

Evaluation of Certificated Personnel

**Jerome School District  
Summative Teacher Evaluation Form**

Teacher: \_\_\_\_\_ Grade Level/Subject: \_\_\_\_\_  
 School: \_\_\_\_\_ Evaluator: \_\_\_\_\_ Date: \_\_\_\_\_

Dates of Observations/contacts: \_\_\_\_\_

<b>Domain 1: Planning and Preparation</b>				
	U	B	P	D
<b>1a. Demonstrating Knowledge of Content and Pedagogy</b>				
- Knowledge of content and use of standards.				
- Knowledge of prerequisite relationships.				
- Knowledge of content-related pedagogy.				
	U	B	P	D
<b>1b. Demonstrating Knowledge of Students</b>				
- Knowledge of characteristics of age group.				
- Knowledge of students' varied approaches to learning.				
- Knowledge of students' skills and knowledge.				
- Knowledge of students' interests and cultural heritage.				
	U	B	P	D
<b>1c. Selecting Instructional Goals</b>				
- Value.				
- Clarity.				
- Suitability for diverse students.				
- Balance.				
	U	B	P	D
<b>1d. Demonstrating Knowledge of Resources</b>				
- Resources for classroom use.				
- Resources for students.				
	U	B	P	D
<b>1e. Designing Coherent Instruction</b>				
- Learning activities.				
- Instructional materials and resources.				
- Instructional groups.				
- Lesson and unit structure.				
	U	B	P	D
<b>1f. Assessing Student Learning</b>				
- Congruence with instructional goals.				
- Criteria and standards.				
- Use for planning.				
<b>Comments:</b>				

**Comment is required to accompany all Unsatisfactory or Basic ratings and areas where no rating is given.**

<b>Domain 2: The Classroom Environment</b>				
	U	B	P	D
<b>2a. Creating an Environment of Respect and Rapport</b>				
- Teacher interaction with students.				
- Student interaction.				
	U	B	P	D
<b>2b. Establishing a Culture for Learning</b>				
- Importance of the content.				
- Student pride in work.				
- Expectations for learning and achievement.				
	U	B	P	D
<b>2c. Managing Classroom Procedures</b>				
- Management of instructional groups.				
- Management of transitions.				
- Management of materials and supplies.				
- Performance of non-instructional duties.				
- Supervision of volunteers and paraprofessionals.				
	U	B	P	D
<b>2d. Managing Student Behavior</b>				
- Expectations.				
- Monitoring of student behavior.				
- Response to student misbehavior.				
	U	B	P	D
<b>2e. Organizing Physical Space</b>				
- Safety and arrangement of furniture.				
- Accessibility to learning and use of physical resources.				
<b>Comments:</b>				

**Comment is required to accompany all Unsatisfactory or Basic ratings and areas where no rating is given.**

<b>Domain 3: Instruction</b>				
	U	B	P	D
<b>3a. Communicating Clearly and Accurately</b>				
- Directions and procedures.				
- Oral and written language.				
	U	B	P	D
<b>3b: Using Questioning and Discussion Techniques</b>				
- Quality of questions.				
- Discussion techniques				
- Student participation.				
	U	B	P	D
<b>3c. Engaging Students in Learning</b>				
- Representation of content.				
- Activities and assignments.				
- Grouping of students.				
- Instructional materials and resources.				
- Structure and pacing.				
	U	B	P	D
<b>3d. Providing Feedback to Students</b>				
- Quality: accurate, substantive, constructive, and specific.				
	U	B	P	D
<b>3e: Demonstrating Flexibility and Responsiveness</b>				
-Response to students.				
- Persistence.				
	U	B	P	D
<b>3f: Creating Classroom Assessments</b>				
- Clear and appropriate learning targets.				
- Matching methods to targets.				
- Students achievement				
<b>Comments:</b>				

**Comment is required to accompany all Unsatisfactory or Basic ratings and areas where no rating is given.**

<b>Domain 4: Professional Responsibilities</b>				
	U	B	P	D
<b>4a: Reflecting on Teaching</b>				
- Accuracy.				
- Use in future teaching.				
	U	B	P	D
<b>4b: Maintaining Accurate Records</b>				
- Student completion of assignments.				
- Student progress in learning.				
- Non-instructional records.				
	U	B	P	D
<b>4c: Communicating with Families</b>				
- Information about the instructional program.				
- Information about individual students.				
- Engagement of families in the instructional program.				
	U	B	P	D
<b>4d: Contributing to the School and District</b>				
- Relationships with colleagues.				
- Participation in school and district projects.				
	U	B	P	D
<b>4e: Growing and Developing Professionally</b>				
- Enhancement of content knowledge and pedagogical skill.				
- Service to the profession.				
- Attitude towards supervision and evaluation.				
	U	B	P	D
<b>4f: Showing Professionalism</b>				
- Service to students.				
- Advocacy.				
- Decision making.				
	U	B	P	D
<b>4g: Utilizing Technology</b>				
- Curriculum resource.				
- Communications.				
- Instruction.				
- Student use.				
<b>Comments:</b>				

**Comment is required to accompany all Unsatisfactory or Basic ratings and areas where no rating is given.**

Signature indicates knowledge of observation and evaluation prior to parental input component.

Teacher Signature \_\_\_\_\_ Date \_\_\_\_\_

My signature does not necessarily indicate my agreement with this observation. As per district policy the employee has 21 days to attach a rebuttal.

Administrator Signature \_\_\_\_\_ Date \_\_\_\_\_

Signature indicates knowledge of rating including observation and parental input.

Teacher Signature \_\_\_\_\_ Date \_\_\_\_\_

My signature does not necessarily indicate my agreement with this observation. As per district policy the employee has 21 days to attach a rebuttal.

Administrator Signature \_\_\_\_\_ Date \_\_\_\_\_

Parental Input was considered in this evaluation. Yes \_\_\_\_\_ No \_\_\_\_\_

Rating with Parental Input \_\_\_\_\_

Signature indicates knowledge of final rating including observation, parental input, and student growth.

Teacher Signature \_\_\_\_\_ Date \_\_\_\_\_

My signature does not necessarily indicate my agreement with this observation. As per district policy the employee has 21 days to attach a rebuttal.

Administrator Signature \_\_\_\_\_ Date \_\_\_\_\_

Student Achievement Rating \_\_\_\_\_

Overall Rating \_\_\_\_\_

Policy History:

Adopted on: 06/26/2012

Revised on: 08/27/2013