Holdrege Public Schools Summative/Observation Evaluation Report
Assess the teacher in all standards as related to the HPS Teacher Supervision and Evaluation Model. Based on the evidence gathered, note the level of performance and provide comments as appropriate.

District Criteria

   NA – Not Applicable
   0 - Not Using – Makes no attempt to incorporate this principle
   1 - Beginning – Attempts to perform this principle, but does not actually complete or follow through
   2 - Developing – Is implementing this principle, but not consistently
   3 - Applying – Is implementing this principle with good consistency
   4 - Innovating – Is recognized as a leader in helping others with this principle

FEEDBACK – Learning Occurs Best When Teachers …

FEEDBACK - Standard 1: Provide and Communicate Clear Learning Goals

M2 – Tracking Student Progress
Not Using – Strategy was called for, but not exhibited.
Beginning – Uses strategy incorrectly or with parts missing.
Developing – Facilitates tracking of student progress using a formative approach to assessment, but the majority of students are not monitored for the desired effect of the strategy.
Applying – Facilitates tracking of student progress using a formative approach to assessment and monitors for evidence of the extent to which the majority of students understand their level of performance.
Innovating – Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all situations.

M3 – Celebrating Success
Not Using – Strategy was called for, but not exhibited.
Beginning – Uses strategy incorrectly or with parts missing.
Developing – Provides students with recognition of their current status and their knowledge gain relative to the learning goal, but the majority of students are not monitored for the desired effect of the strategy.
Applying – Provides students with recognition of their current status and their knowledge gain relative to the learning goal and monitors for evidence of the extent to which the majority of students are motivated to enhance their status.
Innovating – Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all situations.

❑ Teacher uses formal and informal means to assign scores to students
❑ Teacher acknowledges and celebrates the final status and progress of the entire class
❑ Teacher uses a variety of ways to celebrate success (e.g., show of hands, round of applause, certification of success, parent notifications)

FEEDBACK – Standard 1 Comments

FEEDBACK - Standard 2: Use Assessments Effectively

M4 – Using Informal Assessments of the Whole Class
Not Using – Strategy was called for, but not exhibited.
Beginning – Uses strategy incorrectly or with parts missing.
Developing – Engages in the use of formal and informal assessment, but the majority of the students are not monitored for the desired effect of the strategy.
Applying – Engages in the use of formal and informal assessment and monitors for evidence of the extent to which the majority of students understand their level of performance.
Innovating – Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all situations.

M5 – Using Formal Assessments of Individual Students
Not Using – Strategy was called for, but not exhibited.
Beginning – Uses strategy incorrectly or with parts missing.
Developing – Engages in the use of formal and informal assessment, but the majority of the students are not monitored for the desired effect of the strategy.
Applying – Engages in the use of formal and informal assessment and monitors for evidence of the extent to which the majority of students understand their level of performance.
Innovating – Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all situations.

❑ Teacher asks students to rate confidence, vote on answers
❑ Students generate presentations to demonstrate understanding

❑ Proficiency scales are used to show progress ❑ Students generate assessments on particular topics
FEEDBACK – Standard 2 Comments
FEEDBACK – OVERALL COMMENTS

CONTENT – Learning Occurs Best When Teachers …

	CONTENT - Standard 1: Conduct Direct Instruction Lessons **M6 – Chunking Content** Not Using – Strategy was called for, but not exhibited. Beginning – Uses strategy incorrectly or with parts missing. Developing – Breaks input experiences into small chunks based on student needs, but the majority of students are not monitored for the desired effect of the strategy. Applying – Breaks input experiences into small chunks based on student needs and monitors for evidence of the extent to which chunks are appropriate for the majority of students. Innovating – Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all situations.
❑	Teacher stops at strategic points during presentation, demonstration, video, etc. ❑ Teacher stops at strategic points while students are reading information/stories
CONTENT – Standard 1 Comments	
	CONTENT - Standard 2: Conduct Practicing & Deepening of Lessons **M9 – Using Structured Practice Sessions** Not Using – Strategy was called for, but not exhibited. Beginning – Uses strategy incorrectly or with parts missing. Developing – When content involves a skill, strategy, or process, engages students in practice activities, but the majority of students are not monitored for the desired effect of the strategy. Applying – When content involves a skill, strategy, or process, engages students in practice activities and monitors for evidence of the extent to which the practice is increasing the majority of students' fluency. Innovating – Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all situations.
❑	Teacher models skills to be learned, explaining steps ❑ Practice sessions include varied conditions / more challenging situations ❑ Review sessions are organized before testing or retesting
CONTENT – Standard 2 Comments	
	CONTENT - Standard 3: Conduct Knowledge-Application Lessons **M12 – Engaging Students in Cognitively Complex Tasks** Not Using – Strategy was called for, but not exhibited. Beginning – Uses strategy incorrectly or with parts missing. Developing – Organizes and engages students in cognitively complex tasks, e.g., decision making, problem solving, experimental inquiry, investigation, but the majority of students are not monitored for the desired effect of the strategy. Applying – Organizes and engages students in cognitively complex tasks, e.g., decision making, problem solving, experimental inquiry, investigation, and monitors for evidence of the extent to which the majority of students are generating and testing hypotheses. Innovating – Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all situations.

