

DEPARTMENT OF HEALTH AND HUMAN SERVICES
PROFESSIONAL REVIEW PROCESS
SERVE BEGINNING TEACHER ASSESSMENT and GROWTH MATRIX

Teacher: _____

School/Teaching Assignment: _____

DIRECTIONS:

This matrix is the guiding framework for the SERVE system of teacher evaluation. Please regard and use this as a working document to guide your professional development.

Initially Licensed Teachers will be evaluated only on the dimensions labeled as “Year 1” in their first year of employment. In the second year of employment, Initially Licensed Teachers will be evaluated on the dimensions labeled as “Year 1” and “Year 2.” In the third year of employment and thereafter, teachers will be evaluated on all 23 performance dimensions.

Teacher Self-Assessment: Consider the evidences presented for each of the 23 performance expectations listed. For each expectation, check the box of the one descriptor that *best* describes your current level of performance in that area. *This form is not to be turned into the school administrator but is for the teacher’s use for continuing self-assessment.*

For scoring, the levels of performance in the descriptors are:

unsatisfactory → needs improvement → proficient → accomplished

PLANNING**1. Long-range planning with sequencing (Year 3)**

There is no evidence of daily, weekly or unit planning. There is no evidence of continuity across plans or long-term planning. <input type="checkbox"/>	There is evidence of inconsistent or sporadic planning of daily goals. There are no clear instructional and/or assessment goals or strategies. Plans consist of little more than pages of texts or topics to be addressed. Unit planning is inadequate or weak. <input type="checkbox"/>	There is evidence of consistent planning of daily instructional goals, strategies and methods of assessment. The teacher can provide a clear rationale for the design and sequence of units. <input type="checkbox"/>	There is evidence of strong daily, weekly and unit planning with continuity across units focusing on key topics. The teacher provides a well-articulated rationale for sequencing with evidence of reflection on past plans and student performance in developing and modifying subsequent plans. <input type="checkbox"/>
--	---	--	---

2. Alignment with NC Standard Course of Study or curriculum in place (Year 1)

The evidence indicates that instructional content is generally not aligned with the local or state curriculum (e.g., NC Standard Course of Study or functional curriculum). <input type="checkbox"/>	The evidence indicates that instructional content is inconsistently aligned with the local or state curriculum (e.g., NC Standard Course of Study or functional curriculum). Plans do not indicate that curriculum is adequately covered. Key topics or goals of curriculum may be missing in plans. <input type="checkbox"/>	The evidence indicates that instructional content is consistently aligned with the local or state curriculum (e.g., NC Standard Course of Study or functional curriculum). The plans indicate that instructional goals of the curriculum are met. <input type="checkbox"/>	The evidence indicates instructional content is consistently aligned with the local or state curriculum (e.g., NC Standard Course of Study or functional curriculum). The teacher has developed an organizational planning tool to ensure that all instructional goals of the curriculum are met. Priorities are set with units that are manageable sets of curriculum goals/objectives. <input type="checkbox"/>
---	--	---	--

3. Materials/equipment (Year 1)

Planning did not ensure that materials were ready and accessible prior to the beginning of the lesson. Teacher is usually not prepared for class. <input type="checkbox"/>	Necessary instructional materials are often missing or not ready prior to the beginning of the lesson. <input type="checkbox"/>	The teacher is prepared for class with all necessary materials and equipment readily accessible. <input type="checkbox"/>	There is evidence that advance planning ensures that lessons move smoothly. All materials and equipment are prepared ahead of class. The teacher has a well-organized system for managing materials (for example, a filing system) to ensure that materials are available and easily accessible. <input type="checkbox"/>
---	--	--	--

INSTRUCTION

4. Context of the lesson (Year 1)

Context of the lesson is not set. Instructional goals/objectives of the lesson are not stated. Directions and purpose of lesson are not clear. <input type="checkbox"/>	Context of the lesson may be set, but expectations for learning are not clear. Instructional goals/objectives of the lesson may be stated but are often confusing or unrelated to the lesson's activities. <input type="checkbox"/>	Context of the lesson is set with reference to prior knowledge/activities. Expectations for student learning are clearly stated. Instruction is purposeful. <input type="checkbox"/>	The teacher sets context of lesson in a creative way that engages students from the beginning. Expectations for student learning are clearly understood. <input type="checkbox"/>
--	--	---	--

5. Content knowledge; presentation (Year 2)

The teacher consistently makes content errors and does not correct content errors made by students. The teacher has made no effort to upgrade content knowledge. The teacher does not fully explain concepts or follow up on questions posed by students. <input type="checkbox"/>	The teacher displays some errors or lack of depth in content but has made some attempt to upgrade content knowledge. Attempts are made to explain content, but there is little follow-up to student questions. <input type="checkbox"/>	The teacher displays solid content knowledge and can clearly explain relevancy of material to students. Explanations are clearly stated. The teacher modifies instruction depending on the student response. <input type="checkbox"/>	The teacher displays extensive content knowledge with evidence of pursuit of additional knowledge. The teacher models enthusiasm for the content area and provides relevant experiences to excite students about learning. The teacher is creative and flexible in presentation ensuring that all students understand before moving on. <input type="checkbox"/>
---	--	--	---

6. Appropriateness of the lesson; pacing (Year 3)

The pacing is usually too slow, too rushed or both with inappropriate use of instructional time. Students waste time by avoiding work. Most activities do not reflect developmentally appropriate practices. <input type="checkbox"/>	The pacing is inconsistent. Opportunities for student engagement are limited with inconsistently appropriate use of instructional time. Frequent off-task behaviors observed. Activities are not always developmentally appropriate. <input type="checkbox"/>	The pacing consistently offers opportunities for active student engagement with appropriate use of instructional time. Activities always reflect developmentally appropriate practices. <input type="checkbox"/>	All students are actively engaged in a variety of meaningful ways with maximum use of instructional time. Activities are based on developmentally appropriate practices that challenge without overwhelming students. Activities consistently build on prior knowledge of students. <input type="checkbox"/>
--	--	---	---

7. Use of technology (Year 2)

The evidence indicates little or no use of available technology, assistive technology, and/or other resources. <input type="checkbox"/>	The evidence indicates limited or inappropriate use of available technology, assistive technology, and/or other resources. <input type="checkbox"/>	The evidence indicates consistent use of available technology, assistive technology, and other resources when appropriate to objectives. <input type="checkbox"/>	The evidence indicates that the teacher consistently expands the use of available technology, assistive technology, and other resources. The teacher creates tasks to further student expertise. <input type="checkbox"/>
--	--	--	--

INSTRUCTION (continued)

8. Effectiveness of instructional strategies (Year 2)

<p>The evidence indicates limited knowledge and use of instructional strategies (i.e., relies heavily on one or two instructional strategies).</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>The evidence indicates some knowledge but inconsistent use of instructional strategies determined by student need. Instruction without differentiation is the norm.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>The evidence indicates knowledge and consistent use of a variety of instructional strategies including but not limited to the use of small groups, individualized instruction, and accommodations for special needs students.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>The evidence indicates the teacher has selected and created a wide range of instructional strategies that address learning styles and individual needs of all students with an emphasis on creativity.</p> <p style="text-align: right;"><input type="checkbox"/></p>
---	---	---	--

9. Strategies for under-achieving students (Year 1)

<p>There is no evidence that the teacher implements specific strategies to raise the performance level of special needs and/or under-achieving students.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>There is evidence that the teacher is inconsistent in implementing specific strategies to raise the performance level of special needs and/or under-achieving students.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>There is evidence that the teacher implements specific strategies to raise the performance level of special needs and/or under-achieving students.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>The teacher knows each student as an individual learner and uses this knowledge to adapt strategies and resources to raise the performance levels of special needs and/or under-achieving students.</p> <p style="text-align: right;"><input type="checkbox"/></p>
---	---	--	---

10. Questioning Techniques (Year 2)

<p>Teacher questioning techniques generally focus on student recall with no opportunity to assess student understanding or encourage higher level thinking skills. Questions are primarily fact-oriented.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Teacher questioning techniques are inconsistent in the opportunity to assess student understanding or encourage higher level thinking skills. Most questions focus on low level content with little or no follow-up.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Teacher questioning techniques consistently provide the opportunity to assess most students' understanding and encourage higher level thinking skills. Students are encouraged to participate and respond.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Teacher questioning techniques are structured to assess student understanding and encourage higher level thinking skills. Students are guided through questions to construct their own meaning. Students consistently participate and respond.</p> <p style="text-align: right;"><input type="checkbox"/></p>
--	--	--	--

