

King George County Schools Teacher Summative Evaluation Sample Form (Updated July 2022)

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.

- 1.1 Addresses relevant curriculum standards.
- 1.2 Integrates key content elements and facilitates students' use of higher-level thinking skills in instruction.
- 1.3 Demonstrates an ability to link present content with past and future learning experiences, other subject areas, and real-world experiences and applications.
- 1.4 Demonstrates an accurate, current, and specific knowledge of the subject matter and a working knowledge of relevant technology.
- 1.5 Demonstrates pedagogical skills relevant to the subject area(s) taught and best practices based on current research.
- 1.6 Bases instruction on goals that reflect high expectations for all students commensurate with their developmental levels.
- 1.7 Demonstrates an understanding of the intellectual, social, emotional, and physical development of the age group, as well as the cultural context.
- 1.8 Demonstrates an understanding of appropriate accommodations for diverse learners and students learning in unique contexts (e.g., English learners, gifted learners, students with special needs, etc.).
- 1.9 Uses content-specific language, correct vocabulary and grammar, and acceptable forms of communication as they relate to a specific discipline and/or grade level.

Highly Effective	Effective	Approaching Effective	Ineffective
<input type="radio"/> The teacher continually enriches the curriculum and serves as a role model in his/her knowledge of the subject matter and the proper pedagogy for the content and developmental needs of students.	<input type="radio"/> The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.	<input type="radio"/> The teacher is inconsistent in demonstrating an understanding of the curriculum, content, and/or student development and/or lacks fluidity in using the knowledge in practice.	<input type="radio"/> The teacher demonstrates an inadequate understanding of the curriculum, content, and/or student development, and/or fails to use the knowledge in practice.

Professional Knowledge Comments:

Performance Standard 2: Instructional Planning

The teacher plans using the Virginia Standards of Learning, the school's curriculum, student data, and engaging and research-based strategies and resources to meet the needs of all students.

- 2.1 Analyzes and uses multiple sources of student learning data to guide planning.
- 2.2 Plans accordingly for pacing, sequencing, content mastery, transitions, and application of knowledge.
- 2.3 Consistently plans for differentiated instruction.
- 2.4 Reflects on plans after instructional delivery for future modifications.
- 2.5 Aligns lesson objectives to the school's curriculum and student learning needs.
- 2.6 Develops appropriate course, unit, and daily plans, and adapts plans when needed.
- 2.7 Plans and works collaboratively with others to enhance teaching and learning.
- 2.8 Plans for delivery of synchronous and/or asynchronous lessons, including engaging student activities and assessment strategies, as needed.

Highly Effective	Effective	Approaching Effective	Ineffective
<ul style="list-style-type: none">○ The teacher actively seeks and uses alternative data and resources and serves as a role model in his/her ability to design relevant lessons that challenge and motivate all students.	<ul style="list-style-type: none">○ The teacher plans using the Virginia Standards of Learning, the school's curriculum, student data, and engaging and research-based strategies and resources to meet the needs of all students.	<ul style="list-style-type: none">○ The teacher is inconsistent in his/her use of the Virginia Standards of Learning, the school's curriculum, student data, and/or research-based strategies and resources to meet the needs of all students.	<ul style="list-style-type: none">○ The teacher fails to plan or plans without adequately using the Virginia Standards of Learning, the school's curriculum, student data, and/or research-based strategies and resources to meet the needs of all students.

Instructional Planning Comments:

Performance Standard 3: Instructional Delivery

The teacher uses a variety of research-based instructional strategies appropriate for the content area to engage students in active learning, to promote key skills, and to meet individual learning needs.

- 3.1 Builds upon students' existing knowledge and skills.
- 3.2 Differentiates the instructional content, process, product, and learning environment to meet individual developmental needs.
- 3.3 Motivates students for learning, reinforces learning goals consistently throughout the lesson, and provides appropriate closure.
- 3.4 Develops higher-order thinking through questioning and problem-solving activities.
- 3.5 Uses a variety of appropriate instructional strategies and resources to encourage active student engagement.
- 3.6 Provides remediation, enrichment, and acceleration to further student understanding of material and learning.
- 3.7 Uses appropriate instructional technology to enhance student learning in the classroom or in a virtual setting.
- 3.8 Communicates clearly, checks for understanding using multiple levels of questioning, and adjusts instruction accordingly.

Highly Effective	Effective	Approaching Effective	Ineffective
<ul style="list-style-type: none">○ The teacher fluidly modifies strategies, materials, and groupings to optimize students' opportunities to learn and serves as a role model on how to keep all students challenged in focused work in which they are active problem-solvers and learners.	<ul style="list-style-type: none">○ The teacher uses a variety of research-based instructional strategies appropriate for the content area to engage students in active learning, to promote key skills, and to meet individual learning needs.	<ul style="list-style-type: none">○ The teacher is inconsistent in his/her use of appropriate instructional strategies and/or in engaging students in active learning, promoting key skills, and/or meeting individual learning needs.	<ul style="list-style-type: none">○ The teacher fails to use appropriate instructional strategies and/or is inadequate in engaging students in active learning, promoting key skills, and/or meeting individual learning needs of all students.

