

**Supervisory Observation Walk Through-Summative**

**Rubric for Evaluating Teacher Effectiveness**

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| Educator Being Evaluated |  |
| Educator NAD ID |  |
| Grade Levels or Subject Area |  |
| Evaluator |  |
| School Year of Evaluation |  |

Effective teachers in South Atlantic Conference have the knowledge, skills, and commitments needed to provide excellent and equitable learning opportunities and growth for all students. They strive to support growth and development, close achievement gaps, and prepare diverse populations for service to others in this life and the life to come.

Because effective teachers understand that the work of ensuring meaningful learning opportunities for all students does not happen in isolation, effective teachers:

* Facilitate mastery of content and skill development
* Employ and adjust evidence-based strategies and approaches for students who are not achieving mastery and students who need acceleration.
* Develop in students the skills, interests and abilities necessary to be lifelong learners.
* Communicate high expectations to students and their families.
* Utilized various strategies to engage students and families in a mutually supportive teaching and learning environment.

The summative evaluation is a report of global performance based on the domains for effective teaching by standard as established by the National Board for Professional Teaching Standards, and those set forth by the Seventh-day Adventist Church. The Standard domains are ranked on the following rubric:

Ineffective – the teacher barely meets the minimal requirement.

Developing – the teacher is working toward meeting the standard requirement.

Effective – the teacher has a firm understanding and implements the professional domains.

Innovating – the teacher exceeds the professional standards expectations and is a master teacher.

If 50% or more of any domain within the standard is ranked Ineffective, the resulting overall score for the standard will be Ineffective. If 50% or more of any domain within the standard is ranked Developing, the resulting overall score for the standard will be Developing (i.e. two out of 3 domain criteria, two out of four domain criteria, or three out of five domain criteria represents 50% or more).

## **Standard 1: Instruction**

The teacher plans for, provides, differentiates, and sections appropriate goals and resources for instruction aligned with the Adventist Common Core Standards.

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| **A. Effective Planning**  | **□ Ineffective** Outcomes represent low rigor and relevance, one type of learning, and or are not suitable for the class and end-of-year mastery of standards.  | **□ Developing**  Outcomes represent moderate rigor and relevance; outcomes represent varied learning styles with little coordination or integration, most outcomes are suitable for the class and end-of-year mastery of standards.  | **□ Effective** A majority of outcomes represent high rigor and relevance; outcomes reflect a variety of learning styles and opportunities to coordinate and integrate; a majority of the outcomes are suitable for the class and end-of-year mastery of standards  | **□ Innovating** All outcomes represent high rigor and relevance; where appropriate outcomes reflect a variety of learning styles incorporating both opportunities for coordinating and integration; outcomes are comprehensive, working from a backward design with end-of-year standards as the goal.  |
| **B. Plans for differentiated instruction**  | **□ Ineffective** Outcomes are not suitable for the class or are not based on any assessment of student needs.  | **□ Developing**  Some outcomes are suitable for most of the students in the class and are based on globalized assessments of student learning.  | **□ Effective**  A majority of the outcomes are suitable for the students in the class, and are based on evidence of student proficiency. However, some students many not be accommodated.  | **□ Innovating** Outcomes are based on a comprehensive assessment of student learning using CBM data, and take into account the varying needs of individual learners or groups.  |
| **C. Selects appropriate instructional goals and resources**  | **□ Ineffective** Materials and resources are not suitable for students, and do not support instructional outcomes nor engage students through rigor and relevance.  | **□ Developing**  Some of the materials and resources are suitable to students, support instructional outcomes, and attempt to engage learners through rigor and relevance.  | **□ Effective**  All materials and resources are suitable to learners, support the instructional outcomes, and are designed to engage students through rigor and relevance.  | **□ Innovating** All materials and resources are suitable to students, support instructional outcomes, engage students through rigor and relevance, and use technology to support student learning in a 21st Century environment.  |

 **Standard 1 Overall Ranking: □ Ineffective □ Developing □ Effective □ Innovating**

## **Standard 2: Teaching Strategies**

The teacher prepares for and engages students through a Christ-centered classroom where lessons are clear and motivating, differentiated, well-managed, engaging, have clearly communicated expectations, and are responsive and flexible.