M13 – Providing Resources and Guidance
Not Using – Strategy was called for, but not exhibited.
Beginning – Uses strategy incorrectly or with parts missing.
Developing – Acts as a guide and resource provider as students engage in cognitively complex tasks, but the majority of students are not monitored for the desired effect of the strategy.
Applying – Acts as a guide and resource provider as students engage in cognitively complex tasks and monitors for evidence of the extent to which the majority of students request and use guidance and resources.
Innovating – Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all situations.

- ❑ Teacher asks students to provide support for errors in reasoning
- ❑ Teacher is available to students who need guidance or resources (circulating/easy access, etc.)
- ❑ Teacher interacts with students during class to determine needs for hypothesis generation/testing
- ❑ Teacher engages students and facilitate decision making

CONTENT – Standard 3 Comments

CONTENT - Standard 4: Use Strategies that Appear in All Types of Lessons

M17 – Reviewing Content
Not Using – Strategy was called for, but not exhibited.
Beginning – Uses strategy incorrectly or with parts missing.
Developing – Engages students in a brief review of content that highlights the critical information, but the majority of students are not monitored for the desired effect of the strategy.
Applying – Engages students in a brief review of content that highlights the critical information and monitors for evidence of the extent to which the majority of students can recall and describe previous content.
Innovating – Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all situations.

M19 – Reflecting on Learning
Not Using – Strategy was called for, but not exhibited.
Beginning – Uses strategy incorrectly or with parts missing.
Developing – Engages students in reflecting on their own learning and the learning process, but the majority of students are not monitored for the desired effect of the strategy.
Applying – Engages students in reflecting on their own learning and the learning process and monitors for evidence of the extent to which the majority of students self-assess their understanding and effort.
Innovating – Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all situations.

M21 – Elaborating on New Information
Not Using – Strategy was called for, but not exhibited.
Beginning – Uses strategy incorrectly or with parts missing.
Developing – Engages students in answering inferential questions, but the majority of students are not monitored for the desired effect of the strategy.
Applying – Engages students in answering inferential questions and monitors for evidence of the extent to which the majority of students elaborate on what was explicitly taught.
Innovating – Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all situations.

- ❑ Teacher begins lesson with a review (summary/demo/problem solving)
- ❑ Teacher asks students to state/record what they might have done to enhance their own learning
- ❑ Teacher asks explicit questions requiring students to make inferences/elaborate

CONTENT – Standard 4 Comments

CONTENT – OVERALL COMMENTS

CONTEXT – Learning Occurs Best When Teachers …

CONTEXT - Standard 1: Use Engagement Strategies

M23 – Noticing and Reacting when Students are Not Engaged
Not Using – Strategy was called for, but not exhibited.
Beginning – Uses strategy incorrectly or with parts missing.
Developing – Scans the room making note of when students are not engaged and takes action, but the majority of students are not monitored for the desired effect of the strategy.
Applying – Scans the room making note of when students are not engaged and takes action and monitors for evidence of the extent to which the majority of students re-engage.
Innovating – Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all situations.

M25 – Using Physical Movement
Not Using – Strategy was called for, but not exhibited.
Beginning – Uses strategy incorrectly or with parts missing.
Developing – Uses physical movement to maintain student engagement, but the majority of students are not monitored for the desired effect of the strategy.
Applying – Uses physical movement to maintain student engagement and monitors for evidence of the extent to which these activities enhance the majority of students' engagement.
Innovating – Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all situations.

M27 – Demonstrating Intensity and Enthusiasm
Not Using – Strategy was called for, but not exhibited.
Beginning – Uses strategy incorrectly or with parts missing.
Developing – Demonstrates intensity and enthusiasm for the content in a variety of ways, but the majority of students are not monitored for the desired effect of the strategy.
Applying – Demonstrates intensity and enthusiasm for the content in a variety of ways and monitors for evidence of the extent to which the majority of students' engagement increases.
Innovating – Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all situations.

- ❑ Teacher takes action to re-engage students
- ❑ Teacher uses strategies to get students up and moving (vote w/feet, corners, find-a-place, etc.)

CONTEXT – Standard 1 Comments

CONTEXT - Standard 2: Implement Rules and Procedures

M33 – Establishing Rules and Procedures
Not Using – Strategy was called for, but not exhibited.
Beginning – Uses strategy incorrectly or with parts missing.
Developing – Establishes and reviews expectations regarding rules and procedures, but the majority of students are not monitored for the desired effect of the strategy.
Applying – Establishes and reviews expectations regarding rules and procedures and monitors for evidence of the extent to which the majority of students understand the rules and procedures.
Innovating – Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all situations.

