

Teacher/Special Educator Summative

Date:

I. Curriculum, Planning and Assessment				
Criteria	4 Exemplary	3 Proficient	2 Needs Improvement	1 Unsatisfactory
a) Knowledge	Is an expert in the subject area and up to date on authoritative research on child development and how students learn.	Knows the subject matter well and has a good grasp of child development and how students learn.	Is somewhat familiar with the subject and has a few ideas of ways students develop and learn.	Has little familiarity with the subject matter and few ideas on how to teach it and how students learn.
Enter Notes				
b) Standards-Based Learning	Plans and delivers integrated and/or innovative standards-based learning experiences.	Plans and delivers standards-based learning experiences.	Sometimes plans and delivers standards-based learning experiences.	Rarely plans and delivers standards-based learning experiences.
Enter Notes				
c) Engagement	Designs and delivers highly relevant lessons that will motivate all students and engage them in active learning.	Designs and delivers lessons that are relevant, motivating, and likely to engage most students.	Plan lessons that may engage some student interest, but may not support student investment in content.	Plans lessons with very little likelihood of motivating or involving students.
Enter Notes				
d) Differentiation	Designs and delivers lessons that break down complex tasks and address all learning needs, styles, and interests.	Designs and delivers lessons that anticipate misconceptions, target several learning needs, styles, and interests.	Sometimes designs and delivers lessons that anticipate misconceptions, target several learning needs, styles, and interests.	Rarely designs and delivers lessons that anticipate misconceptions, target several learning needs, styles, and interests.
Enter Notes				
e) Environment and Materials	Intentionally uses physical environment, technology, and multicultural, diverse materials to enhance student learning.	Often uses physical environment, technology, and multicultural, diverse materials to enhance student learning.	Sometimes uses physical environment, technology, and multicultural, diverse materials to enhance student learning.	Rarely uses physical environment, technology, and multicultural, diverse materials to enhance student learning.
Enter Notes				
f) Assessments	Creates, plans and delivers diagnostic, formative and summative assessments to measure student learning.	Plans and delivers diagnostic, formative and summative assessments to measure student learning.	Creates summative assessments only as instruction proceeds.	Writes summative assessments shortly before they are given.
Enter Notes				
g) Criteria	Communicates and reviews clear criteria for proficient work, including rubrics and exemplars and all students internalize them.	Communicates criteria for proficiency, including rubrics and exemplars if student work.	Communicates to students some of the qualities that their finished work should exhibit.	Expects students to know (or figure out) what it takes to get good grades.
Enter Notes				
h) Student Reflection	Creates an environment where students set goals, continuously self-assess and take responsibility for improving performance.	Creates an environment where students self-assess and monitor their performance.	Urges students to look over their work, see where they had trouble, and aim to improve those areas.	Allows students to move on without self-assessing.
Enter Notes				
i) Data Analysis and Reflection	Actively seeks, analyzes and reflects upon data about student learning to implement instructional changes.	Works individually or with colleagues to reflect on data to implement instructional changes.	Works individually or with colleagues to reflect on data.	Does not reflect on data.
Enter Notes				
j) Supporting Struggling Students	Tenaciously follows up with struggling students by taking individual action to support and/or refer them for appropriate interventions.	Follows up with struggling students by taking individual action to support and/or refer them for appropriate interventions.	Sometimes follows up with struggling students by taking individual action to support and/or refer them for appropriate interventions.	Rarely follows up with struggling students by taking individual action to support and/or refer them for appropriate interventions.
Enter Notes				

Category Rating: I. Curriculum, Planning and Assessment				
Criteria	4 Exemplary	3 Proficient	2 Needs Improvement	1 Unsatisfactory
Overall Rating	Exemplary	Proficient	Needs Improvement	Unsatisfactory
Enter Notes				

Category Rating: II. Teaching All Students				
Criteria	4 Exemplary	3 Proficient	2 Needs Improvement	1 Unsatisfactory
a) Mindset	Actively develops a classroom	Teaches students that effective	Does not counteract students'	Communicates a "fixed" mindset