Instructional Delivery Comments:

Performance Standard 4: Assessment of/for Student Learning

The teacher systematically gathers, analyzes, and uses all relevant data to measure student progress, guide instructional content and delivery methods, and provide timely feedback to students, parents/caregivers, and other educators, as needed.

- 4.1 Uses pre-assessment data to develop expectations for students, to differentiate instruction, and to document learning.
- 4.2 Involves students in setting learning goals and monitoring their own progress.
- 4.3 Uses a variety of formal and informal assessment strategies and instruments that are valid and appropriate for the content, for the student population, and for the setting (e.g., in-person or virtual).
- 4.4 Uses research-based questioning techniques to gauge student understanding.
- 4.5 Collaborates with others to develop common assessments, when appropriate.
- 4.6 Aligns student assessment with established curriculum standards and benchmarks.
- 4.7 Uses assessment tools for both formative and summative purposes to inform, guide, and adjust students' learning and supports.
- 4.8 Collects and maintains a record of sufficient assessment data to support accurate reporting of student progress.
- 4.9 Communicates constructive and frequent feedback on student learning to students, parents/caregivers, and other educators, as appropriate.

Highly Effective	Effective	Approaching Effective	Ineffective
<p>○ The teacher collaborates with colleagues to use assessment data, re-examines and fine-tunes teaching based on these data, teaches students how to monitor their own progress, and serves as a role model in using assessment to impact student learning.</p>	<p>○ The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, guide instructional content and delivery methods, and provide timely feedback to students, parents/caregivers, and other educators, as needed.</p>	<p>○ The teacher uses a limited selection of assessment strategies and/or is inconsistent in linking assessment to intended learning outcomes, using assessment data to plan/modify instruction, and/or in providing timely feedback.</p>	<p>○ The teacher uses an inadequate variety of assessment sources, assesses infrequently, does not use baseline or feedback data to make instructional decisions, and/or fails to provide student feedback in a timely manner.</p>

Assessment of/for Student 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.

- 5.1 Arranges and modifies the classroom, as needed, to maximize learning while providing a safe environment.
- 5.2 Establishes clear expectations, with student input, for classroom rules and procedures early in the school year and enforces them consistently and fairly.
- 5.3 Maximizes instructional time and minimizes disruptions.
- 5.4 Establishes a climate of trust and teamwork by being fair, caring, respectful, and enthusiastic.
- 5.5 Encourages student engagement, inquiry, and intellectual risk-taking.
- 5.6 Promotes respectful interactions and an understanding of students' diversity, such as language, culture, race, gender, and special needs.
- 5.7 Actively listens and makes accommodations for all students' needs, including social, emotional, behavioral, and intellectual.
- 5.8 Addresses student needs by working with students individually as well as in small groups or whole groups.
- 5.9 Promotes an environment - whether in person or virtual - that is academically appropriate, stimulating, and challenging.

Highly Effective	Effective	Approaching Effective	Ineffective
<p><input type="radio"/> The teacher serves as a role model in creating a dynamic learning environment where students monitor their own behavior and develop a sense of responsibility.</p>	<p><input type="radio"/> The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.</p>	<p><input type="radio"/> The teacher is inconsistent in using resources, routines, and procedures and/or in providing a respectful, positive, safe, student-centered environment.</p>	<p><input type="radio"/> The teacher is inadequate in addressing student behavior issues, displays a detrimental attitude, ignores safety standards, and/or fails to otherwise provide an environment that is conducive to learning.</p>

Learning Environment Comments:

Performance Standard 6: Culturally Responsive Teaching and Equitable Practices*

The teacher demonstrates a commitment to equity and provides instruction and classroom strategies that result in culturally inclusive and responsive learning environments and achievement for all students.

- 6.1 Reviews assessment data by student groups and identifies and applies differentiated strategies to address growth and learning needs of all students with specific attention to students within gap groups.
- 6.2 Fosters classroom environments that create opportunities for access and achievement by acknowledging, valuing, advocating, and affirming cultural and social diversity.
- 6.3 Builds meaningful relationships with all students anchored in affirmation, mutual respect and validation utilizing culturally responsive teaching practices, and by modeling high expectations for all students.
- 6.4 Utilizes inclusive curriculum and instructional resources that represent and validate diversity from all rings of culture that include generational, gender, religion, class, nationality, race, ethnicity, native language, ability, and sexuality by connecting classroom curriculum and instruction to the cultural examples, experiences, backgrounds, and traditions of all learners.
- 6.5 Analyzes, selects, and integrates texts, materials, and classroom resources that reflect cultural inclusivity and the needs of all students, including for gender, race, ethnicity, English Language Learners, and students with disabilities.
- 6.6 Uses communication strategies that are inclusive of the language, dialects, cultural, social and literacy needs of all students (including gender, race, ethnicity, English Language Learners, and students with disabilities).
- 6.7 Teaches students the skills necessary to communicate and engage with diverse groups.