- ❑ Teacher reminds students of rules and procedures
- ❑ Teacher provides cues or signals when a rule or procedure should be followed
- ❑ Students follow clear routines and regulate their own behavior

CONTEXT – Standard 2 Comments

CONTEXT - Standard 3: Build Relationships

M38 – Using Verbal and Non-Verbal Behaviors to Indicate Affection for Students
Not Using – Strategy was called for, but not exhibited.
Beginning – Uses strategy incorrectly or with parts missing.
Developing – Uses verbal and nonverbal behaviors that indicate caring for students, but the majority of students are not monitored for the desired effect of the strategy.
Applying – Uses verbal and nonverbal behaviors that indicate caring for students and monitors for evidence of the quality of relationships in the classroom among the majority of students.
Innovating – Adapts and creates new sertrategies for unique student needs and situations in order for the desired effect to be evident in all situations.

- ❑ Teacher shows care and concern by engaging students in conversation
- ❑ Teacher compliments students regarding academic and personal accomplishments
- ❑ Teacher smiles and nods at students when appropriate

CONTEXT – Standard 3 Comments

CONTEXT - Standard 4: Communicate High Expectations

M41 – Demonstrating Value and Respect for Reluctant Learners
Not Using – Strategy was called for, but not exhibited.
Beginning – Uses strategy incorrectly or with parts missing.
Developing – Exhibits behaviors that demonstrate value and respect for low expectancy students, but the majority of students are not monitored for the desired effect of the strategy.
Applying – Exhibits behaviors that demonstrate value and respect for low expectancy students and monitors for evidence of the impact on the majority of students.
Innovating – Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all situations.

- ❑ Teacher provides students with nonverbal indications that they are valued and respected (eye contact, smiling, appropriate physical contact)
- ❑ Teacher provides students with verbal indications that they are valued and respected (playful dialogue, addressing students in a manner viewed as respectful
- ❑ Students treat each other with respect

CONTEXT – Standard 4 Comments

CONTEXT – OVERALL COMMENTS

PROFESSIONALISM – Learning Occurs Best When Teachers …

PROFESSIONALISM - Standard 1: Consistently Model Professionalism With Students, Families, and Colleagues

M51 – Identifying Areas of Pedagogical Strength and Weakness
Not Using –Makes no attempt to perform this activity.
Beginning – Attempts to perform this activity, but does not actually complete or follow through with these attempts.
Developing – Identifies specific strategies and behaviors on which to improve, but does not select the strategies and behaviors that are most useful for his or her development.
Applying – Identifies specific strategies and behaviors on which to improve from routine lesson segments, content lesson segments, and segments that are enacted on the spot.
Innovating – Is a recognized leader in helping others with this activity.
M55 – Promoting Positive Interactions With Colleagues
Not Using – Makes no attempt to perform this activity.
Beginning – Attempts to perform this activity, but does not actually complete or follow through with these attempts.
Developing – Interacts with other colleagues in a positive manner to promote and support student learning, but does not help extinguish negative conversations about other teachers.
Applying – Interacts with other colleagues in a positive manner to promote and support student learning and helps to extinguish negative conversations about other teachers.
Innovating – Is a recognized leader in helping others with this activity.
M56 – Promoting Positive Interactions Regarding Students and Parents
Not Using – Makes no attempt to perform this activity.
Beginning – Attempts to perform this activity, but does not actually complete or follow through with these attempts.
Developing – Interacts with students and parents in a positive manner to foster learning and promote positive home/school relationships, but does not help extinguish negative conversations about students and parents.
Applying – Interacts with students and parents in a positive manner to foster learning and promote positive home/school relationships and helps extinguish negative conversations about students and parents.
Innovating – Is a recognized leader in helping others with this activity.

- ❑ Teacher can explain strengths and weaknesses of specific lessons or units
- ❑ Teacher establishes working relationships that demonstrate integrity, confidentiality, respect, flexibility, fairness, and trust
- ❑ Teacher ensures consistent and timely communication with parents regarding student expectations, progress, and/or concern

PROFESSIONALISM – Standard 1 Comments

PROFESSIONALISM - Standard 2: Promote District and School Development

M59 – Adhering to District and School Rules and Procedures
Not Using – Makes no attempt to perform this activity.
Beginning – Attempts to perform this activity, but does not actually complete or follow through with these attempts.
Developing – Is aware of district and school rules and procedures, but does not adhere to all of these rules and procedures.
Applying – Is aware of district and school rules and procedures and adheres to them.
Innovating – Is a recognized leader in helping others with this activity.
M60 – Participating in District and School Initiatives
Not Using – Makes no attempt to perform this activity.
Beginning – Attempts to perform this activity, but does not actually complete or follow through with these attempts.
Developing – Is aware of the district's and school's initiatives, but does not participate in them in accordance with his or her talents and availability.
Applying – Is aware of the district's and school's initiatives, and participates in them in accordance with his or her talents and availability.
Innovating – Is a recognized leader in helping others with this activity.

- ❑ Teacher performs assigned duties and responsibilities in a timely manner
- ❑ Teacher demonstrates personal integrity and understands legal issues related to students and families
- ❑ Teacher participates in school activities and events as appropriate to support students and families (serves on committees, assists with school improvement goals, etc.)

PROFESSIONALISM – Standard 2 Comments

PROFESSIONALISM – OVERALL COMMENTS

Administrator's Comments on Summative Evaluation

Teacher's Comments on Summative Evaluation

Signatures (electronic signatures via digital platform)