



# TEACHER EVALUATOR

June 20, 2023



# Welcome & Prayer

Dr. Jim Rigg

# COMMITTEE MEMBERS

- Brenda Cummings, *Associate Superintendent of Academics – Office of Catholic Schools*
- Gabriel Cambert, *Director of Continuous Improvement – Office of Catholic Schools*
- Katrina Azevedo, *Assistant Principal – Cardinal Gibbons High School*
- Lori Bryant, *Principal – St. James Catholic School*
- Ana Garcia, *Principal - Monsignor Edward Pace High School*
- Lisa Kempinski, *Principal – St. Bonaventure Catholic School*

# GOAL & PURPOSE

- To develop an evaluation process and system to be used by all ADOM schools that will improve teacher performance and the quality of learning through planning, organizing, and the implementation of evaluation.
  - Elementary observation tool
  - High school observation tool
  - Summative Evaluation Form
  - Individual Professional Development Plan (IPDP)

# HOUSEKEEPING

- Principals will meet with their leadership teams and describe the local rollout of these procedures.
- Forms will be in the E-Library.
- The online version will be sent to principals in August.

## Who can conduct an observation?

- Principal
- Assistant Principal
- Mid-Level Administrators
- Deans (High Schools)
- Department Chairs (High Schools)

## Qualifications:

- Must hold Professional Certification in Educational Leadership or School Leadership

OR

- Master's Degree and Clinical Educator Certificate

# ADOM ELEMENTARY TEACHER EVALUATION PROCESS

Timeline of Evaluations		
Evaluation/Observation	Expected Timeline	Conducted By
Observation #1	August - September	Administrator
Observation #2	October - December	Administrator
Observation #3	January - February	Administrator
<i>Observation #4 (as needed)</i>	<i>March - April</i>	<i>Administrator</i>
Summative Evaluation Committee to Review Summative Evaluation Form	March - April	Leadership Team
Summary Evaluation Conference with Teacher (prior to contract/letter meeting)	March - April	Principal
Individualized Teacher Professional Development Plan (turn in with contract)	May	Teacher

# ADOM HIGH SCHOOL TEACHER EVALUATION PROCESS


Timeline of Evaluations		
Evaluation/Observation	Expected Timeline	Conducted By
Observation #1	August - September	Dept. Chair/Administrator
Observation #2	October - December	Dept. Chair/Administrator
Observation #3	January - February	Dept. Chair/Administrator
<i>Observation #4 (as needed)</i>	<i>March - April</i>	<i>Dept. Chair/Administrator</i>
Summative Evaluation Committee to Review Summative Evaluation Form	March - April	Leadership Team
Summary Evaluation Conference with Teacher (prior to contract/letter meeting)	March - April	Principal
Individualized Teacher Professional Development Plan (turn in with contract)	May	Teacher



# OBSERVATIONS

- **A minimum of three observations per teacher is required.** Additional observations may be conducted on an as needed basis. Approximately **20-30 minutes** in length.
  - Please adhere to all expected timelines and deadlines for the observational periods.
- Observations must be conducted by a supervisor with **Professional Certification or with a clinical educator training** (Ex. department chair, dean of faculty, assistant principal, and/or principal).
- Observations may be conducted via Google Form or hard copy.
- After an observation is conducted, a copy must be provided to the teacher within 5 days or earlier if prior to a summative meeting. **All observations must be signed by the evaluator and teacher.**
  - **A hard copy must be put in the teacher file.**
- Conferencing with the teacher is conducted on an as needed basis. Strongly recommend meeting with new faculty.

# ELEMENTARY OBSERVATION TOOL



## ADOM ELEMENTARY TEACHER OBSERVATION TOOL

TEACHER: \_\_\_\_\_ OBSERVATION DATE: \_\_\_\_\_ OBSERVATION #: 1 2 3 \_\_\_\_  
 TIME IN: \_\_\_\_\_ TIME OUT: \_\_\_\_\_ GRADE LEVEL/SUBJECT OBSERVED: \_\_\_\_\_  
 LESSON OBJECTIVE: \_\_\_\_\_

<b>Student Engagement</b>	___ On Task	___ Passive/Compliant	___ Disengaged/Disruptive
<b>Grouping</b>	___ Whole Class	___ Small Group/Paired	___ Individual
<b>Catholic Mission</b>	___ Evident Throughout	___ Partially Evident	___ Not Evident

<p style="text-align: center;"><b>Catholic Identity</b></p> <p>___ Presence of meaningful prayer        ___ Religious imagery and symbols throughout the classroom        ___ Intentional incorporation of Catholic values and teachings        ___ Catholic scripture, messages, crucifix displayed</p>	<p style="text-align: center;"><b>Focus on Instruction</b></p> <p>___ Evidence of lesson plans clear, well-organized, sequential        ___ Objectives posted, written, or verbally stated        ___ Class discussions enhance learning        ___ Formal/informal methods are used to measure progress        ___ Lessons aligned to ADOM standards</p>		
<p style="text-align: center;"><b>Classroom Environment</b></p> <p>___ Organized, neat, uncluttered        ___ Learning targets or objectives displayed        ___ Student work displayed        ___ Visuals, posters, word walls, charts displayed        ___ Classroom layout fosters differentiation</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <p style="text-align: center;"><b>Retention of Learning</b></p> <p>___ Lecture            ___ Reading            ___ Audio/Visual            ___ Demonstration            ___ Discussion Group            ___ Practice by Doing            ___ Teaching Others</p> </td> <td style="width: 50%; padding: 5px;"> <p style="text-align: center;"><b>Instructional Strategies</b></p> <p>___ Direct Instruction            ___ Student-Led Instruction            ___ Project-Based Learning            ___ Hands On, Experiment            ___ Think Pair Share            ___ Check for Understanding            ___ Cooperative Learning</p> </td> </tr> </table>	<p style="text-align: center;"><b>Retention of Learning</b></p> <p>___ Lecture            ___ Reading            ___ Audio/Visual            ___ Demonstration            ___ Discussion Group            ___ Practice by Doing            ___ Teaching Others</p>	<p style="text-align: center;"><b>Instructional Strategies</b></p> <p>___ Direct Instruction            ___ Student-Led Instruction            ___ Project-Based Learning            ___ Hands On, Experiment            ___ Think Pair Share            ___ Check for Understanding            ___ Cooperative Learning</p>
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<p style="text-align: center;"><b>Culture</b></p> <p>___ Student-Teacher relationships are positive and respectful        ___ Students feel safe to share ideas; easily participates        ___ Students demonstrate problem solving        ___ Teacher supports all learners        ___ Teacher leads a mutually respectful/collaborative class of actively engaged learners</p>	<p style="text-align: center;"><b>Authentic Use of Technology</b></p> <p>___ Communicate or work collaboratively        ___ Complete/submit assignments        ___ Gather, evaluate, critique, and/or use information        ___ Research        ___ Solve problems        ___ Create or publish work</p>		
<p style="text-align: center;"><b>Classroom Management</b></p> <p>___ Safe, orderly        ___ Routines and procedures evident        ___ Establishes, communicates, maintains clear expectations        ___ Positive behavior expectations evident        ___ Negative behavior redirected        ___ Teacher visible throughout the room; monitors activities        ___ Effective use of instructional time</p>	<p>GLOW(Reinforce): _____</p> <p>_____</p> <p>_____</p> <p>GROW(Refine): _____</p> <p>_____</p> <p>_____</p> <p>Observer Name/Signature: _____</p>		
<p style="text-align: center;"><b>Additional Observations</b></p> <p>___ Teacher makes connections, sets the purpose        ___ Multiple opportunities for students to practice        ___ Corrective and constructive feedback questioning        ___ Students are successful in completing activities        ___ Lessons encourage higher order thinking</p>			
<p style="text-align: center;"><b>Follow Up Conference</b></p> <p>___ Conference requested by observer        ___ Conference not needed at this time</p>			

