

**ALABAMA PROFESSIONAL EDUCATION PERSONNEL
EVALUATION PROGRAM**

**EVALUATION SUMMARY REPORT - ELECTRONIC FORMAT
TEACHER SYSTEM**

Mary Mack
Teacher

XXXXX
Social Security No

Jack Spratt
Evaluator

YYYYY
Social Security No

School System
School System

43
System Code

12
School

School Code

Date

This evaluation summary form should be used to combine information from the various data collection instruments: Observations (OBs), Structured Interview (SI), Supervisor's Review Form (SRF), and Professional Development Plan (PDP). First, numerical scores from these instruments should be listed in blank space(s) by indicator. Second, the observation scores should be averaged to one decimal place; this average is then placed in the "Avg" column and will be considered as the indicator score for the observation. Third, this information should be reviewed to determine a competency score. Fourth, competency scores should be listed in the blank space designated for competency scores. Fifth, documentation is required on this report for each competency area.

The following scale should be used to determine indicator scores and the overall score for each competency area:

1 - Unsatisfactory	Indicates the teacher's performance in this position requirement is not acceptable. Improvement activities must be undertaken immediately.
2 - Needs Improvement	Indicates the teacher's performance sometimes but not always meets expectations in this position requirement. Improvement activities are required for performance to consistently meet standards.
3 - Area of Strength	Indicates the teacher consistently meets and sometimes exceeds expectations for performance in this position requirement. Performance can be improved in the area(s) indicated, but current practices are clearly acceptable.
4 - Demonstrates Excellence	Indicates the teacher does an outstanding job in this position requirement. No area for improvement is readily identifiable.

COMPETENCIES Indicators	Instruments						
	Obs				SI	SRF	PDP
1.0 PREPARATION FOR INSTRUCTION	1	2	3	Avg			
1.1 Selects/States Long-Range Goals and Short-Term Measurable Objectives					2		
1.2 Identifies Various Instructional Strategies					3		
1.3 Prepares Instructional Resources for Use	3	2	3	2.7	3		
Competency Score:					3		

Competency Documentation

The pattern of teacher performance is more closely aligned with a competency score of 3. The more prevailing indication is in the SI, with less indication noted in classroom observation number 2.

COMPETENCIES Indicators	Instruments						
	Obs				SI	SRF	PDP
2.0 PRESENTATION OF ORGANIZED INSTRUCTION	1	2	3	Avg			
2.1 Orients Student to the Lesson	3	2	2	2.3			
2.2 Gives Clear Directions	2	2	2	2.0			
2.3 Develops the Lesson	3	3	3	3.0			
2.4 Provides Practice and Summarization	2	3	3	2.7			
2.5 Demonstrates Knowledge of Subject Matter and Pedagogy	3	3	3	3.0			
<i>Competency Documentation</i>					Competency Score: 3		
<p>The pattern of teacher performance is more closely aligned with a competency score of 3. The more prevailing indication is found in indicators 2.3, 2.4 and 2.5 in classroom observations where the teacher clearly developed the lesson, and demonstrated subject matter knowledge</p>							

COMPETENCIES Indicators	Instruments						
	Obs				SI	SRF	PDP
3.0 ASSESSMENT OF STUDENT PERFORMANCE	1	2	3	Avg			
3.1 Monitors Student Performance	3	3	4	3.3			
3.2 Measures Student Progress Systematically					3		
3.3 Provides Feedback About Student Performance	3	3	3	3.0			
3.4 Uses Assessment Results	3	2	3	2.7	3		
<i>Competency Documentation</i>					Competency Score: 3		
<p>The pattern of teacher performance is more closely aligned with a competency score of 3. The teacher clearly monitors and provides feedback, evident in observations.</p>							

COMPETENCIES Indicators	Instruments						
	Obs				SI	SRF	PDP
4.0 CLASSROOM MANAGEMENT	1	2	3	Avg			
4.1 Manages Class Time	2	3	3	2.7			
4.2 Manages Student Behavior	1	2	2	1.7			
<i>Competency Documentation</i>					Competency Score: 2		
<p>The pattern of teacher performance is more closely aligned with the competency score of 2. The prevailing evidence is found in the management of student behavior with less indication in management of class time, although there is a high correlation between the two.</p>							

COMPETENCIES Indicators	Instruments							
	Obs				SI	SRF	PDP	
	1	2	3	Avg				
5.0 POSITIVE LEARNING CLIMATE								
5.1 Involves Students in Interaction	2	2	3	2.3				
5.2 Communicates High Expectations	2	3	2	2.3				
5.3 Expresses Positive Affect/Minimizes Negative Affect	3	3	3	3.0				
5.4 Maintains Physical Environment Conducive to Learning within Limitations of Facilities	3	3	3	3.0				
<u>Competency Documentation</u>				Competency Score:	3			
The pattern of teacher performance is more closely aligned with a competency score of 3. Classroom observations indicate a physically well maintained classroom, but student engagement in learning was not always observed.								

