TEACHER SUMMATIVE EVALUATION FORM

Teacher: Click or tap here to enter text.   School Year Click or tap to enter a date.

Grade(s): Click or tap here to enter text.   Subject Area(s): Click or tap here to enter text.

Evaluator: Click or tap here to enter text.

Observation Date: Click or tap to enter a date.   Date of Conference: Click or tap to enter a date.

☐Tenured Teacher   ☐Nontenured Teacher

Years in District: Click or tap here to enter text.   Years Overall: Click or tap here to enter text.

Year last evaluation completed: Click or tap here to enter text.

DOMAIN ONE: PLANNING AND PREPARATION

- The teacher selects instructional goals that are aligned with the Montana Content and Common Core Standards and the district's curricula. Goals are appropriate for the learners and reflect high expectations for all students, consistent with state and district assessment levels of performance.
- The teacher plans for learning activities that align with the instructional goals and support student learning. Instructional planning shows a structure and selection of materials and activities that support student learning relative to the district curricula.
- The teacher shows his or her knowledge of content and how to teach it to a variety of learners. The teacher's plans include natural connections among content areas that deepen student learning. The content that he or she teaches is aligned to the district curricula.
- The teacher shows his or her knowledge of student developmental characteristics, approaches to learning, knowledge, skills, interests, cultural heritage, and state and district assessment performance levels.
- The teacher demonstrates the ability to create and/or select assessments that are congruent with instructional goals, criteria, and standards and to plan for the use of formative and summative assessments of his or her students.

COMMENDATIONS/RECOMMENDED AREA(S) OF GROWTH

Click or tap here to enter text.

☐Unsatisfactory   ☐Developing   ☐Proficient   ☐Exemplary

DOMAIN TWO: LEARNING ENVIRONMENT

- The teacher clearly defines procedures for managing learning time, transitions between learning events, and routines that maximize learning time.
- The teacher establishes behavioral expectations and consequences and monitors student conduct. Teacher responds to student behavior in appropriate and effective ways to minimize disruptions.
- The teacher creates an atmosphere in which learning is valued. Teacher-to-student and student-to-student interactions show rapport that is grounded in mutual respect.
- The teacher organizes, allocates, and manages physical space to create a safe learning

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environment.
- The teacher uses physical resources to contribute to effective instruction and makes resources accessible to all students.

COMMENDATIONS/RECOMMENDED AREA(S) OF GROWTH
Click or tap here to enter text.

☐Unsatisfactory   ☐Developing   ☐Proficient   ☐Exemplary

DOMAIN THREE: INSTRUCTIONAL EFFECTIVENESS FOR STUDENT LEARNING
- Content is appropriate, clear, and linked to student knowledge and experience. Content is aligned with the district curricula and the Montana Content and Common Core Standards. Activities and assignments engage all students. Instructional materials are suitable to the instructional goals. The instruction is coherent and paced appropriately for all students.
- The teacher has a repertoire of instructional strategies and makes use of them to make modifications to lessons as needed. The teacher differentiates instruction based on learner characteristics and achievement data.
- Verbal and written communication is clear and appropriate to students' age, background, and level of understanding.
- Questions are appropriate to the content and level of student understanding. Teacher encourages students to pose his or her own questions and is responsive to student questions. Teacher facilitates student led discussions.
- The teacher demonstrates understanding of assessment for, and of, learning and how each plays a valuable part in teaching and learning.
- The teacher can analyze data presented in reports and determine how to plan instruction for the students in the classroom. The teacher uses formative assessments like observations, homework, and conferences to track and understand student progress.

COMMENDATIONS/RECOMMENDED AREA(S) OF GROWTH
Click or tap here to enter text.

☐Unsatisfactory   ☐Developing   ☐Proficient   ☐Exemplary

DOMAIN FOUR: PROFESSIONAL RESPONSIBILITIES
- The teacher shares information about the school's educational program and expectations for student performance. Teacher develops a mechanism for two-way communication with families about student progress, behavior, and personal needs or concerns.
- The teacher keeps records of attendance, disciplinary actions, emergency contact information, and personal information. Teacher shares relevant information with appropriate school personnel.
- The teacher adheres to district policy and procedures. The teacher demonstrates leadership through honesty and integrity in relations with students, staff, and the community.
- The teacher chooses and participates in professional growth that is aligned with his or her

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professional needs and aligned with the needs of the students, school or district.
- The teacher engages in reflective thinking as an individual, as a team participant, or as a school community member with the goal of improving instruction and learning for all students.

COMMENDATIONS/RECOMMENDED AREA(S) OF GROWTH

☐Unsatisfactory   ☐Developing   ☐Proficient   ☐Exemplary

SUMMATIVE EVALUATION RATING

☐Unsatisfactory   ☐Developing   ☒Proficient   ☐Exemplary

TEACHER SUMMATIVE EVALUATION FORM

IMPROVEMENT PLAN REQUIRED FOR:

Domain 1: (Click or tap here to enter text.)

Domain 2: (Click or tap here to enter text.)

Domain 3: (Click or tap here to enter text.)

Domain 4: (Click or tap here to enter text.)

The teacher and evaluator sign the Summative Evaluation Form to indicate that it was reviewed and discussed, not that the teacher necessarily agrees with comments on this form.

Teacher Signature   Date:

Evaluator Signature   Date:

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