

**SUMMATIVE EVALUATION FORM  
FOR TEACHERS**

Teacher M. Anyone Evaluator(s) \_\_\_\_\_

School \_\_\_\_\_ Date of Conference Dec. 1, 2009

Grade(s) 11 Subject Area(s) Observed Social Studies

Observation Date(s) Nov. 18, 2009

Novice Teacher  OR Experienced Teacher

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**COMPONENT 1: PLANNING AND PREPARATION** *(Remember to address all parts of each bullet)*

- The teacher selects instructional goals that are aligned with the DE content standards and the district or charter school's 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 or charter school 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 or charter school's 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.

**Narrative: (Remember to include language and brief evidence)**

- The instructional goals that were set by the teacher in all cases were aligned to the DE content standards. The expectations for quality work are high and they are appropriate for this mixed level ability 11th grade class. The data from her classroom assessments, quarterly assessment, and statewide assessments note growth for all students.
- The outcomes represented in the U.S. Freedom activity set the high expectations and rigor in the social studies discipline requiring students to develop an understanding of the personal and political impacts on the lives of the signers of the U.S. Declaration of Independence. In addition, students developed an understanding of the relevant reasons leading the colonists to dissolve ties with Britain. The outcomes are clearly connected to the sequence of learning moving students through several steps that support their acquisition of the basic concepts of independence as a human motivation.

- The teacher used her deep knowledge of the content to create activities that allow responses that incorporate several different learning styles. The series of activities included group representation of the profile of a signer of the Declaration and moved to independent work related to independence sought by nations since the U.S. Revolutionary War. The sequence culminated with students creating a personal Declaration of Independence. Each activity developed an understanding to the responsibilities that come with gaining independence.
- Student choice provided access for all students through the common lessons and experiences with the Declaration of Independence and the Revolutionary War. Connections were crafted that tied the past experience to the present day activities of countries seeking independence. Students were clearly able to consider the struggles for independence through the eyes of their own cultural heritage.

**Write a statement of overall performance using the overall component rubrics found on the DPASII webpage.**

*The teacher's plans were based on extensive knowledge of content and how to teach the content to the students within the class. Assignments were designed to engage students in significant learning. The instructional outcomes, learning activities, materials and resources were in complete alignment with the standards and were adapted to meet the individual needs of the students. Both the US Freedom Writers activity and the Motivating Factors That Cause People to Move demonstrated the same coherent structure.*

**Remember to check the box.**

Satisfactory  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.

**Narrative:**

- The small groups were well organized and students were productively engaged at all times during the observation. The students were noted assuming responsibilities for the productivity of the group. Such comments as, “we should consider how being away from home so long as he worked on the Declaration impacted his family” were typical. Transitions were seamless as students secured the materials needed to work on their project and organized themselves to produce their work that day.
- Standards of conduct were clear to all students indicated by the actions of the students within the groups. The teacher used proximity when several students were not actively participating in the discussion. She moved to the group and prompted each student to share his/her knowledge.
- Student to student interactions within the group were respectful and supportive as noted when a student was not clear about the term “impact”, a group member explained that is was like “when you have something happen to you because you took part in something else.”
- The room was set up with large tables at which the four students were seated. Resources and technology were accessible to all students. Materials were organized at the back table and one student was assigned as the “materials manager.” Students were directed to have their “research analysis” go to the computer and gather needed information. The room was safe and the students themselves ensured that all learning materials were there for their group members.

*Students themselves made contributions to the smooth functioning of the classroom.*

*Expectations and interactions among the individuals were respectful. Standards for student conduct were clear, and the environment supported learning. Highly interactive group work was observed during both observations.*

Satisfactory

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Unsatisfactory

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### COMPONENT 3: INSTRUCTION

- Content is appropriate, clear, and linked to student knowledge and experience. Content is aligned with the district or charter school's 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.

#### Narrative:

- Within both lessons the teacher communicated the content clearly and accurately. There was strong evidence of how she connects the historical events to the personal interests and needs of the students. Instructional materials and resources used in the activities were suitable to the instructional purposes and engaged the students mentally. Students initiated choice when creating their group and individual responses. The structure of the lesson was highly coherent moving from creating a base knowledge of the historical content and applying it to a current event.
- The teacher created activities and assignments that cognitively engaged the students in learning and encouraged their exploration of the content. Students were permitted to adapt the activities to enhance their own understanding. Each lesson exhibited coherence as it began with a concrete event in American history and moved to a personal application of the concepts of the lesson in a current day situation.
- The lessons were developed to include the identification and defining of historical terms and placing them in student friendly terms. The topics presented allowed for the students to access them from their own cultural heritage and develop an understanding of the perspective of others. The teacher made the purpose of the lessons clear, including where in the broader sequence of learning it was situated, and linking it to the purpose of student interest.
- The teacher demonstrated a high level of ability to construct and use a small group setting in which students were encouraged to take considerable responsibility for the functioning of group. In both observations it was noted that the students ensured that all voices were heard in the discussion by using the teacher method of setting an egg timer to assure equity in discussions. The level of questions posed by the teacher and the students were of uniformly high quality.

