



Teacher Summative Performance Appraisal

“... the life of faith needs to be the driving force behind every activity in the school, so that the Church’s mission may be served effectively, and the young people may discover the joy of entering into Christ’s “being for others” (Spe Salvi, 28).

School name:	School year:
Teacher’s name:	Subject area:

Standards of Teacher Performance

I. School Mission & Faith Community:

Teachers understand and apply essential skills, central concepts and integrate Catholic social teachings and Gospel values in their subject matter and interactions with students and school community.

II. Classroom Environment and Student Engagement:

Teachers promote student engagement, independence and interdependence in learning by facilitating a positive learning community.

III. Planning and Preparation for Active Learning:

Teachers plan instruction in order to engage students in rigorous and relevant learning and to promote their curiosity about the world at large.

IV. Instruction for Active Learning:

Teachers implement instruction in order to engage students in rigorous and relevant learning and to promote their curiosity about the world at large.

V. Assessment for Learning:

Teachers use multiple measures to analyze student performance and to inform subsequent planning and instruction.

VI. Professional Responsibilities and Teacher Leadership:

Teachers actively support all established goals, maximize support for student learning by developing professional skills, demonstrating professionalism, collaborating with others, and exhibiting leadership.



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A. School Mission & Faith Community

	4 Highly Effective	3 Effective	2 Improvement Necessary	1 Does Not Meet Standards
a. Culture	Consistently shows great sensitivity and respect for diverse family and community culture, and values; practices inclusion. <input type="checkbox"/>	Communicates respectfully with parents and is sensitive to different families' culture and values. <input type="checkbox"/>	Tries to be sensitive to the culture and beliefs of students' families but sometimes has difficulty. <input type="checkbox"/>	Is insensitive to the culture and beliefs of students' families. <input type="checkbox"/>
b. Belief	Continually demonstrates to parents an in-depth knowledge of their child and a strong belief he or she will meet or exceed standards. <input type="checkbox"/>	Conveys to parents a genuine interest and belief in each child's ability to reach standards. <input type="checkbox"/>	Tells parents that he or she cares about their children and wants the best for them. <input type="checkbox"/>	Does not communicate to parents knowledge of individual children or concern about their future. <input type="checkbox"/>
c. Gospel Values	Consistently models Gospel values in the classroom, school community, and in communication with parents/guardians. <input type="checkbox"/>	Makes visible efforts to incorporate Gospel values in the classroom, school community, and in communication with parents/guardians. <input type="checkbox"/>	Strives to actualize Gospel values in the classroom; little evidence in communication <input type="checkbox"/>	Actions and deeds do not provide evidence of lived Gospel values. <input type="checkbox"/>
d. Oral & Written Communication	Consistently ensures parents hear positive news about their children, and immediately communicates concerns in a respectful manner; makes parents feel welcome any time. <input type="checkbox"/>	Promptly informs parents of behavior and learning problems in a respectful manner, and also updates parents on good news; makes parents feel welcome. <input type="checkbox"/>	Lets parents know about problems their children are having but rarely mentions positive news; slow to welcome parents. <input type="checkbox"/>	Seldom and ineffectively communicates to parents concerns or positive news about their children; parents feel unwelcome in the classroom. <input type="checkbox"/>
e. Interpersonal Relationships	Consistently maintains open lines of communication with school community; shows respect and appreciation for gifts and talents of each staff member. <input type="checkbox"/>	Frequently maintains open lines of communication with school community; shows respect and appreciation for gifts and talents of most staff members. <input type="checkbox"/>	Inconsistently communicates with school community; seldom respects and appreciates gifts and talents of staff members. <input type="checkbox"/>	Rarely communicates with school community; seldom respects and appreciates gifts and talents of staff members. <input type="checkbox"/>
f. Moral Virtues Development	Ensures students understand truths, justice, and temperance; leads by example in teaching moral virtues that encourage respect and responsibility for living Christian values. <input type="checkbox"/>	Directs students to understand truths, justice, and temperance; teaches moral virtues that encourage respect and responsibility for living Christian values. <input type="checkbox"/>	Urges students to reflect on their actions and try to live a moral life with Christian values. <input type="checkbox"/>	Students are not given the opportunity to reflect on their actions, nor are they directed to make moral choices and live a virtuous life. <input type="checkbox"/>
g. Mission & Faith Community	Consistently works to accomplish the school's mission of Catholic education in all aspects of school life; daily promotes & fosters a faith community. <input type="checkbox"/>	Frequently works to accomplish the school's mission of Catholic education in some aspects of school life; promotes & fosters a faith community. <input type="checkbox"/>	Rarely works to accomplish the school's mission of Catholic education in aspects of school life; occasionally promotes & fosters a faith community. <input type="checkbox"/>	Never works to accomplish the school's mission of Catholic education in aspects of school life; makes no effort to promote or foster a faith community. <input type="checkbox"/>
h. Catholic Intellectual Traditions	Successfully fosters a commitment to acts of service and integrates Catholic intellectual traditions into the culture of the classroom. <input type="checkbox"/>	Often attempts to foster a commitment to acts of service and occasionally integrates Gospel values into the classroom. <input type="checkbox"/>	Coordinates service projects with students; rarely engages personally in service activities. <input type="checkbox"/>	Does not reach out to community; no evidence of principles of Catholic intellectual traditions in the classroom. <input type="checkbox"/>

