

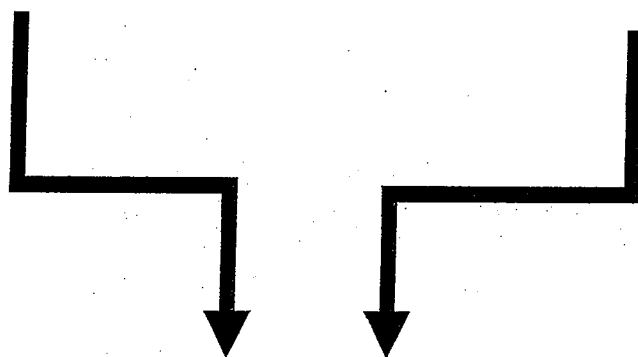
# Principal & Teacher Rating Scale Organizational Chart

## PROFESSIONAL PRACTICE RATINGS

- Distinguished
- Proficient
- Basic
- Unsatisfactory

## STUDENT GROWTH RATINGS

- Exceeds
- Meets
- Minimal/No Growth
- No Growth/Negative Growth



## SUMMATIVE EVALUATION RATING

Excellent

Proficient

Needs Improvement

Unsatisfactory

# **Sandoval Summative Student Growth and Performance Evaluation Rating Form- End of Year Conference**

Teacher: \_\_\_\_\_

Performance Ratings	Thresholds
Unsatisfactory	<ul style="list-style-type: none"> <li>• Did not use approved assessment</li> <li>• Did not correctly score assessment</li> <li>• Did not accurately administer assessment</li> <li>• Did not use approved SLO</li> <li>• Less than 50% met target growth</li> </ul>
Needs Improvement	<ul style="list-style-type: none"> <li>• Use approved SLO</li> <li>• 50-64% of students met targeted growth</li> </ul>
Proficient	<ul style="list-style-type: none"> <li>• Use approved SLO</li> <li>• 65-79% of students met targeted growth</li> </ul>
Excellent	<ul style="list-style-type: none"> <li>• Use approved SLO</li> <li>• At least 80% of students met targeted growth</li> </ul>

**Directions:** Use table and thresholds above to indicate both the percent of students meeting their targets and the growth rating for each SLO **AND** in the last row, the average of all SLO ratings. Please attach any comments or evidence to amend or exempt any student data from the summative rating.

SLO #	% of Students Meeting Target	Student Growth Rating
1		
2		
3		
4		
5		
6		
Overall		

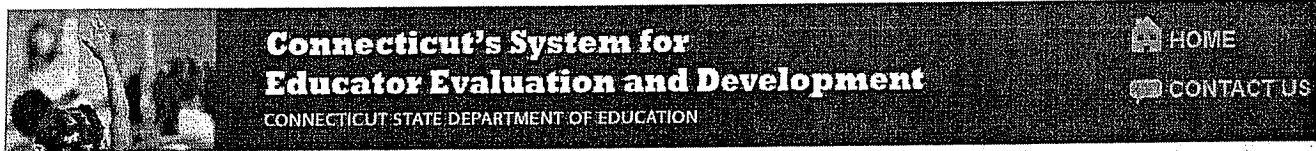
75% Professional Practice Rating = \_\_\_\_\_

25% Student Growth Rating = \_\_\_\_\_ (from table above)

= Summative Performance Evaluation Rating of \_\_\_\_\_ (using attached matrix)

Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator Signature: \_\_\_\_\_ Date: \_\_\_\_\_



- [Evaluation Overview](#)
- [SEED State Model](#)
- [Evaluation Resources](#)
- [Research & Practice](#)
- [FAQs](#)
- [Events](#)

## Teacher Evaluation

### Teacher Evaluation Categories

### Teacher Evaluation Process Timeline

### Summative Teacher Evaluation Rating

### Performance Ratings

The primary purpose of teacher evaluation is to strengthen individual and collective practices and foster continuing collaborative dialogue around teaching and learning in order to increase student academic growth and development. SEED consists of multiple measures of performance designed to paint an accurate and comprehensive picture of teacher effectiveness.

Note: Student and Educator Support Specialists (SESS) will also take part in the teacher evaluation model as defined within the SEED Handbook. However, because of the unique nature of the roles fulfilled by Student and Educator Support Specialists, the goal-setting process may differ based on the individual educator's job description and responsibilities. While these educators may have an indirect impact on student achievement, their primary responsibility may not be directly linked to student achievement outcomes. The goal-setting process for this unique group of educators is described in the [Connecticut Guidelines for Educator Evaluation](#).

