

*Miami-Dade County Public Schools*  
**Teacher Summative Performance Report**

Teacher \_\_\_\_\_ School \_\_\_\_\_

Grade/Subject \_\_\_\_\_ School Year \_\_\_\_\_

Contract Status:     Annual 1    Annual 2    Annual 3    Professional    Continuing Contract

Documentation Reviewed:    Documentation Log    Goal Setting    Observation    Other \_\_\_\_\_

Directions

Assessors use this form at the end of the school year<sup>1</sup> to provide the teacher with an assessment of performance. The actual performance standard appears in bold on the rubric. The teacher should receive a copy of the form. The signed form is submitted to the district office within 10 calendar days of the summative evaluation meeting.

**Performance Standard 1. Knowledge of Learners**

<b>Exemplary</b> <i>The professional's work is exceptional. In addition to meeting the standard ...</i>	<b>Superior</b> <i>In addition to meeting the standard ...</i>	<b>Proficient</b> <i>The description is the actual performance standard.</i>	<b>Developing/Needs Improvement</b>	<b>Unsatisfactory</b>
The teacher consistently plays a leadership role by integrating knowledge of learners to address the needs of the target learning community.	The teacher often meets the individual and diverse needs of learners in a highly effective manner.	<b>The teacher identifies and addresses the needs of learners by demonstrating respect for individual differences, cultures, backgrounds, and learning styles.</b>	The teacher attempts, but is often ineffective in demonstrating knowledge and understanding of the needs of the target learning community.	The teacher consistently demonstrates a lack of awareness of the needs of the target learning community or does not consistently make appropriate accommodations to meet those needs.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments				

**Performance Standard 2. Instructional Planning**

<b>Exemplary</b> <i>The professional's work is exceptional. In addition to meeting the standard ...</i>	<b>Superior</b> <i>In addition to meeting the standard ...</i>	<b>Proficient</b> <i>The description is the actual performance standard.</i>	<b>Developing/Needs Improvement</b>	<b>Unsatisfactory</b>
The teacher consistently creates standards-based curricula and evaluates appropriate curricula, instructional strategies, and resources to plan and modify instruction in order to address the diverse needs of students.	The teacher often uses appropriate curricula, instructional strategies, and resources to plan, modify, and adjust instruction in order to meet the diverse needs of students.	<b>The teacher uses appropriate curricula, instructional strategies, and resources during the planning process, including state reading requirements, to address the diverse needs of students.</b>	The teacher attempts to use appropriate curricula, instructional strategies, and/or resources during the planning process, but is often ineffective in meeting the diverse needs of all learners.	The teacher consistently demonstrates a lack of planning or does not properly address the curriculum in meeting the diverse needs of all learners..
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments				

<sup>1</sup> To be done: Note about any date changes as to when the evaluation should be completed if different from the top, often differs for non-renewal recommendations, etc. Awaiting dates.

### Performance Standard 3. Instructional Delivery and Engagement

<b>Exemplary</b> <i>The professional's work is exceptional. In addition to meeting the standard ...</i>	<b>Superior</b> <i>In addition to meeting the standard ...</i>	<b>Proficient</b> <i>The description is the actual performance standard.</i>	<b>Developing/Needs Improvement</b>	<b>Unsatisfactory</b>
The teacher consistently optimizes learning by engaging all groups of students in higher order thinking and by effectively implementing a variety of appropriate instructional strategies and technologies.	The teacher often promotes learning by addressing the academic needs of all groups of students at a high level, and by using a variety of appropriate instructional strategies and technologies.	<b>The teacher promotes learning by demonstrating accurate content knowledge and by addressing academic needs through a variety of appropriate instructional strategies and technologies that engage learners.</b>	The teacher attempts to use a variety of appropriate instructional strategies or technology to engage students, but is often ineffective or needs additional content knowledge.	The teacher lacks content knowledge or does not consistently implement instructional strategies to academically engage learners.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments</i>				

### Performance Standard 4. Assessment

<b>Exemplary</b> <i>The professional's work is exceptional. In addition to meeting the standard ...</i>	<b>Superior</b> <i>In addition to meeting the standard ...</i>	<b>Proficient</b> <i>The description is the actual performance standard.</i>	<b>Developing/Needs Improvement</b>	<b>Unsatisfactory</b>
The teacher consistently demonstrates expertise in using a variety of formal and informal assessments based on intended learning outcomes to assess learning. Also teaches learners how to monitor and reflect on their own academic progress.	The teacher often uses a variety of formal and informal assessments based on intended learning outcomes to assess student learning and teach learners to monitor their own academic progress.	<b>The teacher gathers, analyzes, and uses data, including state assessment data, to measure learner progress, guide instruction, and provide timely feedback.</b>	The teacher attempts to use a selection of assessment strategies to link assessment to learning outcomes, or uses assessment to plan/modify instruction, but is often ineffective.	The teacher consistently does not to use baseline or feedback data to make instructional decisions and does not report on learner progress in a timely manner.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments</i>				

### Performance Standard 5. Learner Progress

<b>Exemplary</b> <i>The professional's work is exceptional. In addition to meeting the standard ...</i>	<b>Superior</b> <i>In addition to meeting the standard ...</i>	<b>Proficient</b> <i>The description is the actual performance standard.</i>	<b>Developing/Needs Improvement</b>	<b>Unsatisfactory</b>
The teacher consistently takes a key leadership role in assisting other professionals to achieve high levels of learner progress, or the work of the teacher consistently results in recognition of high levels of learner progress or achievement.	The work of the teacher often results in a high level of student achievement and/or progress.	<b>The work of the teacher results in acceptable and measurable learner progress based on established standards, district goals, and/or school goals.</b>	The work of the teacher results in some student progress, but more progress is often needed to meet established standards, district goals, and/or school goals.	The work of the teacher consistently does not result in acceptable student progress.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments</i>				

### Performance Standard 6. Communication

<b>Exemplary</b> <i>The professional's work is exceptional. In addition to meeting the standard ...</i>	<b>Superior</b> <i>In addition to meeting the standard ...</i>	<b>Proficient</b> <i>The description is the actual performance standard.</i>	<b>Developing/Needs Improvement</b>	<b>Unsatisfactory</b>
The teacher consistently uses a variety of communication techniques to inform, network, and collaborate with students, staff, and other members of the learning community to enhance student learning.	The teacher often communicates information and responds to students and other stakeholders in a highly effective manner.	<b>The teacher communicates effectively with students, their parents or families, staff, and other members of the learning community.</b>	The teacher often communicates with students, staff, and other members of the learning community in an inconsistent or ineffective manner.	The teacher consistently does not communicate effectively with students, staff and other members of the learning community.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments</i>				

### Performance Standard 7. Professionalism

<b>Exemplary</b> <i>The professional's work is exceptional. In addition to meeting the standard ...</i>	<b>Superior</b> <i>In addition to meeting the standard ...</i>	<b>Proficient</b> <i>The description is the actual performance standard.</i>	<b>Developing/Needs Improvement</b>	<b>Unsatisfactory</b>
The teacher at a high level consistently demonstrates professional conduct, contributes to the professional growth of others, and assumes a leadership role within the learning community.	The teacher demonstrates a high level of professional conduct, and often engages in a high level of professional growth, and contributes to the professional development of others	<b>The teacher demonstrates behavior consistent with legal, ethical, and professional standards and engages in continuous professional growth.</b>	The teacher often does not display professional judgment or only occasionally participates in professional development activities.	The teacher does not adhere to legal, ethical, or professional standards, including all requirements for professional development activities.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments</i>				

### Performance Standard 8. Learning Environment

<b>Exemplary</b> <i>The professional's work is exceptional. In addition to meeting the standard ...</i>	<b>Superior</b> <i>In addition to meeting the standard ...</i>	<b>Proficient</b> <i>The description is the actual performance standard.</i>	<b>Developing/Needs Improvement</b>	<b>Unsatisfactory</b>
The teacher consistently provides a well-managed, safe, student-centered environment that is academically challenging and respectful.	The teacher often uses effective management strategies so that learning time is maximized and disruptions are minimized.	<b>The teacher creates and maintains a safe classroom environment while encouraging fairness, respect, and enthusiasm.</b>	The teacher attempts to address student behavior and needs required for a safe, positive, social, and academic environment, but is often ineffective.	The teacher consistently addresses student behavior in an ineffective manner or does not maintain a safe, equitable learning environment.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments</i>				

## Overall Evaluation Summary

Met; recommended for continued employment

Not met due to:

1 or more *Unsatisfactory* rating(s)

The teacher is recommended for:

Placement<sup>1</sup> on an  
*Improvement Plan*

Dismissal/Non-renewal

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Principal's Signature/Date

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Teacher's Signature/Date

Teacher's signature denotes receipt of the summative evaluation,  
not necessarily agreement with the contents of the form.

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<sup>1</sup> If a professional service contract employee is placed on an *Improvement Plan*, the protocol as stated in Florida Statute 1012.34 (3)(d) will be followed. Appendix A contains the Florida Statute.