*All students were highly engaged in learning and making meaningful contributions to the success of the class through their individual contributions to the discussions.*

Satisfactory  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 charter school, 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.

#### **Narrative:**

- The teacher shares her knowledge of the educational programs and her expectation for learning with parents and staff through open two-way communication with all. The teacher communicates with families about student progress on a regular basis and she frequently engages the families in understanding the programs.
- The teacher's system of keeping and reporting information related to students is up to date and provides a complete profile of each student. She shares relevant information with others and contributes to the development and implementation of IEP's for her students. The teacher's record system is fully effective in terms of assignments, progress in learning, and non-instructional material.
- The teacher's documents indicate a balance of professional growth activities within and outside of the school. She takes part in a school wide learning community and is involved in professional inquire. The relationships with colleagues are characterized by mutual support and cooperation. The teacher takes a leadership role in all aspects of professional growth within the school.
- The teacher reflects on a personal level as evidenced in her conversations about teaching and learning. She is also reflective when working on a team considering the impacts of her personal actions as well as the collective action of the group. The teacher makes thoughtful and accurate assessments of personal practice and its effectiveness and has an extensive repertoire of skills that allow her to select alternative actions or take different courses of actions.

*The teacher's sense of professionalism is highly developed, showing perceptive use of reflection, effective systems for record keeping and communication with families, leadership roles in both the school and district, and extensive professional development activities.*

Satisfactory  Unsatisfactory

## COMPONENT 5: STUDENT IMPROVEMENT

- The teacher uses school goals from the school improvement process to set his or her annual data driven goal(s) for student improvement. Data used to establish goals shall include school accountability data, state assessment data where available, and classroom based assessment data, where available.
- The teacher uses assessments and scoring criteria that accurately measure progress towards the student improvement goal(s).
- The teacher has specific, measurable evidence to show progress towards or attainment of goal(s) for student improvement.
- The teacher reflects on goal setting process and outcomes for the purpose of continuous professional improvement and shares student improvement information with other staff as appropriate.

### **Narrative:**

Ms D. selected goals that are in alignment with the school success plan. She elected to use multiple data points to monitor in order to determine the progress of her students throughout the year. Her application of reading and writing skills in the social studies classroom helps students to make integrated connections to the importance of both areas outside of the English classroom.

The classroom assessments and scoring criteria that she used with the observed graded activities were clear, noting several levels of performance. In addition, Ms. D teacher shared that she has the students use the information to set goals to make their performance better in the future. She provides immediate and meaningful feedback to her students as noted in both classroom observations. Her students use the feedback to improve their work.

Ms. D. attached the documents that she reviewed each quarter, and daily that helped her to assist students with their individual needs. She has noted progress for each student in columns and actually projected their score on the statewide assessment. She was 95% accurate in her prediction based on her combined data.

Ms D. takes an active part on the school teams we use to review student progress in math, reading, and writing. She enlists the support of reading, and writing specialists. She is open to their suggestions and reports that she sets goals to use their strategies within two weeks.

Satisfactory

Unsatisfactory

**COMMENDATIONS/RECOMMENDED AREA(S) OF GROWTH:**

Commendations:

Commendations would included by the administrator in this area.

Recommendations:

This teacher is within the proficient and/or distinguished area in all areas. Professional goals would be set by her and returned to the administrator for inclusion in this area.

**SUMMATIVE EVALUATION RATING: (REMBER TO CHECK TO BOX)**

Effective  Needs Improvement  Ineffective

**(If there is an improvement plan you must check the box(es) to indicate the area.)**

Component 1  Component 2  Component 3  Component 4  Component 5

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.

The teacher may challenge any rating on the Summative Evaluation by submitting additional information specific to the point of disagreement in **writing** within **fifteen (15) working days** of the date of the teacher's receipt of this form. The teacher submits the challenge and record to the supervisor of the evaluator unless the supervisor of the evaluator is also in the same building as the teacher. In this situation, the challenge, together with the record, is submitted to

a designated district or charter school level credentialed evaluator. Any additional information will become part of the appraisal record.