Teacher Summative Evaluation Form

FINAL BVSD Effective Teacher Standards.docx

Professional Practices Teacher Final Rating Worksheet.docx

Educator: [   ]

Employee ID#: [   ]

School Year: [   ]

School/Program: [   ]

Grade/Assignment: [   ]

Evaluator: [   ]

Evaluator ID#: [   ]

Non-Probationary: [   ]

Sources of Data

☐ Professional Growth Plan

☐ Pre-Year Conference

☐ Formal Observations

☐ Informal Observations

☐ Conferences

☐ Mid-Year Conference

☐ Written Documentation

☐ Artifacts

☐ Other

STANDARD I: TEACHERS DEMONSTRATE MASTERY AND PEDAGOGICAL EXPERTISE IN THE CONTENT THEY TEACH

Elements	Essentials Not Evident	Partially Effective	Effective	Highly Effective
A. ALIGNMENT - Teachers provide instruction that is aligned with Colorado Academic Standards, their District's	○	○	○	○

	Essentials Not Evident	Partially Effective	Effective	Highly Effective
organized plan of instruction, and the individual needs of their students				
B. LITERACY - Teachers demonstrate knowledge of student literacy development in reading, writing, speaking, and listening	○	○	○	○
C. NUMERACY - Teachers demonstrate knowledge of mathematics and understand how to promote student development in numeracy (i.e. operations, algebra, geometry and measurement, and data analysis and probability) as appropriate to content and level	○	○	○	○
D. CONTENT - Teachers demonstrate knowledge of the content, central concepts, tools of inquiry, appropriate evidence-based instructional practices and specialized character of the disciplines being taught	○	○	○	○
E. CONNECTEDNESS - Teachers develop lessons that reflect the interconnectedness of content areas/disciplines	○	○	○	○
F. RELEVANCE - Teachers make instruction and content relevant to students and take actions to connect students' background and contextual knowledge with new information being taught	○	○	○	○
Determine Overall Rating for Standard I 4-9 Essential 10-15 Partially Effective 16-21 Effective 22-24 Highly Effective				

Evaluator Comments:

STANDARD II: TEACHERS ESTABLISH A SAFE, INCLUSIVE AND RESPECTFUL LEARNING ENVIRONMENT FOR A DIVERSE POPULATION OF STUDENTS

Elements	Essentials Not Evident	Partially Effective	Effective	Highly Effective
A. LEARNING ENVIRONMENT - Teachers foster a predictable learning environment in the classroom in which each student has a positive, nurturing relationship with caring adults and peers	○	○	○	○
B. COMMUNITY - Teachers demonstrate a commitment to and respect for diversity, while working toward common goals as a community and as a country	○	○	○	○
C. STUDENTS' STRENGTHS - Teachers engage students as individuals with unique interests and strengths	○	○	○	○
D. DIFFERENTIATION - Teachers adapt their teaching for the benefit of all students, including those with special needs, across a range of ability levels	○	○	○	○

	Essentials Not Evident	Partially Effective	Effective	Highly Effective
E. HOME/SCHOOL COMMUNICATION - Teachers provide proactive, clear and constructive feedback to families about student progress and work collaboratively with the families and significant adults in the lives of their students	○	○	○	○
F. MANAGEMENT FOR LEARNING - Teachers create a learning environment characterized by acceptable student behavior, efficient use of time, and appropriate intervention strategies	○	○	○	○
Determine Overall Rating for Standard II 4-9 Essential 10-15 Partially Effective 16-21 Effective 22-24 Highly Effective				

Evaluator Comments:

Standard III: TEACHERS PLAN AND DELIVER EFFECTIVE INSTRUCTION AND CREATE AN ENVIRONMENT THAT FACILITATES LEARNING FOR THEIR STUDENTS

Elements	Essentials Not Evident	Partially Effective	Effective	Highly Effective
A. CHILD/ADOLESCENT DEVELOPMENT - Teachers demonstrate knowledge of current developmental science, the ways in which learning takes place, and the appropriate levels of intellectual, social, and emotional development of their students	○	○	○	○
. ASSESSMENTS - Teachers plan and consistently deliver instruction that draws on results of student assessments, is aligned to academic standards, and advances students' level of content knowledge and skills	○	○	○	○
C. EFFECTIVE PRACTICES - Teachers demonstrate a rich knowledge of current research on effective instructional practices to meet the developmental and academic needs of their students	○	○	○	○
D. TECHNOLOGY - Teachers thoughtfully integrate and utilize appropriate available technology in their instruction to maximize student learning	○	○	○	○
E. CRITICAL THINKING - Teachers establish and communicate high expectations for all students and plan instruction that helps students develop critical-thinking and problem solving skills	○	○	○	○
F. STUDENT COLLABORATION - Teachers provide students with opportunities to work in teams and develop leadership qualities	○	○	○	○
G. COMMUNICATION SKILLS - Teachers communicate effectively, make learning objectives clear and provide	○	○	○	○

appropriate models of language				
H. FEEDBACK - Teachers use appropriate methods to assess what each student has learned, including formal and informal assessments, and use results to plan further instruction	○	○	○	○
Determine Overall Rating for Standard III 6-13 Essential 14-21 Partially Effective 22-29 Effective 30-32 Highly Effective				

Evaluator Comments:

[text area]

STANDARD IV: TEACHERS REFLECT ON THEIR PRACTICE

Elements	Essentials Not Evident	Partially Effective	Effective	Highly Effective
A. REFLECTION - Teachers demonstrate that they analyze student learning, development, and growth and apply what they learn to improve their practice	○	○	○	○
B. PROFESSIONAL DEVELOPMENT - Teachers link professional growth to their professional goals	○	○	○	○
Determine Overall Rating for Standard IV 2-3 Essential 4-5 Partially Effective 6-7 Effective 8 Highly Effective				

Evaluator Comments:

[text area]

STANDARD V: TEACHERS DEMONSTRATE LEADERSHIP

Elements	Essentials Not Evident	Partially Effective	Effective	Highly Effective
A. SCHOOL LEADERSHIP - Teachers demonstrate leadership in their schools	○	○	○	○
B. PROFESSIONAL LEADERSHIP - Teachers contribute knowledge and skills to educational practices and the teaching profession	○	○	○	○

C. ETHICS - Teachers demonstrate high ethical standards	○	○	○	○
Determine Overall Rating for Standard V 2-4 Essential 5-7 Partially Effective 8-10 Effective 11-12 Highly Effective				

Evaluator Comments:

Narrative Evaluator Comments (Optional)

Teacher Comments (Optional)

Teacher Comments
ADD A FILE

💬Growth Plan (Current School Year): Identified Priority Growth Area(s)

Areas for Continued Professional Growth: Indicate the Professional Practices from the BVSD Effective Teacher Standards that most closely align to your professional growth goal for the following school year. Check all that apply.

STANDARD I: TEACHERS DEMONSTRATE MASTERY AND PEDAGOGICAL EXPERTISE IN THE CONTENT THEY TEACH

☐ ALIGNMENT

☐ LITERACY

☐ NUMERACY

☐ CONTENT

☐ CONNECTEDNESS

☐ RELEVANCE

STANDARD II: TEACHERS ESTABLSIH A SAFE, INCLUSIVE AND RESPECTFUL LEARNING ENVIRONMENT FOR A DIVERSE POPULATION OF STUDENTS

- [ ] LEARNING ENVIRONMENT

- [ ] COMMUNITY

- [ ] STUDENTS' STRENGTHS

- [ ] DIFFERENTIATION

- [ ] HOME/SCHOOL COMMUNICATION

- [ ] MANAGEMENT FOR LEARNING

- [ ] COMMUNICATION SKILLS

STANDARD III: TEACHERS PLAN AND DELIVER EFFECTIVE INSTRUCTION AND CREATE AN ENVIRONMENT THAT FACILITATES LEARNING FOR THEIR STUDENTS

- [ ] CHILD/ADOLESCENT DEVELOPMENT

- [ ] ASSESSMENTS

- [ ] EFFECTIVE PRACTICES

- [ ] TECHNOLOGY

- [ ] CRITICAL THINKING

- [ ] STUDENT COLLABORATION

- [ ] FEEDBACK

STANDARD IV: TEACHERS REFLECT ON THEIR PRACTICE

- [ ] REFLECTION

- [ ] PROFESSIONAL DEVELOPMENT

STANDARD V: TEACHERS DEMONSTRATE LEADERSHIP

- [ ] SCHOOL LEADERSHIP

- [ ] PROFESSIONAL DEVELOPMENT

- [ ] ETHICS

Employee's Signature

Evaluator's Signature

Determine Overall Rating for Teacher Professional Practices
18-42 Essential
43-67 Partially Effective
68-92 Effective

93-100 Highly Effective

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