Highly Effective	Effective	Approaching Effective	Ineffective
<ul style="list-style-type: none"> ○ The teacher demonstrates and promotes respect for difference, mitigates against classroom power imbalances based on race, ethnicity, gender, identity, ability, and/or socioeconomic status, cultivates relationships anchored in affirmation and mutual respect; and utilizes data informed strategies to support academic achievement for all students. 	<ul style="list-style-type: none"> ○ The teacher models high expectations for all students; advances academic growth and achievement for all students; and utilizes educational materials that are culturally inclusive. 	<ul style="list-style-type: none"> ○ The teacher is inconsistent in demonstrating high expectations for all students and/or is inconsistent in providing instruction and classroom strategies that result in inclusive learning environments and student engagement practices. 	<ul style="list-style-type: none"> ○ The teacher fails to demonstrate a commitment to equity and/or fails to adapt instructional and classroom strategies in a way that results in culturally inclusive and responsive learning environments and academic achievement for all students.

Culturally Responsive Teaching and Equitable Practices Comments:

Performance Standard 7: Professionalism

The teacher demonstrates a commitment to professional ethics, collaborates and communicates appropriately, and takes responsibility for personal professional growth that results in the enhancement of student learning.

- 7.1 Adheres to federal and state laws, school and division policies, ethical guidelines, and procedural requirements.
- 7.2 Maintains positive professional behavior (e.g., appearance, demeanor, punctuality, and attendance).
- 7.3 Incorporates learning from professional growth opportunities into instructional practice and reflects upon the effectiveness of implemented strategies.
- 7.4 Seeks and pursues opportunities to participate in training that fosters an appreciation and respect for diversity, cultural inclusivity, and responsive teaching practices.
- 7.5 Identifies and evaluates personal strengths and weaknesses and sets goals for improvement of personal knowledge and skills.
- 7.6 Engages in activities outside the classroom intended for school and student enhancement.
- 7.7 Works in a collegial and collaborative manner with administrators, other school personnel, and the community to promote students' well-being, progress, and success.
- 7.8 Builds positive and professional relationships with parents/caregivers through frequent and appropriate communication concerning students' progress.
- 7.9 Serves as a contributing member of the school's professional learning community through collaboration with teaching colleagues and staff.
- 7.10 Uses precise language, correct vocabulary and grammar, and acceptable forms of oral and written communication.

Highly Effective	Effective	Approaching Effective	Ineffective
<p>○ The teacher serves as a role model in professional behavior, uses optimal means of communication, mentors and leads colleagues in the improvement of their instructional practice, and initiates activities that contribute to the enrichment of the wider school community.</p>	<p>○ The teacher demonstrates a commitment to professional ethics, collaborates and communicates appropriately, and takes responsibility for personal professional growth that results in the enhancement of student learning.</p>	<p>○ The teacher is inconsistent in demonstrating professional judgment, collaborating and communicating with relevant stakeholders, participating in professional growth opportunities, and/or applying learning from growth opportunities in the classroom.</p>	<p>○ The teacher fails to adhere to legal, ethical, and professional standards, demonstrates a reluctance or disregard toward school policy, and/or infrequently takes advantage of professional growth opportunities.</p>

Professionalism Comments:

Performance Standard 8: Student Academic Progress

The work of the teacher results in acceptable, measurable, and appropriate student academic progress.

8.1 Sets acceptable, measurable, and appropriate achievement goals for student learning progress based on baseline data.

8.2 Documents the progress of each student throughout the year.

8.3 Provides evidence that achievement goals have been met, including the state-provided progress data when available as well as other multiple measures of student academic progress.

8.4 Uses available performance outcome data to continually document and communicate student academic progress and develop interim learning targets.

Highly Effective	Effective	Approaching Effective	Ineffective
<p><input type="radio"/> The work of the teacher serves as a model for others and results in a high level of student achievement with all populations of learners.</p>	<p><input type="radio"/> The work of the teacher results in acceptable, measurable, and appropriate student academic progress.</p>	<p><input type="radio"/> The work of the teacher results in student academic progress that does not meet the established standard and/or is not achieved with all populations taught by the teacher.</p>	<p><input type="radio"/> The work of the teacher does not achieve acceptable student academic progress.</p>

Student Academic Progress Comments:

Summative Conference Comments

Summative Rating Explanation and Calculation

In addition to receiving a diagnostic rating for each of the eight performance ratings, the employee will receive a single summative evaluation rating at the conclusion of the evaluation cycle. This summative rating will reflect an overall evaluation rating for the employee. The intent is not to replace the diagnostic value of the eight performance standards; rather it is to provide an overall rating of the employee's performance. The overall summative rating will be judged to be Highly Effective, Effective, Approaching Effective, or Ineffective.

Scores will be calculated using the following scale for each standard:

Highly Effective = 4

Effective = 3

Approaching Effective = 2

Ineffective = 1

Explanation of Results

Performance Standard Weight: 1.25 per standard

Range of Scores

Highly Effective 35-40

Effective 26-34

Approaching Effective 20-25

Ineffective 10-19

Teacher Name: _____

Teacher Signature: _____ **Date:** _____

Evaluator Name: _____

Evaluator Signature: _____ **Date:** _____