

# UTD SUMMATIVE EVALUATION PREPARATION DOCUMENT



This document is a voluntary worksheet for the use of UTD members only.

## INTRODUCTION

Dear UTD member:

Thank you for your interest in improving your professional practice by preparing for your summative evaluation. Here is some general information and background about this document. I hope that you are reviewing this form early in the school year so that you can use it to gather evidence about your teaching practice throughout the school year. That is its intended purpose—to allow you to gather data about your practice. Your administrator gathers data all year. He may review your test scores, conduct formal observations, take note of your professional behavior, peruse your professional development logs, and gather evidence in many other ways that will help inform the decision about your rating that is made at the end of the year.

With that in mind, think about what data you collect to help the paint a picture of your practice that your administrator can easily visualize. Do you write notes immediately after your formal observation and bring them to your post-observation meeting? Do you invite your administrator to visit your class when you have an especially exciting lesson planned? Do you share student work samples with your administrator so that she can see the results of your teaching? And just to be clear, **NONE** of these practices is required.

However, ask yourself whether you believe your administrator has a crystal clear and vivid picture of what it is that you do for students on a daily basis. If the answer to that question is “yes,” then congratulations. You have developed a positive relationship with your administrator and there is a good chance that you will be evaluated fairly. However, if your answer is “no,” then think about what you might do to make that picture clearer. How can you sharpen the colors, heighten the contrast, and refine the perspective so that your administrator is better able to accurately and fairly evaluate you at the end of the school year?

This form is one tool that you might use to help with that task. It is designed to help you think deeply about how each one of the IPGS Standards is evident in your teaching practice. It is not about how to earn points. It is, instead, about understanding the IPEGS Standards, reflecting on how they relate to your job situation, and documenting the evidence that you believe supports each one of the Standards. So use this tool for that purpose, and bring it to your Summative Evaluation Meeting. It will empower you and provide you with evidence for the conversation about your teaching practice that will occur at that meeting.

**Note:** As you fill out this document and record evidence make sure that you become very familiar with each standard in order to determine how **each** one applies to your instructional practice. The rubric outlining both “effective,” (which is highlighted because it is the job requirement) and “highly effective,” as well as SAMPLE indicators are provided to give you ideas about what you might wish to record as evidence.



## Performance Standard 3: Instructional Planning:

The teacher uses appropriate curricula, instructional strategies, and resources to develop lesson plans that include goals and/or objectives, learning activities, assessment of student learning, and home learning in order to address the diverse needs of students.

INDICATORS of teacher work may include, but are not limited to:

- Uses both formative and summative student learning data to guide planning
- Develops plans that are clear, logical, sequential, and aligned to standards-based learning
- Plans instruction effectively for content mastery, pacing, and transitions
- Identifies and plans for the instructional and developmental needs of all learners
- Gathers, evaluates, and/or creates appropriate instructional materials

Highly Effective	Effective
The teacher consistently creates, evaluates and modifies, as appropriate, instructional strategies during the planning process.	The teacher uses appropriate curricula (including state reading requirements, if applicable), instructional strategies, and resources to develop lesson plans that include goals and/or objectives, learning activities, assessment of student learning, and home learning in order to address the diverse needs of students.

Now review the standard, the indicators, and the rubric, and list **evidence** that shows how you plan. The third column is for notes about how the evidence addresses the standard. Completing this chart will help you prepare for a discussion with your administrator.

Words or phrases in the standard or rubric	Evidence	Reasoning

**Performance Standard 4:  
Instructional Delivery and Engagement:**

The teacher promotes learning by demonstrating accurate content knowledge and by addressing academic needs through a variety of appropriate instructional strategies and technologies that engage learners.

INDICATORS of teacher work may include, but are not limited to:

- Engages students in diverse activity structures: individual, collaborative, and whole-group
- Demonstrates current knowledge of content and standards
- Explains directions, concepts, and content in a logical and sequential manner
- Uses multiple levels of questions and makes adjustments for reteaching/remediation/enrichment
- Connects students’ prior knowledge, life experiences, and interests to learning goals
- Presents lessons with use of explicit instruction
- Uses appropriate literacy strategies to build academic vocabulary
- Uses a variety of strategies to engage students in higher-order learning tasks
- Engages students in authentic learning, real-life applications, and interdisciplinary connections
- Uses appropriate pace and maximizes instructional time for student learning
- Uses technology to individualize instruction and enhance learning, as appropriate
- Reinforces learning goals throughout the lesson
- Provides ongoing, timely, and specific feedback to students

Highly Effective	Effective
The teacher consistently optimizes learning by engaging all groups of students in higher-order thinking and by effectively implementing a variety of appropriate instructional strategies and technologies.	The teacher promotes learning by demonstrating accurate content knowledge and by addressing academic needs through a variety of appropriate instructional strategies and technologies that engage learners.



## Performance Standard 5: Assessment:

The teacher gathers, analyzes, and uses data (including state assessment data, as applicable) to measure learner progress, guide instruction, and provide timely feedback.

INDICATORS of teacher work may include, but are not limited to:

- Uses local and state assessment data to design instruction that meets students' needs
- Uses preassessment data, formative and summative assessments to inform instruction
- Uses formative assessments to adjust instruction for reteaching, remediation, and enrichment
- Helps students understand assessment criteria, monitor, and reflect on their work
- Maintains sufficient assessment data to support accurate reporting of student progress
- Provides timely and specific feedback to students, parents, and stakeholders

Highly Effective	Effective
The teacher consistently demonstrates expertise in using a variety of formal and informal assessments based on intended learning outcomes to assess learning. Also teaches learners how to monitor and reflect on their own academic progress.	The teacher gathers, analyzes, and uses data (including required assessment data, if applicable) to measure learner progress, guide instruction, and provide timely feedback.

Now review the standard, the indicators, and the rubric, and list **evidence** that shows how you assess your students. The third column is for notes about how the evidence addresses the standard. Completing this chart will help you prepare for a discussion with your administrator.

Words or phrases in the standard or rubric	Evidence	Reasoning



## Performance Standard 7: Professionalism:

The teacher demonstrates behavior consistent with legal, ethical, and professional standards and engages in continuous professional growth.

INDICATORS of teacher work may include, but are not limited to:

- Follows all legal and procedural requirements: Code of Ethics, State Statutes, and Board Policies
- Reflects on strengths and areas for growth and sets deliberate practice growth targets for improvement
- Engages in ongoing and collaborative professional development
- Provides evidence of professional growth experiences
- Incorporates learning from professional growth opportunities and reflects upon effectiveness
- Contributes professionally to the school community
- Maintains accurate records (e.g., attendance records, IEPs)
- Works in a collegial and collaborative manner with school personnel and the community

Highly Effective	Effective
The teacher consistently demonstrates a high level of professionalism, contributes to the professional growth of others, and/or assumes a leadership role within the learning community.	The teacher demonstrates behavior consistent with legal, ethical, and professional standards and engages in continuous professional growth.

Now review the standard, the indicators, and the rubric, and list **evidence** that shows how you demonstrate professionalism. The third column is for notes about how the evidence addresses the standard. Completing this chart will help you prepare for a discussion with your administrator.

Words or phrases in the standard or rubric	Evidence	Reasoning

## Performance Standard 8:

### Learning Environment:

The teacher creates and maintains a safe learning environment while encouraging fairness, respect, and enthusiasm.

INDICATORS of teacher work may include, but are not limited to:

- Establishes and maintains effective classroom rules and procedures
- Creates an environment that is stimulating, challenging, and fosters intellectual risk-taking
- Organizes a safe physical environment that is conducive to student learning and collaborative work
- Maintains an environment that reflects a culture of inclusivity, equity, and respect
- Promotes accountability for learning and holds high academic expectations for all students
- Uses verbal, nonverbal, and electronic communication tools to challenge and support students
- Encourages students to receive and accept constructive feedback on individual work and behavior

Highly Effective	Effective
The teacher consistently provides a well-managed, stimulating, student-centered environment that is academically challenging and respectful.	The teacher creates and maintains a safe learning environment while encouraging fairness, respect, and enthusiasm.

Now review the standard, the indicators, and the rubric, and list **evidence** that shows how you create the learning environment for your students. The third column is for notes about how the evidence addresses the standard. Completing this chart will help you prepare for a discussion with your administrator.

Words or phrases in the standard or rubric	Evidence	Reasoning