ASSESSMENT

11. Analysis of student assessment results (Year 3)

<p>The evidence indicates that assessment results are not used to affect instructional planning. The teacher does not adjust instruction or plan intervention based on analyses of student assessment.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>The teacher has difficulty analyzing student assessment results to guide instructional planning and intervention strategies.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>The teacher demonstrates proficiency in analyzing student assessment results in order to adjust instruction or plan intervention strategies.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>The teacher demonstrates exceptional skill in analyzing student assessment results on a regular basis. The teacher demonstrates skill in designing assessment strategies for diagnostic and formative purposes.</p> <p style="text-align: right;"><input type="checkbox"/></p>
---	--	--	---

ASSESSMENT (continued)**12. Meaningful student work assignments (Year 2)**

<p>The evidence indicates that there is little meaningful student engagement in assessment activities and/or assignments. There is little or no effort made by the teacher to vary assessments or assignments to reflect desired goals and/or objectives.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>The evidence indicates inconsistent engagement of students in assessment activities and/or assignments. There is inconsistent effort by the teacher to vary assessments or assignments to reflect desired goals and/or objectives.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>There is evidence of consistently meaningful engagement of students in activities and/or assignments. There is consistent effort by the teacher to vary assessments and assignments to reflect desired goals and/or objectives.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>There is evidence of consistently meaningful engagement of students in purposeful activities and/or assignments. The teacher uses a wide range of both formal and informal assessments that allow systematic monitoring of student progress.</p> <p style="text-align: right;"><input type="checkbox"/></p>
--	--	---	--

13. Quality of feedback to students (Year 1)

<p>Feedback is limited to assignment of grades or correctness of response. There is no direction provided for improvement in performance.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Feedback is minimal. Feedback does not adequately address individual student strengths or weaknesses. Re-direction is inconsistent or limited.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>A variety of feedback (written and verbal) appropriately and consistently addresses individual student strengths and weaknesses. Feedback provides information to guide student improvement.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>A variety of feedback (written and verbal) consistently addresses individual student strengths and weaknesses and encourages student self-reflection. Feedback is specific and demonstrates high expectations for all students.</p> <p style="text-align: right;"><input type="checkbox"/></p>
--	--	--	---

STUDENT MOTIVATION AND MANAGEMENT**14. Expectations/procedures (Year 1)**

<p>Explicit expectations and procedures for classroom and school safety are non-existent or not enforced as evidenced by a general lack of control of the classroom.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Explicit expectations and procedures for classroom and school safety are inconsistently enforced as evidenced by significant difficulties in managing student behavior in the classroom. Disruption of instructional time is frequently handled inappropriately.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Explicit expectations and procedures for classroom and school safety are clearly communicated and understood as evidenced by successful management of student behavior in the classroom. Disruption in instructional time by student behavior is consistently handled in an appropriate manner.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Explicit expectations and procedures for classroom and school safety are clearly communicated and understood. There is evidence that students take ownership of their behavior and learning. Disruption of instruction by student behavior is prevented through prior intervention and knowledge of students.</p> <p style="text-align: right;"><input type="checkbox"/></p>
---	--	---	---

STUDENT MOTIVATION AND MANAGEMENT (continued)

15. Expectations for student success (Year 1)

<p>The teacher has low expectations for student performance. There are no efforts to celebrate or recognize student success.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>The teacher has moderate expectations for student achievement for some students and inconsistently uses motivational techniques or strategies for some students. Teacher does not initiate any efforts beyond those of colleagues or school to celebrate or recognize student success.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>The teacher has high expectations for student achievement and consistently uses motivational techniques or strategies for all students. Teacher initiates efforts to celebrate and recognize student success within the classroom.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>The teacher has high expectations for student achievement for all students and creates a learning environment that best facilitates the learning and development of students. Recognition of student success encourages students to respect individual and group differences.</p> <p style="text-align: right;"><input type="checkbox"/></p>
---	--	--	---

