

**ROCKWOOD SCHOOL DISTRICT**  
**TEACHER SUMMATIVE EVALUATION REPORT**  
**STANDARD 1 – CURRICULUM**

**The teacher fully understands the concepts, structures, and tools of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for students.**

QUALITY INDICATOR	LEVELS OF PERFORMANCE			
	<b>Emerging</b> The emerging teacher...	<b>Developing</b> The developing teacher also...	<b>Applying</b> The applying teacher also...	<b>Innovating</b> The innovating teacher also...
<b>QI - 1.1</b> <b>Content knowledge and academic language</b>	Knows and can demonstrate breadth and depth of content knowledge and communicates the meaning of academic language.	Accurately delivers content learning experiences using supplemental resources (district vetted and/or chosen) and incorporates academic language into learning activities.	Infuses in-depth content knowledge information into instructional units and lessons displaying solid knowledge of the important concepts of the discipline.	Has mastery of taught subjects and continually seeks out and infuses in-depth content knowledge into instruction.
<b>QI - 1.2</b> <b>Implementation of curriculum standards</b>	Makes informed decisions about instructional objectives aligned to district mapping and pacing guides.	Consistently delivers a variety of learning experiences that are appropriate for curriculum and are aligned with state and district curriculum and assessments.	Uses state/district curriculum guides with enough facility to anticipate students' mastery skill gaps and/or misconceptions in order to deliver effective instruction.	Demonstrates leadership for the evaluation and development of curriculum aligned to national, state, and district curriculum and assessments.

**COMMENTS or CONTINUOUS IMPROVEMENT OPPORTUNITIES**

**ROCKWOOD SCHOOL DISTRICT**  
**TEACHER SUMMATIVE EVALUATION REPORT**  
**STANDARD 2 - INSTRUCTION**

**The teacher provides learning opportunities that are adapted to diverse learners and support the intellectual, social, and personal development of all students and uses a variety of instructional strategies and resource to encourage students' critical thinking and problem-solving skills.**

QUALITY INDICATOR	LEVELS OF PERFORMANCE			
	Emerging The emerging teacher...	Developing The developing teacher also...	Applying The applying teacher also...	Innovating The innovating teacher also...
<b>2.1</b>  <b>Student engagement</b>	Chooses instructional strategies that require all students to engage in the content.	Incorporates student voice and choice in the learning that leads to higher levels of student engagement in the content area.	Fosters true student-driven engagement in challenging learning tasks that require students to take active roles and responsibilities in their academic growth. Students demonstrate a high degree of attention, curiosity, interest and optimism toward their work.	Classroom instruction is delivered in a way that empowers students to take ownership of their learning. Students demonstrate passion in their work, willingly investing time and effort into learning the content as a result of lesson design and instructional strategies employed.
<b>2.2</b> <b>Knowledge of students (personalized approaches with differentiation)</b>	Uses scaffolded instructional strategies to address student learning needs in meeting the objectives of the curriculum.	Systematically selects differentiated instructional strategies and content to meet students needs and enhance learning.	Adjusts instructional strategies to engage students and advance each individual student's learning based on student performance data as well as students' developmental, physical and affective needs.	Moves fluidly between differentiated instructional strategies based on the unique learning needs and situations of the students resulting in deeper student knowledge and understanding in the content area.

<b>2.3 Opportunities to develop and use critical thinking through collaboration with others</b>	Selects various types of instructional strategies, cooperative learning structures, and appropriate resources to achieve instructional goals and teach students critical-thinking skills.	Assures student growth with frequent instructional opportunities and collaborative learning structures for students to use critical- thinking and problem- solving skills.	Effectively applies flexible grouping and a range of instructional techniques that require students to think creatively and critically and solve meaningful authentic problems or questions	Facilitates student action to apply critical thinking and problem solving skills to address real-world problem from a variety of perspectives related to the discipline that improves their community or world.
<b>2.4 Technology and media communication</b>	Demonstrates knowledge and understanding of technology and media communication tools for purposeful instruction.	Implements instruction that encourages technology and media communication tools used for learning and models those techniques.	Facilitates the students' effective use of technology and media communication tools to enhance student learning.	Mentors or assists students in mentoring, members of the school and community in the use of technology and media communication tools to enhance student learning.
<b>COMMENTS or CONTINUOUS IMPROVEMENT OPPORTUNITIES</b>				

