



**PROFESSIONAL TEACHER EVALUATION PROGRAM  
PERFORMANCE APPRAISAL FORM**

Teacher: \_\_\_\_\_ Principal: \_\_\_\_\_ Date: \_\_\_\_\_

**Area: Planning for Instruction**

**STANDARD I**

**The competent teacher develops and prioritizes long and short term objectives within curriculum guidelines by:**

O	AA	S	U	NO

- A. Identifying specific skills and /or knowledge necessary to accomplish the objective;
- B. Planning instruction as needed to promote student mastery of prerequisite skills and knowledge;
- C. Preparing written lesson plans to support instructional objectives;
- D. Incorporating cognitive, cross-cultural perspectives and strategies for meeting instructional objectives in a multicultural setting;
- E. Incorporating cognitive levels of learning: knowledge, comprehension, application, analysis, synthesis, and evaluation;
- F. Planning appropriate evaluation, specifically in relation to student’s learning style.

**Data Collection**

Teacher Lesson Plan  
Teacher Conference  
Student Portfolios

**Comments / Recommendations**

**STANDARD II**

**The competent teacher evaluates, selects, and modifies resources and activities in light of student’s gender, cultural, and linguistic background by:**

O	AA	S	U	NO

- A. Reviewing resources: critically examining and identifying cultural/gender biases embedded in resources (examples: social, economic, cultural, and gender) ;
- B. Selecting resources and activities that match the student’s experiential background (i.e., gender, linguistic, and cultural);
- C. Selecting resources and activities that provide a variety of learning styles (i.e., balancing both written and oral activities to meet the needs of students);
- D. Selecting resources and activities that match the objectives (s)

**Data Collection**

Teacher Conference  
Resources and materials identified in lesson plans  
Classroom observation-formal and informal  
Review of appropriate instructional materials based on criteria in Standard II  
Supplemental materials to meet diagnosed students needs

**Comments / Recommendations**



**Area: Implementation of Instruction**

**STANDARD III**

**The competent teacher establishes a common footing of understanding and participation with the students by:**

O	AA	S	U	NO

- A. Making a clear opening statement that establishes the purpose of the lesson;
- B. Providing a context for objectives by:
  - 1. stating a brief summary of how the main issues of previous lessons relate to the current lesson.
  - 2. reviewing related previous work.
  - 3. describing the purpose, rationale, or relevance of what has to be learned.
- C. Providing an overview of the main concepts or performance levels that students are expected to attain.
- D. Clarifying how students are expected to participate in the learning experience.

**Data Collection**

Teacher Conference

Lesson plans identifying supporting elements in Standard III

Script taping of lesson presentation

Activities identified that build on previous and comprehension levels

Recommended Option: Audio and Video Taping

**Comments / Recommendations**

**STANDARD IV** The competent teacher teaches the lesson by:

O	AA	S	U	NO

- A. Matching the purpose of the lesson with appropriate teaching and learning styles;
  - 1. using a variety of instructional techniques.
  - 2. using dialogue to explore the student’s way of understanding new concepts, (i.e., discussion and questioning strategies),
  - 3. focusing on different aspects of the primary socialization process ( i.e., language, historical, and cross-cultural perspective),
  - 4. demonstrating sensitivity to difference among students (cultural, gender, handicap, etc.) ,
  - 5. orchestrating student participation in a manner that makes all students feel involved,
  - 6. presenting definitions, examples, illustrations, and concrete points of reference,
  - 7. using aids and materials that effectively support the presentation,
  - 8. emphasizing critical or important areas of the topic by explicitly stating or highlighting their importance,
  - 9. summarizing or reviewing during the lesson to provide continuity;
- B. Relating new ideas to previous or future learning by:
  - 1. relating learning to life experiences relevant to teacher and student cultural background
  - 2. demonstrating ability to discuss cross-cultural similarities and differences;
  - 3. demonstrating the ability to provide learning examples congruent with student’s experiential background:
- C. Demonstrating an understanding of his/her role as primary socializer in introducing new concepts to students by:
  - 1. using adequate vocabulary for representing conceptual complexity of issue or aspect of experience,
  - 2. clarifying vocabulary being used,
  - 3. using vocabulary appropriate to maturity and cultural background of students,