Teacher Signature/Acknowledgement: \_\_\_\_\_  
 \_\_\_ Conference requested by teacher    \_\_\_ Teacher comments attached

Revised 2023

# HIGH SCHOOL OBSERVATION TOOL



## ADOM HIGH SCHOOL TEACHER OBSERVATION TOOL

TEACHER: \_\_\_\_\_ OBSERVATION DATE: \_\_\_\_\_ OBSERVATION #: 1 2 3 \_\_\_\_  
 TIME IN: \_\_\_\_\_ TIME OUT: \_\_\_\_\_ PERIOD: \_\_\_\_\_  
 DEPARTMENT: \_\_\_\_\_ GRADE LEVEL OBSERVED: \_\_\_\_\_

**Summary of Observation** *(Be specific about what is observed and not observed during the visit.)*

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

### Catholic Identity

- Presence of meaningful prayer
- Religious imagery and symbols throughout the classroom
- Intentional incorporation of Catholic values and teachings

### Focus on Instruction

- Classroom environment is safe and conducive to learning
- Routines support learning goals and activities
- Instruction is aligned to standards
- Data is used to guide instruction
- Lesson plans are thorough and reflect the learning taking place in the classroom
- Lesson content is linked to previous and future lessons
- Teacher connects lesson to real-life applications
- Cross-curricular learning is evident
- Varied instructional tools and strategies reflect student needs and learning objectives
- Instructional time is used effectively
- Multiple methods of assessment of student learning are utilized to guide instruction
- Learning targets and objectives are clearly communicated
- Effective differentiated instruction is observed
- Teacher provides students with timely and responsive feedback
- Instruction encourages higher-order thinking

### Student Engagement

- On Task
- Passive/Compliant
- Disengaged/Disruptive

### Authentic Use of Technology

- Communicate or work collaboratively
- Complete/submit assignments
- Gather, evaluate, critique, and/or use information
- Research
- Solve problems
- Create or publish work

### Instructional Strategies/Activities

- Direct Instruction / Lecture / Whole Group
- Small group
- Hands-On / Lab
- Discussion
- Independent Practice
- Guided Practice
- Socratic Seminar
- Student Presentation
- Assessment
- Differentiated Instruction
- Flipped Instruction
- Project-Based Learning
- Standardized Test Practice
- Exit Ticket
- Warm-Up Activity
- Other: \_\_\_\_\_

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

\_\_\_\_\_  
 \_\_\_\_\_

Areas for Growth: \_\_\_\_\_

\_\_\_\_\_  
 \_\_\_\_\_

Observer Name/Signature: \_\_\_\_\_

Observer Title: \_\_\_\_\_

### Follow Up Conference

- Conference requested by observer
- Conference not needed at this time

Teacher Signature/Acknowledgement: \_\_\_\_\_

Conference requested by teacher     Teacher comments attached

Revised 2023

# ADOM OBSERVATION DOCUMENT

<b>School Name:</b>								
<b>Teacher Name (Last, First)</b>	<b>Observation #1 (August - September)</b>		<b>Observation #2 (October - December)</b>		<b>Observation #3 (January - February)</b>		<b>OPTIONAL Observation #4 (as needed)</b>	
	DATE	OBSERVER	DATE	OBSERVER	DATE	OBSERVER	DATE	OBSERVER



# Breakout Sessions

High schools: Innovation Center

Elementary schools: Spartan  
Center

# ELEMENTARY OBSERVATION TOOL



## ADOM ELEMENTARY TEACHER OBSERVATION TOOL

TEACHER: \_\_\_\_\_ OBSERVATION DATE: \_\_\_\_\_ OBSERVATION #: 1 2 3 \_\_\_  
TIME IN: \_\_\_\_\_ TIME OUT: \_\_\_\_\_ GRADE LEVEL/SUBJECT OBSERVED: \_\_\_\_\_  
LESSON OBJECTIVE: \_\_\_\_\_

<b>Student Engagement</b>	_____ On Task	_____ Passive/Compliant	_____ Disengaged/Disruptive
<b>Grouping</b>	_____ Whole Class	_____ Small Group/Paired	_____ Individual
<b>Catholic Mission</b>	_____ Evident Throughout	_____ Partially Evident	_____ Not Evident

# CATHOLIC IDENTITY

## Catholic Identity

- \_\_\_ Presence of meaningful prayer
- \_\_\_ Religious imagery and symbols throughout the classroom
- \_\_\_ Intentional incorporation of Catholic values and teachings
- \_\_\_ Catholic scripture, messages, crucifix displayed



# CATHOLIC IDENTITY

## Examples of ways to promote Catholic identity

- Prayer Corner/Table
- Update space to reflect liturgical season



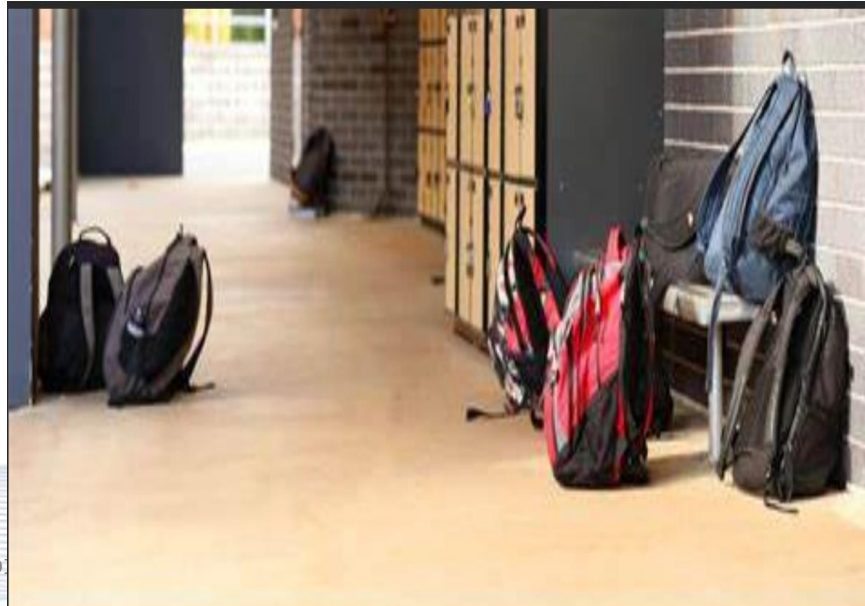


# CLASSROOM ENVIRONMENT

## Classroom Environment

- \_\_\_ Organized, neat, uncluttered
- \_\_\_ Learning targets or objectives displayed
- \_\_\_ Student work displayed
- \_\_\_ Visuals, posters, word walls, charts displayed
- \_\_\_ Classroom layout fosters differentiation





