



SUMMIT

Charter School

Appendix E. Staff Evaluation Form



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Staff Evaluation

Staff Member:

Position:

Evaluator:

Date of Observation:

Today's Date:

Danielson Rubric Scoring: Classroom Observation(s) scoring as follows:

Domain II Score: _____ (30% of Summative Teacher Evaluation Score)

Domain III Score: _____ (30% of Summative Teacher Evaluation Score)

* **Average Score for Domain II & III:** _____ (**60% of Summative Teacher Evaluation Score**)

Domain I & Domain IV will be scored in May for Year-End Teacher Evaluation.

Scoring is as follows:

Domain I Score: 20% of Summative Teacher Evaluation Score

Domain IV: 20% of Summative Teacher Evaluation Score

2a – Creating an Environment of Respect and Rapport

Distinguished Statements:

Classroom interactions between the teacher and students and among students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result is an environment where all students feel valued and are comfortable taking intellectual risks.

Proficiency Statements:

Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, cultures, and developmental levels of the students. Interactions among students are generally polite and respectful, and students exhibit respect for the teacher. The teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite, respectful, and business-like, though students may be somewhat cautious about taking intellectual risks.

Needs Improvement:

<input type="checkbox"/> interactions are mostly negative	<input type="checkbox"/> teacher does not deal with disrespectful behavior	<input type="checkbox"/> students rarely demonstrate disrespect for one another
<input type="checkbox"/> interactions are sarcastic	<input type="checkbox"/> generally appropriate, occasional favoritism	<input type="checkbox"/> teacher attempts to respond, with uneven results

Elements	N/D	Distinguished	Proficient	Needs Improvement	Failing
(1) Teacher Interaction with Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(1) Student Interactions with One Another	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
OVERALL RATING	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Evidence:

2b – Establishing a Culture for Learning

Distinguished Statements:

The classroom culture is a cognitively busy place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning for all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or assisting peers in their precise use of language.

Proficiency Statements:

The classroom culture is a place where learning is valued by all; high expectations for both learning and hard work are the norm for most students. Students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning, hard work, and the precise use of language.

Needs Improvement:

<input type="checkbox"/> negative attitude toward the content	<input type="checkbox"/> low expectations for students	<input type="checkbox"/> minimal buy in by students
<input type="checkbox"/> content is not important	<input type="checkbox"/> students have little or no pride in their work	<input type="checkbox"/> students take minimal responsibility to do good work

Elements	N/D	Distinguished	Proficient	Needs Improvement	Failing
(1) Importance of the Content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(1) Expectations for Learning and Achievement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(3) Student Pride in Work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
OVERALL RATING	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Evidence:

2c – Managing Classroom Procedures

Distinguished Statements:

Instructional time is maximized due to efficient and seamless classroom routines and procedures. Students take initiative in the management of instructional groups and transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students. Volunteers and paraprofessionals make an independent contribution to the class.

Proficiency Statements:

There is little loss of instructional time due to effective classroom routines and procedures. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are consistently successful. With minimal guidance and prompting, students follow established classroom routines, and volunteers and paraprofessionals contribute to the class.

Needs Improvement

<input type="checkbox"/> students are not working	<input type="checkbox"/> materials and supplies are handled inefficiently	<input type="checkbox"/> some transitions are efficient
<input type="checkbox"/> transitions are chaotic	<input type="checkbox"/> students in some groups are working	<input type="checkbox"/> systems for non-instructional duties are fairly efficient
<input type="checkbox"/> volunteers/paraprofessionals have no defined role(s)	<input type="checkbox"/> routines are smooth with little loss of time	<input type="checkbox"/> volunteers/paraprofessionals are productively engaged

Elements	N/D	Distinguished	Proficient	Needs Improvement	Failing
(1) Management of Instructional Groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(2) Management of Transitions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(2) Management of Materials and Supplies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(2) Performance of Non-Instructional Duties	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(3) Supervision of Volunteers and Paraprofessionals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
OVERALL RATING	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evidence:					