Overall rating: Total ___/8 **Average=** ____

Comments:



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B. Classroom Environment and Student Engagement

	4 Highly Effective	3 Effective	2 Improvement Necessary	1 Does Not Meet Standards
a. Expectations	Is direct, specific, & consistent in communicating and consistently enforcing high behavior expectations to maximize learning. <input type="checkbox"/>	Communicates and enforces high standards for student behavior. <input type="checkbox"/>	Announces and posts classroom rules and punishments. <input type="checkbox"/>	Comes up with <i>ad hoc</i> rules and punishments as events unfold during the year. <input type="checkbox"/>
b. Relationships	Shows warmth, caring, respect, and fairness for all students; builds strong relationships. <input type="checkbox"/>	Is fair and respectful toward students and builds positive relationships. <input type="checkbox"/>	Is fair and respectful toward most students and builds positive relationships with some. <input type="checkbox"/>	Is sometimes unfair and disrespectful to the class; shows favoritism. <input type="checkbox"/>
c. Respect	Earns all students' respect and creates a climate in which disruption of learning is nonexistent. <input type="checkbox"/>	Commands respect and refuses to tolerate disruption. <input type="checkbox"/>	Earns respect of some students but there are regular disruptions in the classroom. <input type="checkbox"/>	Is not respected by students; the classroom is frequently chaotic. <input type="checkbox"/>
d. Social-Emotional	Successfully develops positive interactions among students and promotes self-discipline and pride in students. <input type="checkbox"/>	Fosters positive interactions among students and teaches useful social skills. <input type="checkbox"/>	Often lectures students on the need for good behavior, and/or makes an example of poor behavior. <input type="checkbox"/>	Publicly berates students, or blames them for their poor behavior. <input type="checkbox"/>
e. Responsibility	Successfully develops students' self-initiative, self-efficacy, and sense of responsibility. <input type="checkbox"/>	Develops students' self-efficacy and teaches them to take responsibility for their own actions. <input type="checkbox"/>	Tries to get students to be responsible for their actions, but many students lack self-discipline. <input type="checkbox"/>	Is unsuccessful in fostering self-discipline in students; they are dependent on the teacher to behave. <input type="checkbox"/>
f. Proactive Discipline	Highly effective discipline repertoire; holds students' attention and addresses misbehavior in a manner that preserves the dignity of the child. <input type="checkbox"/>	Has a repertoire of discipline strategies; can capture and maintain students' attention. <input type="checkbox"/>	Has a limited disciplinary repertoire and students are frequently not paying attention; sometimes little things escalate into big problems. <input type="checkbox"/>	Constantly struggles to get students' attention; unsuccessful at spotting and preventing discipline problems from escalating. <input type="checkbox"/>
g. Routines	Maximizes academic learning through routines, lesson momentum, and smooth transitions with no loss of instructional time. <input type="checkbox"/>	Establishes academic instructional routines and smooth transitions. <input type="checkbox"/>	Sometimes loses instructional time due to lack of clarity, interruptions, inefficient transitions & routines. <input type="checkbox"/>	Loses instructional time due to confusion, interruptions, lack of established routines. <input type="checkbox"/>
h. Motivation	Motivates students using a highly effective system of educational best practices & evidence of passion for content. <input type="checkbox"/>	Uses educational best practices to encourage, motivate, and reinforce student cooperation. <input type="checkbox"/>	Uses extrinsic rewards in an attempt to motivate, get students to cooperate and comply. <input type="checkbox"/>	Relies on external rewards to gain student favor. <input type="checkbox"/>

