Fully Successful and Outstanding Performance Examples for Classroom Teachers

The purpose of this document is to support administrators in the crafting of feedback statements for teacher performance appraisals. The statements displayed on the table below are **examples** of statements that align with performance standards. The examples listed are not meant to be a list to choose from or a comprehensive offering of the various ways to document teacher performance.

The supervisor will evaluate employee performance by assessing performance against the elements and standards in the employee's approved performance plan. Supervisors will write performance narratives that succinctly addresses the employee's performance measured against the performance standards (DoDI 1400.25 Vol 431).

Fully Successful (DoDI 1400.25 Vol 431):
- Effectively produces the specified outcomes, and sometimes exceeds them.
- Consistently achieves targeted metrices.
- Proactively informs supervisor of potential issues or roadblocks and offers suggestions to address or prevent them.
- Achieves goal with appropriate level of supervision.

Outstanding (DoDI 1400.25 Vol 431):
- Produces exceptional results or exceeds expectations well beyond specified outcomes.
- Sets targeted metrics high and far exceeds them (e.g., quality, budget, quantity).
- Handles roadblocks or issues exceptionally well and makes a long-term difference in doing so. Is widely seen as an expert, valued role model, or mentor for this work.
- Exhibits the highest standards of professionalism.

Performance Element 1: Planning and Preparation

Performance Standards	Examples* of Fully Successful *(*examples are not all-inclusive)*	Examples* of Outstanding *(*examples are not all-inclusive)*
• Uses and analyzes data from a variety of assessments to determine techniques/tools/strategies to improve learning and guide instruction • Uses data to backwards plan for standards-based instruction. • Aligns assessment methodology to instructional goals • Incorporates appropriate instructional/program materials and technology to reinforce and extend skills, accommodate learning styles and match instructional objectives to include targeted interventions and enrichment • Aligns/implements adopted DoDEA CCR standards, curriculum/written lesson plans, to include differentiated activities, posted objectives, learning activities/assessment • Constructs lessons to include research-based instructional strategies that promote authentic learning • Aligns and implements adopted DoDEA CCR standards and curriculum, written lesson plans to include differentiated activities,	• Bases all lessons on the mastery of the current DoDEA adopted standards • Demonstrates evidence that individual and whole group instructional needs are addressed by selecting appropriate lesson activities and materials • Uses formative and summative data to plan differentiated instruction, flexible grouping, and interventions • Uses multiple measures to consistently validate progress of student learning aligned to DoDEA-adopted standards • Utilizes digital tools and multi-media with students as evidenced in the lesson/unit plan • Designs lessons with clear assessment criteria, standards, and intended outcomes • Includes higher-level thinking questions and activities in the lesson design • Designs instructional supports, states instructional goals, and engages students in meaningful learning • Defines clear focus for activities with time adequately allocated in lesson and units and time allocation is reasonable • Demonstrates expertise and knowledge of current best practices in content and pedagogy	• Provides assessment and criteria that are clear and show evidence of **student input**. • Crafts prompts that vary along the **continuum of cognitive complexity** • Designs instructional supports and learning goals that show evidence of **student input** • **Models and teaches** associated behaviors for lesson design **for colleagues** • **Collaborates with and models for colleagues** to advance the skills, expertise, and knowledge of colleagues to address curricular expectations and student learning needs • Seeks out and utilizes **current, cutting edge research and innovation** related to best practice to address standards-based instruction and pedagogy standards in lesson planning • Plans, **models, and presents** a lesson school-wide that includes variances in levels of DOK

