



**INSTRUCTIONAL PERFORMANCE EVALUATION AND GROWTH SYSTEM
SUMMATIVE PERFORMANCE EVALUATION-TEACHER**

Teacher _____ Employee Number _____

School _____ School Year _____ Current Assignment _____

Area(s) of Certification _____ Date(s) of Observation _____

Contract Status: Annual 1 Annual 2 Annual 3 Annual ____ Professional Service Continuing Contract

Documentation Reviewed: Required Documentation Goal Setting Observation Other _____

Directions

Assessors use this form at the end of the school year to provide the teacher with an assessment of performance. The actual performance standard appears in bold on the rubric. The teacher should receive a copy of the form. A comment must be provided for any rating below proficient. The signed form is submitted to the district office within 10 calendar days of the summative evaluation meeting.

PERFORMANCE STANDARD 1: LEARNER PROGRESS

Exemplary <i>The professional's work is exceptional, in addition to meeting the standard.</i>	Proficient <i>The description is the actual performance standard.</i>	Developing/Needs Improvement	Unsatisfactory
The work of the teacher consistently results in a high level of student achievement and/or progress.	The work of the teacher results in acceptable and measurable learner progress based on state/local standards, district goals, school goals and/or the teacher's goals.	The work of the teacher results in some student progress, but more progress is often needed to meet state/local standards, district goals, school goals and/or the teacher's goals.	The work of the teacher consistently fails to result in acceptable student progress.
Comments <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PERFORMANCE STANDARD 2: KNOWLEDGE OF LEARNERS

Exemplary <i>The professional's work is exceptional, in addition to meeting the standard.</i>	Proficient <i>The description is the actual performance standard.</i>	Developing/Needs Improvement	Unsatisfactory
The teacher consistently meets the individual and diverse needs of learners in a highly effective manner.	The teacher identifies and addresses the needs of learners by demonstrating respect for individual differences, cultures, backgrounds, and learning styles.	The teacher attempts, but is often ineffective in demonstrating knowledge and understanding of the needs of the target learning community.	The teacher consistently demonstrates a lack of awareness of the needs of the target learning community or fails consistently to make appropriate accommodations to meet those needs.
Comments <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PERFORMANCE STANDARD 3: INSTRUCTIONAL PLANNING

Exemplary <i>The professional's work is exceptional, in addition to meeting the standard.</i>	Proficient <i>The description is the actual performance standard.</i>	Developing/Needs Improvement	Unsatisfactory
The teacher consistently creates, evaluates and modifies, as appropriate, instructional strategies during the planning process.	The teacher uses appropriate curricula (including state reading requirements, if applicable), instructional strategies, and resources to develop lesson plans that include goals and/or objectives, learning activities, assessment of student learning, and home learning in order to address the diverse needs of students.	The teacher attempts to use appropriate curricula, instructional strategies, and/or resources to address the diverse needs of students during the planning process, but is often ineffective; and/or the teacher attempts to develop lesson plans but lacks one or more of the four basic components.	The teacher consistently demonstrates a lack of planning or fails to properly address the curriculum in meeting the diverse needs of all learners.
Comments <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PERFORMANCE STANDARD 4: INSTRUCTIONAL DELIVERY AND ENGAGEMENT

Exemplary <i>The professional's work is exceptional, in addition to meeting the standard.</i>	Proficient <i>The description is the actual performance standard.</i>	Developing/Needs Improvement	Unsatisfactory
The teacher consistently optimizes learning by engaging all groups of students in higher-order thinking and by effectively implementing a variety of appropriate instructional strategies and technologies.	The teacher promotes learning by demonstrating accurate content knowledge and by addressing academic needs through a variety of appropriate instructional strategies and technologies that engage learners.	The teacher attempts to use instructional strategies or technology to engage students, but is often ineffective or needs additional content knowledge.	The teacher lacks content knowledge or fails consistently to implement instructional strategies to academically engage learners.
Comments <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PERFORMANCE STANDARD 5: ASSESSMENT

Exemplary <i>The professional's work is exceptional, in addition to meeting the standard.</i>	Proficient <i>The description is the actual performance standard.</i>	Developing/Needs Improvement	Unsatisfactory
The teacher consistently demonstrates expertise in using a variety of formal and informal assessments based on intended learning outcomes to assess learning. Also teaches learners how to monitor and reflect on their own academic progress.	The teacher gathers, analyzes, and uses data (including FCAT state assessment data, as applicable) to measure learner progress, guide instruction, and provide timely feedback.	The teacher attempts to use a selection of assessment strategies to link assessment to learning outcomes, or uses assessment to plan/modify instruction, but is often ineffective.	The teacher consistently fails to use baseline data to make instructional decisions and/or fails to provide feedback on learner progress in a timely manner.
Comments <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PERFORMANCE STANDARD 6: COMMUNICATION

Exemplary <i>The professional's work is exceptional, in addition to meeting the standard.</i>	Proficient <i>The description is the actual performance standard.</i>	Developing/Needs Improvement	Unsatisfactory
The teacher consistently uses a variety of communication techniques to inform, collaborate with, and/or respond to students and other stakeholders in a highly effective manner.	The teacher communicates effectively with students, their parents or families, staff, and other members of the learning community.	The teacher often communicates with students, staff, and other members of the learning community in an inconsistent or ineffective manner.	The teacher consistently fails to communicate effectively with students, staff and other members of the learning community.
Comments <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PERFORMANCE STANDARD 7: PROFESSIONALISM

Exemplary <i>The professional's work is exceptional, in addition to meeting the standard.</i>	Proficient <i>The description is the actual performance standard.</i>	Developing/Needs Improvement	Unsatisfactory
The teacher consistently demonstrates a high level of professionalism, contributes to the professional growth of others, and/or assumes a leadership role within the learning community.	The teacher demonstrates behavior consistent with legal, ethical, and professional standards and engages in continuous professional growth.	The teacher often fails to display professional judgment or only occasionally participates in professional growth.	The teacher fails to adhere to legal, ethical, or professional standards, including all requirements for professional growth.
Comments <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PERFORMANCE STANDARD 8: LEARNING ENVIRONMENT

Exemplary <i>The professional's work is exceptional, in addition to meeting the standard.</i>	Proficient <i>The description is the actual performance standard.</i>	Developing/Needs Improvement	Unsatisfactory
The teacher consistently provides a well-managed, stimulating, student-centered environment that is academically challenging and respectful.	The teacher creates and maintains a safe learning environment while encouraging fairness, respect, and enthusiasm.	The teacher attempts to address student behavior and needs required for a safe, positive, social, and academic environment, but is often ineffective.	The teacher consistently addresses student behavior in an ineffective manner and/or fails to maintain a safe, equitable learning environment.
Comments <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Signatures of Record

 Assessor's Signature /Date

Signature denotes assessor conducting the summative evaluation meeting.

 Professional's Signature/Date

Signature denotes the meeting occurred.
Recommendation by the Site Administrator
 Recommended
for continued employment

 Not recommended
for continued employment

 Principal/Site Administrator's Signature/Date

Signature denotes final determination of the ratings and recommendation for continued employment.

The professional will receive a copy of the form prior to when the form is submitted to the District.

Pursuant to Florida Statute §1012.31 (3) (a) 2: An employee evaluation "shall be confidential ... until the end of the school year immediately following the school year in which the evaluation was made."