Overall rating: Total ___/8 Average = ____

Comments:



Teacher Summative Performance Appraisal

C. Planning and Preparation for Active Learning

	4 Highly Effective	3 Effective	2 Improvement Necessary	1 Does Not Meet Standards
a. Knowledge	Is expert in subject area(s) and is very knowledgeable of best practices and how students learn. <input type="checkbox"/>	Knows subject matter well and has a good grasp of best practices and how students learn. <input type="checkbox"/>	Is somewhat familiar with subject(s) and has a few ideas of ways students develop and learn. <input type="checkbox"/>	Lacks familiarity with subject matter and few ideas on how to teach it and how students learn. <input type="checkbox"/>
b. Standards	Has a well-honed plan for the year that is tightly aligned with ADH standards, planned assessments and objectives. <input type="checkbox"/>	Plans the year so students will meet ADH standards and be ready for planned assessments. <input type="checkbox"/>	Has done some thinking about how to cover high standards and plan for assessments. <input type="checkbox"/>	Plans lesson by lesson and has little familiarity with ADH standards and use of tests. <input type="checkbox"/>
c. Assessments	Prepares diagnostic, formative, and summative assessments to monitor and measure student learning. <input type="checkbox"/>	Plans formative and unit assessments to measure student learning. <input type="checkbox"/>	Inconsistently plans assessments before instruction proceeds. <input type="checkbox"/>	No evidence of planned assessment before instruction proceeds. <input type="checkbox"/>
d. Anticipation	Anticipates students' misconceptions and confusions and develops multiple strategies to overcome them. <input type="checkbox"/>	Anticipates misconceptions that students might have; limited plans/strategies to address them. <input type="checkbox"/>	Identifies one or two ways that students might become confused with the content but doesn't address with strategies. <input type="checkbox"/>	Proceeds without considering misconceptions students might have about the material. <input type="checkbox"/>
e. Lessons	Designs each unit/lesson with clear, measurable goals closely aligned with standards and unit objectives and outcomes. <input type="checkbox"/>	Designs units/lessons focused on measurable outcomes aligned with unit goals and objectives. <input type="checkbox"/>	Designs units/lessons with some consideration of long-term goals; inconsistent evidence of alignment to standards and objectives. <input type="checkbox"/>	Designs units/lessons aimed primarily at entertaining students or covering textbook chapters; limited evidence of long-term, standards-based planning. <input type="checkbox"/>
f. Engagement	Designs highly relevant lessons that will motivate students and engage them in active learning. <input type="checkbox"/>	Designs lessons that are relevant, motivating, and likely to engage students in active learning. <input type="checkbox"/>	Plans lessons that will catch some students' interest and perhaps get a discussion going. <input type="checkbox"/>	Plans lessons with very little likelihood of motivating or involving students. <input type="checkbox"/>
g. Differentiation	Designs lessons that break down complex tasks and address students' learning needs, styles, and interests. <input type="checkbox"/>	Designs lessons that target some learning needs, styles, and interests. <input type="checkbox"/>	Designs lessons with little thought as to how to accommodate special needs or learning styles of students. <input type="checkbox"/>	Plans lessons with no evidence of differentiation. <input type="checkbox"/>
h. Physical Space	Adjusts physical space to maximize student learning and match learning objectives; reflects positive learning environment consistent with Catholic identity. <input type="checkbox"/>	Organizes classroom furniture, to support unit and lesson goals; environment consistent with Catholic identity. <input type="checkbox"/>	Organizes furniture and materials to support the lesson, with only a few decorative displays and few opportunities for collaboration. <input type="checkbox"/>	Holds to a conventional furniture arrangement, hard-to-access materials, and/or few wall displays. <input type="checkbox"/>

