

Albany County School District  
Teacher Summative Evaluation Form

Teacher \_\_\_\_\_ School \_\_\_\_\_ Assignment \_\_\_\_\_ School Year \_\_\_\_\_

Performance Area	Level 1	Level 2	Level 3	Level 4
<p><b>TEACHING &amp; LEARNING</b></p> <p>Level:</p>	<ul style="list-style-type: none"> <li>There are significant and/or consistent deficiencies in the teaching and learning processes, such as lack of high quality instructional strategies, failure to use student learning data in designing instruction, etc.</li> </ul>	<ul style="list-style-type: none"> <li>There is at least one deficiency in this area, such as lack of variation in instructional strategies, failure to successfully accommodate for various learners' needs and/or interests, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Learning experiences are skillfully orchestrated.</li> <li>High quality strategies are employed to meet the needs of individual students.</li> <li>Student learning is well-documented and used to drive instruction for the class in general.</li> </ul>	<ul style="list-style-type: none"> <li>Learning experiences are skillfully orchestrated. There is evidence of intentional differentiation to meet the diverse needs of all learners.</li> <li>Students frequently assess and monitor the quality of their own work.</li> <li>Teachers intentionally orchestrate rigorous authentic experiences to connect content to real world application.</li> </ul>

Comments:

<p><b>ENGAGEMENT</b></p> <p>Level:</p>	<ul style="list-style-type: none"> <li>There are significant and/or consistent deficiencies in this area, such as frequent lack of engagement of all students, lack of meaningful instructional activities, etc.</li> </ul>	<ul style="list-style-type: none"> <li>There is at least one deficiency in this area, which may include frequent lack of active student engagement, use of instructional activities that lack a set purpose, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Students are engaged in work of educational value and involved in meaningful instructional activities with a set purpose.</li> <li>The vast majority of the class is involved in academic work.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher intentionally orchestrates activities with the result or outcome of which has clear meaning and value for the class, which leads to the genuine engagement of all students.</li> </ul>
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Comments:

<p><b>CLASSROOM ENVIRONMENT</b></p> <p>Level:</p>	<ul style="list-style-type: none"> <li>There are significant and/or consistent deficiencies in this area, such as classroom management, safety, use of time, student behavior, relationships, etc.</li> </ul>	<ul style="list-style-type: none"> <li>There is at least one deficiency in this area, which may include classroom management, safety, use of time, student behavior, relationships, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Students feel physically and psychologically safe.</li> <li>There is an atmosphere of respect.</li> <li>Classroom management and procedures create a positive culture for learning.</li> <li>Student behavior is managed appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher has created an environment where students substantially help regulate and maintain all aspects of level 3 for themselves and others.</li> <li>There is genuine warmth and caring for each other.</li> </ul>
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Comments:

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<p><b>CURRICULUM</b></p> <p>Level:</p>	<ul style="list-style-type: none"> <li>• There are significant and/or consistent deficiencies in this area, such as failure to teach the District curriculum, lack of a plan to address all standards, use of inappropriate or inadequate assessments, failure to use assessment data to develop instructional goals, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• There is at least one deficiency in this area, which may include failure to teach to all standards, failure to use appropriate assessments, failure to use assessment data to develop instructional goals, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Goals of the curriculum unit are evident, mapped and tied to standards.</li> <li>• Appropriate assessments are used.</li> <li>• Students understand how they will be assessed and graded.</li> <li>• Assessment results are used to set individual, short- and long-term instructional goals.</li> <li>• District curriculum is followed.</li> <li>• Enrichments and correctives are used.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher adapts and enhances the District curriculum in such a way to create genuine, relevant, connections for students.</li> <li>• The teacher’s professional choices support, rather than compromise, curricular experiences.</li> <li>• The teacher takes into account student background knowledge and scaffolds curricular experiences based on this perspective.</li> <li>• Assessments are authentic and demonstrate meaningful and relevant understanding of curricular goals.</li> </ul>
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Comments:

<p><b>PROFESSIONALISM</b></p> <p>Level:</p>	<ul style="list-style-type: none"> <li>• There are significant and/or consistent deficiencies in this area, such as failure to follow policies, rules, or directives; failure to work collaboratively with other school personnel or parents; etc.</li> </ul>	<ul style="list-style-type: none"> <li>• There is at least one deficiency in this area, which may include failure to follow policies, rules, or directives; problems working collaboratively with other school personnel or parents; etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Complies with District policies, principal directives, and other relevant rules and regulations.</li> <li>• Builds and maintains professional relationships with all stakeholders of learning community.</li> <li>• Participates in and contributes to work of District and school teams.</li> <li>• Participates in professional growth opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher has met all criteria of level 3 and actively engages in leading quality initiatives. Additionally, the teacher significantly adds to the professional growth and positive environment of their building, the District, and the community in general.</li> </ul>
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• Comments:

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<b>Student Performance Data:</b> (For Elementary Grade-Level and Secondary Core Teachers, it includes at least one valid assessment.)	<b>Assessment 1:</b>  <b>Results show:</b>	<b>Assessment 2 (may be schoolwide):</b>  <b>Results show:</b>	<b>As a result of this data, what outcomes will be expected?</b>
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Areas of Strength:

Areas for Growth or Improvement:

Other Comments:

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As a result of this evaluation, please indicate the professional growth and development that is recommended/expected:

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**Recommendation:**

\_\_\_\_\_renew    \_\_\_\_\_non-renew    \_\_\_\_\_none at this time

\_\_\_\_\_  
*Teacher's Signature\**

\_\_\_\_\_  
*Date*

\_\_\_\_\_  
*Principal's Signature*

\*Teacher's signature does not imply agreement with the evaluation; it means that the teacher received a copy of the evaluation and its contents were discussed with the teacher by the principal.