posted objectives, learning activities, and assessment ● Constructs lessons to include research-based instructional strategies that promote authentic learning ● Designs units and lessons that follow DoDEA's Instructional Framework 20-60-20 ● Designs, sequences and interrelates instruction that supports cross-disciplinary learning ● Demonstrates comprehensive knowledge of CCR standards and DoDEA-approved curriculum and broad knowledge of effective pedagogical approaches that results in student achievement as described/measured by relevant rubrics/IEPs/other pertinent source, not limited to: Lesson/unit plans that bring together concepts & skills; Goals; Interest/knowledge survey – pre/post instruction; Description of strategies employed; Formative/summative assessments; Clear/accurate answers to student questions; Feedback to students that furthers learning; displays knowledge of different concepts in the subject & the way they relate to one another.		● Demonstrates **comprehensive** knowledge of the CCRS while employing **high leverage** strategies and techniques that prove to be extremely successful and **aligned to interventions, differentiations, and cross-disciplinary learning** ● **Pilots** an initiative/program/project that brought about change through **school-wide/grade-level wide implementation** and conducted a **presentation to school staff**

Performance Element 2: Classroom Environment

Performance Standards	Examples* of Fully Successful *(*examples are not all-inclusive)*	Examples* of Outstanding *(*examples are not all-inclusive)*
● Maintains courteous and respectful classroom environment that continuously enhances student learning and promotes positive student behavior ● Promotes positive student-student, student-educator, educator-educator, educator-parent relationships encouraging high expectations and achievement for each student ● Makes accommodations for individual differences ● Provides every student with opportunities for active involvement and creative thinking ● Displays student work with effective feedback which includes, at minimum, identification of the deficiency/incorrect answer and a recommended correction ● Establishes appropriate common classroom	● Considers the climate, culture, and learning goals of the class and adjusts procedures accordingly ● Creates a student-centered learning environment in which the teacher serves as a facilitator ● Communicates an expectation of respectful student-student interaction to build an independent and creative community designed to honor the academic learning of all members ● Celebrates students' successes and efforts toward learning goals ● Creates a classroom culture devoted to creativity, inquiry, innovation, and problem- solving ● Establishes a physical environment conducive to a variety of learning modalities ● Establishes clear standards of behavior that are designed to create an atmosphere conducive to learning, with a focus on self-discipline and respecting the rights of others ● Responds appropriately and consistently to student behavior in a respectful manner ● Establishes classroom routines and procedures that allow for the smooth functioning of the classroom with minimal loss of instructional time ● Demonstrates effective routines for transitions	● **Invites students** to provide perceptions of the climate, culture, and learning goals of the class and **adjusts procedures accordingly** ● **Partners with students** in the learning to **empower** active ownership and partnership in their learning through such actions to include: participation techniques to give **all** students a voice, engaging students in a classroom **culture of risk taking**, student understanding of learning goals and **self-monitoring**. ● Creates a classroom culture in which **students are engaging** in respectful dialogue and behavior to **celebrate each other's efforts** in support of progress toward personal learning goals ● **Collaborates with students** to use an extensive variety of effective instructional strategies to deliver content

rules/routines/expectations that reinforce positive student behavior consistently
- Demonstrates respect, empathy, fairness, consistency and firmness in handling student problems utilizing appropriate intervention strategies in managing behavior

- Follows established procedures for parent communication and administrator referral
- Conducts smooth transitions between student tasks to enhance time-on-task
- Arranges classroom and procedures to support quality learning activities successful arrangements; may be demonstrated by materials and resources, such as copies of management procedures photographs of classroom, posted rules, parent notes, schedules

- Creates a safe classroom where learning is accessible to all students
- Arranges physical resources to include technology and furniture to support the learning
- Provides flexible configuration of furniture to support transitions between individual and collaborative learning
- Provides visual displays that support student learning and positive social interactions
- Collaborates with colleagues to demonstrate the effective use of share spaces
- Displays student work with effective feedback in the classroom and throughout the building