ROCKWOOD SCHOOL DISTRICT

**TEACHER SUMMATIVE EVALUATION REPORT  
STANDARD 3 – ASSESSMENT**

**The teacher understands and uses formative and summative assessment strategies to assess the learner’s progress and uses both classroom and standardized assessment data to adjust instruction to meet students’ needs. The teacher monitors the performance of each student and uses strategies to develop assessment capable learners that understand their current progress and how to reach their learning goals.**

QUALITY INDICATOR	LEVELS OF PERFORMANCE			
	Emerging The emerging teacher...	Developing The developing teacher also...	Applying The applying teacher also...	Innovating The innovating teacher also...
<b>QI 3.1</b>  <b>Assessment capable learners</b>	Provides clear learning targets in student friendly language so that students know what they are supposed to be learning and what quality work looks like.	Provides descriptive and timely feedback so that students understand their progress toward learning targets. Students have opportunities to incorporate formative feedback to revise their work.	Uses student-led assessment strategies to develop assessment capable learners that understand their current progress, their learning goals and how to reach their goals.	Students are assessment capable learners that are proficient at self-monitoring. Students set goals and are reflective about their progress; they do not rely solely on the teacher to tell them where they are or what to do next.
<b>QI 3.2</b>  <b>Effective use of assessments to inform instruction and improve learning</b>	Demonstrate basic strategies for accessing, analyzing and appropriately using information and assessment result to improve learning activities.	Collects and reviews student trend data and growth in learning through a comparison of student work (i.e. pre/post test results or similar mechanisms) to plan future instruction.	Uses tools such as rubrics, scoring guides, performance analyses, etc. that clearly identify the knowledge and skills intended for student to acquire in well-defined learning goals and adjust instructional strategies based on student progress toward those goals.	Is capable of modeling for others the use of ongoing, consistent assessment throughout the instructional process to gather data about the effect of instruction to enhance individual and class achievement.

COMMENTS or CONTINUOUS IMPROVEMENT OPPORTUNITIES

**ROCKWOOD SCHOOL DISTRICT  
TEACHER SUMMATIVE EVALUATION REPORT  
STANDARD 4 – ENVIRONMENT AND RELATIONSHIPS**

**The teacher establishes trusting relationship with students and creates a positive learning environment that encourages active engagement in learning, positive social interaction, and self-motivation. The teacher values students’ unique experiences, family and culture.**

QUALITY INDICATOR	LEVELS OF PERFORMANCE			
	<b>Emerging</b> The emerging teacher...	<b>Developing</b> The developing teacher also...	<b>Applying</b> The applying teacher also...	<b>Innovating</b> The innovating teacher also...
<b>QI – 4.1</b>  <b>Classroom management (time, space transitions and activities, and behaviors)</b>	Manages time, space, transitions, and activities in their classroom.	Effectively manages time, space, transitions, and activities to create an environment that enhances student engagement.	Organizes, allocates, and manages time, space, transitions and activities to promote continuous student engagement and high levels of productivity with little to no disruption of instruction.	Shares and/or models effective strategies for managing time, space, transitions and activities to promote continuous student engagement and high levels of productivity.
<b>QI – 4.2</b>  <b>Classroom, school and community culture</b>	Builds awareness of the culture of the classroom, school, and community in order to positively influence student relationships and build an effective learning environment.	Develops a positive culture in the classroom, school, and community to positively affect student relationships and learning.	Establishes an inviting and nurturing educational environment by creating a trusting relationship with students that engages them in learning and is sensitive to their experiences, family, culture and community.	Actively engages students in discussing and evaluating the culture of the classroom, school and community to positively impact relationships and learning.

<b>QI- 4.3</b>  <b>Social and emotional learning</b>	Builds awareness of the social and emotional needs of each student.	Integrates classroom routines and instructional practices that support student learning, growth, and development because their needs are met in a positive learning environment.	Integrates classroom routines and instructional practices that support student development of skills necessary to manage emotions, set and achieve positive goals, show empathy for others, maintain positive relationships and make responsible decisions.	Cultivates the social emotional skills necessary to reveal the unique skills and talents of every child.
<b>QI- 4.4</b>  <b>Diversity, equity and inclusion</b>	Is aware of personal bias in regard to differences in culture, gender, intellectual and physical ability in the classroom and its impact on teacher instruction and student learning.	Demonstrates and promotes sensitivity to differences in culture, gender, intellectual, and physical ability in classroom communication and in responses to students' communications.	Helps students to develop a respect for all through sensitivity to cultural, gender, intellectual and physical ability differences in classroom communication.	Promotes a respect for all and sensitivity to cultural, gender, intellectual and physical ability differences throughout the school and community.
<b>COMMENTS OR CONTINUOUS IMPROVEMENT OPPORTUNITIES</b>				

**ROCKWOOD SCHOOL DISTRICT  
TEACHER SUMMATIVE EVALUATION REPORT  
STANDARD 5 –PROFESSIONALISM**

**The teacher is a reflective practitioner who continually assesses the effects of choices and actions on others. The teacher actively seeks out opportunities to grow professionally in order to improve learning for all students.**

QUALITY INDICATOR	LEVELS OF PERFORMANCE			
	<b>Emerging</b> The emerging teacher...	<b>Developing</b> The developing teacher also...	<b>Applying</b> The applying teacher also...	<b>Innovating</b> The innovating teacher also...
<b>QI – 5.1</b> <b>Communication of student progress and maintaining records</b>	Communicates general information about student progress knowledgeably, responsibly, and ethically based on appropriate indicators, to students, families,	Uses evidence to communicate student progress, knowledgeably and responsibly, based on appropriate indicators.	Follow district procedures to report grades that clearly communicate what students know, understand, and are able to do in a timely manner.	Is able to mentor colleagues in the use of student performance evidence and managing records to effectively communicate student progress.
<b>QI – 5.2</b> <b>Professional learning</b>	Is aware of and utilizes resources available for professional learning.	Applies knowledge gained from a variety of sources to the benefit of students in the classroom.	Collaborates and shares new knowledge and expertise with colleagues to benefit the learning of students in multiple classrooms.	Evaluates, procures and creates resources for professional development and actively participates in professional development in the larger professional community.
<b>QI – 5.3</b> <b>Professional rights, responsibilities and ethical practices</b>	Demonstrates professionalism and ethical behavior by adhering to the code of conduct and aligning classroom practices to district policies and school procedures.	Consistently exhibits professionalism in all situations and ensures that classroom practices align to district policies and school procedures.	Collaborates by consistently modeling professionalism throughout the school, district and community in a manner that positively impacts student learning.	Influences the framing, revision and advocating of policies and procedures that promotes ethical and professional behavior of all educators.

**COMMENTS OR CONTINUOUS IMPROVEMENT OPPORTUNITIES**

**ROCKWOOD SCHOOL DISTRICT  
TEACHER SUMMATIVE EVALUATION REPORT  
STANDARD 6 –COLLABORATION**

**The teacher collaborates effectively with families, school colleagues, and community members to meet student needs.**

QUALITY INDICATOR	LEVELS OF PERFORMANCE			
	Emerging The emerging teacher...	Developing The developing teacher also...	Applying The applying teacher also...	Innovating The innovating teacher also...
<b>QI – 6.1</b> <b>Collaboration with colleagues / educational team</b>	Identifies ways to work with others across the system to provide needed services to support individual learners.	Works with colleagues and administrators at the school level and in the larger professional community to develop strategic, data-driven school- based systems to address student needs.	Consistently works with colleagues and administrators to develop strategic, data-driven school-based systems to address student needs and assists in monitoring the effectiveness of those systems.	Is capable of taking a leadership role or serving as an informal resource in working with the larger professional community in regards to working with others across the system to identify and provide needed services to support individual learners.
<b>QI – 6.2</b> <b>Partnership with families and the community</b>	Develops relationships with students and families to support students’ learning and well- being.	Creates and cultivates new partnerships with students, families and community members to support students’ learning and well- being.	Consistently develops, maintain and further partnerships with students, families and community members to support students’ learning and well-being.	Takes an active leadership role or serve as an informal resource at the school and district level in developing partnerships with students, families and community members to support students’ learning and well-being.

