

**CENTRAL HIGH SCHOOL
PBTE—SUMMATIVE EVALUATION REPORT**

PERFORMANCE AREA A: STUDENT ACHIEVEMENT – OUTCOMES

1. Student achievement on state testing:

Performance Levels

| 1 | 2 | 3 | 4 | 5 |
|---|---|--|--|--|
| 20% of students show regression over past year. | 10% of students show regression over past year. | Students achieve consistently at expected level. | 70% of students demonstrate mastery level. | 80% of students demonstrate mastery level. |

2. Student activities in the classroom:

Performance Levels

| 1 | 2 | 3 | 4 | 5 |
|--|---|--|---|---|
| Students are involved in only one or two of the same activities. | Students are involved in using the same or similar materials. | Students are involved in different activities and use different materials. | Students are able to choose from a variety of activities and materials. | Students are able to choose from outside sources. |

3. Student's use of instructional time:

Performance Levels

| 1 | 2 | 3 | 4 | 5 |
|--|--|--|--|--|
| Students do not pay attention to the instructor or do the assigned lesson. | Students show some interest during the lesson and use part of the time for the activities. | Students are attentive to the instruction and participate in the activities. | Students are continuously focused on the instruction and the activities. | Students are able to continue their activities after school or during other allotted times during the day. |

4. Student knowledge of the subject matter:

Performance Levels

| 1 | 2 | 3 | 4 | 5 |
|--|--|--|---|---|
| The students are not able to participate in the class discussions or pass the examinations because of a lack of knowledge of the subject matter. | 50% of the students respond correctly during class discussions, class activities and examinations. | 90% of the students are able to successfully demonstrate their knowledge of the subject matter through class discussions, activities and examinations. | 90% of the students are able to demonstrate/achieve a grade of "C" or higher. | The students are able to demonstrate an application of their knowledge to other subject areas and situations outside of the school setting. |

5. Student knowledge of the learning process:

Performance Levels

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|--|---|
| Students generally recite/respond at the knowledge level. | Students generally recite/respond at the comprehension level. | Students generally recite/respond at the application level. | Students generally recite/respond at the analysis level. | Students generally recite/respond at synthesis and evaluation levels. |

6. Demonstrates flexibility in meeting student needs:**Performance Levels**

| 1 | 2 | 3 | 4 | 5 |
|---|---|--|---|---|
| Relies on standard materials and techniques regardless of composition of class. | Occasionally responds to student differences. | Recognizes student differences and attempts to meet needs. | Recognizes student differences and incorporates individual learning programs. | Individually plans and implements learning programs for each student. |

7. Demonstrates ability to communicate with students:**Performance Levels**

| 1 | 2 | 3 | 4 | 5 |
|---------------------------------------|---|---|---|--|
| Ineffective in student communication. | Communicates to students rather than with students. | Communicates factually correct information. | Contributes to communication with teacher enthusiasm. | Fosters a positive relationship where communication is sought by students. |

8. Demonstrates ability to listen to students:**Performance Levels**

| 1 | 2 | 3 | 4 | 5 |
|---|-----------------------------------|--|---|---|
| Insensitive to students' concerns and opinions. | Hears what teacher wants to hear. | Listens to students' questions and comments. | Communicates an interest and appreciation of students' opinions and feelings. | Sensitive to verbal and nonverbal communication; warmly encourages student input. |

9. Individualizes learning activities to meet student needs:**Performance Levels**

| 1 | 2 | 3 | 4 | 5 |
|--|--|---|---|---|
| Instruction rarely varies with differences in student ability. | Occasionally varies activities without connection to specific needs. | Occasionally varies activities because of specific student needs. | Consistently adjusts learning activities and materials because of individual student needs. | Develops and implements an individual learning plan for each student. |

10. Presents accurate material and information:**Performance Levels**

| 1 | 2 | 3 | 4 | 5 |
|--|---|--|---|---|
| Demonstrates an inadequate knowledge of subject matter | Indifferent to accuracy and relevancy of materials presented. | Demonstrates competency in areas taught. | Presents supplemented materials to motivate students. | Utilizes outside resources to further the substance of instruction. |