- Allows students to **provide peer feedback** that deepens learning and refines learning products
- Encourages appropriate student behavior through **active student engagement**, with evidence of **student participation in setting classroom expectations** and **self-monitoring** behavior
- Monitors student behavior in a **subtle** and highly effective manner, and responds to student behavior in a manner that is **sensitive** to **individual student needs**
- **Empowers** students take an **active role** in monitoring standards of behavior for **themselves and their peers through established processes and procedures**
- **Leads** colleagues in the development of trauma-informed **social emotional strategies** to proactively address student behavioral issues and **facilitates learning/understanding of those strategies**
- Establishes classroom routines and procedures that are **seamless** in their operation and allows **students to assume considerable responsibility** for their smooth functioning
- Leads **students to lead** effective routines for transitions

		• **Collaborates with students** to ensure the classroom arrangement and physical resources support the learning of all students
		• Provides **students** with ongoing opportunities to **select work and visual displays t**hat showcase their learning.
		• **Uses and displays performance data** and progress monitoring tools to support learning
		• Effectively **leads professional learning** relating to **individual differences** such as tiered lessons, strategies that address student behavior, word wall, flexible grouping, data analysis, opportunities for enrichment, data binder, student portfolios, posted assignments of varied complexity
		• **Creates and leads schoolwide events** to promote **community involvement.**

Performance Element 3: Instruction

Performance Standards	Examples* of Fully Successful *(*examples are not all-inclusive)*	Examples* of Outstanding *(*examples are not all-inclusive)*

• Communicate CCR criteria to students throughout the instructional process, clearly stating & modeling expectations for quality/quantity of student work • Employ effective instructional techniques to promote successful student learning aligned with CCR standards • Engage all students in active learning with real world context & prior learning • Differentiate instruction for all students using multi-sensory materials • Challenge students to explain their thinking while allowing them to make decisions regarding learning & behavior • Questions & assessments used demonstrate evidence of student learning & guide teaching • Provide timely/accurate/constructive feedback to students; return necessary feedback to afford students the opportunity to demonstrate improvement • Facilitate lessons where learning activities follow a coherent sequence, are aligned to the learning goals and designed to engage students in high-cognitive activities while integrating approved/available technology • Consistently communicates the connection to the instructional objectives, CCR standards, & purpose for the lesson • Assess learner progress in relation to adopted CCR standards on a continuous	• Communicates clear criteria for high quality work on an ongoing basis • Provides assessment data and timely feedback to students and other stakeholders • Elicits responses from volunteers & non-volunteers • Provides students with opportunities to connect their learning to their self, other texts, prior learning, and real-world experiences • Engages students and families in constructive conversations that focus on how students can improve performance • Engages students in lessons that require them to persevere in their thinking, reasoning, and analysis • Utilizes instructional strategies, materials, and resources that align objectives, standards and assessments to include enrichment, accommodations, and modifications • Encourages students to be active participants in the development of their learning goals • Engages students in learning tasks and activities that are differentiated in process, product, and/or content • Uses digital tools and multi-media during instruction • Encourages productive struggle with all students • Uses differentiated instructional techniques that require students to actively participate in the lesson and share their thinking	• Establishes **ongoing/frequent constructive feedback loops** where students and families engage in **dialogue** about student performance and progress • **Leads colleagues** in activities/learning that build/strengthen communication strategies • **Coordinates** learning tasks that are multi-step and **build over time** (i.e. PBL, synthesis of multiple sources, multi-disciplinary projects, etc.) • **Empowers** students by creating lessons/opportunities that provide them with opportunities to utilize skills in solving problems within their **communities, school, or classroom** that allows them to think critically, collaborate, communicate, and make decisions • Designs instructional strategies, activities, materials and resources that align objectives, standards and assessments at **identified cognitive level utilizing technology that moves in the Modification and Redefinition levels of the SAMR model** • Engages students in lessons that require them to **persevere** in their thinking, reasoning, and analysis of **real-world situations**

