

**APPENDIX III--BERESFORD SCHOOL DISTRICT PERFORMANCE APPRAISAL
SUMMATIVE EVALUATION FORM FOR TEACHERS**

Teacher _____ Evaluator(s) _____

School _____ Date of Conference _____

Grade(s) _____ Subject Area(s) Observed _____

Observation Date(s) _____

Non-continuing Contract Teacher

Continuing Contract Teacher

**APPENDIX III--BERESFORD SCHOOL DISTRICT PERFORMANCE APPRAISAL
SUMMATIVE EVALUATION FORM FOR TEACHERS**

DOMAIN 1: PLANNING AND PREPARATION

1a. Demonstrating Knowledge of Content and Pedagogy: Indicators include: lesson and unit plans that reflect important concepts in the discipline, lesson and unit plans that accommodate prerequisite relationships among concepts and skills, clear and accurate classroom explanations, accurate answers to students' questions, feedback to students that furthers learning, and interdisciplinary connections in plans and practice.

Criterion 1a. Performance: Unsatisfactory Basic Proficient Distinguished

1b. Demonstrating Knowledge of Students: Indicators include: formal and informal information about students gathered by the teacher for use in planning instruction, student interests and needs learned by the teacher for use in planning, teacher participation in community cultural events, teacher-designed opportunities for families to share their heritages, and database of students with special needs.

Criterion 1b. Performance: Unsatisfactory Basic Proficient Distinguished

1c. Setting Instructional Outcomes: Indicators include: outcomes of a challenging cognitive level, statements of student learning—not student activity, outcomes central to the discipline and related to those in other disciplines, outcomes permitting assessment of student attainment, and outcomes differentiated for students of varied ability.

Criterion 1c. Performance: Unsatisfactory Basic Proficient Distinguished

1d. Demonstrating Knowledge of Resources: Indicators include: materials provided by the district, materials provided by professional organizations, a range to texts, internet resources, community resources, ongoing participation by the teacher in professional education courses or professional groups, and guest speakers.

Criterion 1d. Performance: Unsatisfactory Basic Proficient Distinguished

1e. Designing Coherent Instruction: Indicators include: lessons that support instructional outcomes and reflect important concepts, instructional maps that indicate relationships to prior learning, activities that represent high-level thinking, opportunities for student choice, use of varied resources, thoughtfully planned learning groups, and structured lesson plans.

Criterion 1e. Performance: Unsatisfactory Basic Proficient Distinguished

1f. Designing Student Assessments: Indicators include: lesson plans indicating correspondence between assessments and instructional outcomes, assessment types suitable to the style of outcome, variety of performance opportunities for students, modified assessments available for individual students as needed, expectations clearly written with descriptors for each level of performance, and formative assessments designed to inform minute-to-minute decision making by the teacher during instruction.

Criterion 1f. Performance: Unsatisfactory Basic Proficient Distinguished

Evidence:

DOMAIN 1 PERFORMANCE:

Unsatisfactory **Basic** **Proficient** **Distinguished**

**APPENDIX III--BERESFORD SCHOOL DISTRICT PERFORMANCE APPRAISAL
SUMMATIVE EVALUATION FORM FOR TEACHERS**

DOMAIN 2: THE CLASSROOM ENVIRONMENT

2a. Creating an Environment of Respect and Rapport: Indicators include: respectful talk, active listening, and turn-taking, acknowledgment of students' backgrounds and lives outside the classroom, body language indicative of warmth and caring shown by teacher and students, physical proximity, politeness and encouragement, and fairness.

Criterion 2a. Performance: Unsatisfactory Basic Proficient Distinguished

2b. Establishing a Culture for Learning: Indicators include: belief in the value of what is being learned, high expectations, supported through both verbal and nonverbal behaviors, for both learning and participation, expectation of high-quality work on the parts of students, expectation and recognition of effort and persistence on the part of students, and high expectations for expression and work products.

Criterion 2b. Performance: Unsatisfactory Basic Proficient Distinguished

2c. Managing Classroom Procedures: Indicators include: smooth functioning of all routines, little or no loss of instructional time, students playing an important role in carrying out the routines, and students knowing what to do, where to move.

Criterion 2c. Performance: Unsatisfactory Basic Proficient Distinguished

2d. Managing Student Behavior: Indicators include: clear standards of conduct possibly posted, and possibly referred to during a lesson, absence of acrimony between teacher and students concerning behavior, teacher awareness of student conduct, preventive action when needed by the teacher, absence of misbehavior, and reinforcement of positive behavior.

Criterion 2d. Performance: Unsatisfactory Basic Proficient Distinguished

2e. Organizing Physical Space: Indicators include: pleasant, inviting atmosphere, safe environment, accessibility for all students, furniture arrangement suitable for the learning activities, effective use of physical resources, including computer technology, by both teacher and students.