	culture of growth through students taking risks, learning from mistakes and believing in their potential.	effort, not innate ability, is the key.	misconceptions about innate ability.	about ability: some students have it, some don't.
Enter Notes				
b) Expectations	Creates a productive learning environment that implements high standards for student behavior that is not dependent upon the teachers presence.	Creates a productive learning environment that implements high standards for student behavior.	Inconsistently creates a productive learning environment that implements high standards for student behavior.	Rarely creates a productive learning environment that implements high standards for student behavior.
Enter Notes				
c) Routines	Successfully implements class routines early in the year so that student internalize and maintain them throughout the year.	Teaches routines and has students maintain throughout the year.	Tries to teach students class routines but many of the routines are not maintained throughout the year.	Does not teach class routines and instead is constantly prompting students.
Enter Notes				
d) Goals	Shows students exactly what's expected by articulating essential questions, goals, rubrics, and/or exemplars of proficient work.	Gives students a clear sense of purpose by articulating essential questions and the lesson's goals.	Communicates the main learning objectives of each lesson.	Begins lessons without giving students a sense of where instruction is headed.
Enter Notes				
e) Clarity	Always presents material clearly and explicitly, with well-chosen examples and vivid and appropriate language.	Uses clear explanations, appropriate language, and examples to present material.	Sometimes uses language and explanations that are confusing or inappropriate.	Often presents material in a confusing way or uses language that is inappropriate.
Enter Notes				
f) Strategies	Uses a variety of highly effective teaching strategies, informal assessments, and grouping practices to foster and motivate student learning. Capitalizes on teachable moments.	Uses engaging teaching strategies, informal assessments, and grouping practices to foster and motivate student learning.	Uses a limited range of classroom strategies and grouping practices with mixed levels of success.	Uses only one or two teaching strategies or types of questions and/or materials.
Enter Notes				
g) Closure	Consistently brings closure to lessons and makes connections to future lessons.	Brings closure to lessons and makes connections to future lessons.	Sometimes brings closure to lessons but does not make connections to future lessons.	Does not bring closure to lessons and does not make connections to future lessons.
Enter Notes				
h) Efficiency	Maximizes academic learning time through efficient and clear instruction, lesson momentum and smooth transitions.	Effectively uses academic learning time through efficient and clear instruction and transitions.	Sometimes loses teaching time due to lack of clarity, interruptions, and/or inefficient transitions.	Loses instructional time because of confusion, interruptions and poorly executed transitions.
Enter Notes				
i) Relationships	Shows empathy, respect, and fairness for all students and fosters positive interactions among students that continue beyond the classroom.	Is fair and respectful towards each student and fosters positive interactions among students.	Is sometimes fair and respectful towards each student and fosters positive interactions among students.	Is rarely fair and respectful towards each student and fosters positive interactions among students.
Enter Notes				
j) Responsibility	Fosters student development of self-discipline and sense of personal responsibility for actions and effort. Quickly takes action when a student displays a lack of effort and responsibility.	Fosters student development of self-discipline and sense of personal responsibility for actions and effort.	Inconsistently fosters student development of self-discipline and sense of personal responsibility for actions and effort.	Does not foster student development of self-discipline and sense of personal responsibility for actions and effort.
Enter Notes				
k) Cultural Proficiency	Intentionally affirms and establishes a safe and open environment in which student differences around race, culture, gender, religion, class, sexual-orientation, and language are fully supported.	Establishes a safe and open environment in which student differences around race, culture, gender, religion, class, sexual-orientation, and language are fully supported.	Sometimes provides a safe and open environment in which student differences around race, culture, gender, religion, class, sexual-orientation, and language are fully supported.	Rarely provides a safe and open environment in which student differences around race, culture, gender, religion, class, sexual-orientation, and language are fully supported.
Enter Notes				
l) Technology	Innovates instruction through technology to positively impact and differentiate the student learning experience.	Teacher and students use technology effectively to enhance student learning.	Teacher and students sometimes use technology effectively to enhance student learning.	Teacher and students rarely use technology effectively to enhance student learning.
Enter Notes				

Category Rating II. Teaching All Students				
Criteria	4 Exemplary	3 Proficient	2 Needs Improvement	1 Unsatisfactory
Overall Rating	Exemplary	Proficient	Needs Improvement	Unsatisfactory
Enter Notes				

III. Family & Community Engagement				
Criteria	4 Exemplary	3 Proficient	2 Needs Improvement	1 Unsatisfactory
a) Respect	Interacts respectfully with families through words and	Communicates respectfully with families. Is sensitive to diverse	Is sometimes insensitive to diverse family and community	Is often insensitive to diverse family and community values

	actions. Is sensitive to diverse family and community values and beliefs.	family and community values and beliefs.	values and beliefs.	and beliefs.
	Enter Notes			
b) Expectations & Involvement	Regularly gives families clear expectations for student learning and behavior throughout the year. Communicates specific ways families can support their child's learning and behavior at home.	Regularly gives families clear expectations for student learning and behavior during the year.	Occasionally gives families clear expectations for student learning and behavior during the year.	Rarely gives families clear expectations for student learning and behavior during the year.
	Enter Notes			
c) Communication	Immediately contacts families with concerns. Often shares positive news with families.	Promptly informs families of behavior and learning concerns. Shares positive news with families.	Shares concerns with families, but rarely mentions positive news.	Seldom informs families of concerns or positive news about their children.
	Enter Notes			
d) Responsiveness	Deals immediately and successfully with family concerns.	Responds promptly to family concerns.	Is slow to respond to some family concerns.	Does not respond to family concerns.
	Enter Notes			