11. Motivates students to learn:**Performance Levels**

| 1 | 2 | 3 | 4 | 5 |
|--|---|---|--|--|
| Discourages and demeans students' attempts to learn. | Shows little or no evidence of positive reinforcement | Inconsistently encourages and rewards students. | Students are consistently and appropriately encouraged to achieve learning objectives. | As a result of teacher interventions, students achieve beyond past achievement levels. |

12. Answers student questions appropriately and in a manner that expands and clarifies information:**Performance Levels**

| 1 | 2 | 3 | 4 | 5 |
|--|------------------------------|-----------------------------|-------------------------------------|--|
| Responds, if at all, in demeaning or condescending manner. | Provides inadequate answers. | Provides basic information. | Solicits further inquiry by answer. | Expands the question into further inquiries. |

13. Utilizes a variety of instructional methods and materials to enhance, motivate student learning and to meet different learning styles:**Performance Levels**

| 1 | 2 | 3 | 4 | 5 |
|--|--|--|--|---|
| Relies for the most part on a single instructional method. | Occasionally utilizes different methods and materials. | Uses methods and materials that are relevant and appropriate to learning objectives. | Regularly varies methods and materials to meet the individual needs of students. | Regularly utilizes resources outside of the school setting. |

14. Utilizes instructional time:**Performance Levels**

| 1 | 2 | 3 | 4 | 5 |
|---|---|--|--|--|
| Frequently late or unprepared to utilize assigned instructional time. | Demonstrates inability to effectively plan for full use of allotted time. | Learning occupies allotted instructional time. | Students exhibit self-discipline and motivation in utilizing instructional time. | Students seek out teacher assistance and demonstrate self-direction in pursuing goals outside of class time. |

15. Demonstrates a knowledge of subject matter:**Performance Levels**

| 1 | 2 | 3 | 4 | 5 |
|--|---|--|--|---|
| Presents factually inaccurate information. | Demonstrates a superficial knowledge of subject matter. | Demonstrates adequate knowledge, but inability to apply knowledge. | Engages students in active discussion of all facets of material. | Demonstrates an enthusiasm for the material in multiple applications. |

16. Provides students with continual evaluative feedback:**Performance Levels**

| 1 | 2 | 3 | 4 | 5 |
|--|--|--|---|---|
| Evaluative feedback is inaccurate or misleading. | Feedback generally limited to grade reports. | Provides general feedback, i.e., percentage or grade letter in tests and projects. | Gives continuous information to students about positive aspects of work and specific ways to improve. | Regularly reviews progress on each student's learning goals with the student. |

17. Encourages students to develop individual learning goals:**Performance Levels**

| 1 | 2 | 3 | 4 | 5 |
|--|--|---------------------------------------|---|---|
| Indifferent to individual student goals. | Over reliance on standard grade-level goals. | Passively discusses individual goals. | Actively encourages and assists students in developing individual learning goals. | Instills in students a strong interest in developing their own individual learning goals. |

18. Prepares effective and appropriate lesson plans and learning experiences:**Performance Levels**

| 1 | 2 | 3 | 4 | 5 |
|-----------------------------------|--|-------------------------------------|--|--|
| Does not prepare for instruction. | Inconsistently prepares for instruction. | Regularly prepares for instruction. | Prepares lesson plans that are tailored to the specific needs of students and course objectives. | Prepares and implements individual learning plans. |

19. Prepares learning activities that reflect District curriculum objectives and desired learner outcome:**Performance Levels**

| 1 | 2 | 3 | 4 | 5 |
|------------------------------------|-------------------------------------|-------------------------------|--|---|
| Uses same plans from year to year. | Indifferent to District curriculum. | Utilizes District curriculum. | Modifies District curriculum to meet individual student needs. | Plays a leadership role in developing curriculum to enhance learner outcomes. |

20. Utilizes present student performance levels to plan for new learning activities:**Performance Levels**

| 1 | 2 | 3 | 4 | 5 |
|--|--|---|--|---|
| Unaware of students' current performance levels. | Aware of performance levels, but fails to utilize for planning purposes. | Uses current performance levels for group planning. | Uses current performance levels for individual planning. | Uses current performance levels to prepare individual student learning plans. |

21. Provides learning experiences that foster higher order thinking:**Performance Levels**

| 1 | 2 | 3 | 4 | 5 |
|---|--|---|--|--|
| No imagination or variety in instruction. | Over reliance on lecture and fact acquisition. | Combines learning activities that allow students to utilize reasoning and problem-solving skills. | Instruction and materials focus on analysis and understanding. | Students seek out experiences and display ability to analyze and refocus learning inquiry. |

22. Integrates available technology throughout learning activities:**Performance Levels**

| 1 | 2 | 3 | 4 | 5 |
|--------------------------------------|---|---|--|--|
| Unfamiliar with existing technology. | Use of technology demonstrates little relationship to learning goals. | Integrates technology into learning activities. | Technology integral part of learning activities. | Students demonstrate confidence and creativity in using technology to achieve learning objectives. |

PERFORMANCE AREA B: STUDENT MOTIVATION/DEVELOPMENT-OUTCOMES**1. Maintains a positive classroom environment:****Performance Levels**

| 1 | 2 | 3 | 4 | 5 |
|-------------------------------------|---|---|---|---|
| Belittles and embarrasses students. | Unresponsive to student needs and concerns. | Meets students' needs in impersonal manner. | Creates an atmosphere in which students feel that their ideas and expressions are valued. | Teaches in an environment where students are valued for their uniqueness and for their contributions. |

2. Motivates students to model positive behavior:**Performance Levels**

| 1 | 2 | 3 | 4 | 5 |
|---|---|------------------------------|--|---|
| Treats students with a lack of respect. | Responds to student misconduct physically or with loud/demeaning words. | Controls classroom behavior. | Models positive interrelationships with students, parents, and colleagues. | Controls student behavior by actively involving students in activities. |

3. Demonstrates personal concern for welfare and success of students:**Performance Levels**

| 1 | 2 | 3 | 4 | 5 |
|--------------------------|--|-------------------------------------|--|---|
| Indifferent to students. | Avoids responsibility for student welfare and success. | Open to student needs and problems. | Accepts responsibility and accountability for welfare, behavior, and academic success of students. | Consistently involved in assisting students with problem resolution and academic success. |

4. Students' ability to be self-directed:**Performance Levels**

| 1 | 2 | 3 | 4 | 5 |
|---|--|---|--|---|
| Students have to rely on the teacher for direction. | Students start activities, but do not complete them. | Students carry through with activities. | Students seek more challenging activities. | Students suggest expansion and refocus of the activities. |

5. Student self-esteem:**Performance Levels**

| 1 | 2 | 3 | 4 | 5 |
|--|---|--|---|---|
| Students avoid talking with the teacher. | Students avoid talking with their classmates. | Students interact with their teacher and classmates. | Students exhibit trust in their teacher and classmates by seeking assistance. | Students model trust and sensitivity to their teacher and classmates. |

6. Student enthusiasm for the subject matter:**Performance Levels**

| 1 | 2 | 3 | 4 | 5 |
|--|--|---|--|---|
| Students do not show any interest in the subject matter. | Students express displeasure for the subject matter. | Students show some enthusiasm about the subject matter. | Students seek additional information and activities related to the subject matter. | Students find outside resources associated with the subject matter. |

7. Motivates students to respect classmates:**Performance Levels**

| 1 | 2 | 3 | 4 | 5 |
|---|--|---|--|--|
| Indifferent to interactions between students. | Over-reliance on interventions in negative interactions. | Maintains a positive relationship among students. | Models positive interactions with students, parents, and colleagues. | Teacher demeanor and conduct fosters positive student interaction. |

8. Contributes to student self-confidence:**Performance Levels**

| 1 | 2 | 3 | 4 | 5 |
|---------------------------------|---|---|---|--|
| Demeans and belittles students. | Fails to recognize student achievement. | Inconsistently praises students and student work. | Consistently praises students and student work. | Creates an atmosphere where students freely encourage and recognize classmate's achievement. |

