

## Teacher Level of Support Summative Form (Alaska Standards)

Also available for Danielson and Marzano Frameworks

<http://education.alaska.gov/TeacherCertification/eeval.html>

**SAMPLE**

**Purpose:** This form suggests operating principles for determining the Level of Support for a teacher based upon the Alaska Content Standards for Teachers. The evaluator should use all evidence collected which can include: documentation from formal observations, informal observations, conferencing, and any additional evidence the teacher has presented or the evaluator deems necessary. The evaluator should gather as much evidence as possible.

**Directions:** The evaluator will follow the process below to complete the summative evaluation and determine the level of support that the educator will require:

- 1) **Gather and assess evidence (artifacts and observations) for each performance standard.**  
At the end of the observation cycle, the assigned evaluator will assess all the evidence available for a given teacher to determine the ratings for each of the 28 performances using the *Content Standards for Alaska's Teachers* (<http://www.eed.state.ak.us/standards/pdf/teacher.pdf>). The evaluator must use professional judgment to make responsible decisions using as many data points as possible gathered during the year.
- 2) **Use performance ratings to establish standard ratings.** To roll-up performance ratings into seven content standard ratings, evaluators will use the following operating principles:
  - a. **Exemplary:** A teacher should receive a content standard rating of *Exemplary* if the teacher has received *Exemplary* ratings in at least half of the performances of the standard, with the remaining performances rated no lower than *Proficient*.
  - b. **Proficient:** A teacher should receive a standard rating of *Proficient* if the teacher received no more than one performance rated *Basic*, with the remaining performances rated *Proficient* or *Exemplary*.
  - c. **Basic:** A teacher should receive a standard rating of *Basic* if the teacher received no *Unsatisfactory* performance ratings and two or more *Basic* performance ratings.
  - d. **Unsatisfactory:** A teacher should receive a content standard rating of *Unsatisfactory* if any one performance is rated *Unsatisfactory*.
- 3) **Use student learning data to establish rating for Student Learning Standard.**
- 4) **Use standard ratings to determine level of support.** Using all eight (8) standard ratings (including the Student Learning Standard) to establish the level of support for the following school year, evaluators will use the following operating principles:
  - a. **Evaluation Alternative:** A teacher may select an Evaluation Alternative for the next school year if at least two of the standards are rated as *Exemplary*, with the remaining standards rated no lower than *Proficient*.
  - b. **Professional Focus:** In collaboration with the evaluator, a teacher should select a Professional Focus for the following school year if at least seven of the standards are rated as *Proficient* or *Exemplary*, with the remaining standard rated no lower than *Basic*.
  - c. **District Support/Plan of Professional Growth:** A teacher must receive District Support or collaborate with the district to create a Plan of Professional Growth if no standard is rated *Unsatisfactory* and two or more standards are rated *Basic*.
  - d. **Plan of Improvement:** An educator will follow a Plan of Improvement created by the district if any standard is rated *Unsatisfactory*.

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<b>Name of Teacher:</b>	<b>SAMPLE</b>	Exemplary (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)
<b>Name of Evaluator:</b>					
<b>Date:</b>					
<b>STANDARD 2: Understands how students learn and develop</b>					
2a. Identifies and teaches to the developmental abilities of students					
2b. Applies learning theory in practice to accommodate differences in how students learn					
<i>Overall rating for STANDARD 2</i>					

<b>STANDARD 3: Teaches students with respect for their individual &amp; cultural differences</b>					
3a. Incorporates characteristics of the student's and local community's culture into instructional strategies					
3b. Identifies and uses instructional strategies and resources that are appropriate to the individual and special needs of students					
3c. Applies knowledge of Alaska history, geography, economics, governance, languages, traditional life cycles and current issues to the selection of instructional strategies, materials, and resources					
<i>Overall rating for STANDARD 3</i>					

<b>STANDARD 4: Knows the content area and how to teach it</b>					
4a. Demonstrates knowledge of the academic structure of the teacher's content area, its tools of inquiry, central concepts, and connections to other domains of knowledge					
4b. Identifies the developmental stages by which learners gain mastery of the content area, applying appropriate strategies to assess a student's stage of learning in the subject, and applying appropriate strategies, including collaborating with others, to facilitate students' development					
4c. Draws from a wide repertoire of strategies, including, where appropriate, instructional applications of technology, and adapting and applying these strategies within the instructional context					
4d. Connects the content area to other content areas and to practical situations encountered outside the school					
4e. Stays current in the teacher's content area and demonstrates its relationship with and application to classroom activities, life, work, and community.					
<i>Overall rating for STANDARD 4</i>					

<b>STANDARD 5: Facilitates, monitors, and assesses student learning</b>					
5a. Organizes and delivers instruction based on the characteristics of the students and the goals of the curriculum					
5b. Creates, selects, adapts, and uses a variety of instructional resources to facilitate curricular goals and student attainment of performance standards and grade level expectations					
5c. Creates, selects, adapts, and uses a variety of assessment strategies that provide information about and reinforce student learning and that assist students in reflecting on their own progress					
5d. Organizes and maintains records of students' learning and uses a variety of methods to communicate student progress to students, parents, administrators, and other appropriate audiences					
5e. Reflects on information gained from assessments and adjusts teaching practice, as appropriate, to facilitate student progress toward learning and curricular goals					
<i>Overall rating for STANDARD 5</i>					

<b>STANDARD 6: Creates and maintains a learning environment in which all students are actively engaged and contributing members</b>					
6a. Creates and maintains a stimulating, inclusive, and safe learning community in which students take intellectual risks and work independently and collaboratively					
6b. Communicates high standards for student performance and clear expectations of what students will learn					
6c. Plans and uses a variety of classroom management techniques to establish and maintain an environment in which all students are able to learn					
6d. Assists students in understanding their role in sharing responsibility for their learning					
<i>Overall rating for STANDARD 6</i>					

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SAMPLE	Exemplary (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)
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### STANDARD 7: Works as a partner with parents, families, and the community

7a. Promotes and maintains regular and meaningful communication between the classroom and students' families				
7b. Works with parents and families to support and promote student learning				
7c. Participates in school wide efforts to communicate with the broader community and to involve parents and families in student learning				
7d. Connects, through instructional strategies, the school and classroom activities with student homes and cultures, work places, and the community				
7e. Involves parents and families in setting and monitoring student learning goals				
<i>Overall rating for STANDARD 7</i>				

### STANDARD 8: Participates in and contributes to the teaching profession

8a. Maintains a high standard of professional ethics				
8b. Maintains and updates both knowledge of the teacher's content area or areas and best teaching practice				
8c. Engages in instructional development activities to improve or update classroom, school, or district programs				
8d. Communicates, works cooperatively, and develops professional relationships with colleagues				
<i>Overall rating for STANDARD 8</i>				

### STUDENT LEARNING STANDARD

Student Learning Objective #1				
Student Learning Objective #2				
	<b>Exemplary (4)</b> At least 85% of students met their target.	<b>Proficient (3)</b> At least 65% but less than 85% of students met their target.	<b>Basic (2)</b> At least 40% but less than 65% of students met their target.	<b>Unsatisfactory (1)</b> Fewer than 40% of students met their target.
<i>Overall rating for STUDENT LEARNING STANDARD</i>				

### LEVEL OF SUPPORT

- |  |  |  |  |
|--|--|--|--|
| <input type="checkbox"/> <b>Plan of Improvement</b><br>One or more standard(s) rated as unsatisfactory | <input type="checkbox"/> <b>District Support or</b><br><i>(Plan for Professional Growth)</i><br>Two or more standards rated as basic and no standard rated as unsatisfactory | <input type="checkbox"/> <b>Professional Focus</b><br>At least seven standards rated proficient or above & no standard rated as unsatisfactory | <input type="checkbox"/> <b>Evaluation Alternative</b><br>Two or more standards rated exemplary with the remaining standards rated as proficient |
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**Note:** The signature of the evaluator and teacher verifies that the summative report and level of support determination has been reviewed and that the proper process has been followed.

**Teacher Signature:** \_\_\_\_\_ **Evaluator Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Date:** \_\_\_\_\_