



TEACHER SUMMATIVE PERFORMANCE REPORT

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Teacher's Name: _____ **School:** _____

Grade/Subject: _____ **School Year:** _____

Contract Status: _____

Documentation Reviewed: Teacher Documentation Log Goal Setting Form Observation Form
 Other: _____

Directions: Evaluators use this form at the end of the school year to provide probationary teachers and continuing contract teachers in their summative year with an assessment of performance. The teacher should receive a copy of the form. The signed form is submitted to the site administrator within ten (10) calendar days of the summative evaluation meeting.

PERFORMANCE STANDARD 1: PROFESSIONAL KNOWLEDGE

Exemplary* <i>In addition to meeting the standard ...</i>	Proficient <i>Proficient is the expected level of performance</i>	Developing/Needs Improvement	Unacceptable
In addition to meeting the standard, the teacher consistently demonstrates extensive knowledge of the subject matter, pedagogical knowledge, and regularly enriches the curriculum.	The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the developmental needs of students by providing relevant learning experiences.	The teacher inconsistently demonstrates understanding of curriculum, subject content, pedagogical knowledge, and student development, or lacks fluidity in using the knowledge in practice.	The teacher inadequately demonstrates understanding of curriculum, content, pedagogical knowledge, or inadequately addresses the developmental needs of students.
<div style="text-align: center;"><input type="checkbox"/></div> Comments:	<div style="text-align: center;"><input type="checkbox"/></div>	<div style="text-align: center;"><input type="checkbox"/></div>	<div style="text-align: center;"><input type="checkbox"/></div>

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Teacher's Name: _____ **School:** _____

PERFORMANCE STANDARD 2: INSTRUCTIONAL PLANNING

Exemplary* <i>In addition to meeting the standard ...</i>	Proficient <i>Proficient is the expected level of performance</i>	Developing/Needs Improvement	Unacceptable
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.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i>			

PERFORMANCE STANDARD 3: INSTRUCTIONAL DELIVERY

Exemplary* <i>In addition to meeting the standard ...</i>	Proficient <i>Proficient is the expected level of performance</i>	Developing/Needs Improvement	Unacceptable
In addition to meeting the standard, the teacher optimizes students opportunity 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.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i>			

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Teacher's Name: _____ **School:** _____

PERFORMANCE STANDARD 4: ASSESSMENT OF/FOR LEARNING

Exemplary* <i>In addition to meeting the standard ...</i>	Proficient <i>Proficient is the expected level of performance</i>	Developing/Needs Improvement	Unacceptable
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 to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents 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.
<input type="checkbox"/> <i>Comments:</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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PERFORMANCE STANDARD 5: LEARNING ENVIRONMENT

Exemplary* <i>In addition to meeting the standard ...</i>	Proficient <i>Proficient is the expected level of performance</i>	Developing/Needs Improvement	Unacceptable
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.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i>			

PERFORMANCE STANDARD 6: PROFESSIONALISM

Exemplary* <i>In addition to meeting the standard ...</i>	Proficient <i>Proficient is the expected level of performance</i>	Developing/Needs Improvement	Unacceptable
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.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i>			

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PERFORMANCE STANDARD 7: STUDENT PROGRESS

Exemplary* <i>In addition to meeting the standard ...</i>	Proficient <i>Proficient is the expected level of performance</i>	Developing/Needs Improvement	Unacceptable
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.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i>			

Evaluation Summary

- Recommended for continued employment.
- Recommended for placement on a *Performance Improvement Plan*. (One or more standards are Unacceptable, or two or more standards are Developing/Needs Improvement.)
- Recommended for Dismissal/Non-renewal. (The teacher has failed to make progress on *Performance Improvement Plan*, or the teacher consistently performs below the established standards, or in a manner that is inconsistent with the school's mission and goals.)

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Teacher's Name: _____ School: _____

Commendations:

Areas Noted for Improvement:

Teacher Improvement Goals:

OVERALL EVALUATION SUMMARY CRITERIA	
<input type="checkbox"/> ACCEPTABLE	<input type="checkbox"/> UNACCEPTABLE Due to three or more <i>Developing/Needs Improvement</i> or one or more <i>Unacceptable</i> ratings on performance standards
_____ Employee's Signature	_____ Date
_____ Administrator's Signature	_____ Date