

**SUMMATIVE EVALUATION FORM
FOR TEACHERS**

Teacher:

Evaluator:

Grade(s):

Date of Conference:

Observation Date(s):

Subject Area(s) Observed:

Tenured Teacher

or Non-Tenured Teacher

Years in District:

Years Overall:

Year last evaluation completed:

COMPONENT 1: PLANNING AND PREPARATION

- The teacher selects instructional goals that are aligned with the Montana content standards and the district curricula. Goals are appropriate for the learners and reflect high expectations for all students, consistent with state assessment levels of performance where applicable.
- The teacher plans for learning activities that align with the instructional goals and support student learning. Instructional planning shows a structure and selection of materials and activities that support student learning relative to the district curricula.
- The teacher shows his or her knowledge of content and how to teach it to a variety of learners. The teacher's plans include natural connections among content areas that deepen student learning. The content that he or she teaches is aligned to the district curricula.
- The teacher shows his or her knowledge of student developmental characteristics, approaches to learning, knowledge, skills, interests, cultural heritage, and, where applicable, State Assessment performance levels.
- The teacher demonstrates the ability to create and/or select assessments that are congruent with instructional goals, criteria, and standards and to plan for the use of formative and summative assessments of their students.

COMMENDATIONS/RECOMMENDED AREA(S) OF GROWTH:

Exemplary

Proficient

Developing

Unsatisfactory

COMPONENT 2: CLASSROOM ENVIRONMENT

- The teacher has clearly defined procedures for managing learning time, transitions between learning events, and routines that maximize learning time.
- The teacher establishes behavioral expectations and consequences and monitors student conduct. Teacher responds to student behavior in appropriate and effective ways to minimize disruptions.
- The teacher creates an atmosphere in which learning is valued. Teacher-to-student and student-to-student interactions show rapport that is grounded in mutual respect.
- The teacher organizes, allocates, and manages physical space to create a safe learning environment. Teacher uses physical resources to contribute to effective instruction and make resources accessible to all students.

COMMENDATIONS/RECOMMENDED AREA(S) OF GROWTH:

Exemplary

Proficient

Developing

Unsatisfactory

COMPONENT 3: INSTRUCTION

- Content is appropriate, clear, and linked to student knowledge and experience. Content is aligned with the district curricula. Activities and assignments engage all students. Instructional materials are suitable to the instructional goals. The instruction is coherent and paced appropriately for all students.
- The teacher has a repertoire of instructional strategies and makes use of them to make modifications to lessons as needed. Teacher differentiates instruction based on learner characteristics and achievement data.
- Verbal and written communication is clear and appropriate to students' age, background, and level of understanding.
- Questions are appropriate to the content and level of students' understanding. Teacher encourages students to pose their own questions and is responsive to student questions. Teacher facilitates student led discussions.
- The teacher demonstrates understanding of assessment for, and of, learning and how each plays a valuable part in teaching and learning. The teacher can analyze data presented in reports and determine how to plan instruction for the students in their classroom. Formative assessments like observations, homework, and conferences to track and understand student progress are evident in a teacher's assessment practice.

COMMENDATIONS/RECOMMENDED AREA(S) OF GROWTH:

Exemplary

Proficient

Developing

Unsatisfactory

COMPONENT 4: PROFESSIONAL RESPONSIBILITIES

- The teacher shares information about the school's educational program and expectations for student performance. Teacher develops a mechanism for two way communication with families about student progress, behavior, and personal needs or concerns.
- The teacher keeps records of attendance, disciplinary actions, emergency contact information, and personal information. Teacher shares relevant information with appropriate school personnel.
- The teacher chooses and participates in professional growth that is aligned with his or her professional needs or aligned with the needs of the school, district, or students.
- The teacher engages in reflective thinking as an individual, as a team participant, or as a school community member with the goal of improving instruction and learning for all students.

COMMENDATIONS/RECOMMENDED AREA(S) OF GROWTH:

Exemplary

Proficient

Developing

Unsatisfactory

OVERALL COMMENDATIONS/RECOMMENDED AREA(S) OF GROWTH:

SUMMATIVE EVALUATION RATING:

Exemplary

Proficient

Developing

Unsatisfactory

**IMPROVEMENT PLAN REQUIRED FOR:
COMPONENT ONE:**

COMPONENT TWO:

COMPONENT THREE:

COMPONENT FOUR:

The teacher and evaluator shall sign the Summative Evaluation Form to indicate that it has been reviewed and discussed, not that the teacher necessarily agrees with comments on this form.

Teacher's Signature:

Date:

Evaluator's Signature:

Date:

If the teacher disagrees with any feedback on this form, the teacher may provide information in writing to the evaluator within fifteen (15) working days of the receipt of this form. The teacher may request a second conference with the evaluator to discuss concerns. Any additional information will become part of the appraisal record.