WMS Teacher Evaluation

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_/\_\_\_\_\_\_/\_\_\_\_\_\_ Job Title: \_\_\_\_\_\_\_­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
Directions: Listed below are a number of areas that are important for teachers to pay attention to. Rating is based on a scale of 1-9, with 1 being the weakest and 9 the strongest. Circle one number for each item. Try to avoid the tendency to stay in the middle on everything. Don’t be afraid to use the ends of the scale as well as the middle.

#### Academics

1. Students’ knowledge base/skill set—Am I ensuring that my students are learning and growing satisfactorily?  
   1 2 3 4 5 6 7 8 9   
   Low—definite changes needed Middle—some success & some gaps High—consistent attainment
2. Classes—Am I adequately prepared in my daily lesson plans?   
   1 2 3 4 5 6 7 8 9   
   Low—definite changes needed Middle—some success & some gaps High—consistent attainment
3. Curriculum—Am I covering all the material and staying on target with my schedule? (What am I skipping?)  
   1 2 3 4 5 6 7 8 9   
   Low—definite changes needed Middle—some success & some gaps High—consistent attainment
4. Class materials—Am I effectively using the support materials available (flashcards, posters, charts, etc.)?  
   1 2 3 4 5 6 7 8 9   
   Low—definite changes needed Middle—some success & some gaps High—consistent attainment

#### Relationships

1. Teacher and Students-Mutual courtesy and respect  
   1 2 3 4 5 6 7 8 9   
   Low—definite changes needed Middle—some success & some gaps High—consistent attainment
2. Teacher and Students-Balance between friendliness and professionalism   
   1 2 3 4 5 6 7 8 9   
   Low—definite changes needed Middle—some success & some gaps High—consistent attainment
3. Teacher and Co-teachers-Mutually friendly and supportive  
   1 2 3 4 5 6 7 8 9   
   Low—definite changes needed Middle—some success & some gaps High—consistent attainment
4. Teacher and Parents-Cooperation and communication  
   1 2 3 4 5 6 7 8 9   
   Low—definite changes needed Middle—some success & some gaps High—consistent attainment
5. Teacher and Principal-Do I feel support and mutual appreciation?  
   1 2 3 4 5 6 7 8 9   
   Low—definite changes needed Middle—some success & some gaps High—consistent attainment
6. Teacher and Board-Do I feel support and mutual appreciation?  
   1 2 3 4 5 6 7 8 9   
   Low—definite changes needed Middle—some success & some gaps High—consistent attainment

Classroom Management: Am I ensuring that my students comply in the following areas?

1. School standards and procedures—promptness in arriving to desk and getting ready for class  
   1 2 3 4 5 6 7 8 9   
   Low—definite changes needed Middle—some success & some gaps High—consistent attainment
2. School standards and procedures—students getting permission to talk  
   1 2 3 4 5 6 7 8 9   
   Low—definite changes needed Middle—some success & some gaps High—consistent attainment
3. School standards and procedures—proper posture  
   1 2 3 4 5 6 7 8 9   
   Low—definite changes needed Middle—some success & some gaps High—consistent attainment
4. School standards and procedures—completion of work on time  
   1 2 3 4 5 6 7 8 9   
   Low—definite changes needed Middle—some success & some gaps High—consistent attainment
5. School standards and procedures—high and growing standard for quality of work (pay attention to the little things)  
   1 2 3 4 5 6 7 8 9   
   Low—definite changes needed Middle—some success & some gaps High—consistent attainment
6. School standards and procedures—student attention in class  
   1 2 3 4 5 6 7 8 9   
   Low—definite changes needed Middle—some success & some gaps High—consistent attainment
7. School standards and procedures—student participation when it is requested

1 2 3 4 5 6 7 8 9   
Low—definite changes needed Middle—some success & some gaps High—consistent attainment

1. Student materials—neatness and organization  
   1 2 3 4 5 6 7 8 9   
   Low—definite changes needed Middle—some success & some gaps High—consistent attainment
2. Classroom materials—Do classroom materials stay organized? Do I and my students take care of them?  
   1 2 3 4 5 6 7 8 9   
   Low—definite changes needed Middle—some success & some gaps High—consistent attainment
3. Time Management: Does the classroom stay on schedule? Do I and my students stay on task?  
   1 2 3 4 5 6 7 8 9   
   Low—definite changes needed Middle—some success & some gaps High—consistent attainment

#### Personal

1. Stress load—Am I able to stay calm and poised under my teaching responsibilities?  
   1 2 3 4 5 6 7 8 9   
   Low—definite changes needed Middle—some success & some gaps High—consistent attainment
2. Sense of joy and fulfillment—Do I experience joy and fulfillment in my work?  
   1 2 3 4 5 6 7 8 9   
   Low—definite changes needed Middle—some success & some gaps High—consistent attainment
3. Growth and Development—Am I finding opportunities to grow and develop as a teacher?  
   1 2 3 4 5 6 7 8 9   
   Low—definite changes needed Middle—some success & some gaps High—consistent attainment