Woodland School District No. 404

Summative Evaluation - Teacher

Staff Name:

Building Assignment:

Teaching Assignment:

This evaluation is based whole or in part upon observations for the purpose of evaluation which occurred on the dates and for the durations indicated as follows:

Dates:

Type of Evaluation: **Comprehensive**

Annual ☐

Summary of Criteria Performance: **Score all Criteria**	Score	1-4
Criterion 1: Centering Instruction on high expectations for student achievement 2b: Establishing a Culture for Learning – Teacher shows enthusiasm for the content. High expectation for student work are established. 3a: Communicating with Student – Teacher is able to communicate purpose for learning and connects to real life and other concepts to be explored. 3c: Engaging Students in Learning – Student work is engaging and appropriate. Some instructional grouping occurs. A variety of structures, including a rewards system and clear routines and procedures support student engagement.	Choose an item.	
Criterion 2: Demonstrating effective teaching practices 3b: Using Questioning and Discussion Techniques – Teacher uses probing questions to determine student understanding. 4a: Reflecting on Teaching – Teacher reflects on and responds to student progress. A variety of approaches are utilized to ensure students grasp concepts. 3.1 Establishing Student Growth Goal for Subgroups 3.2 Achievement of Student Growth for Subgroups	Choose an item.	
Criterion 3: Recognizing individual student learning needs and developing strategies to address those needs 1b: Demonstrating Knowledge of Students – Understands developmental milestones for third grade students. 3e: Demonstrating Flexibility and Responsiveness – Teacher accommodates student learning and adjusts to meet expectation. Seeks assistance readily for struggling students.	Choose an item.	
Criterion 4: Providing clear and intentional focus on subject matter content and curriculum 1a: Demonstrating Knowledge of Content and Pedagogy – Teacher understands the interconnected relationship between concepts and scaffolds accordingly. 1c: Setting Instructional Outcomes – Utilizes district scope and sequence to design sequential, appropriate instruction. 1d: Demonstrating Knowledge of Resources – Understands and utilizes a variety of resources to accommodate student learning. 1e: Designing Coherent Instruction	Choose an item.	
Criterion 5: Fostering and managing a safe, positive learning environment 2a: Creating an Environment of Respect and Rapport – Teacher-student reactions are generally polite and respectful. They are appropriate to the developmental level of the students. 2c: Managing Classroom Procedures – Small group instruction is well organized. (see obs. notes). Minimal time is lost during transitions. 2d: Managing Student Behavior – Standards of conduct are clear. Students are well behaved (obs. notes) 2e: Organizing Physical Space	Choose an item.	
Criterion 6: Using multiple student data elements to modify instruction and improve student learning 1f: Designing Student Assessments – Student assessments are utilized, including classroom and district assessments. 3d: Using Assessment in Instruction - 4b: Maintaining Accurate Records- Accurate records maintained, to include frequent progress reporting to students and parents. 6.1 Establishing Student Growth Goal for Whole Class 6.2 Achievement of Student Growth for Whole Class	Choose an item.	
Criterion 7: Communicating and collaborating with parents and school community 4c: Communicating with Families – Email to parents, some daily, up-to-date web page, progress reporting, blog.	Choose an item.	
Criterion 8: Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning 4d: Participating in a Professional Community 4e: Growing and Developing Professionally 4f: Showing Professionalism 8.1 Team Student Growth Goal	Choose an item.	
Comprehensive Summative Performance Score		

Comprehensive Summative Evaluation		
Student Growth Components: Score all Components		
Component 3.1 Establishing Student Growth Goal for Subgroup	Choose an item.	
Component 3.2 Achievement of Student Growth for Subgroup	Choose an item.	
Component 6.1 Establishing Student Growth Goal for Whole Class	Choose an item.	
Component 6.2 Achievement of Student Growth for Whole Class	Choose an item.	
Component 8.1 Team Student Growth Goal	Choose an item.	
Comprehensive Student Growth Impact Rating		

Student Growth Impact Rating		
5-12	13-17	18-20
Low*	Average	High
*A teacher with a score of 1 in any of the student growth component results in a "Low" Student Growth Rating.		

Comprehensive Criterion Summative Score			
8-14	15-21	22-28	29-32
Unsatisfactory	Basic	Proficient	Distinguished*
A teacher with a summative rating of "Distinguished" and a "Low" student Growth Impact Rating will receive a summative rating of "Proficient"			

It is my judgment that based upon adopted criteria this employee's performance has been:

Choose an item.

Employer's Comments:

Employee's Comments:

Teacher (Evaluee) Signature:	Principal (Evaluator) Signature:

The certificated employee's signature indicates that the evaluee has read and discussed the evaluation in a conference with the evaluator. It does not necessarily indicate agreement with the findings. The evaluee has the right of addendum; if such a statement is to be attached, initial here.
Such addendum must bear the signature of the evaluator, indicating only that he/she has seen it.