

Teacher Summative Performance Report

Teacher: _____ **School:** _____

Grade/Subject: _____ **School Year:** _____ - _____

Contract Status: _____

Documentation Reviewed: ☐ Teacher Documentation Log ☐ Goal Setting Form ☐ Observation Form
☐ Other _____

Directions: Evaluators use this form at the end of the school year to provide probationary teachers and continuing contract teachers in their summative year with an assessment of performance. The teacher should receive a copy of the form. The signed form is submitted to the site administrator within 10 calendar days of the summative evaluation meeting.

Performance Standard 1: Professional Knowledge

Exemplary <i>In addition to meeting the standard...</i>	Proficient <i>Proficient is the expected level of performance.</i>	Developing/Needs Improvement	Unacceptable
In addition to meeting the standard, the teacher consistently demonstrates extensive knowledge of the subject matter and continually enriches the curriculum.	The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.	The teacher inconsistently demonstrates understanding of the curriculum, content, and student development or lacks fluidity in using the knowledge in practice.	The teacher bases instruction on material that is inaccurate or out-of-date and/or inadequately addresses the developmental needs of students.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> Effectively addresses appropriate curriculum standards. Demonstrates an accurate knowledge of the subject matter Integrates key content elements and facilitates students' use of higher level thinking skills in instruction. Demonstrates ability to link present content with past and future learning experiences, other subject areas, and real world experiences and applications. 		<ul style="list-style-type: none"> Demonstrates skills relevant to the subject area(s) taught. Bases instruction on goals that reflect high expectations. Demonstrates an understanding of the intellectual, social, emotional, and physical development of the age group. Communicates clearly and checks for understanding. 	
Comments:			

Performance Standard 2: Instructional Planning

Exemplary <i>In addition to meeting the standard...</i>	Proficient <i>Proficient is the expected level of performance.</i>	Developing/Needs Improvement	Unacceptable
<p>In addition to meeting the standard, the teacher actively seeks and uses alternative data and resources and consistently differentiates plans to meet the needs of all students.</p>	<p>The teacher plans using the Virginia Standards of Learning, the school's curriculum, effective strategies, resources, and data to meet the needs of all students.</p>	<p>The teacher inconsistently uses the school's curriculum, effective strategies, resources, and data in planning to meet the needs of all students.</p>	<p>The teacher does not plan, or plans without adequately using the school's curriculum, effective strategies, resources, and data.</p>
<div style="text-align: center;"> <input type="checkbox"/> </div> <ul style="list-style-type: none"> Aligns lesson objectives to the state Standards of Learning, the school's curriculum, and student learning needs. Uses student learning data to guide planning. Plans time realistically for pacing, content mastery, and transitions. <p>Comments:</p>	<div style="text-align: center;"> <input type="checkbox"/> </div>	<div style="text-align: center;"> <input type="checkbox"/> </div> <ul style="list-style-type: none"> Plans for differentiated instruction. Develop appropriate long-and-short range plans and adapts plans when needed. Plans for student use of technology. 	<div style="text-align: center;"> <input type="checkbox"/> </div>

Performance Standard 3: Instructional Delivery

Exemplary <i>In addition to meeting the standard...</i>	Proficient <i>Proficient is the expected level of performance.</i>	Developing/Needs Improvement	Unacceptable
In addition to meeting the standard, the teacher optimizes students' opportunity to learn by engaging them in higher order thinking and/or enhanced performance skills.	The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.	The teacher inconsistently uses instructional strategies that meet individual learning needs.	The teacher's instruction inadequately addresses students' learning needs.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<div> <ul style="list-style-type: none"> Engages and maintains students in active learning, problem-solving and critical thinking. Builds upon students' existing knowledge and communicates the belief that all students can learn. Differentiates instruction to meet the students' needs and interests. Reinforces learning goals consistently throughout the lesson. Uses instructional technology to enhance student learning. Collaborates with specialized teachers (ESL, reading, special education, resource personnel, gifted, librarians) to respond to diverse learning needs. </div> <div> <ul style="list-style-type: none"> Uses a variety of effective instructional strategies and resources. <ol style="list-style-type: none"> Develops readiness for learning. Teaches to the objective of the lesson. Models/demonstrates skill/concept being taught through a variety of activities. Provides guided practice to reinforce learning. Checks for understanding. Provides independent practice activities. Summarizes and provides closure to the lesson. Solicits comments, questions, examples, and other contributions from students throughout the lesson. Uses questioning strategies effectively, provides sufficient wait-time, prompts struggling learners, and redirects questions. Responds positively to student questions Implement instructional opportunities in which students are interacting with peers ideas, materials, technology, etc. Re-teaches material and/or accelerates instruction appropriately for mastery, interests, and engagement. Implements curriculum experiences to encourage students to reflect on and take increasing responsibility for their own learning. </div> <p>Comments:</p>			

