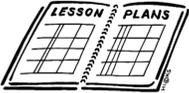# Performance Standards Observation Guide

	Look-Fors (Evidence that Performance Standard is meeting expectations)	Red Flags (Evidence that Performance Standard is below expectations)
Performance Standard 1 Knowledge of Curriculum, Subject Content, and Developmental Needs	● Addresses all elements of the standard ● Utilizes the curriculum map to align the learning target and to develop instructional plans ● Explains the connection of the content to the real world ● Prepares for the content delivery using content knowledge and knowledge of students ● Incorporates a variety of depth of knowledge (DOK) questions leading to higher level thinking ● Reviews supplemental documents and permanent records to identify the needs for each student (IEP, 504, LEP)	● Relies heavily on the textbook for information and/or the ancillary materials ● Relies heavily on worksheets ● Teaches or states incorrect information ● Teaching strays from lesson topic ● Presents information that is not challenging or is too difficult ● Homework is not aligned with lesson objectives and/or standards ● Bell ringer/starter assignment not integrated ● Repeatedly re-visits learned content ● Lacks the ability to link past, present, and future learning ● Does not base instruction on the goal of high expectations and understanding of the subject matter
Performance Standard 2 Instructional Planning	● Aligns instructional plans to the curriculum standards ● Aligns and plans assignments with the rigor of the content standards ● Includes a variety of technology (Example - Jamboard, Pear Deck) ● Includes learning targets, activating strategies, instructional delivery, and summary or assessment in lesson ● Plans differentiated instruction and provides differentiated resources ● Plans for varied developmental and instructional needs (IEP, 504, LEP) of all students ● Plans assignments that include writing ● Designs activities, assignments, and assessments to measure student learning	● No written lesson plans or unit plan evident ● Heavily relies on one resource for instructional planning ● No evidence of standards and/or curriculum guides used in planning ● No evidence of planning for special needs students, high achievers, and/or ESOL students ● Planned instructional strategies do not match the lesson objectives, standards, and/or the content ● No evidence of subject integration in planning ● Activities, homework, assessments, and/or bell ringers do not correlate with standards ● Plans for re-teaching are not included ● The scope and sequence timeline of instructional delivery is not being followed ● Essential question or lesson objective is not posted or addressed in the lesson plans

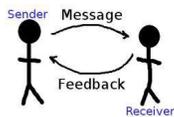|		
Performance Standard 3 Instructional Delivery	• Appropriately paces instruction for student learning • Uses modifications that meets the needs of the students • Discusses prior learning and connection to future learning • Summarizes lessons at the conclusion of the instructional time • Uses technology integration, and resources to provide learning experiences • Asks questions and seeks student input that provides multiple perspectives and viewpoints • Intentionally develops and utilizes varied instructional group arrangements to meet varying student needs • Uses activities that teach and reinforce problem solving	• Uses an overabundance of worksheets/drill • Students are inattentive and/or not on task • Very little student involvement and/or integration • Limited use of resources and technology • Does not encourage student involvement • Instructional pacing is not matched to the developmental and ability levels of the students • Relevance of the learning is not evident • Does not state/clarify the objective and/or does not summarize the learning • Does not correlate current learning to past and/or future instruction • The majority of instruction is teacher-directed • Does not monitor and adjust instruction to address student needs during the lesson
Performance Standard 4 Assessment	• Uses formative assessments to determine student learning needs • Uses summative assessments to determine mastery • Provides academic feedback to students • Uses rubrics and other student learning tools • Consistently and continually uses informal assessment • Asks clarifying questions during teaching and before assignments	• Textbook assessments only • Incomplete or unclear method of recording grades • Lack of a variety of questions, including higher order thinking questions in assessments • Feedback is not provided in a timely manner • No evidence of student work is provided • Assessment not aligned to standards • Assessments are only paper/pencil • No evidence of reinforcing or re-teaching • Insufficient number of types and grades as required by district guidelines
Performance Standard 5 Learning Environment	• Engages students in the development of a classroom management (social contract) plan that outlines expectations • Establishes a welcoming, trusting, and supportive environment where positive relationships and student interactions maximize learning for all	• Ridicule and/or sarcasm are displayed by the teacher • Disrespect and other inappropriate student behaviors are not addressed properly • Cluttered or unorganized classroom conditions • Transitions are not quick and smooth • Student work is not displayed

	• Provides opportunities for students to work on building relationships • Models mutual respect, caring, fairness, and enthusiasm for learning • Demonstrates enthusiasm about learning and models in lesson delivery • Develops a schedule that maximizes instruction time • Plans activities that are rigorous, but allows all students to learn • Displays current and relevant student work	• Classroom rules and/or non-instructional procedures are not visible or consistently enforced • Lack of support for the developmental needs of students • The classroom is unsafe or hazardous • The classroom management plan provided is not implemented consistently or with fidelity
Performance Standard 6 **Communication**	• Communicates directions, concepts, and lesson content clearly and accurately • Written and oral communication is is error free • Follows school policy on return calls • Uses multiple methods to communicate (phone, email, newsletter, technology such as Class Dojo, Backpack, Remind) • Provides students and parents multiple opportunities to discuss student progress and concerns throughout the year • Notifies parents of and supports school events • Shares information with parents and guardians in a timely manner	• Grammatical, spelling, and pronunciation errors in communication • Communicates content incorrectly • Handwriting is not legible • Lack of ability to communicate clearly and coherently with parents and/or students • Failure to acknowledge parental and student concerns • Inadequate/unclear directives and/or explanations given • Lack of a variety of communication tools used (i.e. e-mail contact as the only tool of parent communication) • Inconsistent feedback to parents regarding student progress and needs
Performance Standard 7 **Professionalism**	• Professional demeanor and behavior is aligned with the school and district expectations • Maintains two way communication process with all stakeholders • Attendance is consistent • All requirements completed efficiently and in a timely manner	• Lack of participation in professional settings, in-services, and workshops • Negative interaction in professional settings, in-services, and workshops • Inappropriate relationship parameters between teacher and students • Unprofessional appearance or dress code violations • Attendance problems

	- Participates in professional growth opportunities and implements new learning in the classroom - Reflects on student learning to identify areas of growth which may strengthen instruction - Participates in various school committees and school activities - Works collaboratively with school team	Does not follow school procedures
Performance Standard 8 Student Achievement	- Sets measurable achievement goals for student progress - Creates goals that can be measured through multiple data points - Shows students are meeting learning targets - Uses goals and achievement data to plan for instruction - Analyzes the data to inform instructional decisions and planning - Monitors student progress through formative assessments - Provides evidence of progress toward meeting learning targets	- Lack of knowledge of student achievement - Unclear/inappropriate goals - Lack of formative assessments - No baseline data - Lack of evidence that achievement goals have been met - No mid-year review data or statement