**COMMENTS OR CONTINUOUS IMPROVEMENT OPPORTUNITIES**



## SUMMATIVE ASSESSMENT OF TEACHER STANDARDS

<b>Standard 1: Curriculum</b>	<b>Area of Concern</b>	<b>Growth Opportunity</b>	<b>Meets Expectation</b>
QI 1 – Content knowledge and academic language QI 2 – Implementation of curriculum standards			

<b>Standard 2: Instruction</b>	<b>Area of Concern</b>	<b>Growth Opportunity</b>	<b>Meets Expectation</b>
QI 1 – Student engagement QI 2 – Knowledge of students (personalized approaches with differentiation) QI 3 – Opportunities to develop and use critical thinking through collaboration with others QI 4 – Technology and media communication			

<b>Standard 3: Assessment</b>	<b>Area of Concern</b>	<b>Growth Opportunity</b>	<b>Meets Expectation</b>
QI 1 – Assessment-capable learners QI 2 – Effective use of assessments to inform instruction and improve learning			

<b>Standard 4: Environment and Relationships</b>	<b>Area of Concern</b>	<b>Growth Opportunity</b>	<b>Meets Expectation</b>
QI 1 – Classroom management (time, space, transitions and activities, and behaviors) QI 2 – Classroom school and community culture QI 3 – Social and emotional learning QI 4 – Diversity, equity and inclusion			

<b>Standard 5: Professionalism</b>	<b>Area of Concern</b>	<b>Growth Opportunity</b>	<b>Meets Expectation</b>
QI 1 – Communication of student progress and maintaining records QI 2 – Professional learning QI 3 – Professional rights, responsibilities and ethical practices			

<b>Standard 6: Collaboration</b>	<b>Area of Concern</b>	<b>Growth Opportunity</b>	<b>Meets Expectation</b>
QI 1 – Collaboration with colleagues / educational team QI 2 – Partnerships with families and the community			

## EDUCATOR PLAN FOR STUDENT GROWTH

**Reflect:**

Evaluate the effectiveness of the plan by looking at student work, achievement data, student/parent feedback, and observational notes. What impact has occurred as a result of this plan?

**1. PGP Reflection for Summative**

Comments on Implementation/Results of PGP (Teacher/Admin.)
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**2. Post-Rating and Reflection for PGP:**

Minimally 1	Partially 2	Completely 3	Expanded Implementation 4
More than one strategy in the PGP was not implemented fully.	A strategy in the PGP was not implemented or implemented fully.	All strategies in the PGP were fully implemented.	All strategies in the PGP were fully implemented and the educator took additional steps towards learning/practicing the area of focus.

**3. Post-Rating for SLO:**

Emerging	Developing	Applying	Innovating
Less than 65% of students meet or exceed growth target.	65-79% of students meet or exceed growth target.	80-93% of students meet or exceed growth target.	At least 94% of students meet or exceed growth target.
1	2	3	4

**4. SLO Next Steps:**

What adjustments will be made to improve/sustain the goal and support future growth?

## Overall Teacher Rating

1. Summative Assessment of Teacher Standards' score = \_\_\_\_\_ (based on 6 standards)
  - a. Multiple "Area of Concern" = 1 (Emerging)
  - b. Majority "Growth Opportunity" = 2 (Developing)
  - c. Combination of "Growth Opportunity" and "Meets Expectation" = 3 (Applying)
  - d. All "Meets Expectation" = 4 (Innovating)
2. SLO score= \_\_\_\_\_ (based on 4,3,2,1)
3. PGP score= \_\_\_\_\_ (based on 4,3,2,1)

Average of 3 scores = \_\_\_\_\_

Evaluator's Comments

Teacher's Comments

### Growth/Focus Improvement Plan:

Develop a focus improvement plan linked to deficiencies noted in this evaluation. This must include specific target dates and timelines that must be met in order for re-employment to continue.

### If on a current Focused Improvement Plan: (check one)

- Performance has improved. Remove from FIP
- Performance concerns exist. Continue FIP into next school year.

### Recommendation for continued employment: (check one)

- Recommended for continued employment.
- Not recommended for continued employment
- Not recommended for continued employment due to one-year-only contract (Probationary teachers only)

\_\_\_\_\_  
Teacher's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Evaluator's Signature

\_\_\_\_\_  
Date

*(Signatures indicate the contents of this document have been discussed. It does not necessarily mean agreement with its contents).*