Criterion 2e. Performance: Unsatisfactory Basic Proficient Distinguished

Evidence:

DOMAIN 2 PERFORMANCE:

Unsatisfactory **Basic** **Proficient** **Distinguished**

**APPENDIX III--BERESFORD SCHOOL DISTRICT PERFORMANCE APPRAISAL
SUMMATIVE EVALUATION FORM FOR TEACHERS**

DOMAIN 3: INSTRUCTION

3a. Communicating with Students: Indicators include: clarity of lesson purpose, clear directions and procedures specific to the lesson activities, absence of content errors and clear expectations of concepts and strategies, and correct and imaginative use of language.

Criterion 3a. Performance: Unsatisfactory Basic Proficient Distinguished

3b. Using Questioning and Discussion Techniques: Indicators include: questions of high cognitive challenge, formulated by both students and teacher, questions with multiple correct answers or multiple approaches, even when there is a single correct response, effective use of student responses and ideas, discussion, with the teacher stepping out of the central, mediating role, focus on the reasoning exhibited by students in discussion, both in give-and-take with the teacher and with their classmates, and high levels of student participation in discussion.

Criterion 3b. Performance: Unsatisfactory Basic Proficient Distinguished

3c. Engaging Students in Learning: Indicators include: student enthusiasm, interest, thinking, problem solving, etc., learning tasks that require high-level student thinking and invite students to explain their thinking, students highly motivated to work on all tasks and persistent even when the tasks are challenging, students actively “working,” rather than watching while their teacher “works,” and suitable pacing of the lesson—neither dragged out nor rushed, with time for closure and student reflection.

Criterion 3c. Performance: Unsatisfactory Basic Proficient Distinguished

3d. Using Assessment in Instruction: Indicators include: the teacher paying close attention to evidence of student understanding, the teacher posing specifically created questions to elicit evidence of student understanding, the teacher circulating to monitor student learning and to offer feedback, and students assessing their own work against established criteria.

Criterion 3d. Performance: Unsatisfactory Basic Proficient Distinguished

3e. Demonstrating Flexibility and Responsiveness: Indicators include: incorporation of students’ interests and daily events into a lesson, the teacher adjusting instruction in response to evidence of student understanding (or lack of it), and the teacher seizing on a teachable moment.

Criterion 3e. Performance: Unsatisfactory Basic Proficient Distinguished

Evidence:

DOMAIN 3 PERFORMANCE:

Unsatisfactory **Basic** **Proficient** **Distinguished**

**APPENDIX III--BERESFORD SCHOOL DISTRICT PERFORMANCE APPRAISAL
SUMMATIVE EVALUATION FORM FOR TEACHERS**

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

4a. Reflecting on Teaching: Indicators include: accurate reflections on a lesson and citation of adjustments to practice that draw on a repertoire of strategies.

Criterion 4a. Performance: Unsatisfactory Basic Proficient Distinguished

4b. Maintaining Accurate Records: Indicators include: routines and systems that track student completion of assignments, systems of information regarding student progress against instructional outcomes, and processes of maintaining accurate non-instructional records.

Criterion 4b. Performance: Unsatisfactory Basic Proficient Distinguished

4c. Communicating with Families: Indicators include: frequent and culturally appropriate information sent home regarding the instructional program and student progress, two-way communication between the teacher and families, and frequent opportunities for families to engage in the learning process.

Criterion 4c. Performance: Unsatisfactory Basic Proficient Distinguished

4d. Participating in a Professional Community: Indicators include: regular teacher participation with colleagues to share and plan for student success, regular teacher participation in professional courses and communities that emphasize improving practice, regular teacher participation in school initiatives, and regular teacher participation in and support of community initiatives.

Criterion 4d. Performance: Unsatisfactory Basic Proficient Distinguished

4e. Growing and Developing Professionally: Indicators include: frequent teacher attendance in courses and workshops; regular academic reading, participation in learning networks with colleagues; freely shared insights, and participation in professional organizations supporting academic inquiry.

Criterion 4e. Performance: Unsatisfactory Basic Proficient Distinguished

4f. Showing Professionalism: Indicators include: the teacher having a reputation as being trustworthy and often sought as a sounding board, the teacher frequently reminding participants during committee or planning work that students are the highest priority, the teacher supporting students, even in the face of difficult situations and conflicting policies, the teacher challenging existing practice in order to put students first, and the teacher consistently fulfilling district mandates regarding policies and procedures.

Criterion 4f. Performance: Unsatisfactory Basic Proficient Distinguished

Evidence:

DOMAIN 4 PERFORMANCE:

Unsatisfactory **Basic** **Proficient** **Distinguished**

APPENDIX III--BERESFORD SCHOOL DISTRICT PERFORMANCE APPRAISAL
SUMMATIVE EVALUATION FORM FOR TEACHERS

DOMAIN 5: STUDENT GROWTH BASED ON STUDENT LEARNING OBJECTIVE (SLO)

Student Growth Measure Performance Data:

SLO: Please copy and paste SLO here.

SLO Results: Please input results based on SLO summative meeting.