COMPETENCIES Indicators	Instruments							
	Obs				SI	SRF	PDP	
	1	2	3	Avg				
6.0 COMMUNICATION								
6.1 Speaks Clearly, Correctly, and Coherently	3	3	3	3.0				
6.2 Writes Clearly, Correctly, and Coherently	3	3	3	3.0		3		
<u>Competency Documentation</u>				Competency Score:	3			
The pattern of teacher performance is more closely aligned with a competency score of 3. There was no evidence of incorrect communication efforts observed in oral or written form.								

The Professional Development and Leadership section below reports activities undertaken and completed for an evaluation cycle. For nontenured personnel, the cycle is annual; for tenured personnel, the cycle may be annual, two years, or three years depending on the option of the local school system. The activities are those undertaken for specific definition items as shown on the Professional Development Plan. Dependent upon the objectives and activities, the same definition item may be addressed more than once.

Indicator 7.1 Definition Items Addressed in PDP				Indicator 7.2 Definition Items Addressed in PDP					
PDP Score				PDP Score					
Participates in/attends prof.dev.program/conference	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Ldrshp in est.school goals	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participates in prof. dev.to improve job perf.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Shares ideas,materials, etc	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Uses ideas to improve teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Part.in shared decisionmaking	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Participates in/attends prof.dev.program/conference	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Ldrshp in identifying resolving issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Takes formal coursework	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Ldrshp in est.school goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Uses ideas to improve teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Initiates activities/projects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Part.in shared decisionmaking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

COMPETENCIES Indicators	Instruments							
	Obs				SI	SRF	PDP	
	1	2	3	Avg				
7.0 PROFESSIONAL DEVELOPMENT AND LEADERSHIP								
7.1 Improves Professional Knowledge and Skills								4
7.2 Takes a Leadership Role in Improving Education								4
<u>Competency Documentation</u>				Competency Score:	4			

COMPETENCIES Indicators	Instruments						
	Obs				SI	SRF	PDP
8.0 PERFORMANCE OF PROFESSIONAL RESPONSIBILITIES	1	2	3	Avg			
8.1 Completes Job Requirements According to Established Timelines						3	
8.2 Adheres to Written Local /State Board Policies & Federal Laws/Regulations						2	
8.3 Exhibits Professionalism with Peers, Administrators, Parents/Guardians						3	
8.4 Promotes Cooperation with Parents/Guardians & Between School & Community						3	
Competency Score:					3		

Competency Documentation

The pattern of teacher performance is more closely aligned with the competency score of 3. However, lack of classroom management/discipline constitutes high office referrals. Referrals are often in contradiction to the School's Discipline Policy which places initial student discipline action with the teacher.

Summary of Indicator and Competency Scores

Using your rationales, notes, and analysis of Competency and Indicator scores, choose no more than three Competencies and a limited number of Indicators identified for the focus of a Professional Development Plan for the next school year(s):

Notes

Indicator	Competency							
	1	2	3	4	5	6	7	8
1	2	2.3	3.3	2.7	2.3	3	4	3
2	3	2	3	1.7	2.3	$\frac{3}{3}$	4	2
3	$\frac{2.7}{3}$	3	3		3			3
4		2.7	$\frac{2.7}{3}$		3			3
5		3						
Competency Score:	3	3	3	2	3	3	4	3

Complete this section only if the local education agency has a local Board of Education approved summative evaluation component:

Check the box to the right if a composite competency score should be calculated:

Composite Competency Score (summative purposes only, which requires local board approval):

Teacher has met summative performance standard: Yes No

Teacher's Signature: _____ Evaluator's Signature: _____

Other Data Collectors' Signature: _____

NOTE: Signature indicates that information from other instruments has been shared and evaluation results have been discussed.