



**Teacher Annual Summative Evaluation/PDP
Boards of Education of the Technical Schools
County of Bergen**

Teacher: <div style="display: flex; justify-content: space-around; margin-top: 10px;"> (Last Name) (First Name) </div>	Observation Date:
School Program:	Tenure: (Check one) YES: NO:
Evaluator:	Position:
Conference Date:	
Total Professional Development Hours Earned for 2014-2015:	

Non-Instructional Professional Responsibilities

DOMAIN	Unsatisfactory	Basic	Proficient	Distinguished
4c. <u>Communicating with Families</u>	The teacher provides little information about the instructional program to families; the teacher's communication about students' progress is minimal. The teacher does not respond, or responds insensitively, to parental concerns.	The teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. Moreover, the communication that does take place may not be accurate and/or culturally sensitive to those families.	The teacher provides frequent and appropriate information to families about the instructional program and conveys information about individual student progress in an accurate and culturally sensitive manner. The teacher makes some attempts to engage families in the instructional program.	The teacher communicates frequently with families in a culturally sensitive manner, with students contributing to the communication. The teacher responds to family concerns with accuracy, professionalism, and cultural sensitivity. The teacher's efforts to engage families in the instructional program are frequent and successful.
<i>Check appropriate box to the right</i>				
EVIDENCE				

DOMAIN	Unsatisfactory	Basic	Proficient	Distinguished
<p><u>4d. Participating in the Professional Community</u></p>	<p>The teacher's relationships with colleagues are negative or self-serving. The teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. The teacher avoids becoming involved in school events or school and district projects.</p>	<p>The teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. The teacher participates in the school's culture of professional inquiry when invited to do so. The teacher participates in school events and school and district projects when specifically asked.</p>	<p>The teacher's relationships with colleagues are characterized by mutual support and cooperation. The teacher actively participates in a culture of professional inquiry. The teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.</p>	<p>The teacher's relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. The teacher takes a leadership role in promoting a culture of professional inquiry. The teacher volunteers to participate in school events and district projects, making a substantial contribution and assuming a leadership role in at least one aspect of school or district life.</p>
<p><i>Check appropriate box to the right</i></p>				
<p>EVIDENCE</p>				

DOMAIN	Unsatisfactory	Basic	Proficient	Distinguished
<u>4e. Growing and Developing Professionally</u>	The teacher engages in no professional development activities to enhance knowledge or skill. The teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. The teacher makes no effort to share knowledge with others or to assume professional responsibilities.	The teacher participates to a limited extent in professional activities when they are convenient. The teacher engages in a limited way with colleagues and supervisors in professional conversation about practice, including some feedback on teaching performance. The teacher finds limited ways to assist other teachers and contribute to the profession.	The teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. The teacher actively engages with colleagues and supervisors in professional conversation about practice. Including feedback about practice. The teacher participates actively in assisting other educators and looks for ways to contribute to the profession.	The teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. The teacher solicits feedback on practice from both supervisors and colleagues. The teacher initiates important activities to contribute to the profession.
<i>Check appropriate box to the right</i>				
EVIDENCE				

DOMAIN	Unsatisfactory	Basic	Proficient	Distinguished
<p><u>4f. Showing Professionalism</u></p>	<p>The teacher displays dishonesty in interactions with colleagues, students, and the public. The teacher is not alert to students' needs and/or safety, and contributes to school practices that result in some students being ill served by the school. The teacher makes decisions and recommendations that are based on self-serving interests. The teacher does not comply with school and district regulations.</p>	<p>The teacher is honest in interactions with colleagues, students, and the public. The teacher's attempts to serve students are inconsistent, and unknowingly contribute to some students being ill served by the school. The teacher's decisions and recommendations are based on limited though genuinely professional considerations. The teacher must be reminded by supervisors about complying with school and district regulations.</p>	<p>The teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. The teacher is active in serving students, working to ensure that all students are safe and receive a fair opportunity to succeed. The teacher maintains an open mind in team or departmental decision making. The teacher complies fully with school and district regulations.</p>	<p>The teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. The teacher is highly proactive in serving students, seeking out resources when needed. The teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. The teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards. The teacher complies fully with school and district regulations, taking a leadership role with colleagues.</p>
<p><i>Check appropriate box to the right</i></p>				
<p>EVIDENCE</p>				

Observations: Domain Levels of Performance (85%)

DOMAIN	Unsatisfactory (1 Point)	Basic (2 Points)	Proficient (3 Points)	Distinguished (4 Points)
<u>1.PLANNING AND PREPARATION</u>	Teacher’s plans reflect little knowledge of the content, the students, and available resources. Instructional outcomes are either lacking or inappropriate; assessment methodologies are inadequate.	Teacher’s plans reflect moderate understanding of the content, the students, and available resources. Some instructional outcomes are suitable to the students as a group, and the approaches to assessment are partially aligned to curricular goals	Teacher’s plans reflect solid understanding of the content, the students, and available resources. Instructional outcomes represent important learning suitable to most students. Most elements of the instructional design, including assessment, are aligned to curricular goals	Teacher’s plans based on extensive content knowledge and understanding of students, are designed to engage students in significant learning. All aspects of the teacher’s plans-outcomes, activities, and assessments are in complete alignment and are adapted as needed for individual students
<i>Check appropriate box to the right</i>				