2d – Managing Student Behavior					
<p><u>Distinguished Statements:</u> Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and/or that of other students against standards of conduct. Teacher monitoring of student behavior is subtle and preventive. The teacher’s response to student misbehavior is sensitive to individual student needs and respects students’ dignity.</p>					
<p><u>Proficiency Statements:</u> Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate, and respectful to students and is effective.</p>					
<u>Needs Improvement</u>					
<input type="checkbox"/> no standards of conduct	<input type="checkbox"/> student behavior not monitored	<input type="checkbox"/> teacher does not respond to misbehavior			
<input type="checkbox"/> most students understand standards of conduct	<input type="checkbox"/> teacher generally aware of behavior	<input type="checkbox"/> teacher attempts to respond to misbehavior – uneven results			
Elements	N/D	Distinguished	Proficient	Needs Improvement	Failing
(1) Expectations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(1) Monitoring of Student Behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(2) Response to Student Misbehavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
OVERALL RATING	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evidence:					

2e – Organizing Physical Space											
<p><u>Distinguished Statements:</u> The classroom environment is safe, and learning is accessible to all students, including those with special needs. The teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.</p>											
<p><u>Proficiency Statements:</u> The classroom is safe, and students have equal access to learning activities; the teacher ensures that the furniture arrangement is appropriate to the learning activities and uses physical resources, including computer technology, effectively.</p>											
<p><u>Needs Improvement</u></p> <table border="1" style="width: 100%;"> <tr> <td style="width: 33%;"><input type="checkbox"/> classroom is unsafe</td> <td style="width: 33%;"><input type="checkbox"/> learning is accessible to most students</td> <td style="width: 33%;"><input type="checkbox"/></td> </tr> <tr> <td><input type="checkbox"/> furniture arrangement hinders learning</td> <td><input type="checkbox"/> furniture has limited effectiveness</td> <td><input type="checkbox"/></td> </tr> </table>						<input type="checkbox"/> classroom is unsafe	<input type="checkbox"/> learning is accessible to most students	<input type="checkbox"/>	<input type="checkbox"/> furniture arrangement hinders learning	<input type="checkbox"/> furniture has limited effectiveness	<input type="checkbox"/>
<input type="checkbox"/> classroom is unsafe	<input type="checkbox"/> learning is accessible to most students	<input type="checkbox"/>									
<input type="checkbox"/> furniture arrangement hinders learning	<input type="checkbox"/> furniture has limited effectiveness	<input type="checkbox"/>									
Elements	N/D	Distinguished	Proficient	Needs Improvement	Failing						
(1) Safety and Accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						

(2) Arrangement of Furniture and Use of Physical Resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
OVERALL RATING	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evidence:					

3a – Communicating with Students

Distinguished Statements:

The teacher links the instructional purpose of the lesson to the larger curriculum; the directions and procedures are clear and anticipate possible student misunderstanding. The teacher’s explanation of content is thorough and clear, developing conceptual understanding through clear scaffolding and connecting with students’ interests. Students contribute to extending the content by explaining concepts to their classmates and suggesting strategies that might be used. The teacher’s spoken and written language is expressive, and the teacher finds opportunities to extend students’ vocabularies, both within the discipline and for more general use. Students contribute to the correct use of academic vocabulary.

Proficiency Statements:

The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly and may be modeled. The teacher’s explanation of content is scaffolded, clear, and accurate and connects with students’ knowledge and experience. During the explanation of content, the teacher focuses, as appropriate, on strategies students can use when working independently and invites student intellectual engagement. The teacher’s spoken and written language is clear and correct and is suitable to students’ ages and interests. The teacher’s use of academic vocabulary is precise and serves to extend student understanding.

Needs Improvement

<input type="checkbox"/> purpose is unclear, attempts to explain with limited success	<input type="checkbox"/> explanation of content is unclear	<input type="checkbox"/> spoken language is inaudible
<input type="checkbox"/> directions, procedures are confusing	<input type="checkbox"/> explanation of content uses inappropriate language	<input type="checkbox"/> written language is illegible

<input type="checkbox"/> directions, procedures are clarified after confusion	<input type="checkbox"/> explanation of content is uneven	<input type="checkbox"/> spoken or written language contains errors
<input type="checkbox"/> vocabulary is not appropriate to age group	<input type="checkbox"/> explanation is difficult to follow	<input type="checkbox"/> vocabulary is correct but limited
<input type="checkbox"/> attempts to explain purpose-with limited success	<input type="checkbox"/> vocabulary is vague, used incorrectly, confused	<input type="checkbox"/> vocabulary is not appropriate to age group