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| **A. Expectations for learning, achievement, and quality of work**  | **□ Ineffective** Instructional outcomes, activities, assignments, classroom interactions convey low expectations; students demonstrate little pride in the quality of their work.  | **□ Developing**  Instructional outcomes, activities, assignments, and classroom interactions covey modest expectations for learning and achievement; students minimally accept responsibility for taking pride in the quality of their work.  | **□ Effective**  Instructional outcomes, activities, assignments, and classroom interactions convey high expectations for most students; students accept and comply with the teacher’s insistence on high quality work and demonstrate pride in that quality.        | **□ Innovating**Instructional outcomes, activities, assignments, and interactions convey high expectations for all students; students demonstrate attention to detail, take obvious pride in the quality of their work; and initiate improvements.  |
| **B. Lessons are clearly introduced and motivating.** | **□ Ineffective** Teacher’s questions are poor quality, have low meta-cognitive challenge, require mainly single responses, are asked in quick succession; interaction between teacher and students is predominately recitation and teacher mediates questions; a few students dominate the answers.  | **□ Developing**  Teacher’s questions are a combination of low quality and high quality metacognition; questions are rapid; teacher engages some students in meaningful discussion with uneven results; teacher attempts to engage all students with limited success.   | **□ Effective**  Teacher’s questions seek mainly higher order metacognitive skills, and communicates clearly; teacher models effective communication, providing students the opportunity to practice communication.  | **□ Innovating** Teacher’s questions focus on higher order meta-cognitive skills, and communicates clearly; teacher models effective communication, providing students the opportunity to practice communication; students apply effective oral and written responses, and use academic language both spoken and written.    |

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| **C. Activities provided for varying abilities**  | **□ Ineffective** Teacher uses a one size fits all approach to teaching; differentiation is limited or not provided. | **□ Developing**  Teacher attempts to provide differentiation, but may default to a one size fits all approach. | **□ Effective**  Teacher modifies content to assure students are able to work at their ability level; uses assessment to drive instructional content and delivery based on end-of-year standards; uses the student’s socio-emotional, intellectual, physical, and spiritual development to build on each child learning objectives while increasing mastery using the Zone of Proximal Development. | **□ Innovating** Teacher modifies content to assure students are able to work at their ability level; uses assessment to drive instructional content and delivery based on end-of-year standards; uses the student’s socio-emotional, intellectual, physical, and spiritual development to build on each child learning objectives while increasing mastery using the Zone of Proximal Development; monitors student engagement; helps students take necessary risks to grow; and conferences with students to help them take ownership of learning which is positive in nature, and not punitive or demeaning.  |
| **D. Teacher demonstrates flexibility and responsiveness**  | **□ Ineffective** Teacher uses a standard lesson plan or is unable to deviate from the script; collects required data points but these do not drive instruction; appears unable to effectively respond to student needs, but instead has a mindset of what works well for them as the teacher, instead of what is working for the student(s); resists performance feedback from supervisors, PAL mentors, or other colleagues; engages in professional development but does not follow through with implementing best practices.       | **□ Developing**  Teacher attempts to collect and analyze data with uneven results due to lack of consistent implementation or understanding the data; tries to be creatives but will often default to what is comfortable for the teacher instead of focusing consistently on what is working for the student(s); lacks consistent implementation of performance feedback from supervisors; PAL mentors, or other colleagues; engages in professional development but lacks consistent follow through in implementing best practices.   | **□ Effective**  Teacher collects and analyzes data to inform instruction; collects multiple data points over time; applies the use of students’ prior knowledge, evaluates personal effectiveness in the classroom; implements performance feedback from supervisors, PAL mentors or colleagues to improve performance; actively engages in professional development and implements in the classroom best practices learned; is up-to-date on current trends and initiatives; adapts teaching to meet students’ needs.  | **□ Innovating** Teacher collects and analyzes data to inform instruction; collects multiple data points over time; applies the use of students prior knowledge, evaluates personal effectiveness in the classroom; implements performance feedback from supervisors, PAL mentors or colleagues to improve performance; actively engages in professional development and implements in the classroom best practices learned; is up-to-date on current trends and initiatives; adapts teaching to meet students’ needs; develops a long-term professional growth plan; is actively tracking professional growth activities; implements all Conference-based initiatives and policies.  |

**Standard 2 Overall Ranking:** **□ Ineffective □ Developing □ Effective □ Innovating**

## **Standard 3: Assessment and Evaluation**

The teacher keeps his or her grades up-to-date in the Conference online grading system, effectively plans and uses the online lesson plan book, helps students effectively learn through evaluating and improving teaching, and returns student work promptly.

