

Criteria for Evaluation and Rating of Pittsburgh Teachers--- Commencing 1997-98 School Year*

I. PREPARATION - Planning, Development and Communication

1. Evidences planning which reflects school district goals and adopted curriculum.
2. Uses student achievement data in planning.
3. Evidences planning which incorporates elements of effective lesson design.
4. Selects appropriate instructional materials to meet student needs.
5. Aligns adopted curriculum, instructional practices and materials, and assessments to be consistent with school district student achievement standards.
6. Endeavors continuously to have students reach benchmark levels.
7. Develops enriched learning experiences for students who reach benchmark levels.
8. Keeps abreast of laws, research, current and successful instructional practices, and effective aids in teaching field or other professional specialization.
9. Where applicable, works collaboratively with colleagues in planning and in other school-wide and system-wide activities designed to achieve CEIP targets and school district goals.

II. TECHNIQUE - Curriculum, Instruction and Assessment

1. Demonstrates knowledge of subject and/or content area(s) of teaching certification.
2. Demonstrates pedagogical and professional understanding and proficiency.
3. Uses effective classroom management strategies.
4. Promotes student interest and active classroom participation.
5. Teaches to an objective.
6. Utilizes instructional time effectively and monitors student learning and adjusts teaching (e.g., sequencing, pacing, experiences) to enhance achievement.
7. Employs varied and developmentally-appropriate instructional strategies to match needs of students.
8. Motivates students through use of appropriate and positive reinforcement.
9. Engages students in learning experiences that make connections between what students are learning and the practical applications of what is taught.
10. Provides school-to-work and extended-learning experiences.
11. Assesses student progress using the adopted student assessment system and professional practices.
12. Provides students and parents with structured feedback on individual student progress.
13. Provides student achievement data to school district.
14. Where applicable, engages others through partnerships and collaboratives to support teaching and learning process.
15. Where applicable, identifies students and families to school district pupil affairs personnel for assistance or referral.
16. Where applicable, engages students in group activities which develop skills in conflict prevention and conflict resolution.

III. STUDENT REACTION

(All of these apply to student response to activities and outcomes over which teacher or other professional employee has control.)

1. Students are actively engaged in learning.
2. Students demonstrate communication skills and study skills.
3. Students are guided and stimulated toward achievement of high standards.
4. Students, in general, show growth and progress as evidenced by the student assessment system (e.g., standardized tests, performance assessments, portfolios, state assessments).
5. Students demonstrate democratic principles and recognize the importance of getting along with others.
6. Students are required to maintain socially acceptable behavior.
7. Students are informed and aware of the illegality and dangers relating to drug and alcohol involvement.
8. Students are required to meet attendance standards, which are enforced.

IV. PERSONAL QUALITIES

1. Demonstrates ethical behavior, emotional maturity, and sound judgment.
2. Performs work consistent with applicable laws, regulations, policies, and procedures.
3. Maintains a professional attitude.
4. Develops and maintains professional relationships with colleagues.
5. Endeavors to work positively with parents.
6. Values appropriate diversity of ideas, perspectives, people, and experiences.
7. Maintains regular attendance and is punctual.
8. Maintains grooming and hygiene which complement instruction.

*The above 41 items make up the teacher rating criteria for the Pittsburgh School System. They were jointly developed and agreed upon by the Pittsburgh Federation of Teachers and the Pittsburgh School District. This was accomplished through the ongoing "Professionalism and Education Partnership" (PEP) relationship (in place since 1985) between the PFT and the Pittsburgh School District.