Teacher Summary Evaluation Sheet – Simulation Key

This form provides a summary of the teacher’s ratings on Quality Standards I through IV and their associated elements and should be used to guide discussions regarding strengths and areas needing improvement. It may also be used to inform the teacher’s growth plan and development of personal and school goals for the subsequent year.

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| Quality Standard | ELEMENT | RATING | | | | | |
| L1 | L2 | L3 | L4 | L5 | # Points Earned |
| 0 pts | 1 pt | 2 pts | 3 pts | 4 pts |
| I.  Mastery of and Pedagogical Expertise in the Content They Teach | 1. Teachers provide instruction that is aligned with the Colorado Academic Standards and their district’s organized plan of instruction. |  |  |  |  |  | **2** |
| 1. Teachers develop and implement lessons that connect to a variety of content areas/disciplines and emphasize literacy and mathematical practices. |  |  |  |  |  | **2** |
| 1. Teachers demonstrate knowledge of the content, central concepts, inquiry, appropriate evidence-based instructional practices, and specialized character of the disciplines being taught. |  |  |  |  |  | **1** |
| Total Points Earned for Standard I | | | | | | **5** |
| Determine Rating for Standard I: 0 to 1 points = Basic  2 to 4 points = Partially Proficient  5 to 7 points = Proficient  8 to 10 points = Accomplished  11 to 12 points = Exemplary | | | | | | **Proficient** |
| **Determine contribution of Standard I to the Overall Professional Practices Rating:**  **Calculation Work Space\***  **5 x .25 x 20 = 2.08**  **12** | | | | | | | **2.08** |

\*All calculations should be carried to three decimal places and results rounded to two decimal places.

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| Quality Standard | ELEMENT | RATING | | | | | |
| L1 | L2 | L3 | L4 | L5 | # Points Earned |
| 0 pts | 1 pt | 2 pts | 3 pts | 4 pts |
| II.  Safe, Inclusive and Respectful Learning Environment for Diverse Population of Students | 1. Teachers foster a predictable learning environment in the classroom in which each student has a positive, nurturing relationship with caring adults and peers. |  |  |  |  |  | **1** |
| 1. Teachers demonstrate an awareness of, a commitment to, and a respect for multiple aspects of diversity, while working toward common goals as a community of learners. |  |  |  |  |  | **1** |
| 1. Teachers engage students as individuals, including those with diverse needs and interests, across a range of ability levels by adapting their teaching for the benefit of all students. |  |  |  |  |  | **0** |
| 1. Teachers work collaboratively with the families and/or significant adults for the benefit of students. |  |  |  |  |  | **4** |
| Total Points Earned for Standard II | | | | | | **6** |
| Determine Rating for Standard II: 0 to 2 points = Basic  3 to 6 points = Partially Proficient  7 to 10 points = Proficient  11 to 14 points = Accomplished  15 to 16 points = Exemplary | | | | | | **Partially**  **Proficient** |
| **Determine contribution of Standard II to the Overall Professional Practices Rating:**  **Calculation Work Space\***  **6 x .25 x 20 = 1.88**  **16** | | | | | | | **1.88** |

\*All calculations should be carried to three decimal places and results rounded to two decimal places.

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| Quality Standard | ELEMENT | RATING | | | | | | |
| L1 | L2 | L3 | L4 | L5 | # Points Earned | |
| 0 pts | 1 pt | 2 pts | 3 pts | 4 pts |
| III.  Effective Instruction and an Environment that Facilitates Learning | 1. Teachers demonstrate knowledge about the ways in which learning takes place, including the levels of intellectual, physical, social, and emotional development of their students. |  |  |  |  |  | **1** |
| 1. Teachers use formal and informal methods to assess student learning, provide feedback, and use results to inform planning and instruction. |  |  |  |  |  | **2** |
| 1. Teachers integrate and utilize appropriate available technology to engage students in authentic learning experiences. |  |  |  |  |  | **1** |
| 1. Teachers establish and communicate high expectations and use processes to support the development of critical-thinking and problem solving skills. |  |  |  |  |  | **2** |
| 1. Teachers provide students with opportunities to work in teams and develop leadership qualities. |  |  |  |  |  | **3** |
| 1. Teachers model and promote effective communication. |  |  |  |  |  | **3** |
| Total Points Earned for Standard III | | | | | | **12** | |
| Determine Rating for Standard III: 0 to 3 points = Basic  4 to 9 points = Partially Proficient  10 to 15 points = Proficient  16 to 21 points = Accomplished  22 to 24 points = Exemplary | | | | | | **Proficient** | |
| **Determine contribution of Standard III to the Overall Professional Practices Rating:**  **Calculation Work Space\***  **12 x .25 x 20 = 2.50**  **24** | | | | | | | **2.50** | |

\*All calculations should be carried to three decimal places and results rounded to two decimal places.

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| Quality Standard | ELEMENT | RATING | | | | | | |
| L1 | L2 | L3 | L4 | L5 | # Points Earned | |
| 0 pts | 1 pt | 2 pts | 3 pts | 4 pts |
| IV.  Professionalism | 1. Teachers demonstrate high standards of professional conduct. |  |  |  |  |  | **1** | |
| 1. Teachers link professional growth to their professional goals. |  |  |  |  |  | **2** | |
| 1. Teachers respond to a complex, dynamic environment. |  |  |  |  |  | **2** | |
| 1. Teachers demonstrate leadership in the school, the community, and the teaching profession. |  |  |  |  |  | **2** | |
| Total Points Earned for Standard IV | | | | | | **7** | |
| Determine Rating for Standard IV: 0 to 2 points = Basic  3 to 6 points = Partially Proficient  7 to 10 points = Proficient  11 to 14 points = Accomplished  15 to 16 points = Exemplary | | | | | | | **Proficient** | |
| **Determine contribution of Standard IV to the Overall Professional Practices Rating:**  **Calculation Work Space\***  **7 x .25 x 20 = 2.19**  **16** | | | | | | | **2.19** | |

\*All calculations should be carried to three decimal places and results rounded to two decimal places.

Determining the Overall Rating for Professional Practices

Scoring of the rubric is designed so that each standard may be weighted by the district or BOCES in order to emphasize the initiatives or skills of importance to the locality. Weighting of the standards impacts the overall professional practices rating (Basic, Partially Proficient, Proficient, Accomplished, Exemplary), which in turn impacts the educator's final effectiveness rating (Ineffective, Partially Effective, Effective or Highly Effective).

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| Quality Standard | Total Points Earned |
| 1. Mastery of and Pedagogical Expertise in the Content They Teach | **2.08** |
| 1. Safe, Inclusive and Respectful Learning Environment for Diverse Population of Students | **1.88** |
| 1. Effective Instruction and an Environment that Facilitates Learning | **2.50** |
| 1. Professionalism | **2.19** |
| Total Points for All Standards | **8.65** |

Translating the Total Points for All Standards to Overall Professional Practices Rating

|  |  |  |  |
| --- | --- | --- | --- |
| Total Number  of Points Received | | Rating for Number  of Points Received | Total Number of Points  Received for this Evaluation = |
| 0 to 3.74 points | Basic | | **8.65** |
| 3.75 to 8.74 points | Partially Proficient | | Overall Professional  Practices Rating |
| 8.75 to 13.74 points | Proficient | |
| 13.75 to 18.74 points | Accomplished | | **Partially Proficient** |
| 18.75 to 20.00 points | Exemplary | |