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| **A. Grades are kept up to date in the Conference online grading system.**  | **□ Ineffective** Teacher provides little or no information about student progress; concerns about lack of information is met with continual excuses; is making little to no effort to engage in professional duties and responsibilities in grading and data entry.  | **□ Developing**  Teacher provides some information about student progress, but lacks even consistency; responds to concerns about documented progress is minimal or met with excuse; attempts to meet professional responsibility for prompt grading and data entry is modest.  | **□ Effective**  Teacher provides frequent data entry points which are standards-based and appropriate to current learning; teacher responds to concerns with professionalism; teacher is prompt in grading and data entry.  | **□ Innovating** Teacher provides frequent data entry points which are driven by Conference-wide established rubrics and are standards-based; data entry points are appropriate to current learning; teacher responds to concerns with professionalism with the goal to address and mitigate concerns; teacher is prompt in grading and data entry.  |
| **B. Student learning is effectively evaluated to improve teaching and student learning.**  | **□ Ineffective** Teacher assesses as part of a routine cycle in chapters and units; teacher continues with lessons disregarding the outcome of assessments; assessments do not necessarily align with standards and key learnings/objectives; continues with lessons without reflecting on the teacher’s role and responsibility to help students achieve mastery of standards.  | **□ Developing**  Teacher assesses as a part of a routine cycle in chapters and units; attempts to use data to drive instruction with uneven success; may or may not be aligning the assessment outcome with end-of-year standards in mind or key learnings/objectives; may or may not reflect on the teacher’s role and responsibility to ensure students master standards.  | **□ Effective**  Teacher is using assessment to drive instruction with specific end-of-year standards and key learnings/objectives in mind; realigns instructional delivery and practice to meet student needs with the goal of ensuring students’ mastery of standards.        | **□ Innovating** Teacher is using assessment to drive instruction with specific end-of-year standards and key learnings/objectives in mind; realigns instructional delivery and practice to meet student needs with the goal of ensuring students’ mastery of standards; encourages students to take academic risks, helping students to learn to self-monitor and benchmark personal growth.  |
| **C. Student work is returned promptly.**  | **□ Ineffective** Teacher provides little feedback to students and parents about the student’s progress in daily work.  | **□ Developing**  Teacher provides inconsistent feedback to students and parents about the student’s progress in daily work.  | **□ Effective**  Teacher provides frequent feedback to students and parents about the student’s progress in daily work.  | **□ Innovating** Teacher provides frequent feedback to students and parents about the student’s progress in daily work, and engages parents via email, phone calls, notes home; parent portal, and other electronic means of communication.  |

**Standard 3 Overall Ranking:** **□ Ineffective □ Developing □ Effective □ Innovative**

## **Standard 4: Learning Environment**

The teacher has developed an organized Christ-centered that is physically, spiritually, and emotionally safe, and uses positive behavior intervention systems.

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| **A. A Christ-centered classroom**  | **□ Ineffective** The classroom lacks evidence of being a Christian environment, and lacks compelling evidence of integrating home, church and school.  | **□ Developing**  The classroom partially provides evidence of being a Christian classroom; may show limited evidence of integrating home, church, and school.  | **□ Effective** Christ can be seen as the center of the learning in the classroom; integration of home, church and school is encouraged.  | **□ Innovating** The classroom is a place where students are daily encouraged to commit to Jesus; respect for home, church, and school are integrated into learning.    |
| **B. Classroom Organization**  | **□ Ineffective** The classroom is not warm, visually pleasing, may not be highly organized, or age appropriate.  | **□ Developing**  The classroom is functional, basically organized, and age appropriate.  | **□ Effective**  The classroom is visually pleasing, warm, and stimulates learning; the materials are orderly.  | **□ Innovating** The classroom is a visual feast, transporting students through a portal of learning; all materials are systematically organized.   |
| **C. Classroom is physically, spiritually, and emotionally safe.**  | **□ Ineffective** The classroom is cluttered and unsafe for movement and exit; teacher does not provide to students spiritual or emotional safety; students are brought to the feet of Jesus as a matter of routine or expectation of the work environment.  | **□ Developing**  The classroom may be slightly cluttered but not to the detriment of safety or exit; the teacher may not consistently provide spiritual or emotional safety; student are brought to Jesus through prayer, worship time, and Bible, but it appears rushed or an afterthought.  | **□ Effective**  The classroom is neat and orderly; the teacher provides a spiritually and emotionally safe for a majority of students; students are brought to Jesus and encouraged and taught how to have a meaningful relationship with Him. Jesus is the center of conflict resolution processes.  | **□ Innovating** The classroom is meticulously organized providing a physically safe environment; the teacher provides a spiritually, and emotional safe harbor where students can participate in TAG, speaking with the teacher or other adult freely, and students are actively pointed to Jesus their Counselor who can heal spirit, solve daily struggles, and help in conflict resolution.  |
| **D. Positive Behavior Intervention Systems**  | **□ Ineffective** No standards of conduct appear to have been established or students are confused about the classroom routines and procedures; student behavior is not monitored and teacher appears unaware; teacher does not appropriate redirect students misbehaving, is inconsistent, or is overly repressive not respecting student dignity.  | **□ Developing**  Basic standards of conduct appear to have been established and most students have a general understanding of the classroom routines and procedures; teacher is generally aware of student behaviors but may miss activities of some; teacher attempts to redirect misbehavior but is inconsistent or has uneven results.  | **□ Effective**  Standards of conduct are clear and posted; teacher monitors behavior through a visual system; students are clear about classroom routines and procedures; teacher is alert and aware of student behaviors at all times; teacher is responsive to classroom behaviors dealing with them proactively, positively, consistently, and maintains student dignity.  | **□ Innovating** Standards of conduct are clear, have been posted, and students self-monitor through a visual system; classroom rules were developed with student input; students are clear about classroom routines and procedures; teacher subtly monitors and prevents disruptions; students help self-monitor and peer monitor; teacher responses are effective, sensitive to individual or group needs.  |

