Bedford County Public Schools

**Teacher Summative Performance Report**

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**Teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Grade/Subject \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School Year(s)\*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Contract Status: 🞎** Probationary **🞎** Continuing Contract

Directions

Evaluators use this form[[1]](#footnote-1) to provide the teacher with an assessment of performance. The teacher should receive a copy of the form at the end of each evaluation cycle. The signed form is submitted to the Central Office by June 30 (unless extended to September 30).

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| --- | --- |
| **Performance Standard 1: Professional Knowledge**The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.  | **Rating**🞎 Exemplary🞎 Proficient🞎 Developing/Needs Improvement🞎 Unacceptable |
| * Effectively addresses appropriate curriculum standards
* Integrates key content elements and facilitates student use of higher level thinking skills
* Demonstrates ability to link present content with past and future learning experiences, other subject areas, and real world experiences and applications
* Demonstrates accurate knowledge of the subject area(s) taught
 | * Demonstrates skills relevant to the subject area(s) taught
* Bases instruction on goals that reflect high expectations and an understanding of the subject
* Demonstrates an understanding of the intellectual, social, emotional, and physical development of the age group
* Communicates clearly and checks for understanding
 |
| **Comments** |
| **Performance Standard 2: Instructional Planning**The teacher plans using state or other appropriate standards, the school’s curriculum, effective strategies, resources, and data to meet the needs of all students. | **Rating**🞎 Exemplary🞎 Proficient🞎 Developing/Needs Improvement🞎 Unacceptable |
| * Uses student learning data to guide planning
* Plans time realistically
* Plans for differentiated instruction
* Uses appropriate content resources, including digital information
 | * Aligns lesson objectives to the school’s curriculum and student learning needs
* Appropriate long- and short-range plans
* Adapts plans when needed
 |
| **Comments** |
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| **Performance Standard 3: Instructional Delivery**The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.  | **Rating**🞎 Exemplary🞎 Proficient🞎 Developing/Needs Improvement🞎 Unacceptable |
| * Student active learning
* Builds upon students’ existing knowledge and skills
* Differentiates instruction
* Reinforces learning goals consistently
 | * Variety of effective instructional strategies and resources
* Use of instructional technology, including online course management when appropriate
* Communicates clearly and checks for understanding
 |
| **Comments** |
| **Performance Standard 4: Assessment of and for Student Learning**Teachers systematically gather, analyze, and use 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. | **Rating**🞎 Exemplary🞎 Proficient🞎 Developing/Needs Improvement🞎 Unacceptable |
| * Pre-assessment for planning
* Students set learning goals and monitor own progress
* Variety of assessment strategies
* Aligns assessment with curriculum standards
 | * Formative and summative assessment
* Appropriate grading practices
* Gives constructive and frequent feedback to students on their learning
 |
| **Comments** |
| **Performance Standard 5: Learning Environment**The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning. | **Rating**🞎 Exemplary🞎 Proficient🞎 Developing/Needs Improvement🞎 Unacceptable |
| * Safe classroom arrangement
* Clear expectations for rules and procedures
* Maximizes instructional time and minimizes disruptions
* Climate of trust and teamwork

  | * Cultural sensitivity and respect for diversity
* Active listening for students’ needs and responses
* Whole group, small group, and individual instruction
 |
| **Comments** |

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|  |  |
| --- | --- |
| **Performance Standard 6: Professionalism**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. | **Rating**🞎 Exemplary🞎 Proficient🞎 Developing/Needs Improvement🞎 Unacceptable |
| * Collaborates within the school community for student success
* Adheres to laws, policies, and ethical guidelines
* Applies professional learning to instruction
* Sets goals for improvement of knowledge and skills
 | * Positive relationships with parents/guardians through frequent and effective communication
* Contributes to school’s professional learning community
* Has mastered standard oral and written English in communications
 |
| **Comments** |
| **Performance Standard 7: Student Academic Progress** The work of the teacher results in acceptable, measurable, and appropriate student academic progress. | **Rating**🞎 Exemplary🞎 Proficient🞎 Developing/Needs Improvement🞎 Unacceptable |
| * Sets appropriate goals based on baseline data
* Documents progress of each student throughout the year
* Provides intervention strategies to help students reach learning targets
 | * Provides evidence that goals have been met
* Uses outcome data to document and communicate student progress and set interim learning targets
 |
| **Comments** |

Strengths:

Areas Needing Improvement:

**Overall Evaluation Summary Criteria**

**[ ]** Met, recommended for re-employment

**[ ]** Not met due to:

* 1 or more *Unacceptable* rating(s)
* *Needs Improvement* rating in Standard 7
* 2 or more *Developing*/*Needs Improvement* ratings

The teacher is recommended for:

[ ]  Re-employment and placement on an *Employee Improvement Plan*

[ ]  Non-renewal/Dismissal

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Evaluator’s Signature/Date Teacher’s Signature/Date

1. Evaluators should complete the summative performance report prior to April 1 for teachers whose contracts might not be renewed. [↑](#footnote-ref-1)