attempts for improvement via the PROFESSIONAL IMPROVEMENT PLAN have failed.

## **ASSESSMENT RATINGS AND DESCRIPTIONS FOR THE PRELIMINARY ASSESSMENT REPORT**

Effective:	Shows competent performance as evidenced by applicable indicators.
Effective with Recommendations:	Shows competent performance with minor recommendations for growth, improvement and/or change.
Needs Improvement:	Shows less than satisfactory performance in one or more applicable indicators.
Unsatisfactory:	Does not show adequate performance in one or more applicable indicators.
Not Applicable:	Evaluatee's job performance cannot be measured by this criterion.