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| Faculty:  |  |
| Reviewer:  |
| Class: |
| Date:  |
| **CONTENT KNOWLEDGE** | **M** | **SO** | **NI** | **U** | **NOTES** |
| Teacher displays clear understanding of the subject matter |  |  |  |  |  |
| Teacher displays extensive knowledge of the important concepts in the discipline and the way as they relate both to one another and to other disciplines |  |  |  |  |  |
| Teacher models the use of higher level thinking skills |  |  |  |  |  |
| Teacher applies higher level thinking skills in instruction |  |  |  |  |  |
| Teacher fully explains content for the lesson in a way that lends itself to student understanding |  |  |  |  |  |
| Teacher presents content information to students in a sufficiently challenging manner |  |  |  |  |  |
| Teacher builds on previous knowledge and skills in appropriate developmental steps |  |  |  |  |  |
| Teacher provides opportunities and expectations for students to utilize higher order thinking skills |  |  |  |  |  |
|  |  |  |  |  |  |
| **STUDENT LEARNING** |  |  |  |  |  |
| Teacher is prepared |  |  |  |  |  |
| Teacher designs plans that are accessible and challenging to all students |  |  |  |  |  |
| Teacher provides multiple ways for students to engage with content material |  |  |  |  |  |
| Teacher maintains focus of the lesson throughout the period |  |  |  |  |  |
| Teacher promotes student mastery of topic |  |  |  |  |  |
| Teacher addresses students’ differing needs |  |  |  |  |  |
| Teacher checks for understanding |  |  |  |  |  |
| Teacher seeks to actively engage the majority of students in the class |  |  |  |  |  |
| Teacher is able to modify instruction as needed to respond to misunderstandings |  |  |  |  |  |
| Relevant questions on Course Evaluations reflect students’ perceptions of their learning in the course |  |  |  |  |  |
| AP Scores, as applicable, reflect student learning in the course |  |  |  |  |  |
| Teacher uses ongoing methods to assess students’ skill levels and designs instruction according to both formative and summative assessments |  |  |  |  |  |
|  |  |  |  |  |  |
| **CLASSROOM MANAGEMENT** |  |  |  |  |  |
| Teacher engages in mutually respectful interaction with students |  |  |  |  |  |
| Teacher exhibits fairness in effectively proactively managing student behavior |  |  |  |  |  |
| Teacher effective addresses disruptive or distracting behavior in a timely manner |  |  |  |  |  |
| Student behavior indicates that appropriate behavioral expectations have been made clear |  |  |  |  |  |
| Teacher addresses incorrect responses in a manner conducive to maintaining a positive classroom environment |  |  |  |  |  |
| Teacher creates a classroom culture that is a cognitively vibrant place, characterized by a shared belief in the importance of learning |  |  |  |  |  |
| Students demonstrate well understood classroom routines and may initiate them without teacher prompting |  |  |  |  |  |
|  Teacher has established a classroom that is safe, and learning is accessible to  all students, including those with special needs |  |  |  |  |  |
| Teacher makes effective use of all classroom resources, including computer technology |  |  |  |  |  |
| Teacher ensures the arrangement is appropriate to the learning activities |  |  |  |  |  |
|  |  |  |  |  |  |
| **PROFESSIONALISM** |  |  |  |  |  |
| Teacher attends class regularly |  |  |  |  |  |
| Teacher dresses in a way that is appropriate and conducive to an effective learning environment |  |  |  |  |  |
| Teacher holds and is present for office hours as scheduled |  |  |  |  |  |
| Teacher regularly attends required meetings |  |  |  |  |  |
| Teacher appropriately communicates with parents as needed |  |  |  |  |  |
| Teacher submits class attendance consistently |  |  |  |  |  |
| Teacher provides timely and meaningful feedback, including regularly and frequently updating grades in PowerSchool |  |  |  |  |  |
|  The teacher provides a syllabus that is clear on the course expectations,  assessment methods and grading procedures |  |  |  |  |  |
| Teacher complies with record-keeping requirements as outlined by the Director of Academic Life |  |  |  |  |  |
| Teacher regularly sets goals and makes ardent attempts to meet them and can provide evidence of said attempts |  |  |  |  |  |
| Teacher complies with PDP and other PAC Document requirements |  |  |  |  |  |
| Teacher maintains confidentiality with information regarding a student or colleague in the course of professional service, unless the disclosure serves a compelling professional purpose or is required by law |  |  |  |  |  |
| Teacher provides equitable opportunities for learning for all students regardless of the student’s race, color, creed, sex, national origin, political or religious beliefs, family, social or cultural background, or sexual orientation |  |  |  |  |  |
| Teacher’s relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among faculty |  |  |  |  |  |

Additional Comments or observations: