



US General Education Teacher Summative Evaluation

Employee _____ Date of Hire _____
 Length of Service in Title _____
 Supervisor _____ Date _____
 Date of Observation #1 _____ Date of Observation #2 _____

Select the appropriate number (rating) and indicate your opinions of how well this employee meets the job requirements. This is an inventory of the employee's standing in fulfilling the job's expectations. Remember to (1) base opinions on the entire period covered and not upon isolated incidents; (2) be specific, be sure what is written is meaningful and helps describe the individual; and (3) consider each quality separately. Above all, this performance appraisal should be as accurate a portrayal of the individual as possible.

- 5 = Outstanding:** Functions at or near the highest level of expected performance.
4 = High: Functions at a generally high level of expected performance.
3 = Satisfactory: Functions at a generally satisfactory level of expected performance.
2 = Marginal: Functions at a minimally acceptable level of expected performance. Requires follow-up review in three months to assess.
1 = Unsatisfactory: Fails to fulfill the function at a minimum level of expected performance. Requires an established date for termination or a change in position.

Section 1: Lesson Planning and Curriculum Implementation:	5	4	3	2	1
Teacher demonstrates sufficient mastery of content knowledge.					
Selects and plans learning content relevant to SCPA classical curriculum and at appropriate college preparatory rigor.					
The teacher develops effective long- range plans/units and daily lesson plans. Long-term planning shows a commitment to using multiple teaching strategies that account for different learning styles. Draws on students' cultures and backgrounds to shape instruction as appropriate.					
Plans include clear and written goals and objectives that identify student learning. Students can explain what the learning target is for each lesson, and why it is important.					
Plans include activities, materials and resources appropriate for ability level of students. Differentiation is thoughtfully aligned to student needs.					
Assessments are planned that measure the learning objective and effectiveness of student learning. Assessments are used to modify future lessons and adjust teaching as needed.					
Subtotal: (30 points possible)					

Section 2: Instruction/Lesson Implementation:	5	4	3	2	1
Focuses student attention on lesson.					
Informs students of objective of the lesson.					

Builds background knowledge by linking concepts to student's personal experience, past learning and key vocabulary. The experiences of all students are valued in the classroom.					
Presents learning content clearly in a logical, sequential order.					
Models or demonstrates with effective examples and illustrations.					
Monitors student learning progress continuously and effectively.					
Provides students with feedback on learning progress and re-teaches when necessary.					
Checks for Understanding by using questions and guided tasks to determine that students understand the concept, skill, process or procedure correctly.					
Provides opportunities for students to practice under direct guidance of the teacher.					
Provides opportunities for students to practice/apply learning independently, as well as allowing for meaningful and relevant group work and discussions.					
Assessments measure learning objective and methods of evaluation are clear to students.					
Subtotal: (55 points possible)					

Section 3: Classroom Management	5	4	3	2	1
Sets high expectations for student achievement for all students. Communicates expectations of performance to students.					
Encourages participation from all students. Multiple opportunities are given to allow for student voice and student leadership.					
Makes effective uses of academic learning time.					
Implements effective routines and procedures that promote learning and time on task.					
Organizes materials, supplies and equipment prior to the lesson. Transitions between activities effectively.					
Gives clear and concise directions.					
Establishes and clearly communicates parameters for student classroom behavior.					
Manages disruptive behavior effectively and consistently. Teacher treats each student with respect and dignity, and redresses bias as appropriate.					
Creates a climate in which students display initiative and assume a personal responsibility for learning. There is a classroom culture of respect and collaboration where individual experience and perspective are valued.					
Demonstrates teaching fluency toward the various cultures and backgrounds in the classroom. Promotes connection and respect for a variety of cultures and experiences.					
Subtotal: (50 points possible)					

Section 4: Professional Responsibilities & Mission of St. Croix Preparatory Academy	5	4	3	2	1
Implements IEP/504/ELL/ requirements effectively and professionally.					
Participates effectively in IEP/504 /ELL meetings as appropriate.					
Cooperates and proactively communicates with other teachers, the administration, and other educational personnel.					

Communicates with parents in the best interest of the students. Uses multiple tools to engage and considers the language needs of parents and guardians. Teacher is responsive to parent and guardian insight.					
Attends professional meetings as required. Participation is timely, engaged and positive.					
PLC participation includes sharing ideas and methods with other teachers. Requirements for PLC meetings are completed on time and effectively. Collaborates and engages in inquiry and reflection with peers and administrators.					
Actively engages in Professional Development and seeks out opportunities to build individual teaching skills and build content knowledge and mastery.					
Maintains grade book and attendance records in a timely fashion. Makes an effort to communicate successes and challenges to students and parents, and considers language and cultural needs in doing so.					
Understands the classical and college preparatory mission of the school.					
Strives to model the mission of the school in day-to-day interactions.					
Evidence of the mission implementation exists within the classroom.					
Subtotal (55 points possible)					

Advancement of a placement level on the Licensed Instructional Staff Salary Schedule is contingent upon the following:

A) Year-End Performance Appraisal with Division Principal or Director: Must earn a minimum score of 75% in each category on the annual year-end performance evaluation.

B) Completion of Annual Q Comp Requirements

C) SCPA Administration Recommendation to move placement levels

Section 1: Lesson Planning and Curriculum Implementation (75% - 22/30)

Section 2: Instruction/Lesson Implementation (75% - 41/55)

Section 3: Classroom Management (75% - 37/50)

Section 4: Professional Responsibilities & Mission of St. Croix Preparatory Academy (75% - 41/55)

Total of 190 General Performance Appraisal Points Earned: _____

Teacher met 75% or more in each category: Yes or No

Acknowledged:

Prepared by:

Date:
