

Cherry Hill Public Schools
Annual Performance Report (Tenured and Non-Tenured)

* First year teachers are working towards this indicator but mastery is not expected.

** First and second year teachers are working towards this indicator but mastery is not expected.

Planning and Preparation

The teacher plans challenging and appropriate instructional goals/objectives incorporating the Principles of Learning and the Cherry Hill Standards.

- Learning activities are developed from essential questions with the final assessment in mind. *
- The teacher can articulate how instructional goals create academic rigor, socialize intelligence and relate to the Cherry Hill Essential Curriculum. *
- The teacher creates opportunities for students to develop and demonstrate ethical and responsible behavior.

The teacher demonstrates knowledge of curriculum, content, pedagogy and resources.

- The teacher conveys high expectations for student achievement by planning rigorous instructional goals and activities.
- The teacher's plans and practices reflect an understanding of the content of the discipline and relationships among concepts and topics.
- The teacher creates interdisciplinary learning experiences that allow students to integrate knowledge, skills, and methods of inquiry from several disciplines. *
- The teacher evaluates and selects teaching resources for accuracy, comprehensiveness, and usefulness to enhance instruction and support student learning.
- The teacher uses technology to enhance teaching and learning.

The teacher demonstrates knowledge of students.

- The teacher displays understanding of developmental characteristics as well as the skills and knowledge of each student.
- The teacher's plans take into account varying learning styles of individual students or groups through differentiated instruction. **

The teacher effectively assesses student learning.

- Assessment tools are fair, credible, and aligned with the Cherry Hill Standards and Essential Curriculum.
 - The assessment criteria and standards have been clearly communicated to students (for example, through coaching rubrics, scoring rubrics, models of student work, etc.).
 - The teacher offers students opportunities for self-assessment and reassessment to monitor and manage the quality of their learning.
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- The teacher creates, selects, and utilizes a variety of formative and summative assessments that provide information about student learning and inform instructional decisions.

Evidence/Artifacts: A least one piece of evidence/artifacts from this domain will be agreed upon between teacher and supervisor (this could vary from school to school)

Ex: Unit plans, Assessments, Rubrics, Student Data Collection

Areas of Strength:

Areas of Growth:

Areas of Concern:

Classroom Environment

The teacher creates an environment of respect and rapport.

- The teacher demonstrates genuine caring and respect for individual students.
- The teacher creates a positive classroom climate that is socially, emotionally and physically safe.
- The teacher communicates in ways that demonstrate sensitivity to cultural, gender, and linguistic differences.

The teacher establishes a culture for learning.

- The teacher demonstrates enthusiasm for the subject and conveys its importance to students.
- The teacher communicates to all students that they are already competent learners and are able to become even better through their persistent use of strategies and by reflecting on their efforts. (Socializing Intelligence)
- The teacher creates a learning community of mutual respect, in which students participate in decision-making and work collaboratively.
- The teacher recognizes accomplishment by celebrating individual student work (for example, through classroom and hallway displays, publications, verbal and written feedback, etc.). (Recognition of Accomplishment)

The teacher manages classroom procedures effectively.

- Tasks and materials are organized and managed so students are engaged and productive.
- Transitions occur smoothly with minimal loss of instructional time.

The teacher appropriately and proactively manages student behavior.

- Standards of conduct are clear to all students.
- The teacher is consistently alert to student behavior.
- The teacher's response to misbehavior is appropriate, consistent, and respectful of students' dignity.

Evidence/Artifacts: A least one piece of evidence/artifacts from this domain will be agreed upon between teacher and supervisor (this could vary from school to school)

Ex: Classroom Code of Contact

Areas of Strength:

Areas of Growth:

Areas of Concern:

Instruction

The teacher communicates clearly and accurately.

- The teacher's objectives, directions, procedures, and expectations are made clear to students.
- The teacher's spoken and written language is clear and correct. Vocabulary is appropriate to students' age, abilities, and interests.
- The Cherry Hill Standards and Benchmarks are clearly expressed to students.
- Feedback to students is meaningful and provided in a timely manner.

The teacher promotes learning through accountable classroom talk.

- The teacher develops in students the skills of Accountable Talk.
- The teacher uses instructional strategies, such as questioning and discussion techniques, to engage all students and foster inquiry. *

The teacher engages students in varied experiences that meet diverse needs and promote social, emotional and academic growth.

- Content is appropriate and captures key ideas that link with students' prior knowledge and experience.
 - The teacher engages students in purposeful, challenging, learning activities that help them use higher order thinking skills.
 - The teacher creates learning experiences that make subject matter meaningful for students, for example, by encouraging students to pursue their own interests and inquiries and by helping students connect their learning to personal goals and real-life situations.
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- The teacher provides opportunities for students to generate essential questions and to initiate or adapt activities and projects to enhance understanding. *
- Instructional groups are created to meet the goals of a lesson.
- The lesson has a clearly defined structure including a meaningful introduction and closing activity.
- Additional instruction and learning time is provided to support students in meeting the standards.

The teacher demonstrates flexibility and responsiveness to students' needs.

- The teacher accommodates students' questions or interests and takes advantage of "teachable moments."
- The teacher persists in seeking effective approaches for all students by using a repertoire of strategies, including reassessment. *

Evidence/Artifacts: A least one piece of evidence/artifacts from this domain will be agreed upon between teacher and supervisor (this could vary from school to school)

Ex: Student work with rubric, Interdisciplinary Unit

Areas of Strength:

Areas of Growth:

Areas of Concern:

Professional Responsibility

The teacher contributes to the school and district.

- Support, trust, cooperation, and collaboration characterize relationships with colleagues.
- The teacher shows willingness to participate in school and district activities.

The teacher thinks systematically about teaching practice and learns from experience.

- The teacher uses classroom observation, information about students, pedagogical knowledge, and research as resources for active reflection, evaluation, and revision of practice.
- The teacher takes advantage of opportunities for professional development to enhance content knowledge, pedagogical skill, and the use of best practices.

The teacher maintains accurate records.

- The teacher develops an effective system for maintaining data on student completion of assignments, student progress in learning and non-instructional activities.

The teacher communicates with families.

- The teacher provides frequent information to parents about the instructional program.
- The teacher communicates with sensitivity to parents about student progress.

The teacher shows professionalism.

- The teacher is proactive in seeking out resources when necessary.
- The teacher advocates for his/her students' best interests.
- The teacher employs appropriate intervention strategies.
- The teacher is receptive and flexible when participating in decision making.
- The teacher is responsive to all professional duties and responsibilities.

Ex: Parent Contact Evidence, School and/or District activities, Grade book.

Areas of Strength:

Areas of Growth:

Areas of Concern:

Pupil Progress:

Professional Development Plan: