

SUMMATIVE TEACHER EVALUATION

(3 point rating scale)



Teacher:

Employee ID #:

Date:

School/Site:

Grade/Subject
:

Supervisor:

Standard I	<i>The teacher causes students to actively participate and be successful in the learning process.</i>	
<u>Criteria</u>	<u>Descriptors</u>	<u>Ratings</u>
1. The teacher causes students to acquire the knowledge and skills to gather, analyze, and apply information and ideas.	The teacher causes students to actively participate and engage in activities/ learning to gather, analyze, and apply information and ideas in an authentic setting/context. The teacher organizes and manages activities/learning to ensure students participate and are successful in the learning process. Instructional artifacts demonstrate the development of learning experiences that are appropriate to the goal.	<input type="checkbox"/> Meets <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Does Not Meet

Comments:

2. The teacher causes students to acquire the knowledge and skills to communicate effectively within and beyond the classroom.	The teacher causes students to actively participate and engage in activities/ learning to communicate effectively within and beyond the classroom in an authentic setting/context. The teacher organizes and manages activities/teaming to ensure students participate and are successful in the learning process. Instructional artifacts demonstrate the development of learning experiences that are appropriate to the goal.	<input type="checkbox"/> Meets <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Does Not Meet
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Comments:

3. The teacher causes students to acquire the knowledge and skills to recognize and solve problems	The teacher causes students to actively participate and engage in activities/ learning to recognize and solve problems in an authentic setting/context. The teacher organizes and manages activities/teaming to ensure students participate and are successful in the learning process. Instructional artifacts demonstrate the development of learning experiences that are appropriate to the goal.	<input type="checkbox"/> Meets <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Does Not Meet
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Comments:

4. The teacher causes students to acquire the knowledge and skills to make decisions and act as responsible members of society.	The teacher causes students to actively participate and engage in activities/ learning to make decisions and act as a responsible member of society in an authentic setting/context. The teacher organizes and manages activities/teaming to ensure students participate and are successful in the learning process. Instructional artifacts demonstrate the development of learning experiences that are appropriate to the goal.	<input type="checkbox"/> Meets <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Does Not Meet
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Comments:

Standard II	<i>The teacher uses various forms of assessment to monitor and manage student learning</i>	
<u>Criteria</u>	<u>Descriptors</u>	<u>Ratings</u>
5. The teacher uses various ongoing assessments to mon-	The teacher uses and maintains various or multiple ongoing informal and formal (traditional and performance-based) assessments.	<input type="checkbox"/> Meets <input type="checkbox"/> Needs Improvement

itor the effectiveness of instruction.	The teacher maintains and uses data from his/her assessments to modify instruction.	<input type="checkbox"/> Does Not Meet
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Comments:

6. The teacher provides continuous feedback to students and family.	The teacher provides frequent information to student and family, as appropriate, about the instructional program. The teacher communicates with student and family about student progress, using instructional and behavioral artifacts, on a regular basis and is available as needed to respond to parent concerns. The teacher's efforts to engage families in the instructional program are frequent and on-going.	<input type="checkbox"/> Meets <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Does Not Meet
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Comments:

7. The teacher assists students in the development of self-assessment skills.	The teacher consciously encourages and supports student self-assessment and metacognition as a means to enhancing the student's learning and achievement. Instructional artifacts (scoring guides, checklists, examples of student products, etc.) demonstrate clear/understandable and high expectations for student performance or product.	<input type="checkbox"/> Meets <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Does Not Meet
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Comments:

8. The teacher aligns the assessments with the goals, objectives and instructional strategies of the district curriculum guides.	The types of assessments used are aligned with the district's curriculum guide. The teacher selects instructional strategies and content based on group need. Connection of instructional strategies to assessment is evident and planned.	<input type="checkbox"/> Meets <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Does Not Meet
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Comments:

9. The teacher uses assessment techniques that are appropriate to the varied characteristics and developmental needs of the students.	The teacher collects summative data and some informal data prior to instruction. The teacher assessment plan provides a body of evidence that is sufficient for all the decisions being made.	<input type="checkbox"/> Meets <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Does Not Meet
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Comments:

<i>Standard III</i>	<i>The teacher is prepared and knowledgeable of the content and effectively maintains students' on-task behavior.</i>	
<u>Criteria</u>	<u>Descriptors</u>	<u>Ratings</u>
10. The teacher demonstrates appropriate preparation for instruction.	The teacher demonstrates a substantial command of relevant subject matter, its structures and tools of inquiry, and its applicable connections to other areas of the curriculum. Instructional artifacts demonstrate an understanding of common misunderstandings held by the learners. Lessons are designed with an understanding of the developmental level of the students.	<input type="checkbox"/> Meets <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Does Not Meet

Comments:

11. The teacher chooses and implements appropriate methodology and varied instructional strategies that address the diversity of learners.	The teacher uses and subsequently evaluates the impact of a variety of instructional strategies, materials, and technologies to meet individual student needs. Although artifacts demonstrate the use of a variety of strategies, reflections may not clearly establish the teacher's ability to match specific strategies with the content and/or skills to be taught. Instructional groups are varied, as appropriate to different instructional goals	<input type="checkbox"/> Meets <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Does Not Meet
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Comments:

12. The teacher creates a positive learning environment.	The teacher shows evidence that standards of conduct are clear to all students. Teacher-student interactions are friendly and demonstrate general warmth, caring, and respect. Student interactions are generally polite and respectful. Students accept teacher insistence on work of high quality and demonstrate pride in their work.	<input type="checkbox"/> Meets <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Does Not Meet
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Comments:

13. The teacher effectively manages student behavior.	The teacher is alert to student behavior at all times. The teacher's response to behavior is appropriate and respects the student's dignity, or student behavior is generally appropriate. The teacher takes appropriate actions as needed, consistent with district and building rules and policies.	<input type="checkbox"/> Meets <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Does Not Meet
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Comments:

Standard IV	<i>The teacher communicates and interacts in a professional manner with the school community.</i>	
<u>Criteria</u>	<u>Descriptors</u>	<u>Ratings</u>
14. The teacher communicates appropriately with students, parents, community and staff.	The teacher is professionally appropriate when communicating with students, parents, community, and staff. The teacher frequently communicates with students, parents, community, and staff in order to support instructional school issues. The teacher models clear and articulate verbal, nonverbal, and media communication tools and techniques in all communication with the students, parents, community, and staff.	<input type="checkbox"/> Meets <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Does Not Meet

Comments:

15. The teacher engages in appropriate interpersonal relationships with students, parents, community, and staff.	The teacher is professionally appropriate when interfacing with students, parents, community, and staff. The teacher frequently interacts with students, parents, community, and staff in order to support instructional issues and is appropriately available to respond to concerns.	<input type="checkbox"/> Meets <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Does Not Meet
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Comments:

Standard V	<i>The teacher keeps current on instructional knowledge and seeks and explores changes in teaching behaviors that will improve student performance.</i>	
<u>Criteria</u>	<u>Descriptors</u>	<u>Ratings</u>
16. The teacher engages in professional development activities consistent with the goals and objectives of the building, district, and staff.	The teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skills. Professional development is aligned to district and building goals and objectives.	<input type="checkbox"/> Meets <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Does Not Meet

Comments:

17. The teacher engages in professional growth.	The teacher has a Professional Learning Plan that defines and documents a new behavior of professional practice and the impact of such practice on student learning. The PLP is clearly linked to building and district goals and specific criteria. The teacher participates actively in sharing knowledge with other.	<input type="checkbox"/> Meets <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Does Not Meet
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Comments:

Standard VI	<i>The teacher acts as a responsible professional in addressing the overall mission of the school district</i>	
<u>Criteria</u>	<u>Descriptors</u>	<u>Ratings</u>