Overall rating: Total ___/8 Average = ____

Comments:



Teacher Summative Performance Appraisal

D. Instruction for Active Learning

	4 Highly Effective	3 Effective	2 Improvement Necessary	1 Does Not Meet Standards
a. Mindset	Exudes high expectations, determination, and belief to all students that they will master the material. <input type="checkbox"/>	Encourages students with positive affirmations; believes in the potential of each student. <input type="checkbox"/>	Tells students that the subject matter is important and they need to work hard. <input type="checkbox"/>	Gives up on some students as hopeless. <input type="checkbox"/>
b. Goals	Shows students exactly what's expected by posting essential questions, goals, rubrics, and exemplars of proficient work. <input type="checkbox"/>	Gives students a clear sense of purpose by posting the unit's and the lesson's goals. <input type="checkbox"/>	Conveys to students the main learning objectives of each lesson. <input type="checkbox"/>	Begins lessons without giving students a sense of where instruction is headed. <input type="checkbox"/>
c. Connections	Always grabs students' interest and prompts them to make connections to prior knowledge, experience, and readings. <input type="checkbox"/>	Activates students' prior knowledge and hooks their interest in each unit and lesson. <input type="checkbox"/>	Is sometimes successful in making the subject interesting and relating it to things students already know. <input type="checkbox"/>	Rarely hooks students' interest or makes connections. <input type="checkbox"/>
d. Clarity	Always presents material clearly and explicitly, with well-chosen examples and vivid and appropriate language. <input type="checkbox"/>	Uses clear explanations, appropriate language, and good examples to present material. <input type="checkbox"/>	Sometimes uses language and explanations that are confusing or inappropriate. <input type="checkbox"/>	Often presents material in a confusing way, and/or uses language that is inappropriate. <input type="checkbox"/>
e. Knowledge & Application of Effective Strategies	Orchestrates highly effective strategies, materials, and groupings to involve and motivate students; students consistently summarize what they learned and apply to real-life situations. <input type="checkbox"/>	Orchestrates effective strategies, materials, and classroom groupings to foster student learning; students often summarize what they learned and apply it in a different context. <input type="checkbox"/>	Uses a limited range of classroom strategies, materials, and groupings with mixed success; inconsistently asks students to apply knowledge. <input type="checkbox"/>	Uses only one or two teaching strategies and types of materials and fails to reach most students; moves on at the end of each lesson without closure of application. <input type="checkbox"/>
f. Engagement	All students are highly involved in focused work in which they are active learners, problem-solvers, and critical thinkers. <input type="checkbox"/>	Engages students actively to think about, discuss, and use the ideas and skills being taught. <input type="checkbox"/>	Attempts to get students actively involved but some students are disengaged; delivery is mostly lecture. <input type="checkbox"/>	Mostly lectures to passive students or has them plod through textbooks and worksheets. <input type="checkbox"/>
g. Differentiation	Successfully reaches all students by skillfully differentiating and scaffolding. <input type="checkbox"/>	Differentiates and scaffolds instruction to accommodate most students' learning needs. <input type="checkbox"/>	Attempts to accommodate students with learning deficits and/or acceleration, but with mixed success. <input type="checkbox"/>	Fails to differentiate instruction for students with learning deficits and/or need for acceleration. <input type="checkbox"/>
h. Flexibility	Deftly adapts lessons and units to utilize teachable moments and correct misunderstandings. <input type="checkbox"/>	Is flexible about modifying lessons to take advantage of teachable moments. <input type="checkbox"/>	Sometimes doesn't take advantage of teachable moments. <input type="checkbox"/>	Is rigid and inflexible with lesson plans and rarely takes advantage of teachable moments. <input type="checkbox"/>

Overall rating: Total ___/8 Average = ____

Comments:



Teacher Summative Performance Appraisal

E. Assessment for Learning

	4 Highly Effective	3 Effective	2 Improvement Necessary	1 Does Not Meet Standards
a. Criteria	Posts and reviews the criteria for proficient work including rubrics and exemplars; student work is reflective of set criteria. <input type="checkbox"/>	Posts clear criteria for proficiency, including rubrics and exemplars of student work. <input type="checkbox"/>	Tells students some of the qualities that their finished work should exhibit. <input type="checkbox"/>	Expects students to know (or figure out) what it takes to get good grades. <input type="checkbox"/>
b. Pre-assessment & Diagnosis	Gives students a well-constructed diagnostic or pre-assessment up front, and uses the information to fine-tune instruction. <input type="checkbox"/>	Diagnoses students' knowledge and skills up front and makes small adjustments based on the data. <input type="checkbox"/>	Does a pre-learning strategy/exercise before beginning a unit; data is not used to drive instruction. <input type="checkbox"/>	Begins instruction without assessing or diagnosing students' skills and knowledge. <input type="checkbox"/>
c. Formative Assessment	Consistently uses a variety of effective methods to check for understanding; immediately unscrambles confusion and clarifies. <input type="checkbox"/>	Frequently checks for understanding and gives students helpful information if they seem confused. <input type="checkbox"/>	Limited methods to check for understanding during instruction. <input type="checkbox"/>	Uses ineffective methods ("Is everyone with me?") to check for understanding. <input type="checkbox"/>
d. Independent Practice/ Homework	Assigns purposeful, relevant Homework; holds students accountable; utilizes results to drive and inform instruction. <input type="checkbox"/>	Assigns appropriate homework, holds students accountable for turning it in, and gives feedback. <input type="checkbox"/>	Assigns homework routinely, keeps track of compliance, but rarely follows up. <input type="checkbox"/>	Assigns homework but is resigned to the fact that many students won't turn it in, and doesn't follow up. <input type="checkbox"/>
e. Interims	Works with colleagues to use interim assessment data, fine tune teaching, re-teach, and help struggling students before failure. <input type="checkbox"/>	Uses data from interim assessments to adjust teaching, re-teach, and follow up with failing students. <input type="checkbox"/>	Looks over students' tests to see if there is anything that needs to be re-taught. <input type="checkbox"/>	Gives tests and moves on without analyzing them and following up with students. <input type="checkbox"/>
f. Support	Relentlessly follows up with struggling students with personal attention to reach proficiency; ensures that students who need specialized diagnosis receive appropriate services immediately. <input type="checkbox"/>	Takes responsibility for students who are not succeeding and gives them extra help; provides opportunities for students to demonstrate knowledge of objectives; when necessary refers students for specialized diagnosis. <input type="checkbox"/>	Seldom offers students who fail tests some additional time to study and doesn't refer students promptly for special help. <input type="checkbox"/>	Tells students that if they fail a test, that's it; the class has to move on to cover the curriculum; often fails to refer students for special services and/or refers students who do not need them. <input type="checkbox"/>
g. Reflection	Works with colleagues within a PLC to reflect on what worked and what didn't and continuously improves instruction. <input type="checkbox"/>	Reflects on the effectiveness of lessons and units and continuously works to improve them. <input type="checkbox"/>	At the end of a teaching unit or semester, thinks about what might have been done better. <input type="checkbox"/>	Does not draw lessons for the future when teaching is unsuccessful. <input type="checkbox"/>

Overall rating: Total ___/7 Average = ___

Comments:



Teacher Summative Performance Appraisal

F. Professional Responsibilities and Teacher Leadership

	4 Highly Effective	3 Effective	2 Improvement Necessary	1 Does Not Meet Standards
a. Language	In professional contexts, speaks and writes correctly and eloquently. <input type="checkbox"/>	Uses correct grammar, syntax, usage, and spelling in professional contexts. <input type="checkbox"/>	Periodically makes errors in grammar, syntax, usage and/or spelling in professional contexts. <input type="checkbox"/>	Frequently makes errors in grammar, syntax, usage, and/or spelling in professional contexts. <input type="checkbox"/>
b. Time Management	Carries out assignments conscientiously and punctually, keeps meticulous records, and is never late. <input type="checkbox"/>	Is punctual and reliable with paperwork, duties, and assignments; keeps accurate records. <input type="checkbox"/>	Occasionally skips assignments, is late, makes errors in records, and/or misses paperwork deadlines. <input type="checkbox"/>	Frequently skips assignments, is late, makes errors in records, and/or misses paperwork deadlines. <input type="checkbox"/>
c. Professionalism	Presents as a consummate professional and always observes appropriate professional standards of behavior and appearance. <input type="checkbox"/>	Demonstrates professional demeanor and maintains appropriate boundaries. <input type="checkbox"/>	Occasionally acts and/or dresses in an unprofessional manner and/or violates boundaries. <input type="checkbox"/>	Frequently acts and/or dresses in an unprofessional manner and violates boundaries. <input type="checkbox"/>
d. Judgment	Is invariably ethical, honest, and above-board, uses impeccable judgment, and respects confidentiality. <input type="checkbox"/>	Is ethical and above-board, uses good judgment, and maintains confidentiality with student records. <input type="checkbox"/>	Sometimes uses questionable judgment, is less than completely honest, and/or discloses student information. <input type="checkbox"/>	Acts in an ethically questionable manner, uses poor judgment, and/or discloses student information. <input type="checkbox"/>
e. Active Engagement	Is an important member of teacher teams and committees and frequently volunteers for after-school activities; present at school functions. <input type="checkbox"/>	Shares responsibility for department and school-wide activities and takes part in after-school activities. <input type="checkbox"/>	When asked, will serve on a committee and attend an afterschool activity. <input type="checkbox"/>	Declines invitations to serve on committees and attend afterschool activities. <input type="checkbox"/>
f. Leadership	Frequently contributes valuable ideas and expertise and instills in others a desire to improve student achievement. <input type="checkbox"/>	Is a positive team player and contributes ideas, expertise, and time to the overall mission of the school. <input type="checkbox"/>	When asked, occasionally suggests an idea aimed at improving the school. <input type="checkbox"/>	Rarely if ever contributes ideas that might help improve the school. <input type="checkbox"/>
g. Collaboration/ Learning Communities	Meets regularly with colleagues to plan units, share best practices, and analyze interim assessments. <input type="checkbox"/>	Collaborates with colleagues to plan units, share teaching practices, and look at student work. <input type="checkbox"/>	Meets occasionally with colleagues to share practices about teaching and students; minimal contribution. <input type="checkbox"/>	Meets infrequently with colleagues, and conversations lack educational substance. <input type="checkbox"/>
h. Growth	Actively reaches out for new ideas and engages in reflective practice to figure out what works best; actively seeks out and is receptive to viewpoints of others. <input type="checkbox"/>	Seeks out effective teaching ideas from colleagues, workshops, and other sources and implements them well; responds constructively to suggestions and criticism. <input type="checkbox"/>	Can occasionally be persuaded to try out new classroom practices; can be somewhat defensive but does listen to feedback and suggestions. <input type="checkbox"/>	Is not open to ideas for improving teaching and learning; Is very defensive about criticism and resistant to changing classroom practice. <input type="checkbox"/>
i. Progress Toward Goals	Successfully reached and/or surpassed all stated goals. <input type="checkbox"/>	Completed most stated goals; will continue to work toward remaining goal. <input type="checkbox"/>	Completed half of stated goals; will carry over remaining goals. <input type="checkbox"/>	Completed 1 or none of the stated goals; conference required to discuss causes and plan. <input type="checkbox"/>

Overall rating: Total ___/9 Average = ____

Comments:



Teacher Summative Performance Appraisal

Appraisal Performance Summary

Teacher's name: _____

School year: _____

School: _____

Subject area: _____

OVERALL RATINGS ON INDIVIDUAL DOMAINS:

(4) Highly Effective (3) Effective (2) Improvement Necessary (1) Does Not Meet Standard

Below, record averages from each rubric section.