Performance Standard 4: Assessment of and for Student Learning

Exemplary <i>In addition to meeting the standard...</i>	Proficient <i>Proficient is the expected level of performance.</i>	Developing/Needs Improvement	Unacceptable
In addition to meeting the standard, the teacher uses a variety of informal and formal assessments based on intended learning outcomes to assess student learning and teaches students how to monitor their own academic progress.	The teacher systematically gathers, analyzes, and uses all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year.	The teacher uses a limited selection of assessment strategies, inconsistently links assessment to intended learning outcomes, and/or does not use assessment to plan/modify instruction.	The teacher uses an inadequate variety of assessment sources, assesses infrequently, does not use baseline or feedback data to make instructional decisions and/or does not report on student academic progress in a timely manner.
<div style="text-align: center;"> <input type="checkbox"/> </div> <ul style="list-style-type: none"> • Uses pre-assessment data to develop expectations for students, to differentiate instruction, and to document learning. • Involves students in setting learning goals and monitoring their own progress. • Uses a variety of assessment strategies and instruments that are valid and appropriate for the content and for the student population. • Aligns student assessment with established curriculum standards and benchmarks. <p>Comments:</p>	<div style="text-align: center;"> <input type="checkbox"/> </div>	<div style="text-align: center;"> <input type="checkbox"/> </div> <ul style="list-style-type: none"> • Uses assessment tools for both formative and summative purposes, and uses grading practices that report final mastery in relationship to content goals and objectives. • Uses assessment tools for both formative and summative purposes to inform, guide, and adjust students' learning. • Gives constructive and frequent feedback to students and parents on students' learning. 	<div style="text-align: center;"> <input type="checkbox"/> </div>

Performance Standard 5: Learning Environment

Exemplary <i>In addition to meeting the standard...</i>	Proficient <i>Proficient is the expected level of performance.</i>	Developing/Needs Improvement	Unacceptable
In addition to meeting the standard, the teacher creates a dynamic learning opportunities and minimizes disruptions within an environment in which students self-monitor behavior.	The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.	The teacher is inconsistent in using resources, and routines and procedures in providing a respectful, positive, safe, student-centered environment.	The teacher inadequately addresses student behavior, displays a harmful attitude with students, and/or ignores safety standards.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<div> <ul style="list-style-type: none"> • Arranges the classroom to maximize learning while providing a safe environment and accommodate the diversity of individuals and groups within the classroom. • Establishes clear expectations, with student input, for classroom rules and procedures early in the school year, and enforces them consistently and fairly, and communicates expectations to students and parents. • Maximizes instructional time and minimizes disruptions. • Establishes a climate of trust and teamwork by being fair, caring, respectful, and enthusiastic. • Promotes cultural sensitivity. • Respects students' diversity, including language, culture, race, gender, and special needs. • Actively listens and pays attention to students' needs and responses. </div> <div> <ul style="list-style-type: none"> • Maximizes instructional learning time by working with students individually as well as in small groups or whole groups. • The teacher ensures the adequate supervision of students: <ul style="list-style-type: none"> a. Is readily available to all students under his/her supervision. b. Supervises students during transitional times. c. Assumes responsibility for the safety of all students as appropriate. d. Provides consistent supervision to all students during all school activities. e. Provides adequate supervision and provides processes to facilitate the appropriate and safe use of technology. </div> <p>Comments:</p>			

