



Cambridge Public Schools  
**PHYSICAL EDUCATION EVALUATION FORM**

Teacher's Name: \_\_\_\_\_ Position: \_\_\_\_\_ School/Department: \_\_\_\_\_  
 Evaluator's Name: \_\_\_\_\_ Position: \_\_\_\_\_ School/Department: \_\_\_\_\_  
 School Year: \_\_\_\_\_ Date: \_\_\_\_\_  
 Observation Dates/Time/Duration: \_\_\_\_\_

**EVALUATION KEY:** **UL:** Unsatisfactory and lack of satisfactory progress over time; **U** = Unsatisfactory; **1,2,3** – Low to high satisfactory performance range; **NA** = Not applicable or not observed

**CURRICULUM AND INSTRUCTION**

Planning and Preparation	UL	U	1	2	3	NA
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1. Communicates high standards and expectations to students.
2. Is up to date regarding curriculum content.
3. Effectively plans instruction.
4. Curriculum reflects State and CPS frameworks and learning expectations.
5. Effectively plans assessment of students' learning.
6. Monitors students' understanding of the curriculum effectively and adjusts instruction, materials, or assessments where appropriate.

Comments:

Instruction	UL	U	1	2	3	NA
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1. Makes learning goals clear to students.
2. Uses appropriate instructional techniques including verbal, visual, and kinesthetic.
3. Uses appropriate questioning strategies.
4. Evaluates, tries innovative approaches, and refines instructional strategies, including use of technologies, to increase student learning and confidence to learn.

Comments:

<b>Learning Environment</b>	<b>UL</b>	<b>U</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>NA</b>
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1. Creates an environment that is positive for student learning and involvement, **with consideration for safety.**
2. Maintains appropriate standards of behavior, mutual respect, and safety.
3. Promotes confidence and perseverance in students to stimulate increased personal responsibility for achieving the goals of the curriculum.
4. Strives to ensure equitable opportunities for student learning, especially in regards to race, gender, ethnicity, class and student learning style/physical needs.
5. Demonstrates appreciation for, and sensitivity to the diversity among individuals, especially in regards to race, gender, ethnicity, class and student learning style/physical needs.

Comments:

<b>Parent Interactions</b>	<b>UL</b>	<b>U</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>NA</b>
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1. Is constructive and cooperative in interactions with parents and receptive to their contributions.
2. Communicates with parents regarding curriculum and instruction and student progress towards meeting learning goals.

Comments:

<b>Contributing Member of Staff</b>	<b>UL</b>	<b>U</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>NA</b>
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1. Shares responsibility for accomplishing the goals and priorities of the school, grade, team, and/or department and for achieving school and district improvement plan objectives.

Comments:

<b>Professional Learning and Growth</b>	<b>UL</b>	<b>U</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>NA</b>
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1. Is a reflective and continuous learner.
2. Engages in school and district based professional development activities.

Comments:

<b>Performance of Routine Professional Obligations</b>	<b>UL</b>	<b>U</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>NA</b>
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1. Responsibly meets professional obligations as regards punctuality, attendance, and assigned routine duties, policies and guidelines in performing professional responsibilities.

Comments:

**SUMMARY:**

Teacher recommended for continued employment.

Teacher recommended to engage in professional improvement plan.

Teacher not recommended for continued employment.

**ADDITIONAL COMMENTS:**

**TEACHER COMMENTS:**

**Evaluator's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Teacher's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

*(Teacher's signature does not necessarily indicate agreement with evaluation, only that evaluator has reviewed with teacher.)*