basis while checking for understanding throughout the lesson examples of success to include student work, samples of feedback to students, copies of assessments and rubrics ● Monitor individual student progress toward meeting school improvement goals & district expectation	● Initiates conversations with colleagues about questioning and discussion techniques that improve learning outcomes ● Crafts prompts that require text and content-dependent discourse aligned to the standards. ● Aligns a coherent sequence of learning activities that is aligned to the learning goals and DoDEA's scope and sequence ● Engages students in rigorous, complex tasks/activities that meet the appropriate Depth of Knowledge (DOK) of the target standard or learning goal ● Includes the following components in lessons: guiding instruction with appropriate connection, checks for understanding, the proper use of wait time, content appropriate mini-lessons followed by time for independent and small group work, and appropriate closure ● Scaffolds learning to provide just-in-time access to learning ● Times lessons to allow for discourse and the gradual release of responsibility ● Uses and responds to formative assessments to make decisions during instruction ● Uses the analysis of student learning data and applies findings to improve teaching and learning ● Utilizes a variety of assessment tools (e.g., interim, formative, summative, student self-reflection) to monitor student progress and develop student learning goals	● Provides **ongoing** opportunities for students to develop their learning goals and leads them to **manage their own progress** monitoring ● Provides students with **individualized feedback** and facilitates opportunities for **peers to provide feedback** throughout their work ● Teaches **students** to ask **higher level** questions of themselves, their **peers**, and the text/learning experience ● **Collaborates with students** in the development of **higher-level questions** with peers to guide their work ● Creates opportunities for students to **self-assess and monitor** learning to meet learning goals ● **Facilitates** the analysis of student data, collaborative interpretation of results, and the application of findings **to improve teaching and learning with colleagues.** ● **Identifies opportunities to improve** curriculum, instruction, assessment, **school organization**, and **school culture** through the use of classroom data ● Provides opportunities for **students to assess and monitor progress toward individual** learning goals

	● Creates opportunities for students to provide peer feedback	● Creates a culture where students **independently request feedback** to improve learning ● Creates regular opportunities for **students to lead** discussions/consultancy about their learning and how they can improve (i.e. student-led parent conferences, peer conferences, student-teacher conferences)

Performance Element 4: Professional Responsibilities

Performance Standards	Examples* of Fully Successful (*examples are not all-inclusive)	Examples* of Outstanding (*examples are not all-inclusive)
● Maximize use of resources and materials by collaborating with colleagues, school-based specialists, resource personnel and community persons as appropriate ● Actively participate in grade level/department collaboration/Focused Collaboration and professional development for continuous improvement and professional growth ● Keeps supervisor informed of status, student concerns, and outcomes by providing updates/feedback using	● Collaborates with colleagues to plan professional learning that is team-based and linked to team goals ● Participates in critical conversations with colleagues during Focused Collaboration regarding student learning data, which lead to solutions of identified issues ● Provides frequent updates to supervisor regarding student status, concerns, and outcomes following established communication protocols to include emails, conversations, reports, work product copies, etc. ● Engages and contributes as a learner in offered professional learning activities.	● **Creates a climate of trust and critical reflection** in order to **engage colleagues** in **challenging conversations** about student learning data that lead to solutions to identified issues ● **Engages in reflective dialog with colleagues** based on observation of instruction, student work, and assessment data and **helps make connections to research-based effective practices** ● **Collaborates with colleagues and school administration to plan**

communication protocols agreed upon with the supervisor each grading period ● Actively participate in grade level/department/focused collaboration and professional development for continuous improvement and professional growth ● Adhere to all DoD and DoDEA regulations, procedures and instructions for the receipt, storage, and disposal of records, including attendance, discipline, emergency contact info, coursework transcripts, Focused Collaboration (FC) minutes, etc., communication logs and electronic gradebook ● Continuously and accurately document student progress in the electronic grading platform and any other applicable required record keeping systems. Entries should be updated at least weekly	● Maintains and records accurate data in efficient and effective manner in alignment with school and district-level expectations, meeting all required suspenses ● Ensures that grades are updated to provide students with awareness of progress and opportunities for improvement	**professional learning** that is **team-based, job-embedded, sustained over time,** aligned with content standards, and l**inked to school/district improvement goals** ● Serves as a **leader to harness the skills, expertise, and knowledge of colleagues** to address curricular expectations and student learning needs ● **Helps colleagues** understand the unique characteristics of **all** learners ● **Supports colleagues' individual and collective reflection** and professional growth by serving in roles such as **mentor, coach, content facilitator,** etc. ● Serves in a **leadership** (formal or informal) **capacity to harness the skills, expertise, and knowledge of colleagues** to address curricular expectations and student learning needs ● Seeks and **shares** professional learning opportunities aligned to DoDEA's mission ● Makes **significant contributions** to the profession through activities such as **action research**, **mentoring** new teachers, and **facilitating** professional learning to colleagues