# CULTURE

## Culture

- \_\_\_ Student-Teacher relationships are positive and respectful
- \_\_\_ Students feel safe to share ideas; easily participates
- \_\_\_ Students demonstrate problem solving
- \_\_\_ Teacher supports all learners
- \_\_\_ Teacher leads a mutually respectful/collaborative class of actively engaged learners



# CLASSROOM MANAGEMENT

## Classroom Management

- \_\_\_ Safe, orderly
- \_\_\_ Routines and procedures evident
- \_\_\_ Establishes, communicates, maintains clear expectations
- \_\_\_ Positive behavior expectations evident
- \_\_\_ Negative behavior redirected
- \_\_\_ Teacher visible throughout the room; monitors activities
- \_\_\_ Effective use of instructional time

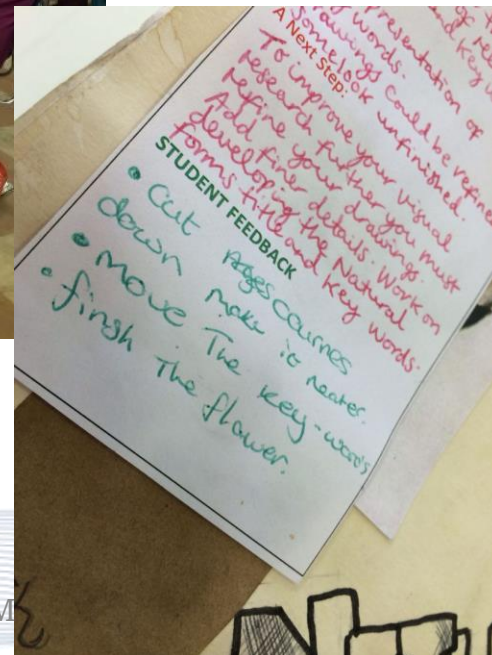


## Additional Observations

- \_\_\_ Teacher makes connections, sets the purpose
- \_\_\_ Multiple opportunities for students to practice
- \_\_\_ Corrective and constructive feedback questioning
- \_\_\_ Students are successful in completing activities
- \_\_\_ Lessons encourage higher order thinking



Film Title	<del>Directed</del> IMPACT
What is the genre? Is this clear?	Drama.
Who is the target audience and why would they pay to see it?	Teenagers - main character being other characters in opening?
Does it introduce character and setting? What are they like?	Yes - criticised about classroom + age
Does the mood and style fit?	Important that it's film's not doc think of effects for home viewing: practice then
Narrative interesting? Enigma?	Mental illness or blackouts creates enigma + why?
What films is it similar too?	There are for natural.
Comments/Advice - what went well, even better if...	Production companies are just your own - one main big star movie brand like for Starlight
	Excellent clear presentation Visual moodboard to put idea of mood + style?



# INSTRUCTION

## Focus on Instruction

- Evidence of lesson plans clear, well-organized, sequential
- Objectives posted, written, or verbally stated
- Class discussions enhance learning
- Formal/Informal methods are used to measure progress
- Lessons aligned to ADOM standards

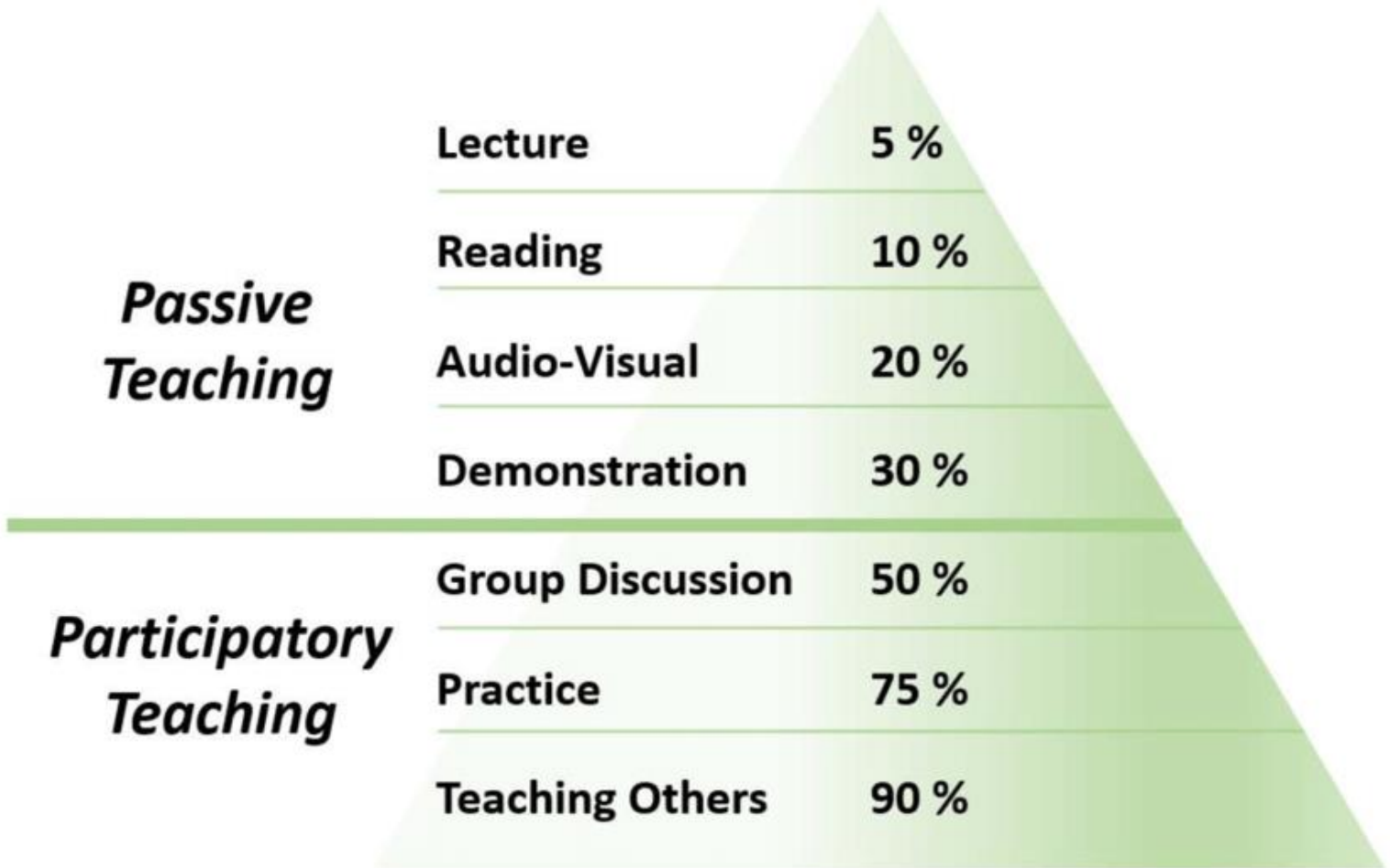
## Retention of Learning

- Lecture
- Reading
- Audio/Visual
- Demonstration
- Discussion Group
- Practice by Doing
- Teaching Others