4. establishing a relationship between vocabulary and student's experience,
5. using appropriate metaphors in relation to differences among students (cultural, gender, handicap, etc.),
6. identifying taken-for-granted beliefs (unquestioned beliefs) in class discussions;
7. recognizing own taken for granted beliefs that may be different from those of students;
8. identifying taken for granted beliefs that communicate biases (gender, age, ethnic);
9. presenting an historical and analytical perspective of new concepts, knowledge, facts, etc.\

**Data Collection**

Teacher Conference

Lesson Plans

Selective Verbatim

Teacher questions

Teacher-Student Interaction Patterns

Verbal Flow Chart

Questioning Techniques

Review of Instructional Materials

Identified use of DOE-approved instructional materials

Review and discussion of materials and activities to meet individual learning styles, needs, and cultural perspectives of students

Written diagnoses of achievement levels to determine students (s) skills and knowledge

Teacher Questioning and Response Behavior

Teacher Use of Time

Recommended Option: Audio and Video Taping

**Comments/Recommendations:**

**STANDARD V**

**The competent teacher provides guided practice by:**

O	AA	S	U	NO

- A. Conducting relevant teacher-directed group practice activities after presenting new information or skills;
- B. Providing guided practice on new learning in amounts that are appropriate to the complexity of the content and of the ability of the student;
- C. Providing individual assistance to students during guided practice;
- D. Continuing guided practice until most students are capable of mastering the objectives.

**Data Collection**

Teacher Conference

Student Classroom Activities

Lesson Plans

Teacher-Student classroom Movement

Student Time on Task

Teacher Position Chart

Recommended Option: Audio and Video Taping

**Comments / Recommendations**



**STANDARD VI**

**The competent teacher provides opportunities for cooperative learning by:**

O	AA	S	U	NO

- A. Explaining steps and/or rules for group work;
- B. Balancing individualized student assignments with group-oriented assignments.

**Data Collection**

- Teacher Conference
  - Identification of in-class and/or group work
  - Student Classroom Activities
- Lesson Plans
- Selective Verbatim
  - Teacher Direction
- Transition Time
  - Individual work/group work
- Recommended Option: Audio and Video Taping

**Comments/ Recommendations**

**STANDARD VII**

**The competent teacher monitors classroom instruction by:**

O	AA	S	U	NO

- A. Utilizing various practice activities relevant to the learning styles of the cultural groups represented in class—written, verbal, and cultural;
  1. varying the types of responses generated, such as asking students to : respond on scratch paper, take notes, tell another student, respond chorally , or use signal response,
  2. stimulating involvement of students by using strategies such as: directing all students to think of an example, asking them to remember an experience, or asking them to mentally prepare to describe a picture or model,
  3. providing students opportunity to relate the lesson to personal experience;
- B. Interpreting student responses in light of student’s cultural background to determine opportunities for praise, prompts, extensions and corrective feedback by:
  1. observing students’ facial expressions and other non-verbal behaviors to determine if future clues or explanations are needed,
  2. observing students for initial engagement after making assignments,
  3. listening to verbal responses to check understanding progress and involvement
  4. identifying and making explicit metaphors embedded in students’ responses that give rise to gender and cultural biases,
  5. moving among students to check progress, understanding and involvement, and to give assistance during individual or group work;



- C. Providing appropriate feedback on students responses by:
1. providing specific feedback on students responses that are correct and why they are correct,
  2. explaining to students how accuracy of response may differ across cultural groups or varying factors involved with given situations (e.g., if the teacher is testing students about appropriate table setting/manners, the correct answer given by text may be based in mainstream American behavior. The teacher must be able to objectify that lesson as being bases on American standards and stating that it differs across cultures).
  3. providing specific feedback on responses that are incorrect and on why they are incorrect(also refer to VII.C.2.),
  4. taking corrective action, such as: giving hints, using different words and examples, reteaching, creating smaller steps, and employing alternative instructional materials when students make incorrect responses,
  5. providing individual students with opportunities to give correct answers by dignifying incorrect responses, by providing prompts, and by returning later to the student for a chance to repeat the correct response,

**Data Collection**

- Teacher Conference
- Lesson Plan
- Student Interaction Pattern
- Selected Verbatim
  - Teacher Question
  - Student Feedback
- Teacher Questioning and Response Behavior
- Recommended Option: Audio and Video Taping

**Comments/ Recommendations**

**STANDARD VIII      The competent teacher uses appropriate strategy (ies) to close a lesson by:**

O	AA	S	U	NO

- A. Restating the objective that has been stressed in the lesson;
- B. Clearly summarizing questions raised, concepts that have been clarified, and consensus achieved during the lesson;
- C. Providing a brief overview of how concepts and performances relate to the previous and the next lesson;
- D. asking a student to summarize the lesson or state the objective;
- E. Providing an interesting clincher to bring the lesson to an effective close and leave the students with something to think about;
- F. relating what the students have studied that day to the overall unit itself;
- G. telling students what they will be studying the next day and perhaps how it relates to what they learned during this day’s lesson.