		● Shares information with colleagues within and/or **beyond the district** regarding how **local, state, and national trends** and policies can impact classroom practices and expectations for student learning ● **Assists and supports colleagues** with maintaining required records ● Creates **partnerships** that go **beyond the classroom into the community** to increase student achievement and meet emotional needs by **partnering** with the psychologist, community outreach, and/or **educating parents** about the use of the latest technology

Performance Element 5: Promoting Diversity and Equity

Performance Standards	Examples* of Fully Successful *(*examples are not all-inclusive)*	Examples* of Outstanding *(*examples are not all-inclusive)*
● Create a climate conducive to the promotion of positive student involvement, self-concept & achievement, and practicing education equity in the classroom ● Recognize student diversity & demonstrate sensitivity &	● Develops a shared understanding among colleagues of the diverse educational needs of families and the community ● Implements instructional strategies that address diversity and equity issues in of the classroom ● Collaborates with students, parents/guardians, and colleagues to create strategies that embraces diverse educational needs	● **Seeks/provides** Professional Learning opportunities regarding Equity, Access, Diversity and Inclusion in Education (e.g., Culturally Responsive Teaching (CRT), Social and Emotional Learning, anti-bias training, restorative justice, etc.)

responsiveness to personal ideas, needs, interests & feelings of students ● Acknowledge & encourage achievement for each student ● Make accommodations for individual differences ● Provide every student with opportunities for active involvement & creative thinking ● Elicit responses from volunteers & non-volunteers ● Demonstrates respect for each student's background, experience, culture and learning needs ● Demonstrates high expectations for all students ● Promote positive student-student, student-educator, educator-educator, and educator-parent relationships ● State clearly & model the expectations for quality & quantity of student work	● Has high standards for all students by utilizing instructional scaffolding for all students to reach the content standards ● Encourages productive struggle with all students ● Responds appropriately to conflicts or misunderstandings arising from differences in background, languages or identities ● Engages stakeholders according to building-level expectations and guidelines ● Communicates frequently with families and successfully engages families in the instructional program as indicated by attendance at parent conferences, parent family nights, and usage of the parent grading portal, etc.	● **Models and shares high level** instructional strategies **with colleagues** that address **diversity and equity** issues in/**out** of the classroom ● **Facilitates colleagues' self-examination** of their own understandings of community culture and diversity and how they can develop culturally responsive strategies to **enrich** the educational experiences of students and achieve high levels of learning for **all** students through professional learning opportunities ● **Identifies and models** ways to lead students to **independently mitigate** misunderstandings arising from differences in background, languages or identities ● Demonstrates **extensive** knowledge of students' social/emotional, family background, ethnicity, culture, and language to promote positive relationships with **students, parents/guardians, and colleagues** ● Creates **two-way** communication opportunities **frequently and effectively** with families through **multiple modes** and provides opportunities for **students to participate** in the communication ● Helps promote **school-wide** activities that increase **family and community**

		understanding of the instructional program ● Seeks out and engages with **stakeholders within the community** and becomes a part of the community on an **ongoing basis** ● **Plans and leads** professional learning for peers on how to develop plans that **promote equity and diversity** and opportunities for **action planning** to apply strategies within classrooms-the plans clearly create the opportunity to form positive and respectful relationships with **all** families.