DOMAIN	Unsatisfactory (1 Point)	Basic (2 Points)	Proficient (3 Points)	Distinguished (4 Points)
<u>2. CLASSROOM ENVIRONMENT</u>	Classroom environment is characterized by chaos and conflict, with low expectations for learning, no clear standards of student conduct, poor use of physical space, and negative interactions between individuals.	Classroom environment functions somewhat effectively, with modest expectations for student learning and conduct, and classroom routines and use of space that partially support student learning. Students and the teacher rarely treat one another with disrespect.	Classroom environment functions smoothly, with little or no loss of instructional time. Expectations for student learning are high, and interactions among individuals are respectful. Standards for student conduct are clear, and the physical environment supports learning.	Students themselves make a substantive contribution to the smooth functioning of the classroom, with highly positive personal interactions, high expectations and student pride in work, seamless routines, clear standards of conduct, and a physical environment conducive to high-level learning.
<i>Check appropriate box to the right</i>				

DOMAIN	Unsatisfactory (1 Point)	Basic (2 Points)	Proficient (3 Points)	Distinguished (4 Points)
<u>3. INSTRUCTION</u>	Instruction is characterized by poor communication, low-level questions, little student engagement or participation in discussion, little or no use of assessment in learning, and rigid adherence to an instructional plan despite evidence that it should be revised or modified.	Only some students are engaged in learning because of only partially clear communication, uneven use of discussion strategies, and only some suitable instructional activities and materials. The teacher displays some use of assessment in instruction and is moderately flexible in adjusting the instructional plan and in response to students' interests and their success in learning.	All students are engaged in learning as a result of clear communication and successful use of questioning and discussion techniques. Activities and assignments are of high quality, and teacher and students make productive use of assessment. The teacher demonstrates flexibility in contributing to the success of the lesson and of each student.	All students are highly engaged in learning and make material contributions to the success of the class through their participation in discussions, active involvement in learning activities, and use of assessment information in their learning. The teacher persists in the search for approaches to meet the needs of every student.
<i>Check appropriate box to the right</i>				

DOMAIN	Unsatisfactory (1 Point)	Basic (2 Points)	Proficient (3 Points)	Distinguished (4 Points)
<u>4. PROFESSIONAL RESPONSIBILITIES</u>	The teacher demonstrates low ethical standards and levels of professionalism, with poor recordkeeping systems and skills in reflection, little or no communication with families or colleagues, and avoidance of school and district responsibilities and participation in activities for professional growth.	The teacher demonstrates moderate ethical standards and levels of professionalism, with rudimentary record-keeping systems and skills in reflection, modest communication with families or colleagues, and compliance with expectations regarding participation in school and district projects and activities for professional growth.	The teacher demonstrates high ethical standards and a genuine sense of professionalism by engaging in accurate reflection on instruction, maintaining accurate records, communication frequently with families, actively participating in school and district events, and engaging in activities for professional development.	The teacher's ethical standards and sense of professionalism are highly developed, showing perceptive use of reflection, effective systems for record keeping and communication with families, leadership roles in both school and district projects, and extensive professional development activities. Where appropriate, students contribute to the systems for record keeping and family communication.
<i>Check appropriate box to the right</i>				

DOMAIN	POINTS EARNED
PLANNING & PREPARATION	
CLASSROOM ENVIRONMENT	
INSTRUCTION	
PROFESSIONAL RESPONSIBILITIES	
Average Points Earned for Observations	

A. TOTAL SCORE FOR OBSERVATIONS:

Total Weighted Score = (Average points earned for observations) x .85

Student Growth Objectives (15%)

SGO 1:

	Unsatisfactory (1 Point)	Basic (2 Points)	Proficient (3 Points)	Distinguished (4 Points)
	Met student performance target for less than 50% of assigned students	Met student performance target for at least 50% of assigned students	Met student performance target for at least 75% of assigned students	Met student performance target for at least 90% of assigned students
<i>Check appropriate box to the right</i>				

SGO 2:

	Unsatisfactory (1 Point)	Basic (2 Points)	Proficient (3 Points)	Distinguished (4 Points)
	Met student performance target for less than 50% of assigned students	Met student performance target for at least 50% of assigned students	Met student performance target for at least 75% of assigned students	Met student performance target for at least 90% of assigned students
<i>Check appropriate box to the right</i>				

B. TOTAL SCORE FOR SGO:

Total Weighted Score = (Average points earned for both SGO's) x .15

FINAL SUMMATIVE RATING

Evaluation Measure	Measure Score
A. TOTAL SCORE FOR OBSERVATIONS: Total Weighted Score = (Average points earned for observations) x .85	
B. TOTAL SCORE FOR SGO: Total Weighted Score = (Average points earned for both SGO's) x .15	
Total Evaluation Points Earned	

SUMMATIVE RATING FOR 2016-2017:

	Ineffective	Partially Effective	Effective	Highly Effective
Scoring Range: <i>Based on Total Evaluation Points Earned</i>	1.0-1.84 points	1.85-2.64 points	2.65-3.49 points	3.5-4.0 points
<i>Check appropriate box to the right</i>				

Professional Goals for 2017-2018:

Teacher Signature: _____ Date: _____

Principal/Designee Signature: _____ Date: _____

SIGNATURE INDICATES THAT THE STAFF MEMBER HAS REVIEWED A COPY OF THIS PERFORMANCE ASSESSMENT REPORT. THE INSTRUCTOR'S SIGNATURE DOES NOT NECESSARILY INDICATE THAT THE INSTRUCTOR CONCURS WITH THE ASSESSMENT. THE INSTRUCTOR MAY ATTACH A RESPONSE TO THIS ASSESSMENT REPORT.

Copies: Assistant Superintendent of Curriculum & Instruction; Human Resources; Principal; Teacher