

**BOSTON PUBLIC SCHOOLS
TEACHER PERFORMANCE EVALUATION**

Name of Teacher _____ Permanent _____ Provisional _____

School _____ Prior Rating _____ Employee ID # _____

Subject Area _____ Evaluator _____

Check one: Interim Evaluation _____ Year-End Evaluation _____

The teacher will be evaluated in each of the eight Dimensions of Effective Teaching using these ratings:
Meets or Exceeds Standards = The performance of the teacher meets the standards and expectations of the Boston Public Schools.
Does Not Meet Standards = The teacher fails to meet the standards and his/her performance, as measured against the standards, is unsatisfactory.

Summary Rating Table	Meets or Exceeds Standards	Does Not Meet Standards
Dimension		
Dimension 1: Equity and High Expectations		
Dimension 2: Professionalism		
Dimension 3: Safe, Respectful, Culturally Sensitive and Responsive Learning Communities		
Dimension 4: Partnership with Family and Community		
Dimension 5: Instructional Planning and Implementation:		
Dimension 6: Content Knowledge:		
Dimension 7: Monitoring and Assessment of Progress:		
Dimension 8: Reflection, Collaboration, and Personal Growth:		

Overall Performance: ___ Meets or Exceeds Standards ___ Does Not Meet Standards

Signature of Administrator _____ Date _____

Signature of Teacher* _____ Date _____

*The teacher's signature indicates that he or she has received the evaluation report. It does not denote agreement with the report.

DIRECTIONS: There are four sections to this evaluation, in addition to the front page. The four sections include:

SECTION I: Performance rating by the performance indicators of the eight Dimensions of Effective Teaching: Evaluators shall rate the teacher "Meets or Exceeds Standards" or "Does Not Meet Standards" in each Dimension.

SECTION II. Short narrative: This section shall be completed for those teachers who received a rating of "Meets or Exceeds Standards" in any of the eight Dimensions in Section II. The evaluator provides a brief narrative of the teacher's strengths.

SECTION III. Long narrative: This section shall be completed ONLY for those teachers who received a rating of "Does Not Meet Standards" in one or more Dimensions. For each Dimension rated "Does Not Meet Standards" the evaluator shall list the Dimension and complete "specific observations of areas for development, including a statement of the problem and a prescription.

SECTION IV: Teacher's comments: This section provides an opportunity for the teacher to respond to the evaluation. It is the teacher's choice to complete or not complete this section.

SECTION I: Performance rating by the performance indicators of the eight Dimensions of Effective Teaching: Evaluators shall rate the teacher, with a mark in the appropriate box, “Meets or Exceeds Standards” or “Does Not Meet Standards” for each Dimension.

Dimension 1: Equity and High Expectations

Performance Indicators
Demonstrate through words, actions and instruction, high standards, and the belief in all students’ ability to meet them.
Identify challenging learning objectives for every class and student.
Anticipate and understand obstacles and challenges to high performance and strategize with students and families to overcome them.
Recognize students’ strengths and explicitly teach students how to identify their own strengths and use them to build new knowledge.
Use a variety of strategies (relational, curricular, and instructional) to support all students to meet this standard.
Model, teach and provide opportunities for students to recognize, understand, and develop ways to respond to differences in culture, race, language, class, gender and sexual orientation.
Overall rating for Dimension 1: ____MES ____DNMS

Dimension 2: Professionalism

Performance Indicators
Demonstrate and maintain excellent attendance and punctuality.
Perform routine duties of the job in a professional manner e.g. lesson planning, record keeping, grade reports.
Respect confidentiality.
Follow district policies and procedures.
Model professional appearance and demeanor.
Demonstrate respect through language and behavior in all interactions with colleagues, students, and families e.g. parent-teacher conferences, ILT and grade level meetings, student conferences.
Function effectively in a multilingual, multicultural and economically diverse community.
Overall rating for Dimension 2: ____MES ____DNMS

Dimension 3: Safe, Respectful, Culturally Sensitive and Responsive Learning Communities

Performance Indicators
Organize physical environment to ensure safety, maximize learning and facilitate student independence e.g. classroom set-up, accessibility of learning materials to students, visual aides to guide students’ learning
Establish clear and consistent expectations for student behavior and have systems in place to reinforce the expectations with consequences.
Demonstrate effective classroom management
Ensure students have central roles in holding self and others accountable for behavioral expectations, including roles in resolving conflict and eliminating bullying and harassment.
Treat students respectfully by responding to their questions and needs, soliciting their thoughts, and encouraging questioning, experimentation, and problem solving.
Use instructional strategies e.g. cooperative grouping, Socratic seminars, jigsaw to encourage student collaboration and independence.
Motivate students to learn by creating an environment of questioning, problem solving, and risk-taking.
Overall rating for Dimension 3: ____MES ____DNMS

Dimension 4: Partnership with Family and Community

Performance Indicators
Ensure that students' cultures and/or experiences are represented in classroom materials (books, posters on the walls), instructional activities, assignments, and assessments.
Ensure that parent-teacher communication and conferencing is informative, open-ended, and reciprocal, providing clear, specific, and supportive feedback e.g. phone calls, parent-teacher conferences, newsletters, open houses, exhibitions of student work related to academic performance and students' well-being.
Provide specific and relevant suggestions and related resources to families on how to support student learning at home.
Access and utilize partners and community organizations that support student learning and well-being.

Overall rating for Dimension 4: _____MES _____DNMS

Dimension 5: Instructional Planning and Implementation:

Performance Indicators
Plan lessons that align with standards and have outcome-based content and language objectives focused on what students will know and be able to do.
Develop lessons that explicitly require students to build their understanding of the big ideas and essential concepts of new material, drawing on prior knowledge and background experiences and applying their understanding in new learning situations.
Effectively structure class on the three elements of "workshop" (as defined in different content areas).
Provide daily opportunities for students to speak, think, read, write, problem-solve, discuss ideas, and process their thinking individually and with one another.
Differentiate instructional strategies e.g. modeling, facilitating students' exploration of content, and providing individualized coaching to meet the needs of all learners.
Know students' English Language Development Levels and use this information to inform instruction.
Use a variety of visuals and graphic organizers to help English Language Learners and students with different learning styles learn the content.
Read the Individualized Education Plans (IEP) of students and make appropriate instructional accommodations and/or modifications so that students can access the grade-level curriculum.
Integrate technology into curriculum and instructional practices to facilitate student understanding, synthesizing, and applying concepts.

Overall rating for Dimension 5: _____MES _____DNMS

Dimension 6: Content Knowledge:

Performance Indicators
Integrate current and accurate content knowledge in lessons.
Explain material in clear and focused manner.
Use scope, sequence, pacing guide, instructional materials, and assessments for the subject taught and know how each standard is addressed in them.
Clearly and consistently communicate how concepts connect to the big ideas and essential questions within and across disciplines.
Teach lessons that build on one another to develop students' understanding of core concepts and make connections between concepts and disciplines.

Overall rating for Dimension 6: _____MES _____DNMS

Dimension 7: Monitoring and Assessment of Progress:

Performance Indicators	
Use a variety of assessments, including: 1) formative assessments e.g. mid- and end-of-year assessments, math tasks, end-of-unit assessments, and writing prompts; 2) summative assessments e.g. MCAS; and 3) embedded and teacher-developed assessments, e.g. conferring notes, homework, classroom observations to assess student learning.	
Use student notebooks, folders, and/or portfolios to collect and organize student work.	
Maintain detailed and organized records to track students' learning and inform instruction.	
Use a variety of tools (e.g. MyBPS, FAST-R, LASW) to analyze students' academic performance and growth over time. Use analysis to inform instruction.	
Use rubrics and other tools to help students evaluate their work.	

Overall rating for Dimension 7: _____MES _____DNMS

Dimension 8: Reflection, Collaboration, and Personal Growth:

Performance Indicators	
Use state required Individual Professional Development Plan to set learning goals based on identified needs and school WSIP priorities.	
Participate in a variety of professional development e.g. CCL, common planning time, department/SLC teams, workshops and courses, professional organizations, conferences, collaboration with colleagues, that is aligned to identified learning needs.	
Reflect on instructional successes and challenges and use that information to inform instruction.	
Elicit feedback on own practice and adapt instruction based on observations and feedback, when appropriate.	
Engage in collaborative problem solving and decision-making based on what is in the best interest of the students and school.	

Overall rating for Dimension 8: _____MES _____DNMS

SECTION II. SHORT NARRATIVE: This section shall be completed for those teachers who received a rating of “Meets or Exceeds Standards” in any of the eight Dimensions in Section II. The evaluator provides a brief narrative of the teacher’s strengths.

Comments on Performance: Describe (in the space below) evidence and samples of the teacher’s practice that demonstrate how the teacher is:

Meeting or exceeding standards of effective practice:

Statement of opportunities for continued improvement:

SECTION III. LONG NARRATIVE: This section shall be completed ONLY for those teachers who received a rating of “Does Not Meet Standards” in one or more Dimension(s). For each **Dimension** rated, “Does Not Meet Standards” the evaluator shall list the Dimension, state the problem and the associated prescription.

<p>Dimension # _____</p> <p>Statement of problem:</p> <p>Prescription:</p>
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Dimension # _____

Statement of problem:

Prescription:

Dimension # _____

Statement of problem:

Prescription:

SECTION IV: Teacher's comments: This section provides an opportunity for the teacher to respond to the evaluation. It is the teacher's choice to complete or not complete this section.