# CLASSROOM EDUCATOR SUMMATIVE EVALUATION

<table>
<thead>
<tr>
<th>Educator:</th>
<th>Assignment:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employee ID #:</td>
<td>Date:</td>
</tr>
<tr>
<td>School:</td>
<td>School Year:</td>
</tr>
</tbody>
</table>

## SUMMATIVE EVALUATION PRE-CONFERENCE

To be completed before employee conference

1. Review of observation data
   - [ ] No
   - [ ] Yes
   - Optional Comments:

2. Review of survey data
   - [ ] No
   - [ ] Yes
   - Optional Comments:

3. Review of student growth
   - [ ] No
   - [ ] Yes
   - Optional Comments:

## PLAN

4. (P.1) Analyzes and uses ongoing assessment data to guide instructional planning
   - [ ] Ineffective
   - [ ] Moderately Effective
   - [ ] Effective
   - [ ] Highly Effective
   - Optional Comments:

5. (P.2) Designs instruction to meet or exceed DESK standards
   - [ ] Ineffective
   - [ ] Moderately Effective
   - [ ] Effective
   - [ ] Highly Effective
   - Optional Comments:

6. (P.3) Constructs relevant, meaningful learning experiences which meet individual learning needs
   - [ ] Ineffective
   - [ ] Moderately Effective
   - [ ] Effective
   - [ ] Highly Effective
   - Optional Comments:

7. (P.4) Sequences and scaffolds lessons which balance depth and breadth
   - [ ] Ineffective
   - [ ] Moderately Effective
   - [ ] Effective
   - [ ] Highly Effective
   - Optional Comments:

## TEACH

8. (T.1) Articulates learning goals, content, instructions, and expectations clearly
<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
<th>Rating Options</th>
<th>Optional Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Engages students in a variety of best practice instructional strategies and learning activities</td>
<td>□ Ineffective, □ Moderately Effective, □ Effective, □ Highly Effective</td>
<td></td>
</tr>
<tr>
<td>T.2</td>
<td>Utilizes instructional time wisely and paces effectively</td>
<td>□ Ineffective, □ Moderately Effective, □ Effective, □ Highly Effective</td>
<td></td>
</tr>
<tr>
<td>T.3</td>
<td>Displays enthusiasm and clear interest in the subject while ensuring students learn</td>
<td>□ Ineffective, □ Moderately Effective, □ Effective, □ Highly Effective</td>
<td></td>
</tr>
<tr>
<td>T.4</td>
<td>Uses instructional strategies to promote higher levels of thinking</td>
<td>□ Ineffective, □ Moderately Effective, □ Effective, □ Highly Effective</td>
<td></td>
</tr>
<tr>
<td>C.1</td>
<td>Utilizes a variety of informative checks to guide immediate adjustments during instruction and/or to guide re-teaching or enrichment activities</td>
<td>□ Ineffective, □ Moderately Effective, □ Effective, □ Highly Effective</td>
<td></td>
</tr>
<tr>
<td>C.2</td>
<td>Provides opportunities for students with diverse learning needs to demonstrate understanding</td>
<td>□ Ineffective, □ Moderately Effective, □ Effective, □ Highly Effective</td>
<td></td>
</tr>
<tr>
<td>C.3</td>
<td>Provides specific, timely, and ongoing formative feedback to inform students of progress</td>
<td>□ Ineffective, □ Moderately Effective, □ Effective, □ Highly Effective</td>
<td></td>
</tr>
<tr>
<td>C.4</td>
<td>Provides opportunities for students to set personal academic goals and self-assess progress</td>
<td>□ Ineffective, □ Moderately Effective, □ Effective, □ Highly Effective</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Description</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>-------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>Fosters an environment where educators and students are positive and respectful</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>Demonstrates caring and understanding within an environment of high expectations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>Creates an inviting and safe learning environment through effective classroom organization, procedures, and behavior management</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>Engages in self-reflection and professional learning for continuous growth and expertise in content and pedagogy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>Collaborates and cultivates productive relationships with staff, students, parents, administrators, and community to improve learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>Approaches challenges and changes positively in a problem-solving manner</td>
<td></td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>Makes professional contributions to school, district, and school community</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Ineffective
Moderately Effective
Effective
Highly Effective

24 Adheres to all school, district, and state policies and procedures with consistency.
Yes (comments optional)

25 Commendations, Recommendations, Other:

SUMMATIVE EVALUATION CONFERENCE
To be completed with employee

PROFESSIONAL GROWTH PLAN:

26 Professional Development Review
Complete

27 Professional Contributions Review
Complete

REVIEW OF GOALS

Performance Goal #1
No progress toward goal
Progress made toward goal
Met goal

Performance Goal #2
No progress toward goal
Progress made toward goal
Met goal

Academic Goal #3
No progress toward goal
Progress made toward goal
Met goal

Educator Signature       Date       Supervisor Signature       Date