9. Student attitude toward the teacher:**Performance Levels**

| 1 | 2 | 3 | 4 | 5 |
|-----------------------------|---------------------------|------------------------|------------------------|----------------------------|
| Students are disrespectful. | Students show no concern. | Students are friendly. | Students are positive. | Students show high regard. |

10. Communicates an appreciation and an enthusiasm for the subject matter:**Performance Levels**

| 1 | 2 | 3 | 4 | 5 |
|---------------------------------------|-------------------------------|--|--|--|
| Indifferent to teaching and students. | Performs minimum requirement. | Communicates an enjoyment of the subject matter to students. | Students manifest excitement for learning. | Students seek out additional areas of related investigation. |

11. Organizes the classroom learning environment to ensure that students are actively motivated to learn:**Performance Levels**

| 1 | 2 | 3 | 4 | 5 |
|--|---|-----------------------------------|--|--|
| Shows little interest in organizing classroom. | Inconsistently manages classroom environment. | Maintains a functional classroom. | Adjusts the environment to provide a variety of learning activities. | Uses a wide variety of outside resources to motivate learning. |

12. Provides clear directions for learning activities:**Performance Levels**

| 1 | 2 | 3 | 4 | 5 |
|---|--|--|---|--|
| Students display lack of understanding of teacher expectations. | Directions are vague, ambiguous, or confusing. | Direction provided that is geared to student accomplishment of objectives. | Students display confidence in carrying out instructional activities. | Students suggest expansion and refocus of learning activities. |

13. Recognizes and effectively responds to crisis situations:**Performance Levels**

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|--|---|
| Avoids personal involvement in student crisis situations. | Insensitive to problems and symptoms of potential problems. | Recognizes manifestation of student problems. | Students exhibit trust in confiding in teacher and in seeking assistance from the teacher. | Students model teacher sensitivity by exhibiting sensitivity to other students. |

PERFORMANCE AREA C: COLLABORATION FOR STUDENT GROWTH-OUTCOMES**1. Demonstrates commitment of personal time to student needs:****Performance Levels**

| 1 | 2 | 3 | 4 | 5 |
|---|--|---|---|---|
| Commits only to scheduled instructional time. | Commits only to time limits of "School Day". | Upon request schedules time outside of school day to assist students. | Affirmatively makes time available to students and parents. | Teacher is sought out for and provides assistance to students outside of normal school day. |

2. Student growth through collaboration:**Performance Levels**

| 1 | 2 | 3 | 4 | 5 |
|---|--|---|---|--|
| Students only have contact with the teacher during the assigned class time. | Students have contact with the teacher during the teacher's planning period. | Students may arrange to see the teacher at a convenient time during the school day. | Students may arrange to see the teacher before or after school. | Students may call the teacher in crisis situation. |

3. Student/teacher/parent involvement:**Performance Levels**

| 1 | 2 | 3 | 4 | 5 |
|--|---|---|--|--|
| Students do not involve their parents with their work. | Students avoid having their parents call the teacher. | Students encourage their parents to have some contact with the teacher. | Students encourage their parents to have regular communication with the teacher to discuss both positive and negative aspects of student behavior and academic progress. | Students encourage their parents to meet regularly with the teacher to discuss learning activities and student progress. |

4. Student communication regarding evaluation:**Performance Levels**

| 1 | 2 | 3 | 4 | 5 |
|--|---|--|--|---|
| Students do not take their work home to their parents. | Students do not inform their parents of their grades. | Students take their grade cards home to their parents. | Students take their daily and weekly work, progress reports and grade cards home to their parents. | Students involve their parents on regular basis with their work and communication with the teacher. |

5. Student application of skills to other areas:**Performance Levels**

| 1 | 2 | 3 | 4 | 5 |
|---|---|--|---|---|
| Students do not relate any of the work from one class to another. | Students do not discuss their class work with other teachers. | Students show some transfer of skill from one class to another through class assignments and activities. | Students seek assistance from a teacher for a project in another class. | Students work on one or more projects that involve skills from two or more classes. |