 **Standard 4 Overall Ranking:** **□ Ineffective □ Developing □ Effective □ Innovating**

## **Standard 5: Communication and Relationships**

The teacher understands and respects the line of established authority in the school and the Conference, communicates to stakeholders in a Christ-like manner, and provides effective customer service.

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| **A. Understands and respects the established line of authority**  | **□ Ineffective** Teacher routinely ignores the established line of authority; undermines the leadership of the school or the Conference by working contrary to policies and directives; teacher may frequently be hostile, and/or disrespectful.  | **□ Developing**  Teacher appears to respect the line of authority when convenient; does not consistently follow the policies and/or directives of the school or Conference leadership; teacher may at times become hostile or disrespectful.  | **□ Effective**  Teacher respects the line of authority, consistently following the policies and directives of the school leadership or Conference; teacher respectfully questions to seek clarification but does not breech the line of professionalism.  | **□ Innovating** Teacher respects the line of authority, consistently following the policies and directives of the school leadership or Conference; teacher respectfully questions to seek clarification but does not breech the line of professionalism; teacher seeks to help others to understand policies and directives by being a positive role model.  |
| **B. Communicates to stakeholders in a**  **Christ-like manner.**  | **□ Ineffective** Teacher engages stakeholders inappropriately; teacher gives out inappropriate information and may disregard FERPA.  | **□ Developing**  Teacher makes modest and partially successful attempts to engage stakeholders; teacher may inadvertently breech FERPA, but seeks restitution; inconsistently models ethical behaviors of honesty, integrity, fair treatment, and respect. | **□ Effective**  Teacher effectively engages stakeholders, maintains confidentiality of private information including FERPA, models ethical behaviors of honesty, integrity, fair treatment, and respect.     | **□ Innovating**Teacher effectively engages stakeholders, maintains confidentiality of private information including FERPA, models ethical behaviors of honesty, integrity, fair treatment, and respect; shows an openness that values individual difference of opinion, even when it may appear to negatively impact the teacher.       |
| **C. Provides effective customer service**  | **□ Ineffective** Teacher makes little effort to engage parents with the intent to satisfy customer demands or retain students the following year.  | **□ Developing**  Teacher makes modest and inconsistent attempts to engage parents, providing customer satisfaction with the intent to retain students the following year.  | **□ Effective**  Teacher appropriately engages parents with the hope of providing customer satisfaction and retaining students the following year.  | **□ Innovating** Teacher engages families frequently and successfully. Parents are highly satisfied. Teacher actively recruits and encourages satisfied parents to recruit students for the following year.  |

**Standard 5 Overall Ranking:**  **□ Ineffective □ Developing □ Effective □ Innovative**

## **Standard 6: Professional Growth**

The teacher demonstrates implementation of on-going professional development, contributes knowledge and skills to the educational practices of the organization, and maintains current NAD teaching certification.