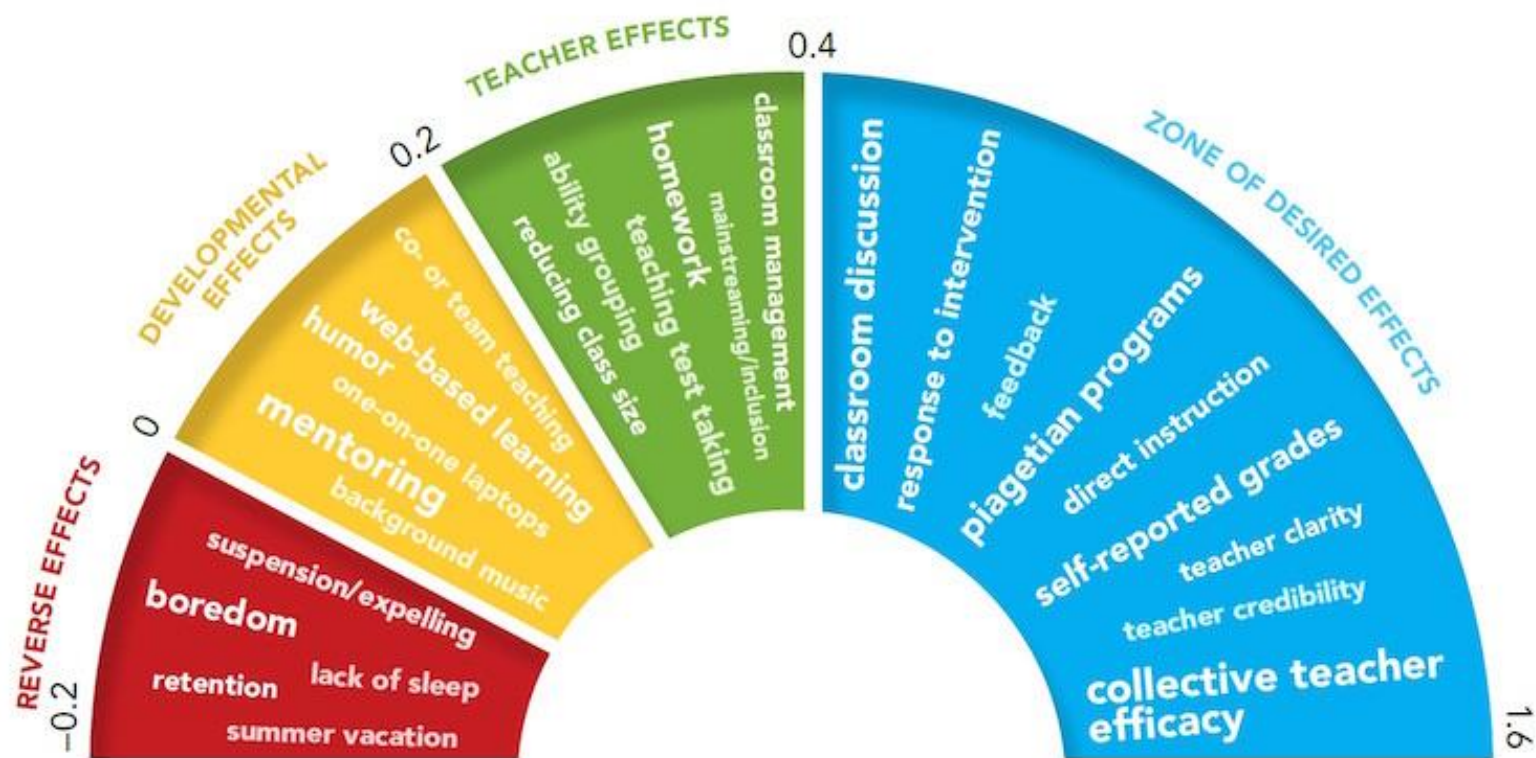
## Instructional Strategies

- Direct Instruction
- Student-Led Instruction
- Project-Based Learning
- Hands On, Experiment
- Think Pair Share
- Check for Understanding
- Cooperative Learning

# RETENTION OF LEARNING



# INSTRUCTIONAL STRATEGIES



## Practices That Yield Desired Effects

Collective teacher efficacy	1.57	Classroom discussion	.82
Self-reported grades	1.33	Teacher clarity	.75
Response to intervention	1.29	Feedback	.70
Piagetian programs	1.28	Direct instruction	.60
Teacher credibility	.90	Providing formative evaluation	.48