DOMAIN 5 PERFORMANCE:

Low (less than .65)

Expected (.65 - .85)

High (.86 – 1.00)

**APPENDIX III--BERESFORD SCHOOL DISTRICT PERFORMANCE APPRAISAL
SUMMATIVE EVALUATION FORM FOR TEACHERS**

**CALCULATING THE PROFESSIONAL PRACTICE RATING
INTEGRATED 8, PLUS 2 COMPONENTS**

Components	Unsatisfactory (1 point)	Basic (2 points)	Proficient (3 Points)	Distinguished (4 points)	Points
1c - Setting Instructional Outcomes					0
1e - Designing Coherent Instruction					0
1f - Designing Student Assessments					0
2b - Establishing a Culture for Learning					0
3b - Using Questioning & Discussion Techniques					0
3c - Engaging Students in Learning					0
3d - Using Assessment in Instruction					0
4a - Reflecting on Teaching					0
Other Component -					0
Other Component -					0
Total Points	0	0	0	0	
			Average Component-Level Score		0
Overall Professional Practice Rating	1.00-1.49	1.50-2.49	2.50-3.49	3.50-4.00	
	Unsatisfactory Range	Basic Range	Proficient Range	Distinguished Range	

**APPENDIX III--BERESFORD SCHOOL DISTRICT PERFORMANCE APPRAISAL
SUMMATIVE EVALUATION FORM FOR TEACHERS**

PERFORMANCE SUMMARY

Professional Practices rating:

- Unsatisfactory (1.00 - 1.49)**
- Basic (1.50 - 2.49)**
- Proficient (2.50 - 3.49)**
- Distinguished (3.50 - 4.00)**

Student Growth rating:

- Low (less than .65)**
- Expected (.65 - .85)**
- High (.86 - 1.00)**

Summative Effectiveness rating: Please refer to the Summative Teacher Rating Matrix and Performance Categories on the next page for additional explanation.

- Below Expectations**
- Meets Expectations**
- Exceeds Expectations**

Plan of Assistance/Improvement Plan:

A Plan of Assistance/Improvement Plan **shall be** developed for a teacher who receives an overall rating of “**Below Expectations**” (!) on the Summative Effectiveness rating.

A Plan of Assistance/Improvement Plan **shall be** developed for a teacher who receives a rating of “**Unsatisfactory**” on any of the “Integrated 8, Plus 2” components.

A teacher **may be** placed on a Plan of Assistance/Improvement Plan for components that fall outside the “Integrated 8, Plus 2,” but prior to being placed on a Plan, the following steps will be followed:

1. Informal conversation between the teacher and administrator to address the concern(s). This can be verbal and/or written.
2. Follow-up Informal conversation (2nd) serving as a progress check. If corrected, no further steps are needed.

**APPENDIX III--BERESFORD SCHOOL DISTRICT PERFORMANCE APPRAISAL
SUMMATIVE EVALUATION FORM FOR TEACHERS**

3. If the pattern continues, a Formal, written reprimand will be given to the teacher that spells out the concern(s) and the teacher is given a timeline to make the correction.
4. If the pattern is not corrected, a Plan of Assistance will be implemented for the teacher.

Continuation of contract is dependent upon successful completion of the Plan of Assistance/Improvement Plan.

Please refer to the Negotiated Agreement for the items required in the Plan of Assistance/Improvement Plan.

Summative Teacher Effectiveness Rating Matrix and Performance Categories

		PROFESSIONAL PRACTICE RATING			
		UNSATISFACTORY 1.00 – 1.49	BASIC 1.50 – 2.49	PROFICIENT 2.50 – 3.49	DISTINGUISHED 3.50 – 4.00
STUDENT GROWTH RAITNG	HIGH .86 – 1.00	!			
	EXPECTED .65 - .85	!			
	LOW less than .65	!	!		

SUMMATIVE EFFECTIVENESS RATING CATEGORIES	
	EXCEEDS EXPECTATIONS
	MEETS EXPECTATIONS
!	BELOW EXPECTATIONS (Requires Plan of Assistance)

Plan of Assistance/Improvement Plan Required for:

- Domain 1: Planning and Preparation
- Domain 2: The Classroom Environment
- Domain 3: Instruction
- Domain 4: Professional Responsibilities
- Domain 5: Student Growth

**APPENDIX III--BERESFORD SCHOOL DISTRICT PERFORMANCE APPRAISAL
SUMMATIVE EVALUATION FORM FOR TEACHERS**

Summary of Commendations/Expectations/Recommended Area(s) of Growth:

Additional Evaluator Feedback:

Employment Status:

- Recommended for Contract Renewal**
- Recommended for Contract Renewal with Plan of Assistance**
- Contract Recommendation Withheld Pending Further Evaluation**
- Not Recommended for Contract Renewal**

Comments by Teacher (Optional): If the teacher disagrees with any feedback on this form, the teacher may provide information in writing to the evaluator within ten (10) working days of the receipt of this form. This information will become part of the appraisal record.

**APPENDIX III--BERESFORD SCHOOL DISTRICT PERFORMANCE APPRAISAL
SUMMATIVE EVALUATION FORM FOR TEACHERS**

SIGNATURES

The teacher and evaluator shall sign the Summative Evaluation Form. A signature below indicates that the evaluation was read, reviewed and discussed in a conference between the teacher and evaluator. It does not necessarily indicate concurrence.

Teacher's
Signature: _____ Date: _____

Evaluator's
Signature: _____ Date: _____