**Data Collection**

Teacher Conference  
 Lesson Plans Identifying Closing Activities  
 Selective Verbatim  
 Teacher Questioning and Response Behavior  
 Recommended Option: Audio and Video Taping

**Comments/ Recommendations**

**Area: Evaluation of Instruction**

**STANDARD IX**

**The competent teacher provides a variety of evaluation strategies that measure progress toward objectives by:**

O	AA	S	U	NO

- A. Using perception checks to accurately interpret student’s facial expressions and other non-verbal behaviors in light of cultural background to determine if further clues or explanations are needed;
- B. listening to and applying perception checks, paraphrasing, etc., to interpret verbal responses for checking understanding progress, and involvement;
- C. Utilizing various practice activities relevant to the learning styles of the cultural groups represented in class—written, verbal and physical;
- D. Utilizing strategies for evaluating based on the narrative (oral) and literate ways of learning;
- E. Moving among students to check progress, understanding, and involvement;
- F. Providing opportunities for students to measure their own progress toward given objectives

**Data Collection**

Teacher Conference  
 Lesson Plans  
 Teacher Use of Time  
 Self Assessment  
 Classroom Movement  
 Student Evaluation-Informal  
 Teacher Behavior Tally  
 Recommended Option: Audio and Video Taping

**Comments/ Recommendations**



**STANDARD X**

**The competent teacher provides summative evaluation that measures student achievement of objectives by:**

O	AA	S	U	NO

- A. Providing evaluation that matches learning objectives;
- B. Providing evaluation that is appropriate for the learner (s) (specifically in terms of culture and gender);
- C. Maintaining evaluation records for each student;
- D. Communicating evaluation results to students;
- E. Using evaluation results to plan for subsequent instruction

**Data Collection**

- Teacher Conference
- Student Portfolios
- Student Records
- Lesson plan
- Student Evaluation-Informal

**Comments/Recommendations**

**Area: Classroom Climate**

**STANDARD XI**

**The competent teacher organizes the learning environment to maximize student performance by:**

O	AA	S	U	NO

- A. Organizing and arranging the classroom to reflect cultural background of students;
- B. Making smooth transitions from one activity to another;
- C. Maintaining an orderly system for housekeeping duties—attendance, passes, announcements, distributing and collecting materials and homework assignments.

**Data Collection**

- Teacher Conference
- Lesson Plans
- Wide Lens Approach
- Teacher Use of Time
- Student Classroom Activities

**Comments/ Recommendation**



**STANDERD XII**

**The competent teacher effectively orchestrates appropriate student behavior by:**

O	AA	S	U	NO

- A. Clearly defining and communicating classroom behavior expectations to students;
- B. Monitoring behavior and providing appropriate feedback to students;
- C. Dealing effectively with inappropriate behavior.

**Date Collection**

- Teacher Conference
- Lesson Plans
- Selective Verbatim
- Control Statement
- Teacher Student Behavior Patterns

**Comments/ Recommendations**

**STANDARD XIII**

**The competent Teacher helps learners develop a positive self-concept by:**

O	AA	S	U	NO

- A. Focusing on student behavior rather than personality;
- B. Treating, with discretion, deviation from behavior expectations that are culturally related;
- C. Orchestrating student participation in a manner that makes all students feel involved;
- D. Accepting diverse opinions and contextual differences;
- E. Establishing mutual respect between teacher and students;
- F. Conveying warmth, friendliness, and enthusiasm.