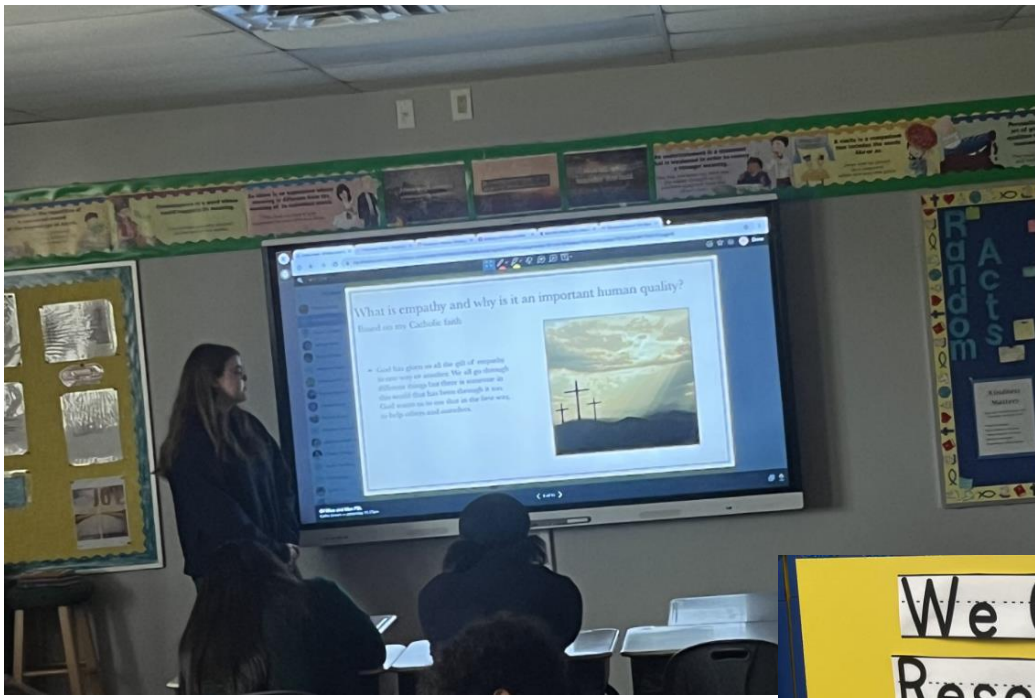
# AUTHENTIC USE OF TECHNOLOGY

## Authentic Use of Technology

- \_\_\_ Communicate or work collaboratively
- \_\_\_ Complete/submit assignments
- \_\_\_ Gather, evaluate, critique, and/or use information
- \_\_\_ Research
- \_\_\_ Solve problems
- \_\_\_ Create or publish work

Taken from the FCC STREAM Observation Tool





# GLOW AND GROW

GLOW(Reinforce): \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

GROW(Refine): \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Observer Name/Signature: \_\_\_\_\_

# BUILD TRUST

## Observers' Actions that Build Trust

- Be patient rather than immediately offering suggestions to fix things.
- Understand that each teacher is unique – differentiate conversations accordingly.
- Walk the talk. If you say you're going to do something, do it.
- Don't use your official authority other than as a last resort.
- Express concern about issues affecting teachers' lives outside of school.
- Look for the potential in your teachers, even when that's hard.
- Demonstrate your own vulnerability in front of teachers – even if that's just admitting a mistake.
- Suspend judgment. You catch more flies with honey.
- Always make sure your actions are driven by the ultimate goal – to improve teaching and learning.

## Observers' Actions that Undermine Trust

- Relying on your formal authority – positional power.
- Demanding rather than offering a suggestion.
- Making judgments – particularly quick ones.
- Playing favorites.
- Being impatient and offering quick fixes. Trust takes time.
- Perfectionism and the mindset that expects this from others.
- Rigid mindsets, particularly when it comes to what good teaching is.
- Shaming, belittling, or ridiculing.
- External pressures that lead to negative actions – like pressure from the district or school board to increase scores or get ahead. Focusing on the product rather than the process hurts relationships.

# AFTER THE OBSERVATION

## Follow Up Conference

Conference requested by observer

Conference not needed at this time

Teacher Signature/Acknowledgement: \_\_\_\_\_

Conference requested by teacher

Teacher comments attached

# OBSERVATION TOOL

- Let's practice using the tool with this video



# OBSERVATION TOOL





# General Session

Spartan Center



# SUMMATIVE EVALUATION OVERVIEW

The school's leadership team will meet to discuss observations conducted throughout the school year and to develop the Summative Evaluation.



The Principal creates the Summative Evaluation via Rediker Teacher Evaluator and adds the mid-level administrators/department heads, if applicable.



The Principal schedules and meets with the individual teacher to discuss the Summative Evaluation.



The Principal then finalizes and signs the Summative Evaluation via Rediker Teacher Evaluator.



After the teacher signs it, the principal should email the form to the teacher, send it to the AdminPlus E-Portfolio, and then place a copy in the teacher's personnel file.

# SUMMATIVE EVALUATION

- Make sure that all teachers, department chairs, and mid-level administrators are in Rediker's Teacher Evaluator system.
  - The employee's Unique ID should be included and match the Unique ID in AdminPlus.
  - Their Unique ID from AdminPlus needs to be added to their settings before the evaluation can be sent to the E-Portfolio.
- Mostly "Effectives" and no one should have highly effective on all parts
  - Think standards-based grading
- Student data is one piece of the puzzle, not the entire basis of the evaluation.
- Additional duties should be done only if the teacher participates or leads a committee, club, sport, etc.

# SIGN-IN

<https://teacherevaluator.rediker.com/>

TEACHER EVALUATOR

Email:

Password:

[Sign in](#) [Can't access your account?](#)

Not a Teacher Evaluator School?  
Discover how you can meet your unique evaluation demands

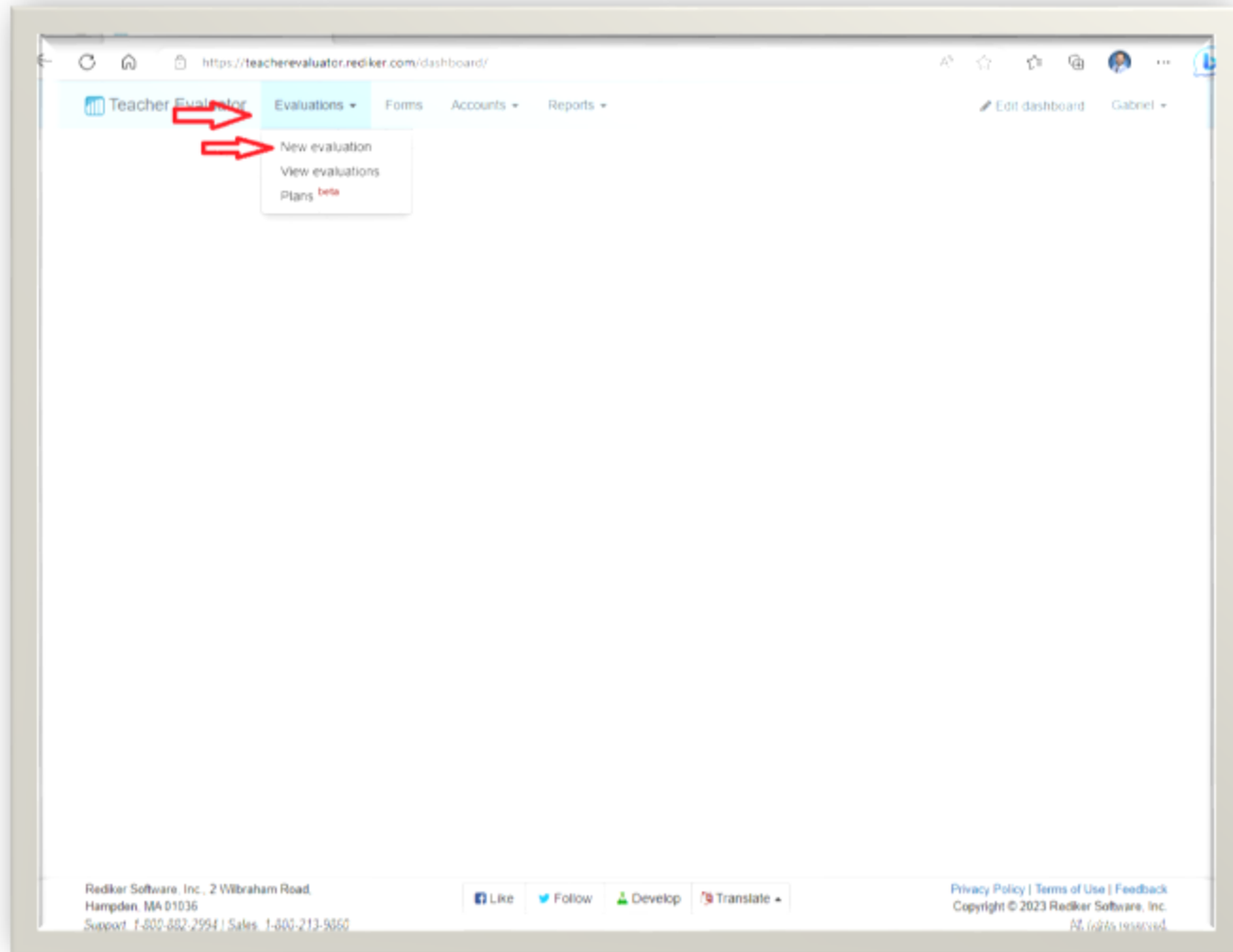
[Learn More](#)