Elements	N/D	Distinguished	Proficient	Needs Improvement	Failing
(1) Expectations for Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(1) Directions and Procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(2) Explanations of Content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(1) Use of Oral and Written Language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
OVERALL RATING	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Evidence:

3c – Engaging Students in Learning

Distinguished Statements:

Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and activities that require complex thinking by students. The teacher provides suitable scaffolding and challenges students to explain their thinking. There is evidence of some student initiation of inquiry and student contributions to the exploration of important content; students may serve as resources for one another. The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed not only to intellectually engage with and reflect upon their learning but also to consolidate their understanding.

Proficiency Statements:

The learning tasks and activities are fully aligned with the instructional outcomes and are designed to challenge student thinking, inviting students to make their thinking visible. This technique results in active intellectual engagement by most students with important and challenging content and with teacher scaffolding to support that engagement. The groupings of students are suitable to the activities. The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.

Needs Improvement:

<input type="checkbox"/> students not mentally engaged	<input type="checkbox"/> groups are inappropriate or partially appropriate	<input type="checkbox"/> lesson has no clearly defined structure
<input type="checkbox"/> activities/assignments are inappropriate	<input type="checkbox"/> students are partially mentally engaged	<input type="checkbox"/> structure is not uniformly maintained
<input type="checkbox"/> activities/assignments are appropriate to some students	<input type="checkbox"/> instructional materials/resources are unsuitable or partially suitable to the instructional purpose	

Elements	N/D	Distinguished	Proficient	Needs Improvement	Failing
(1) Activities and Assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(3) Grouping of Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(2) Instructional Materials and Resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(1) Structure and Pacing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
OVERALL RATING	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evidence:					

3d – Using Assessment in Instruction

Distinguished Statements:

Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Questions and assessments are used regularly to diagnose evidence of learning by individual students. A variety of forms of feedback, from both teacher and peers, is accurate and specific and advances learning. Students self-assess and monitor their own progress. The teacher successfully differentiates instruction to address individual students' misunderstandings.

Proficiency Statements:

Students appear to be aware of the assessment criteria, and the teacher monitors student learning for groups of students. Questions and assessments are regularly used to diagnose evidence of learning. Teachers' feedback to groups of students is accurate and specific; some students engage in self-assessment.

Needs Improvement:

<input type="checkbox"/> student not aware or partially aware of assessment criteria	<input type="checkbox"/> teacher monitors class as a whole	<input type="checkbox"/> students do not engage in self-assessment
<input type="checkbox"/> teacher does not monitor student learning	<input type="checkbox"/> feedback to students is of poor quality or uneven	<input type="checkbox"/> students occasionally assess the quality of their own work

Elements	N/D	Distinguished	Proficient	Needs Improvement	Failing
(3) Assessment Criteria	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(1) Monitoring of Student Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(2) Feedback to Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(4) Student Self-Assessment and Monitoring of Progress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
OVERALL RATING	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Evidence:

3e – Demonstrating Flexibility and Responsiveness

Distinguished Statements:

The teacher seizes an opportunity to enhance learning, building on a spontaneous event or students’ interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. Using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community, the teacher persists in seeking.

Proficiency Statements:

The teacher successfully accommodates students’ questions and interests. Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning. If impromptu measures are needed, the teacher makes a minor adjustment to the lesson and does so smoothly.

Needs Improvement:

<input type="checkbox"/> adheres rigidly to the lesson plan	<input type="checkbox"/> ignores or brushes aside student questions/interests	<input type="checkbox"/> attempts to accommodate student questions/interests
<input type="checkbox"/> attempts to adjust with partial success	<input type="checkbox"/> blames the student or the home environment when the student is struggling or failing	<input type="checkbox"/> accepts responsibility when a student struggles but has a limited repertoire of instructional strategies to draw upon

Elements	N/D	Distinguished	Proficient	Needs Improvement	Failing
(2) Lesson Adjustment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(2) Response to Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(2) Persistence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
OVERALL RATING	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Evidence:

Commendations:

Recommendations:

Staff Member Signature: _____

Date: _____

Evaluator Signature: _____

Date: _____