All teachers will be evaluated in four categories, grouped in two major focus areas: **Teacher Practice** and **Student Outcomes**.

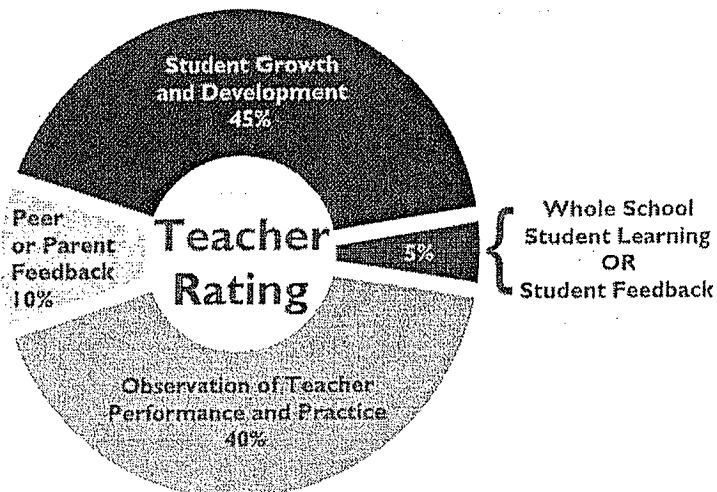
### Teacher Evaluation Categories

#### Teacher Practice

- CATEGORY #1: Teacher Performance and Practice (40%) – based on the Connecticut Framework for Teacher Evaluation and Support, which articulates four domains and eighteen components of teacher practice.
- CATEGORY #2: Parent Feedback (10%) – based on teacher practice surveys.

#### Student Outcomes

- CATEGORY #3: Student Growth and Development (45%) – as determined by the outcomes of the teacher's student learning objectives (SLOs).
- CATEGORY #4: Whole-School Student Learning Indicator- as determined by aggregate student learning indicators; and/or Student Feedback (5%) – as determined by student surveys.



## Possible Summative Evaluation Rating Rubric

Overall Teacher Practice Rating (70%)					
Overall Student Growth Rating (30%)		Excellent (4 points)	Proficient (3 points)	Needs Improvement (2 points)	Unsatisfactory (1 point)
	Excellent (4 points)	Excellent	Proficient	Proficient	Safeguard Additional Review Required
	Proficient (3 points)	Excellent	Proficient	Needs Improvement	Needs Improvement
	Needs Improvement (2 points)	Proficient	Proficient	Needs Improvement	Unsatisfactory
	Unsatisfactory (1 point)	Safeguard Additional Review Required	Needs Improvement	Needs Improvement	Unsatisfactory

## Final Rating

Danielson Components		Average			
Demonstrating Knowledge of Content and Pedagogy	1a	4	<b>Student Growth 5%</b>	Type I	
Demonstrating Knowledge of Students	1b	4	Average Growth of 50% or more	6	
Setting Instructional Outcomes	1c	4	Average Growth 25% to 49%	5	
Demonstrating Knowledge of Resources	1d	4	Average Growth 10% to 24%	4	
Designing Coherent Instruction	1e	4	Average Growth 1% to 9%	3	
Designing Student Assessments,	1f	4			
Creating a Climate of Respect and Rapport	2a	4			
Establishing a Culture for Learning	2b	4	<b>Student Growth 25%</b>	Type III	
Managing Classroom Procedures	2c	4	76% or more met targeted growth	30	
Managing Student Behavior	2d	4	51% to 75% met targeted growth	25	
Communicating with Students	3a	4	25% to 50% met targeted growth	20	
Using Questioning/Prompts, Discussion Techniques	3b	4	Less than 25% met targeted growth	15	
Engaging Students in Learning	3c	4			
Using Assessment in Instruction	3d	4			
Demonstrating Flexibility and Responsiveness	3e	4	<b>TOTAL POINTS = 120</b>		
Reflecting on Teaching	4a	4			
Maintaining Accurate Records	4b	4			
Communicating with Families	4c	4	<b>108 to 120</b>	Excellent	<b>90%</b>
Participating in a Professional Community	4d	4	<b>84 to 107</b>	Proficient	<b>70%</b>
Growing and Developing Professionally	4e	4	<b>60 to 83</b>	Needs Improve	<b>50%</b>
Showing Professionalism	4f	4	<b>38 to 59</b>	Unsatisfactory	
<b>70%</b>		<b>84</b>			