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Archdiocese of Miami

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# INITIATE A NEW EVALUATION



# SELECT CORRECT FORM

The screenshot shows a web browser window with the URL <https://teacherevaluator.rediker.com/evaluations/new/>. The page title is "New Evaluation". The navigation bar includes "Teacher Evaluator", "Evaluations", "Forms", "Accounts", and "Reports". The user's name "Gabriel" is visible in the top right corner.

The form contains the following fields:

- Evaluation form:** A dropdown menu with the selected option "ADOM Summative Teacher Evaluation (Rev. 2023)". A red arrow points to this dropdown.
- School:** A dropdown menu with the selected option "ADOM-VCS". A red arrow points to this dropdown.
- Staff:** A dropdown menu with the selected option "Seton, Elizabeth Ann". A red arrow points to this dropdown.
- + Create Evaluation:** A green button with a white plus sign and the text "Create Evaluation". A red arrow points to this button.

At the bottom of the page, there is a footer with contact information for Rediker Software, Inc. and social media links for Like, Follow, Develop, and Translate.

# EXTRA FEATURES

- We recommend that if you had to write up a teacher or complete more than three observations, please attach those to the summative evaluation.

Teacher Evaluator Evaluations Forms Accounts Reports

## SUMMATIVE EVALUATION

**SUMMATIVE EVALUATION**

Attach a comment or file to any section of the evaluation.

PROFESSIONAL CONDUCT

Reflects, models, and teaches the Catholic mission of the school  
Yes No

Fulfills professional duties, responsibilities, and deadlines  
Yes No

Dresses in accordance with professional standards  
Yes No

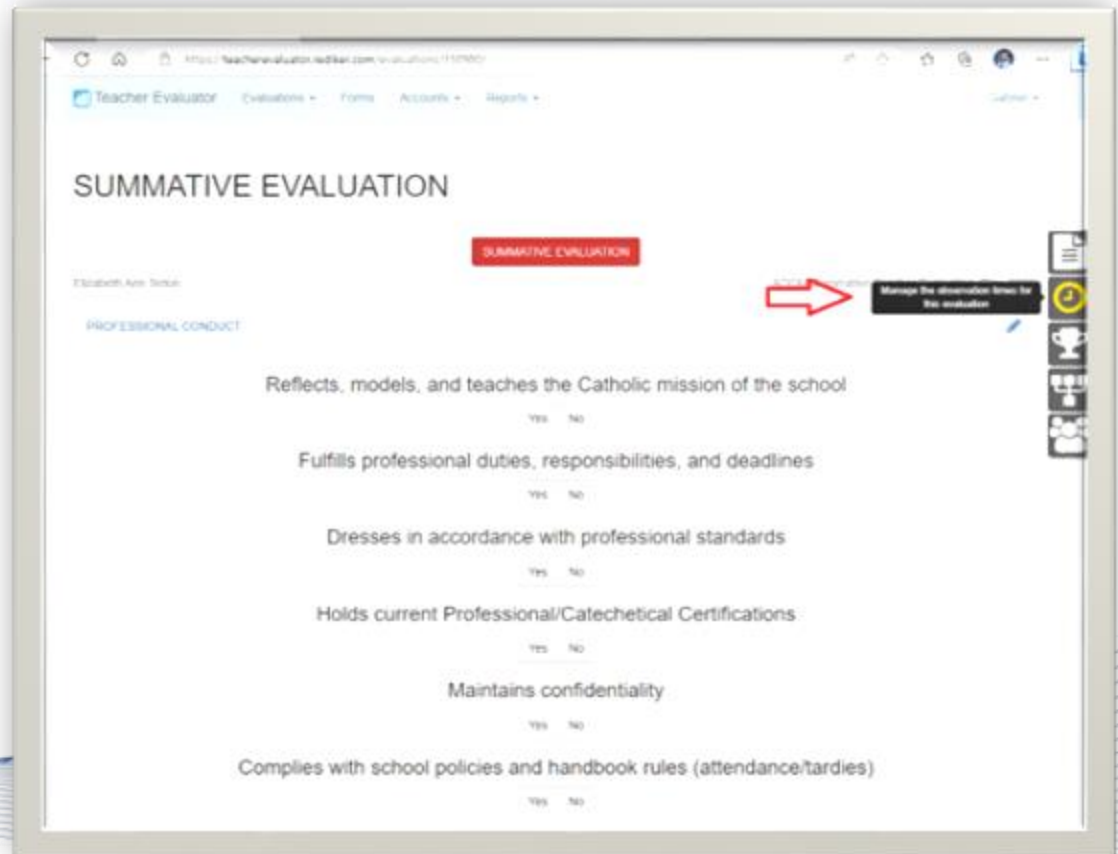
Holds current Professional/Catechetical Certifications  
Yes No

Maintains confidentiality  
Yes No

Complies with school policies and handbook rules (attendance/tardies)  
Yes No

# EXTRA FEATURES

- Please ignore the built-in observation time feature. These should be added as comments to that particular section in the main evaluation.



The screenshot displays a web browser window with the URL <https://teacher-evaluator.net/evaluations/11700/>. The page title is "SUMMATIVE EVALUATION". A red button labeled "SUMMATIVE EVALUATION" is visible. Below the title, the section "PROFESSIONAL CONDUCT" is highlighted. A red arrow points to a black button labeled "Remove the observation times for this evaluation". The evaluation form includes the following items:

- Reflects, models, and teaches the Catholic mission of the school  
Yes No
- Fulfills professional duties, responsibilities, and deadlines  
Yes No
- Dresses in accordance with professional standards  
Yes No
- Holds current Professional/Catechetical Certifications  
Yes No
- Maintains confidentiality  
Yes No
- Complies with school policies and handbook rules (attendance/tardies)  
Yes No

# EXTRA FEATURES

- Please ignore the built-in feature on goal setting. Employees will write their goals on the IPDP form.