Category Rating: III. Family & Community Engagement

Criteria	4 Exemplary	3 Proficient	2 Needs Improvement	1 Unsatisfactory
Overall Rating	Exemplary	Proficient	Needs Improvement	Unsatisfactory
	Enter Notes			

IV. Professional Culture

Criteria	4 Exemplary	3 Proficient	2 Needs Improvement	1 Unsatisfactory
a) Reliability	Is punctual and reliable with paperwork, duties, and assignment; keeps accurate and timely records. Is often willing to help out when situations arise.	Is punctual and reliable with paperwork, duties, and assignments; keeps accurate and timely records.	Occasionally skips assignments, makes errors in records, and misses paperwork deadlines.	Frequently skips assignments, makes errors in records, and misses paperwork deadlines.
	Enter Notes			
b) Professionalism	Demonstrates professional demeanor in words, action and appearance; always observes appropriate boundaries.	Demonstrates professional; maintains appropriate boundaries.	Is occasionally unprofessional in words, action and/or appearance; may violate boundaries.	Is unprofessional in words, action and appearance; violates boundaries.
	Enter Notes			
c) Judgment	Is ethical, uses sound judgment, maintains confidentiality, and follows procedural safeguards. Promotes an atmosphere of sound judgment.	Is ethical, uses sound judgment, maintains confidentiality, and follows procedural safeguards.	Sometimes uses questionable judgment, is less than completely honest, and/or discloses student information when inappropriate.	Is frequently unethical, dishonest, uses poor judgment, and/or discloses student information when inappropriate.
	Enter Notes			
d) Collaboration	Frequently contributes valuable ideas, expertise and actions; instills in others a desire to improve student learning.	Is a positive team player and contributes ideas, expertise and actions to improve student learning.	Occasionally suggests an idea aimed at improving student learning.	Rarely, if ever, contributes ideas that might help improve student learning.
	Enter Notes			
e) Openness	Actively seeks and responds constructively to feedback for improvement.	Listens thoughtfully to other viewpoints and responds constructively to suggestions and/or feedback.	Can sometimes be defensive and may not respond constructively to suggestions and/or feedback.	Is defensive about feedback and is not open to suggestions and/or feedback.
	Enter Notes			
f) Growth	Actively seeks new ideas and practices from colleagues, workshops and other sources. Engages with colleagues to innovate practices.	Is open to new ideas and practices from colleagues, workshops, and other sources. When appropriate, makes changes to practice.	Does not implement new ideas on their own, but can occasionally be persuaded to try out new practices.	Does not respond to ideas for improving teaching and learning.
	Enter Notes			

Category Rating: IV. Professional Culture

Criteria	4 Exemplary	3 Proficient	2 Needs Improvement	1 Unsatisfactory
Overall Rating	Exemplary	Proficient	Needs Improvement	Unsatisfactory
	Enter Notes			

Overall Performance Rating

Overall Performance Rating (Must be Proficient in all categories to mark Proficient overall)

Criteria	4 Exemplary	3 Proficient	2 Needs Improvement	1 Unsatisfactory
Overall Rating	Exemplary	Proficient	Needs Improvement	Unsatisfactory
	Enter Notes			

Progress Toward Goals (please check one)

- The evaluator and educator had a meaningful and rich conversation about the educator's goals. The evaluator believes the educator made significant progress and should continue working as discussed.
- The evaluator and educator had a meaningful and rich conversation about the educator's goals. The evaluator believes the educator did NOT make significant progress on the goals. The evaluator will outline at the Fall goal-setting meeting what steps the educator should take next year to better meet the goals.
- The evaluator believes major growth is needed in the areas outlined below in order for the educator to meet expectations and continue on a self-directed growth plan throughout the course of the following year.

Growth needed (if checked above)

Notes from meeting (optional)

Plan Moving Forward (please check one)

- Self-Directed Growth Plan
- Directed Growth Plan
- Improvement Plan
- Developing Educator Plan (All Non-PTS)