[](http://www.apsva.us/aps)

## Summative Evaluation

Teacher: Click here to enter text. School: Click here to enter text.

Grade/Subject/Position: Click here to enter text. School Year: Click here to enter text.

Current Contract Status:  Part-Time Probationary Continuing Contract

Observation Date(s): Please indicate the date(s) that required observations occurred. There should be one observation for continuing contract teachers and three observations for probationary teachers. Additional observations may be conducted at any time.

1. Click here to enter text. 2. Click here to enter text. 3. Click here to enter text.

Directions: Evaluators use this form at the end of the school year to provide teachers in their summative year with an assessment of performance. The teacher should receive a copy of the form in June. The signed form is submitted to the site administrator. All evaluations should be submitted electronically (via STARS) to Human Resources by the end of June.

Performance Standard 1: Professional Knowledge/Knowledge of the Learning Community

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|  | Highly Effective  *In addition to meeting the standard…* | Effective  *Effective is the expected level of performance.* | Developing or Needs Improvement | Ineffective |
| Teacher | 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 | The teacher bases instruction on material that is inaccurate or out-of-date and/or inadequately addresses the developmental needs of students. |
| Specialist | The educational specialist addresses the needs of the target learning community, demonstrating respect for individual differences of cultures, backgrounds, and learning needs in a highly effective manner | The educational specialist identifies and addresses the needs of the target learning community by demonstrating respect for individual differences and understanding of cultures, backgrounds, and learning needs. | The educational specialist attempts to identify and address the target learning community, but efforts are inconsistent in demonstrating respect for individual differences and understanding of cultures, backgrounds, and learning needs. | The educational specialist consistently demonstrates a lack of awareness of the needs of the target learning community or rarely demonstrates respect for individual differences and understanding of cultures, backgrounds, and learning needs. |
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| *Comments:* | | | | |

Performance Standard 2: Instructional Planning/Program Planning and Management

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|  | Highly Effective  *In addition to meeting the standard…* | Effective  *Effective is the expected level of performance.* | Developing or Needs Improvement | Ineffective |
| Teacher | 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. | 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. | The teacher inconsistently uses the school’s curriculum, effective strategies, resources, and data in planning to meet the needs of all students. | The teacher does not plan, or plans without adequately using the school’s curriculum, effective strategies, resources, and data. |
| Specialist | The educational specialist plans, coordinates, and implements programs and services consistent with established guidelines, policies, and procedures in a highly effective manner. | The educational specialist effectively plans, coordinates, and implements programs and services consistent with established guidelines, policies, and procedures. | The educational specialist attempts, but inconsistently plans, coordinates, and implements programs and services consistent with established guidelines, policies, and procedures. | The educational specialist rarely plans, coordinates, and implements programs and services consistent with established guidelines, policies, and procedures. |
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| *Comments:* | | | | |

Performance Standard 3: Instructional Delivery/Program Services

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|  | Highly Effective  *In addition to meeting the standard…* | Effective  *Effective is the expected level of performance.* | Developing or Needs Improvement | Ineffective |
| Teacher | In addition to meeting the standard, the teacher optimizes students’ opportunities 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. |
| Specialist | The educational specialist *consistently* *demonstrates a high level of performance* in applying subject/field/ technology to the learning community and/or provides a key leadership role to others in enhancing professional skills. | The educational specialist uses knowledge of subject/field/ technology to implement services and to provide support for the targeted learning community consistent with established standards and guidelines. | The educational specialist attempts to use subject/field/ technology but efforts are *inconsistent* in addressing the needs of the targeted learning community. | The educational specialist *rarely* implements or improperly implements subject/field/ technology to meet the needs of the targeted learning community |
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| *Comments:* | | | | |