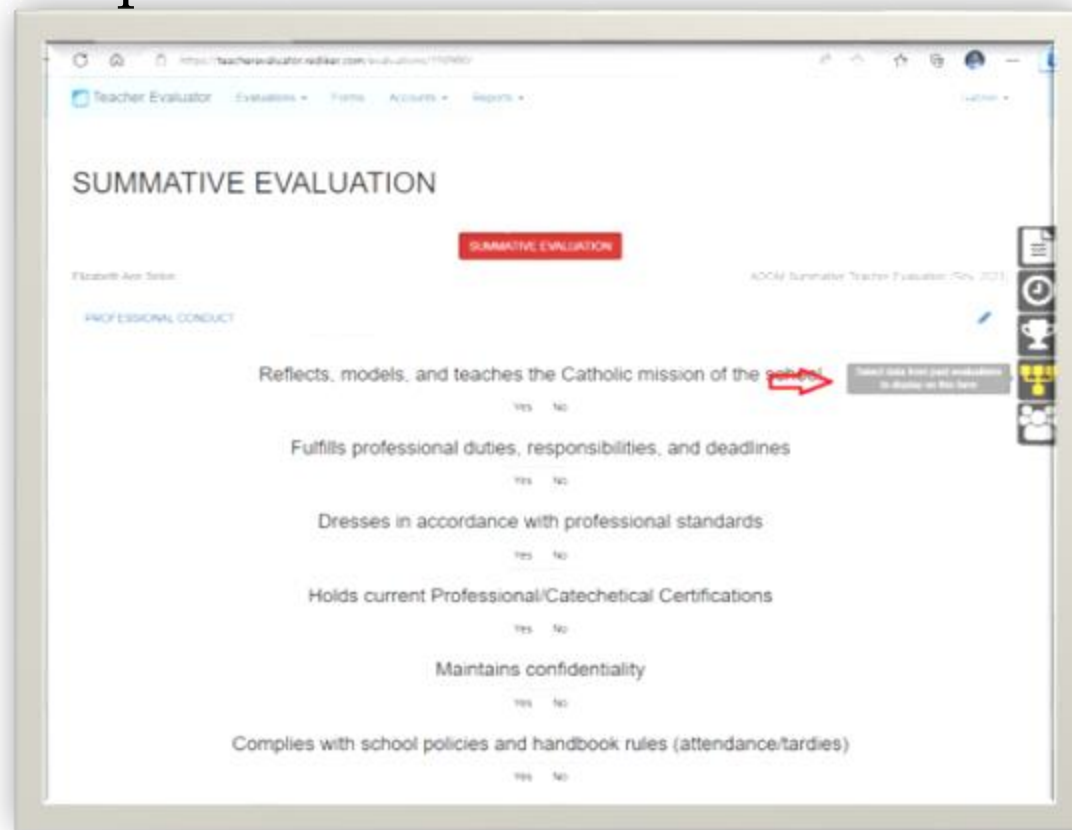
The screenshot displays a web-based interface for a 'Teacher Evaluator'. The main heading is 'SUMMATIVE EVALUATION'. Below this, there is a red button labeled 'SUMMATIVE EVALUATION'. The form is titled 'PROFESSIONAL CONDUCT' and lists several evaluation criteria, each with 'Yes' and 'No' radio buttons. A red arrow points to a black box with white text that says 'View or manage the goals for the individual being evaluated'. The criteria listed are:

- Reflects, models, and teaches the Catholic mission of the school
- Fulfills professional duties, responsibilities, and deadlines
- Dresses in accordance with professional standards
- Holds current Professional/Catechetical Certifications
- Maintains confidentiality
- Complies with school policies and handbook rules (attendance/tardies)



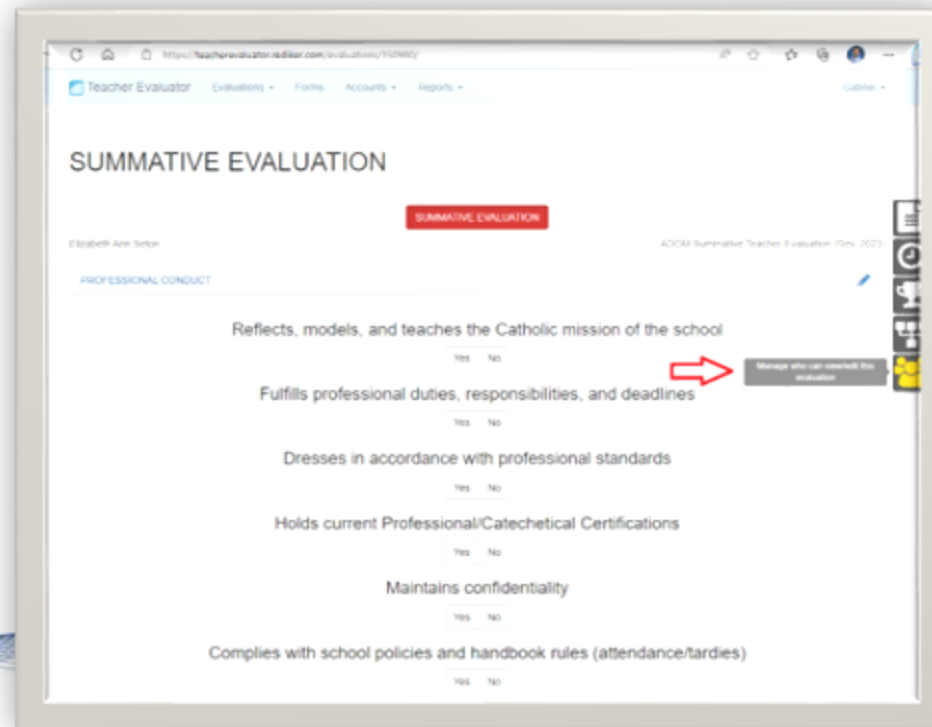
# EXTRA FEATURES

- Please ignore the built-in feature to display data from past evaluations.



# EXTRA FEATURES

- Use the built-in feature to add other employees who can view/edit the evaluation. Here the Department Chairs and Mid-Level Administrators that took part in the observations should be added.