6. Student learning:**Performance Levels**

| 1 | 2 | 3 | 4 | 5 |
|--|---|-----------------------------------|--|---|
| Students learn mainly on their own with little direction from the teacher. | Students do not follow any plan with outlined objectives. | Students follow a course outline. | Students meet with teacher to add some of their own interests to the course outline. | Students have their parents and teacher meet to develop an academic plan. |

7. Builds positive interrelationships with students and parents:**Performance Levels**

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|--|---|
| Interactions tend to be negative in nature. | Intermittently shows sensitivity to students and parents. | Demonstrates sensitivity to all students and parents. | Willingly provides extra efforts to assist parents and students. | Involves parents and students in developing learning plans. |

8. Collaborates with colleagues to manage school learning goals:**Performance Levels**

| 1 | 2 | 3 | 4 | 5 |
|----------------------------------|---|--|---|---|
| Operates independently of staff. | Intermittently interacts with staff for goal achievement. | Works when requested on common goal achievement. | Provides a leadership role in achieving learning goals. | Has achieved notable successes in leading teamwork on learning goals. |

9. Notifies parents and administrators in a timely manner of student behavior, emotional, and academic problems:**Performance Levels**

| 1 | 2 | 3 | 4 | 5 |
|--|---|--|--|---|
| Fails to communicate with parents or administrators. | Communicates with administrators only to solve behavior problems. | Regularly notifies administrators and parents of student difficulties. | Communicates with administrators and parents about problems and accomplishments. | Involves parents, students, administrators, and colleagues in enhancing student learning. |

10. Works collaboratively with parents in student development:**Performance Levels**

| 1 | 2 | 3 | 4 | 5 |
|--|---|--|---|--|
| Avoids parental involvement in learning process. | Communication limited to responses to parent calls. | Occasionally initiates contact with parents. | Consistently communicates with parents regarding positive and negative aspects of student behavior and academic progress. | Meets regularly with students and parents to discuss learning activities and student progress. |

11. Involves parents and colleagues in resolving learning and behavior issues:**Performance Levels**

| 1 | 2 | 3 | 4 | 5 |
|--|---|--|--|--|
| Does not solicit assistance in resolving classroom problems. | Relies almost exclusively on building principals to resolve classroom problems. | Informs parents of academic and behavioral problems. | Enlists parents and colleagues in developing intervention plans. | Initiates and implements individual learning plans for each student. |

12. Works collaboratively with colleagues in student development:**Performance Levels**

| 1 | 2 | 3 | 4 | 5 |
|------------------------------------|---|---|---|--|
| Works independently of colleagues. | Interactions primarily of a social nature rather than student driven. | Participates by attending faculty, grade level/department meetings. | Initiates contact with colleagues about ways to assist specific students. | Is sought out by colleagues and readily shares ideas for assisting students. |

13. Communicates learning objectives and plans to students and parents:**Performance Levels**

| 1 | 2 | 3 | 4 | 5 |
|----------------------------------|--|--|--|--|
| Relies on standard lesson plans. | Occasionally modifies plans to suit class composition. | Informs students of the objectives in class. | Advises parents and students of learning objectives. | Involves parents and students in developing learning objectives. |

14. Provides parents with timely evaluation information:**Performance Levels**

| 1 | 2 | 3 | 4 | 5 |
|----------------------------------|--|---|---|---|
| Provides no evaluative feedback. | Rarely contacts parents to inform of student progress. | Communicates with parents of students with significant learning problems. | Communicates with parents of all students with evaluative data that is positive and negative. | Regularly interacts with parents and involves parents in learning activities. |

15. Share ideas, materials, and methods with colleagues:**Performance Levels**

| 1 | 2 | 3 | 4 | 5 |
|--|--|---|---|---|
| Infrequently interacts with colleagues in learning activities. | Insecure in relationships with colleagues. | Open to sharing when requested by colleagues. | Actively seeks out input from colleagues. | Teacher confident and secure in seeking to enhance learning opportunities for all students. |

16. Demonstrates a willingness to learn from colleagues, students, parents, and community members:**Performance Levels**

| 1 | 2 | 3 | 4 | 5 |
|------------------------|---|--|---|---|
| Self-focused teaching. | Insensitive to ability of others to improve quality of teacher's performance. | Listens to input from outside sources. | Seeks out input from a variety of sources to enhance student learning experience. | Learning activities and student performance reflect diversity of input in planning learning activities. |

