



Lower School General Education Teacher Summative Evaluation

Year: _____

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 and modifies those plans after careful data analysis of student achievement/needs. Draws on students' cultures and backgrounds to shape instruction as appropriate.					
Plans include clearly written goals and objectives that identify student learning outcomes.					
Plans include activities, materials and resources appropriate for ability level of all students. Plans acknowledge multiple learning styles and students differences with respect and care.					
Assessments are planned and designed to measure the learning objective(s) and effectiveness of student learning.					
Subtotal: (30 points possible)					

Section 2: Instruction/Lesson Implementation:	5	4	3	2	1
Focuses student attention on lesson using classical approaches.					
Informs students of objective of each lesson and closes each lesson with an analysis of objectives.					
Builds background knowledge by linking concepts to students' personal experiences, prior learning, and linguistic and cultural backgrounds.					

Uses school-wide vocabulary and classical practices to teach content. Incorporates real-world and culturally responsive examples to help all students retain content appropriately.					
Presents learning content clearly in a logical, sequential order. Models or demonstrates with effective examples and illustrations.					
Monitors student learning progress continuously and effectively and makes modifications as needed for each lesson.					
Provides students opportunities to demonstrate understanding at multiple points in the lesson. Teacher provides feedback on learning progress throughout and re-teaches when necessary.					
Checks for Understanding using questions and guided tasks to determine whether students understand the concept, skill, process, or procedure.					
Provides opportunities for students to practice under direct guidance of the teacher.					
Provides opportunities for students to practice/apply learning independently. Prepares assignments that practice the learning objective of the lesson and are at an appropriate level of rigor.					
Assessments measure the learning objective and methods of evaluation/grading criteria are appropriate and 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 all students.					
Encourages participation from all students. There are opportunities for all student voices and experiences to be shared and respected.					
School-wide vocabulary is used to support management and learning.					
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 to maintain order.					
Gives clear and concise directions.					
Classical approaches to management and learning are demonstrated and achieved.					
Manages disruptive behavior effectively and consistently. Teacher treats each student with respect and dignity, recognizes and redresses bias as appropriate.					
Creates a climate in which teacher and students interact professionally and respectfully.					
Communicates with students accurately and with understanding.					
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 in IEP/504 meetings appropriately and knowledgeably. Advocates in the best interest of the student.					

Data is used to drive decisions in the individual classroom and among team/division meetings.					
Cooperates and proactively communicates with other teachers, administrators, and educational personnel.					
Communicates honestly and directly with parents in the best interest of the students. Communicates with families in culturally and linguistically responsive ways. (C6, C7)					
Attends professional meetings as required. Participation is timely, engaged and positive.					
PLC participation includes sharing ideas and methods with other teachers. Participation is positive and seeks to identify and solve areas of growth within self, grade-level team, and PLC, with a willingness to reflect on possible biases and one's own cultural lens thoughtfully.					
Actively engages in professional development and seeks out opportunities to build individual teaching skills and build content knowledge and mastery.					
Maintains gradebook and attendance records accurately and in a timely manner.					
Understands and supports 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

Employee Response:

Please take this opportunity to discuss this appraisal of your performance. You may wish to comment on specific elements of the rating as well as its overall accuracy.

Acknowledged:

Prepared by:

Date:

