

S+ Teacher Summative Performance Report

School:

Grade/Subject:

School Year ____-____:

Contract Status:

Documentation Reviewed:

- Teacher Documentation Log Student Learning Objective Form
- Observation Form Other

Other:

Professional Knowledge Summary

NONE

Artifacts

Name ▲	Type	Category	Rubric Alignment	Criteria Alignment	Date Uploaded	
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S+ TEPE Performance Standard 1: Professional Knowledge

Criteria	Highly Effective <i>In addition to meeting the requirements for Effective...</i>	Effective <i>Effective is the expected level of performance.</i>	Partially Effective	Ineffective
Professional Knowledge	The teacher continually enriches the curriculum and serves as a role model in his/her knowledge of the subject matter and the proper pedagogy for the content and developmental needs of students.	The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.	The teacher is inconsistent in demonstrating an understanding of the curriculum, content, and student development or lacks fluidity in using the knowledge in practice.	The teacher demonstrates an inadequate understanding of the curriculum, content, or student development, or fails to use the knowledge in practice.

[Enter Notes](#)

Rubric Score: 0/0

Professional Knowledge Comments:

Instructional Planning Summary

NONE

Artifacts

Name ▲	Type	Category	Rubric Alignment	Criteria Alignment	Date Uploaded	
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S+ TEPE Performance Standard 2: Instructional Planning

Criteria	Highly Effective <i>In addition to meeting the requirements for Effective...</i>	Effective <i>Effective is the expected level of performance.</i>	Partially Effective	Ineffective
Instructional Planning	The teacher actively seeks and uses alternative data and resources and serves as a role model in his/her ability to design relevant lessons that challenge and motivate all students.	The teacher plans using the state's standards, the school's curriculum, data, and engaging and appropriate strategies and resources to meet the needs of all students.	The teacher is inconsistent in his/her use of the state standards, school's curriculum, data, or strategies and resources to meet the needs of all students.	The teacher fails to plan, or plans without adequately using the state standards, school's curriculum, data, or strategies and resources to meet the needs of all students.

[Enter Notes](#)

Rubric Score: 0/0

Instructional Planning Comments:

Instructional Delivery Summary ▲

NONE

Artifacts ▲

Name ▲	Type	Category	Rubric Alignment	Criteria Alignment	Date Uploaded	
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S+ TEPES Performance Standard 3: Instructional Delivery ▲

Criteria	Highly Effective <i>In addition to meeting the requirements for Effective...</i>	Effective <i>Effective is the expected level of performance.</i>	Partially Effective	Ineffective
Instructional Delivery	The teacher fluidly modifies strategies, materials, and groupings to optimize students' opportunities to learn and serves as a role model on how to keep all students challenged in focused work in which they are active problem-solvers and learners.	The teacher uses a variety of research-based instructional strategies relevant to the content area to engage students in active learning, to promote key skills, and to meet individual learning needs.	The teacher is inconsistent in his/her use of relevant instructional strategies or in engaging students in active learning, promoting key skills, or meeting individual learning needs.	The teacher fails to use relevant instructional strategies or is inadequate in engaging students in active learning, promoting key skills, or meeting individual learning needs of all students.

[Enter Notes](#)

Rubric Score: 0/0

Instructional Delivery Comments:

Assessment Summary ▲

NONE

Artifacts ▲

Name ▲	Type	Category	Rubric Alignment	Criteria Alignment	Date Uploaded	
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S+ TEPES Performance Standard 4: Assessment of/for Learning ▲

Criteria	Highly Effective <i>In addition to meeting the requirements for Effective...</i>	Effective <i>Effective is the expected level of performance.</i>	Partially Effective	Ineffective
Assessment of/ for Student Learning	The teacher collaborates with colleagues to use assessment data, reexamines and fine-tunes teaching based on these data, teaches students how to monitor their own progress, and serves as a role model in using assessment to impact student learning.	The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, guide instructional content and delivery methods, and provide timely feedback to students, parents and stakeholders.	The teacher uses a limited selection of assessment strategies or is inconsistent in linking assessment to intended learning outcomes, using assessment data to plan/modify instruction, or in providing timely feedback.	The teacher uses an inadequate variety of assessment sources, assesses infrequently, does not use baseline or feedback data to make instructional decisions, or fails to provide student feedback in a timely manner.

[Enter Notes](#)

Rubric Score: 0/0

Assessment of and for Student Learning Comments:

Learning Environment Summary ▲

NONE

Artifacts ▲

Name ▲	Type	Category	Rubric Alignment	Criteria Alignment	Date Uploaded	
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S+ TEPES Performance Standard 5: Learning Environment ▲

Criteria	Highly Effective <i>In addition to meeting the requirements for Effective...</i>	Effective <i>Effective is the expected level of performance.</i>	Partially Effective	Ineffective
Learning Environment	The teacher serves as a role model in creating a dynamic learning environment where students monitor their own behavior and develop a sense of responsibility.	The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.	The teacher is inconsistent in using resources, routines, and procedures or in providing a respectful, positive, safe, student-centered environment.	The teacher is inadequate in addressing student behavior issues, displays a detrimental attitude, ignores safety standards, or fails to otherwise provide an environment that is conducive to learning.
Enter Notes				
Rubric Score: 0/0				

Learning Environment Comments:

Professionalism Summary

NONE

Artifacts

Name	Type	Category	Rubric Alignment	Criteria Alignment	Date Uploaded

S+ TEPES Performance Standard 6: Professionalism

Criteria	Highly Effective <i>In addition to meeting the requirements for Effective...</i>	Effective <i>Effective is the expected level of performance.</i>	Partially Effective	Ineffective
Professionalism	The teacher serves as a role model in professional behavior, uses optimal means of communication, and initiates activities that contribute to the development of colleagues and the enrichment of the wider school community.	The teacher maintains a commitment to professional ethics, collaborates and communicates appropriately, and takes responsibility for personal professional growth that results in the enhancement of student learning.	The teacher is inconsistent in displaying professional judgment, collaborating or communicating with relevant stakeholders, participating in professional growth opportunities, or applying learning from growth opportunities in the classroom.	The teacher fails to adhere to legal, ethical, or professional standards, demonstrates a reluctance or disregard toward school policy, or infrequently takes advantage of professional growth opportunities.
Enter Notes				
Rubric Score: 0/0				

Professionalism Comments:

Student Academic Progress Summary

NONE

Artifacts

Name	Type	Category	Rubric Alignment	Criteria Alignment	Date Uploaded

Student Academic Progress Comments:

Commendations:

Areas Noted for Improvement:

Teacher Improvement Goals:

Administrator:

Date: 