



# Cambridge Public Schools TEACHER PERFORMANCE EVALUATION FORM

Teacher's Name: \_\_\_\_\_ Position: \_\_\_\_\_ School/Department: \_\_\_\_\_  
 Evaluator's Name: \_\_\_\_\_ Position: \_\_\_\_\_ School/Department: \_\_\_\_\_  
 School Year: \_\_\_\_\_ Date: \_\_\_\_\_  
 Observation Dates/Time/Duration: \_\_\_\_\_

**EVALUATION KEY:** **UL:** Unsatisfactory and lack of satisfactory progress over time; **U** = Unsatisfactory; **1, 2, 3** – Low to high satisfactory performance range; **NA** = Not applicable or not observed

## CURRICULUM AND INSTRUCTION

Planning and Preparation	UL	U	1	2	3	NA
1. Communicates high standards and expectations to students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Is up to date regarding curriculum content.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Effectively plans instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Curriculum reflects State and CPS frameworks and learning expectations. <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. Effectively plans assessment of students' learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Monitors students' understanding of the curriculum effectively and adjusts instruction, materials, or assessments where appropriate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Instruction	UL	U	1	2	3	NA
1. Makes learning goals clear to students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Uses appropriate instructional strategies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Uses appropriate questioning strategies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Evaluates, tries innovative approaches, and refines instructional strategies, including use of technologies, to increase student learning and confidence to learn.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

<b>Learning Environment</b>	<b>UL</b>	<b>U</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>NA</b>
1. Creates an environment that is positive for student learning and involvement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Maintains appropriate standards of behavior, mutual respect, and safety.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Promotes confidence and perseverance in students to stimulate increased personal responsibility for achieving the goals of the curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Strives to ensure equitable opportunities for student learning especially in regards to race, gender, ethnicity, class and student learning style/physical needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Demonstrates appreciation for, and sensitivity to, the diversity among individuals especially in regards to race, gender, ethnicity, class and student learning style/physical needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

<b>Parent Interactions</b>	<b>UL</b>	<b>U</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>NA</b>
1. Is constructive and cooperative in interactions with parents and receptive to their contributions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Communicates with parents regarding curriculum and instruction and student progress towards meeting learning goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

<b>Contributing Member of Staff</b>	<b>UL</b>	<b>U</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>NA</b>
1. Shares responsibility for accomplishing the goals and priorities of the school, grade, team, and/or department and for achieving school and district improvement plan objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

<b>Professional Learning and Growth</b>	<b>UL</b>	<b>U</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>NA</b>
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|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Is a reflective and continuous learner.                                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Engages in school and district based professional development activities. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Comments:

<b>Performance of Routine Professional Obligations</b>	<b>UL</b>	<b>U</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>NA</b>
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|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Responsibly meets professional obligations as regards punctuality, attendance, and assigned routine duties, policies and guidelines in performing professional responsibilities. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|

Comments:

**SUMMARY:**

- Teacher successfully completed Administrative Assessment and is recommended for continued employment.
- Teacher recommended to engage professional improvement plan.
- Teacher not recommended for continued employment.

**ADDITIONAL COMMENTS:**

**TEACHER COMMENTS:**

**Evaluator's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Teacher's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

*(Teacher's signature does not necessarily indicate agreement with evaluation, only that evaluator reviewed with teacher.)*