**Date Collection**

- Teacher Conference
- Teacher Behavior Tally
- Verbal Flow Chart
- Selective Verbatim
  - Positive Student Feedback
- Teacher Questioning and Response Behavior
- Recommended Option: Audio and Video Taping

**Comment/ Recommendation**



**Area: Communication-Non-Verbal Patterns**

**STANDARD XIV**

**The competent teacher effectively uses metal communication to enhance student learning by:**

O	AA	S	U	NO

- A. Proxemics -- the classroom uses of space in:
  1. using space appropriate to what is being communicated,
  2. praising all students, irrespective of student proximity (i.e., does not only praise students closest to her/him),
  3. using space as a way of reframing focus of classroom activity;
- B. Kinesics – the unspoken language in:
  1. using smiling and head nodding to create positive classroom ambience,
  2. establishing eye contact with all students (i.e., not only with students who are viewed as achievers),
  3. communicating an attitude of caring and respect for students through body language;
- C. Prosody – voice patterns in the classroom:
  1. recognizing that longer pauses and slower tempo may be related to cultural differences and not intellectual ability,
  2. using and, if necessary, increasing “wait time” in order to encourage more student involvement,
  3. communicating a sense of calmness and receptivity to student involvement through tone, voice pitch, and rhythm.

**Data Collection**

- Teacher Position
- Wide Angle Lens
- Physical Movement Chart
- Teacher Behavior Tally
- Teacher Questioning and Response Behavior
- Audio Recording

**Comments/ Recommendations**

**Area: Student Involvement**

**STANDARD XV**

**The competent teacher establishes boundaries of relevance and nature of students’ involvement and relationships in the classroom by:**

O	AA	S	U	NO

- A. Exploring a new dimension to the lesson or reframing the lesson based on student questions or comments;
- B. Allocating speaking turns evenly among students;
- C. Ensuring turn-taking rights are proportionately distributed between students who agree with teacher biases and those who oppose them;
- D. Negotiating with students about reasonable expectations for classroom behavior;



- E. Negotiating with students about reasonable expectations of intellectual performance (class assignments, participation in class discussion, etc.) ;
- F. Using humor to help establish a sense of solidarity between students and teacher;
- G. Eliminating the inappropriate use of humor—e.g., using students as object of joke, humor that is perceived as a ridicule to traditions and beliefs held by some students.

**Data Collection**

- Selective Verbatim
- Verbal Flow
  - Student Feedback
  - Positive Reinforcement Statements
- Teacher Question and Response Behavior
- Student Appraisal
- Recommended Option: Audio and Video Taping

**Comments/ Recommendations**

**Area: Classroom Relationships- Gender Bias**

**STANDARD XVI**

**The competent teacher effectively uses language to constitute positive classroom relationship by:**

O	AA	S	U	NO

- A. not using masculine term when referring to a mixed group of students (e.g., “you guys,” “making,” etc. ) ;
- B. verbally balancing the emphasis on competitiveness and achievement with importance of developing caring relationships and cooperation;
- C. providing examples that balance textbook illustrations, comparisons, and story examples reflecting masculine-type experiences;
- D. not using humor to dismiss the class contributions of female students;
- E. using jokes that are not sexist in content;
- F. calling upon both female and male students to participate equally;
- G. using the same criteria in evaluating responses of both female and male students (e.g., persistence on the part of female students incorrectly interpreted as a sign of aggressiveness and insubordination);
- H. providing gender balance in giving compliments and reinforcements.

**Data Collection**

- Selective Verbatim
- Verbal Flow
- Script Taping
- Discussion Patterns
- Recommended Option: Audio and Video Taping

**Comments/ Recommendations**

**Area: Participation Patterns-Cultural Appropriateness**







## Teacher Evaluation Performance Rating

Name: \_\_\_\_\_

Employee Status: \_\_\_\_\_

Assignment: \_\_\_\_\_

School: \_\_\_\_\_

- \* **O** = Outstanding-Observations and other data-gathering activities indicated an outstanding overall level of performance. Teacher has very positive effect upon students and the school environment.
- \* **AA** = Above Average-Observations and other data-gathering activities indicate an overall level of performance which is above average performance. Exhibits potential and desire to strengthen level of performance.
- \* **S** = Satisfactory- Observations and other data-gathering activities indicate a generally acceptable, average level of performance.
- \* **U** = Unsatisfactory-Observations and other data-gathering activities indicate an overall level of performance which is unacceptable. Teacher has not corrected identified major weakness or weaknesses.
- \* **NO** = Not observed.

U rating must have comment; E rating may have comment.

**Refer to Guam Teacher Performance Standards for complete descriptions of standards.**

**This is to certify that we have read and discussed the above report.**

\_\_\_\_\_  
Teacher's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Supervisor's Signature

\_\_\_\_\_  
Date