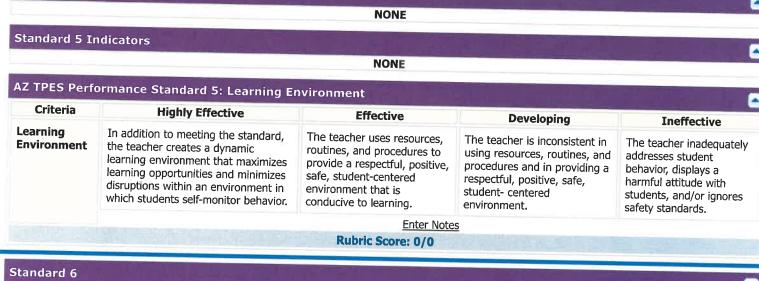
## **TPES Summative Performance Report** Standard 1 NONE Standard 1 Indicators NONE AZ TPES Performance Standard 1: Professional Knowledge Criteria **Highly Effective Effective** Developing **Ineffective Professional** In addition to meeting the The teacher demonstrates an The teacher inconsistently The teacher bases instruction Knowledge standard, the teacher understanding of the demonstrates understanding of on material that is inaccurate consistently demonstrates curriculum, subject content, and the curriculum, content, and or out-of-date and/or extensive knowledge of the the developmental needs of student development or lacks inadequately addresses the subject matter and continually students by providing relevant fluidity in using the knowledge developmental needs of enriches the curriculum. learning experiences. in practice. students. Enter Notes **Rubric Score: 0/0** Standard 2 NONE Standard 2 Indicators NONE AZ TPES Performance Standard 2: Instructional Planning Criteria **Highly Effective Effective** Developing **Ineffective** Instructional In addition to meeting the The teacher plans using the The teacher inconsistently uses The teacher does not plan, **Planning** standard, the teacher actively state's standards, the school's the school's curriculum, or plans without seeks and uses alternative data curriculum, effective effective strategies, resources, adequately using the and resources and consistently strategies, resources, and and data in planning to meet school's curriculum, differentiates plans to meet the data to meet the needs of all the needs of all students. effective strategies, needs of all students. students. resources, and data. **Enter Notes Rubric Score: 0/0** Standard 3 NONE Standard 3 Indicators NONE AZ TPES Performance Standard 3: Instructional Delivery Criteria **Highly Effective Effective Partially Effective** Ineffective Instructional In addition to meeting the standard, The teacher effectively engages The teacher inconsistently **Delivery** the teacher optimizes students' The teacher's students in learning by using a uses instructional instruction opportunity to learn by engaging them variety of instructional strategies strategies that meet inadequately addresses in higher order thinking and/or in order to meet individual individual learning needs. students' learning enhanced performance skills. learning needs. needs. **Enter Notes Rubric Score: 0/0** Standard 4 NONE Standard 4 Indicators

NONE

Criteria	Highly Effective	Effective	Developing	Ineffective
Assessment of and for Student earning	In addition to meeting the standard, the teacher uses a variety of informal and formal assessments based on intended learning outcomes to assess student learning and teaches students how to monitor their own academic progress.	The teacher systematically gathers, analyzes, and uses all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year.	The teacher uses a limited selection of assessment strategies, inconsistently links assessment to intended learning outcomes, and/or does not use assessment to plan/modify instruction.	The teacher uses an inadequate variety of assessment sources, assesse infrequently, does not use baseline or feedback data to make instructional decisions and/or does not report on student academic progress in a timely manner.
		Enter No	tes	
		Rubric Score: 0/0		
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		NONE			
AZ TPES Performance Standard 6: Professionalism					
Criteria	Highly Effective	Effective	Developing	Ineffective	
Professionalism	In addition to meeting the standard, the teacher continually engages in high level personal/professional growth and application of skills, and contributes to the development of others and the well-being of the school.	The teacher maintains a commitment to professional ethics, communicates effectively, and takes responsibility for, and participates in, professional growth that results in enhanced student learning.	The teacher inconsistently practices or attends professional growth opportunities with occasional application in the classroom.	The teacher demonstrates inflexibility, a reluctance and/or disregard toward school policy, and rarely takes advantage of professional growth opportunities.	
		Enter Notes			

NONE

Standard 6 Indicators

Criteria	Highly Effective	Effective	Developing	Ineffective
Student Academic Progress	In addition to meeting the standard, the work of the teacher results in a high level of student achievement with all populations of learners.	The work of the teacher results in acceptable, measurable, and appropriate student academic progress.	The work of the teacher results in student academic progress that does not meet the established standard and/or is not achieved with all populations taught by the teacher.	The work of the teacher does not achieve acceptable student academic progress.

**Rubric Score: 0/0** 

Rubric Scores	The second of the second of			
Rubric		Score	Max	
AZ TPES Performance Standard 1: Professional Knowledge				
AZ TPES Performance Standard 2: Instructional Planning				
AZ TPES Performance Standard 3: Instructional Delivery				
AZ TPES Performance Standard 4: Assessment of and for Student Le	<u>arning</u>	0	0	
AZ TPES Performance Standard 5: Learning Environment AZ TPES Performance Standard 6: Professionalism	diam.	0	0	
AZ TPES Performance Standard 7: Student Academic Progress		0	0	
TOTALS:		0	0	
		0	0	
Overall Evaluation Summary Rating				
O Highly Effective (25.5 - 33)	O Effective (19.5 - 25.4)			
O Developing (15.0 - 19.4)	O Ineffective (0 - 14.9)			
Evaluation Summary				
O Recommended for continued employment.	O Perommonded for placement on a Barton			
Recommended for Dismissal/Non-renewal. (The teacher has failed to make progress on a Performance Improvement Plan, or the teacher consistently performs below the established standards, or in a manner that is inconsistent with the school's mission and goals.)	<ul> <li>Recommended for placement on a Performance In (One or more standards are Ineffective, or three or m Developing.)</li> </ul>	nproveme nore stand	ent Plan dards ar	
Strengths:				
Areas Noted for Improvement:				
Teacher Improvement Goals:				