**PERFORMANCE AREA D: ENHANCEMENT OF PROFESSIONAL
VALUE-OUTCOMES**

1. Responds in a constructive manner to recommendations from District administrators:

Performance Levels

| 1 | 2 | 3 | 4 | 5 |
|---|---|--|---------------------------------------|--|
| Often hostile to administrative directives. | Indifferent to administrative directives. | Complies with administrative directives. | Solicits suggestions for improvement. | Takes pride in colleague, school and District accomplishments. |

2. Assumes responsibilities for school activities outside of the classroom:

Performance Levels

| 1 | 2 | 3 | 4 | 5 |
|-----------------------------------|---|--|---|--|
| Rarely attends school activities. | Rarely plays a leadership role in outside activities. | Assumes responsibilities when requested. | Volunteers to assume/continue to sponsor outside school activities. | Has assisted student groups to achieve significant individual/group goals. |

3. Complies with District policies and regulations, school policies, and administrative directives:

Performance Levels

| 1 | 2 | 3 | 4 | 5 |
|----------------------------|---|---|---|--|
| Routinely fails to comply. | Indifferent to policies and directives. | Complies with policies and directives when requested. | Provides services to students above what is required. | Serves as a positive force in maintaining a high staff morale. |

4. Contributes to continuity of learning by regular attendance:

Performance Levels

| 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|
| Regularly uses all of annual sick leave. | Absenteeism/tardiness exceeds ten days. | Rarely misses more than five days per year. | Rarely absent from duties and always leaves detailed plans. | Volunteers to assist students in teacher's absence. |

5. Participates in District and school level professional development activities:

Performance Levels

| 1 | 2 | 3 | 4 | 5 |
|--|--|---|--|--|
| Shows little interest in enhancing skills. | Occasionally participates in skill development programs. | Regularly participates in skill development programs. | Seeks out opportunities and encourages other staff to participate. | Plays a leadership role in presenting skill development programs for others. |

6. Treats student information professionally and confidentially:**Performance Levels**

| 1 | 2 | 3 | 4 | 5 |
|---|---|--|---|---|
| Discusses confidential student information inappropriately. | Unaware or indifferent to need for sensitivity of personal information. | Respects rights and confidences of students. | Students exhibit confidence and trust in teacher. | Students freely solicit teacher's opinion and advice on student development |

7. Portrays a positive image regarding School District and community:**Performance Levels**

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|--|--|
| Belittles colleagues, students, District and community. | Insensitive to how comments are viewed by students and parents. | Demonstrates respect for District and community activities. | Actively works in District and community activities. | Students model teacher's enthusiasm for school, District, and community. |

8. Provides appropriate instructional and behavioral documentation:**Performance Levels**

| 1 | 2 | 3 | 4 | 5 |
|-------------------------------------|---|--|---|--|
| Maintains inadequate documentation. | Documentation often inaccurate or misleading. | Documents student's academic and behavioral conduct. | Documentation includes analysis of academic and behavioral conduct. | Develops and implements documentation that facilitates student learning and behavioral growth. |

9. Exercises responsibility for supervision of students on school property:**Performance Levels**

| 1 | 2 | 3 | 4 | 5 |
|-----------------------------------|--|---|---|---|
| Inadequately supervises students. | Indifferent to responsibility to monitor students. | Accepts responsibility for student supervision. | Willing participant in assigned and unassigned supervision. | Uses supervisory time to interact with students and enhance positive relationships. |

Teacher _____ Date _____

Levels of Achievement

| | 1 | 2 | 3 | 4 | 5 |
|---|------------------------------------|---|--|---|---|
| Criteria | Detrimental To Students | Neutral Impact on Students | Positive Contribution To Students | Substantial Contribution To Students | Exceptional Contribution To Students |
| Performance Area: A Student Achievement— Outcomes | | | | | |
| Performance Area: B Student Motivation/ Development | | | | | |
| Performance Area: C Collaboration for Student Growth | | | | | |
| Performance Area: D Enhancement of Professional Value | | | | | |