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| **A. Demonstrates implementation of ongoing professional development**  | **□ Ineffective** Teacher attends professional development; teacher returns to the classroom and continues to implement their comfortable practices with similar results, causing stagnation in professional growth.  | **□ Developing**  Teacher attend professional development; teacher attempts to apply new key learnings, but is inconsistent and often gives up, resulting in professional growth that has information minus actualization.  | **□ Effective** Teacher engages in professional activities applying new key learnings which likely have a positive impact on student learning and student needs; teacher implements new and different instructional strategies based on current research and Conference initiatives.  | **□ Innovating** Teacher engages in professional activities applying new key learnings which likely have a positive impact on student learning and student needs; teacher implements new and different instructional strategies based on current research and Conference initiatives; teacher is working to adapted to meet student needs, and is following their long-term professional growth plan.      |
| **B. Contributes knowledge and skills to the educational practices of the organization.**  | **□ Ineffective** Teacher gives the impression of forced participation in school related activities; rarely engages in professional dialogue, or when engage in professional dialogue often expresses a negative attitude; does not share expertise, instead works in isolation and does not attempt to reach out for assistance.  | **□ Developing** Teacher participates in most school related activities; seldom engages in professional dialogue; hesitantly shares professional expertise; collaborates with others when compelled to; may seek other colleagues for assistance.  | **□ Effective**  Teacher participates and engages in all school related activities; works collaboratively; supports school and Conference initiatives; shares expertise; collaborates with colleagues; provides meaningful input to policies and procedures affecting school climate.     | **□ Innovating** Teacher participates and engages in all school related activities; works collaboratively; supports school and Conference initiatives; shares expertise; collaborates with colleagues; provides meaningful input to policies and procedures affecting school climate; teacher leads out in Conference-wide decision making that impacts the local school community and families; teacher advocates for all teachers and families.   |
| **C. Maintains current NAD certification**  | **□ Ineffective** No certification; expired  | **□ Developing**  Basic certification  | **□ Effective**  Standard Certification with endorsements  | **□ Innovating** Professional or administrative certification with endorsements.  |

**Standard 6 Overall Ranking:** **□ Ineffective □ Developing □ Effective □ Innovating**

**Overall Comprehensive Performance Rating:**

□ **Ineffective – Recommend Non-renewal** □ **Ineffective - Probation** □ **Developing**  **□ Effective**  □ **Innovating**

**Instructions for comprehensive performance rating:**

A teacher receives an “Ineffective” performance rating when:

* Two or more of the professional standards are rated “Ineffective”, or
* The teacher has not satisfactorily met the conditions of their probation as stated on the Performance Improvement Plan.

A teacher receives an “Developing” performance rating when:

* Two of the standards are rated Developing, or
* A total of five or more criteria across all the standards are rated “Developing.”

**Narrative Summary**

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| **Teacher Comments**  |  |
| **Strengths**  |  |
| **Area(s) for Improvement**  |  |
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| **Evaluator Comments**  |  |
| **Strengths**  |  |
| **Area(s) for Improvement**  |  |

**Summary of Evidence Journal**

Any information used to evaluate the educator must be documented on the Summary of Evidence Journal.

Evaluator: Document data sources of the educator’s performance where each standard should be referenced by different types of data including:

1. Records of teaching provided by the educator (e.g. RenWeb, Planbook, etc.) and,
2. Other types of data provided by you. It is important to understand that a single record of teaching or data source (e.g. classroom observations) may be used to reference multiple standards. This is the minimum required to complete the evaluation, however the evaluator may document more data sources.

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| **First Observation Date**  | **Second Observation Date**  | **Final Evaluation Conference Date**  | **Types of Data**  |
|  |  |  | **I = Interview or Conference** **R = Records of Teaching or Service** **O = Observation** **W = Written Communication**  |
| **Summary of Evidence Journal**  |
| **Note: A single data source or record of teaching may be used to document multiple standards.**  |
| **Date**  | **Time; Place; Subject and/or Activity**  | **Type(s) of Data**  | **Standard(s) Referenced**  |
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**Required Signatures**

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| **Principal or Conference Office of Education Official Signature**  |   |
| **Principal’s or Conference Office of Education Official Printed Name**  |  |
| **Date**  |  |

Teacher and evaluator signatures are required. The teacher’s signature indicates that he or she has seen the list of performance standards and their criteria, rubrics, and the completed Comprehensive Summative Professional Evaluation Form. The teacher’s signature does not imply agreement with the evaluation conclusion.

I have read this evaluation report. I understand that I may choose to attach additional comments to this report. I understand that my additional comments should be submitted to my principal or the Conference Office of Education by the first Monday of February. These comments will be included for review by the Conference Office of Education.

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| **Teacher Signature**  |   |
| **Teacher’s Printed Name**  |  |
| **Date**  |  |

 **Original Copy –** SAC Office of Education **Copy –** School Personnel File **Copy –** Teacher