16. Student interest and participation (Year 1)

<p>Student interest and participation is generally low. There is little or no meaningful engagement of students in learning.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Student interest and participation is inconsistent. There is inconsistent engagement of students in meaningful learning experiences.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Student interest and participation is consistently high. There is consistent engagement of students in meaningful learning experiences.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Student interest and participation is consistently high. There is consistent engagement of students in meaningful learning experiences and activities with high relevancy to student interests.</p> <p style="text-align: right;"><input type="checkbox"/></p>
---	--	---	---

17. Classroom climate (Year 1)

<p>The classroom has a general negative climate as evidenced by a lack of mutual respect in student/teacher interactions.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>The classroom climate is not supportive of learning for all students. Attention is distributed inequitably. There is evidence of insensitivity to some students' needs.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>The classroom environment is supportive of the learning of all students. The teacher demonstrates sensitivity to all students and their learning needs. Interactions between students and teacher demonstrate mutual respect.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>The classroom has a consistently supportive and student-centered climate. Opportunities are provided for students to take risks. Students are encouraged to openly share ideas and examine mistakes. Interactions between students and teacher are always mutually respectful.</p> <p style="text-align: right;"><input type="checkbox"/></p>
--	---	---	--

TEACHER IMPACT

18. Student progress toward goals (Year 1)

<p>The teacher lacks documentation that there has been significant student progress toward accomplishment of classroom or school goals.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>There is documentation of inconsistent student progress of most students toward accomplishment of goals.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>There is documentation of consistent student progress of students toward school and individual goals. The teacher is able to reflect on and analyze strategies.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>There is documentation of significant student growth in a variety of ways related to school and individual goals. The teacher reflects on and analyzes strategies to promote growth and transform practice.</p> <p style="text-align: right;"><input type="checkbox"/></p>
--	--	---	---

19. Contribution to school/facility climate (Year 2)

<p>There is a general lack of involvement in school-/facility-wide activities (i.e., committees, programs, student activities, etc.).</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>There is inconsistent involvement in school-/facility-wide activities (i.e., committees, programs, student activities, etc.).</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>There is consistent involvement in school-wide activities (i.e., committees, programs, student activities, etc.) demonstrating a positive contribution to the overall school/facility climate. The teacher consistently follows all school/program policies.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>There is consistent involvement as a leader in all school-/facility-wide activities (i.e., committees, programs, etc.) demonstrating a significant contribution to the overall school climate. The teacher consistently follows all school/program policies.</p> <p style="text-align: right;"><input type="checkbox"/></p>
--	---	--	--

20. Alignment of professional development (Year 2)

<p>There is no effort to engage in professional development. The teacher requires constant reminders.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>The teacher engages in minimal professional development. There is little or no evidence that the teacher seeks to improve professional practice or knowledge.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>The teacher's professional development activities are aligned with school goals and teaching assignment. The teacher can reflect on recently acquired areas of new knowledge or skills. The teacher seeks out opportunities for collaborative efforts.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>The teacher seeks out opportunities for professional growth aligned with school goals and initiates activities important to the growth of colleagues such as engaging in professional presentations, mentoring other teachers or conducting action research.</p> <p style="text-align: right;"><input type="checkbox"/></p>
--	---	--	--

21. Interaction with parents/care-giver (Year 1)

<p>Teacher makes no effort to interact with parents/care-givers other than through required written grade reports. Comments to parents are generic and non-specific to student progress.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Interaction with parents/care-giver is inconsistent. The majority of interactions concern problems with student behavior or grades with little or no follow-up. The teacher does not invite parents/care-givers to become involved in decisions concerning student learning.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Interaction with parents/care-giver is consistently of high professional quality. Areas of concern are addressed in a timely and positive manner. There is consistent follow-up of parent/care-giver contact. The teacher regularly invites parent/care-giver involvement in student learning.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Interaction with parents/care-giver is frequent and highly professional. The teacher frequently involves parents/care-giver in support of student learning creating opportunities for positive relationships with families. Parents/care-giver are informed regularly of student successes.</p> <p style="text-align: right;"><input type="checkbox"/></p>
---	--	--	---