Performance Standard 6: Professionalism

Exemplary <i>In addition to meeting the standard...</i>	Proficient <i>Proficient is the expected level of performance.</i>	Developing/Needs Improvement	Unacceptable
<p>In addition to meeting the standard, the teacher continually engages in high level personal/professional growth and application of skills, and contributes to the development of others and the well-being of the school.</p>	<p>The teacher maintains a commitment to professional ethics, communicates effectively, and takes responsibility for and participates in professional growth that results in enhanced student learning.</p>	<p>The teacher inconsistently practices or attends professional growth opportunities with occasional application in the classroom.</p>	<p>The teacher demonstrates inflexibility, a reluctance and/or disregard toward school policy, and rarely takes advantage of professional growth opportunities</p>
<div style="text-align: center;"> <input type="checkbox"/> </div> <ul style="list-style-type: none"> • Collaborates and communicates effectively within the school community to promote students' well-being and success. • Adheres to federal and state laws, school and division policies, and ethical guidelines. • Incorporates learning from professional growth opportunities into instructional practice. • Sets goals for improvement of knowledge and skills. • Engages in activities outside the classroom intended for school and student enhancement. <p>Comments:</p>	<div style="text-align: center;"> <input type="checkbox"/> </div>	<div style="text-align: center;"> <input type="checkbox"/> </div> <ul style="list-style-type: none"> • Works in a collegial and collaborative manner with administrators, teacher assistants, substitute teachers, student teachers, and the community to ensure continuous student engagement in learning. • Builds positive and professional relationships with parents/guardians through frequent and effective communication concerning students' progress. • Serves as a contributing member of the school's professional learning community through collaboration with teaching colleagues. • Demonstrates consistent mastery of standard oral and written English in all communication. • Maintains a professional demeanor and appearance. • Is regular in attendance and punctual for assignments. 	<div style="text-align: center;"> <input type="checkbox"/> </div>

Performance Standard 7: Student Academic Progress

Exemplary <i>In addition to meeting the standard...</i>	Proficient <i>Proficient is the expected level of performance.</i>	Developing/Needs Improvement	Unacceptable
In addition to meeting the standard, the work of the teacher results in a high level of student achievement with all populations of learners.	The work of the teacher results in acceptable, measurable, and appropriate student academic progress.	The work of the teacher results in student academic progress that does not meet the established standard and/or is not achieved with all populations taught by the teacher.	The work of the teacher does not achieve acceptable student academic progress.
<div style="text-align: center;"> <input type="checkbox"/> </div> <ul style="list-style-type: none"> • Sets acceptable, measurable, and appropriate achievement goals for student learning progress based on baseline data. • Documents the progress of each student throughout the year. <p>Comments:</p>	<div style="text-align: center;"> <input type="checkbox"/> </div>	<div style="text-align: center;"> <input type="checkbox"/> </div> <ul style="list-style-type: none"> • Provides evidence that achievement goals have been met, including the state-provided growth measure when available as well as other multiple measures of student growth. • Uses available performance outcome data to continually document and communicate student academic progress and develop interim learning targets. 	<div style="text-align: center;"> <input type="checkbox"/> </div>

$$Unacceptable = 1$$

Teacher Performance Standard	Performance Rating	Quantified Performance Rating	Percentage contribution to the summative rating	Weighted Contribution=(quantified performance rating *Percentage Contribution)
Standard 1			10%	
Standard 2			10%	
Standard 3			10%	
Standard 4			10%	
Standard 5			10%	
Standard 6			10%	
Standard 7			40%	
			Summative Rating (sum of weighted contributions)	

Evaluation Summary

- ☐ Recommended for continued employment.
- ☐ Recommend reappointment on Full Review
- ☐ Recommended for placement on a *Performance Improvement Plan*.
- ☐ Recommended for Dismissal/Non-renewal; the teacher has failed to make progress on a *Performance Improvement Plan*, or the teacher consistently performs below the established standards, or in a manner that is inconsistent with the school's mission and goals.

Statement by Administrator:	Statement by Teacher:
_____ Signature/Date	_____ Signature/Date