Performance Standard 4: Assessment of and for Student Learning/Assessment

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|  | Highly Effective  *In addition to meeting the standard…* | Effective  *Effective is the expected level of performance.* | Developing or Needs Improvement | Ineffective |
| Teacher | 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 including student feedback to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents/guardians 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. |
| Specialist | The educational specialist *consistently demonstrates a high level* of performance and/or takes a leadership role in gathering, analyzing and using data to guide instructional and program planning, and provides timely feedback to learners, parents/guardians and staff. | The educational specialist gathers, analyzes, and uses data including learner feedback to determine learner needs, to measure learner or program progress, to guide instruction, and to provide timely feedback to learners, parents/guardians, and staff. | The educational specialist attempts, but is *inconsistent* in gathering, analyzing, and using data, and/or providing timely feedback to learners, parents/guardians, and staff. | The educational specialist *rarely* uses data to measure learner progress, implement program planning, guide instruction, and provides timely and relevant feedback to learners, parents/guardians and staff. |
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| *Comments:* | | | | |

Performance Standard 5: Learning Environment/Communication and Collaboration

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|  | Highly Effective  *In addition to meeting the standard…* | Effective  *Effective is the expected level of performance.* | Developing or Needs Improvement | Ineffective |
| Teacher | In addition to meeting the standard, the teacher creates a dynamic learning environment that maximizes 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, routines, and procedures and 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. |
| Specialist | The educational specialist demonstrates initiative in enhancing effective communication and collaboration techniques between the learners, parents/guardians, staff, and the community. | The educational specialist communicates and collaborates effectively with learners, parents/guardians, staff, and the community to support learner learning and well-being. | The educational specialist is *inconsistent* in communicating and has difficulty collaborating with learners, parents/guardians, staff, and the community. | The educational specialist *rarely* communicates and collaborates effectively with learners, parents/guardians, staff, and the community. |
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| *Comments:* | | | | |

Performance Standard 6: Professionalism

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|  | Highly Effective  *In addition to meeting the standard…* | Effective  *Effective is the expected level of performance.* | Developing or Needs Improvement | Ineffective |
| Teacher | 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. | 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. | The teacher inconsistently practices or attends professional growth opportunities with occasional application in the classroom. | The teacher demonstrates inflexibility, a reluctance and/or disregard toward school policy, and rarely takes advantage of professional growth opportunities. |
| Specialist | The educational specialist is a professional role model for others, engaging *in a high level* of personal professional growth, and/or contributes to the development of others and the well-being of the profession. | The educational specialist maintains a commitment to professional ethics, demonstrates professional expertise, and participates in professional growth. | The educational specialist *inconsistently* demonstrates commitment to professional ethics, professional expertise, and participation in professional growth opportunities. | The educational specialist shows a disregard toward professional ethics and/or the school’s mission, is reluctant to support others, and/or *rarely* takes advantage of professional growth opportunities. |
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| *Comments:* | | | | |

Performance Standard 7: Student Academic Progress/Learner or Program Progress

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|  | Highly Effective  *In addition to meeting the standard…* | Effective  *Effective is the expected level of performance.* | | Developing or Needs Improvement | Ineffective |
| Teacher | 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. |
| Specialist | The work of the educational specialist results in *a high level* of learner progress with all populations and/or program progress. | The work of the educational specialist results in acceptable and measurable learner or program progress based on established standards, division goals, and/or school goals. | | The instructional efforts of the educational specialist result in *inconsistent* learner/program progress; more progress is needed to meet established standards. | The work of the educational specialist *rarely* results in acceptable learner progress and/or program progress. |
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| *Comments:* | | | | | |

**Overall Evaluation Summary**

The overall summative rating will be determined to be “highly effective,” “effective,” “Developing or needs improvement,” or “ineffective.”

1. If the teacher has an “ineffective” rating on one or more of the seven performance standards, the individual **may** receive an overall performance rating of “ineffective.”
2. If the teacher has three or more “Developing or needs improvement” ratings from among the seven performance standards, the individual  be rated as “ineffective.”

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| Highly Effective | Effective | Developing or  Needs Improvement | Ineffective |

Commendations:

Areas Noted for Improvement:

Teacher’s Signature\*: Date:

\*Signifies that the teacher has read and received this report

Evaluator’s Signature: Date:

Print or Type Evaluator’s Name: Click here to enter text.

This form is for review and draft purposes only. All evaluations should be submitted online via STARS.