<p>A. SCHOOL MISSION & FAITH COMMUNITY: Teachers understand and apply essential skills, central concepts and integrate Catholic social teachings and Gospel values in their subject matter and interactions with students and school community.</p>	Average:
<p>B. CLASSROOM ENVIRONMENT AND STUDENT ENGAGEMENT: Teachers promote student engagement, independence and interdependence in learning by facilitating a positive learning community.</p>	Average:
<p>C. PLANNING AND PREPARATION FOR ACTIVE LEARNING: Teachers plan instruction in order to engage students in rigorous and relevant learning and to promote their curiosity about the world at large.</p>	Average:
<p>D. INSTRUCTION FOR ACTIVE LEARNING: Teachers implement instruction in order to engage students in rigorous and relevant learning and to promote their curiosity about the world at large.</p>	Average:
<p>E. ASSESSMENT FOR LEARNING: Teachers use multiple measures to analyze student performance and to inform subsequent planning and instruction.</p>	Average:
<p>F. PROFESSIONAL RESPONSIBILITIES AND TEACHER LEADERSHIP: Teachers actively support all established goals, maximize support for student learning by developing professional skills, demonstrating professionalism, collaborating with others, and exhibiting leadership.</p>	Average:

PERFORMANCE RATING SCALE

Highly Effective: Distinguished teacher who consistently and significantly exceeds proficiency on standards of performance; goals provide evidence of professional growth.

Effective: Proficient teacher who demonstrates competence and proficiency on standards of performance; demonstrates desire to stretch and grow professionally.

Needs Improvement: Teacher who has not made adequate growth toward demonstrating competence on performance standards; skills need to be developed to reach proficiency; goals should reflect areas for specific growth.

Does Not Meet Standard: Teacher does not demonstrate competence on or growth toward achieving performance standards.



Teacher Summative Performance Appraisal

Overall comments by principal:

Overall comments by teacher:

Recommended area(s) for growth and goal setting:

-
-
-

Principal's signature: _____ **Date:** _____

***Teacher's signature:** _____ **Date:** _____

**The teacher's signature indicates that he or she has seen and discussed the evaluation; it does not necessarily denote agreement with the report.*

"Only the brave should teach. Only those who love the young should teach. Teaching is a vocation. It is as sacred as priesthood, as innate a desire, as inescapable as the genius which compels a great artist. If he has not the concern for humanity, the love of living creatures, the vision of the priest and the artist, he must not teach." ~Pearl S. Buck



Spreadsheet of Rubric Scores for *Professional Development* Purposes

Teacher	School Mission & Faith Community	Classroom Management	Planning and Preparation for Learning	Delivery of Instruction	Monitoring, Assessment, & Follow-up	Professional Responsibilities	Total
Totals							



Sample Spreadsheet:

Spreadsheet of Rubric Scores of a 12-Member Staff for PD Purposes

	<i>A. Planning & Preparation</i>	<i>B. Classroom Management</i>	<i>C. Delivery of Instruction</i>	<i>D. Assessment, Monitoring, Follow-Up</i>	<i>E. Parent and Community Outreach</i>	<i>F. Professional Responsibilities</i>	
Cynthia	3	3	3	1	3	3	16
Henry	3	4	3	3	3	3	19
Belinda	3	3	3	2	3	3	17
Marcia	4	4	4	4	4	4	24
Charles	3	3	3	2	3	4	18
Raymond	3	3	3	1	3	4	17
Sandy	3	3	3	2	3	3	17
Mark	4	4	4	4	4	4	24
Placida	3	3	3	2	3	3	17
Anne	3	3	3	1	3	3	16
Richard	2	3	2	1	2	1	11
Totals	34	36	34	23	34	35	