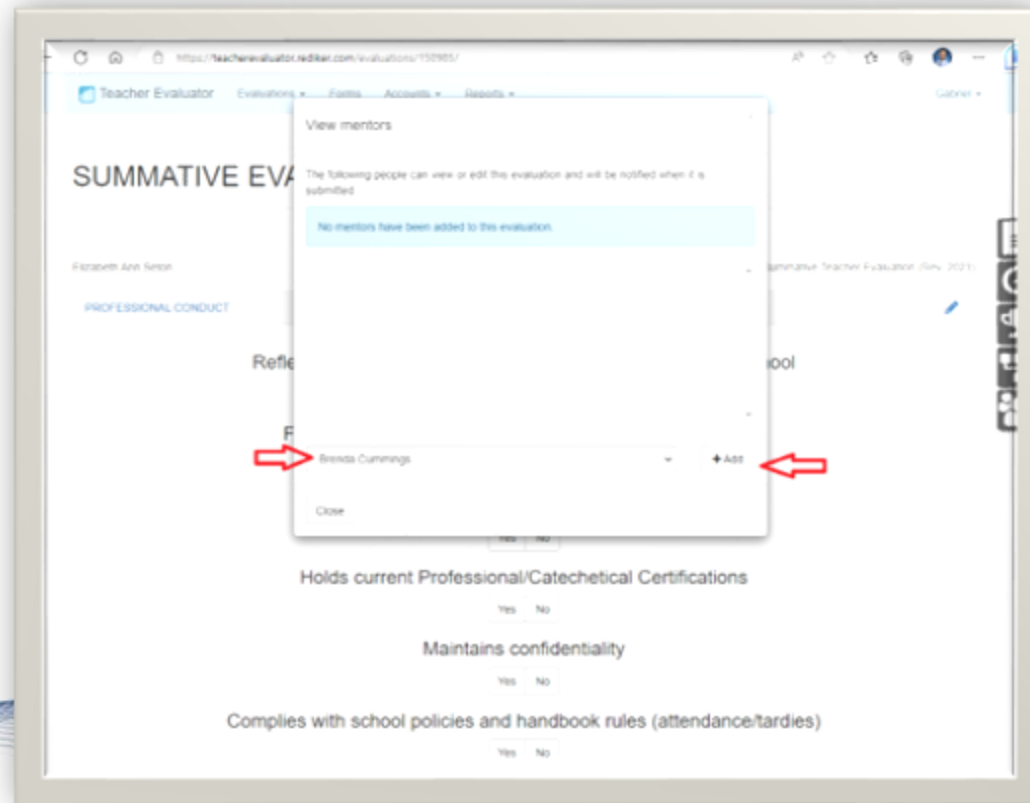
The screenshot shows a web browser window displaying a summative evaluation form. The browser address bar shows the URL: <http://teacher.evaluationcenter.com/evaluations/10980/>. The page title is "Teacher Evaluator" and the navigation menu includes "Evaluations", "Forms", "Accounts", and "Reports". The main heading is "SUMMATIVE EVALUATION". Below the heading, there is a red button labeled "SUMMATIVE EVALUATION". The form is for "Elizabeth Ann Sinton" and is titled "ACOM Summative Teacher Evaluation (Nov. 2023)". The section is "PROFESSIONAL CONDUCT" and contains several items with "Yes/No" radio buttons:

- Reflects, models, and teaches the Catholic mission of the school
- Fulfills professional duties, responsibilities, and deadlines
- Dresses in accordance with professional standards
- Holds current Professional/Catechetical Certifications
- Maintains confidentiality
- Complies with school policies and handbook rules (attendance/tardies)

A red arrow points to a "Manage who can view/edit this evaluation" button on the right side of the form.

# EXTRA FEATURES

- However, the principal should be the one to sign each summative report. If there are any special circumstances or exceptions, contact Brenda Cummings.



# SUMMATIVE EVALUATION FORM

Teacher Evaluator Evaluations Forms Accounts Reports Gabriel

## SUMMATIVE EVALUATION

Elizabeth Ann Seton ADOM Summative Teacher Evaluation (Rev. 2023)

PROFESSIONAL CONDUCT

Comments

Elizabeth Ann has a Statement of Eligibility and a Certification Plan. She is also missing one more class to complete her catechetical certification.

No files have been added to this indicator. [+ Add File](#)

Reflects, models, and teaches the Catholic mission of the school

Yes  No

Fulfills professional duties, responsibilities, and deadlines

Yes  No

Dresses in accordance with professional standards

Yes  No

Holds current Professional/Catechetical Certifications

Yes  No

Maintains confidentiality

# SUMMATIVE STUDENT ACHIEVEMENT

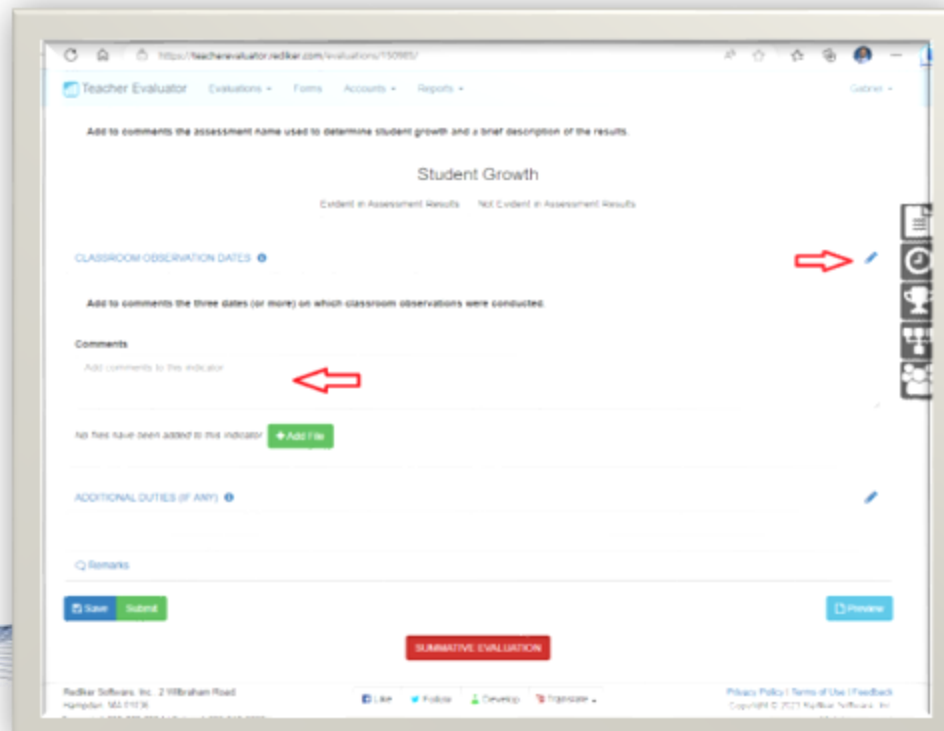
- "Shows significant and demonstrable student progress as defined by predetermined assessment. **Add to comments the assessment name used to determine student growth and a brief description of the results.**"

- Can be drafted beforehand if you have already met with your staff regarding their data, or
- Can be finalized when you meet with teacher to discuss their data

The screenshot displays a web application interface for a 'Teacher Evaluator'. The page title is 'SUMMATIVE STUDENT ACHIEVEMENT'. The interface includes a navigation bar with 'Teacher Evaluator', 'Evaluations', 'Forms', 'Accounts', and 'Reports'. Below the navigation bar, there are tabs for 'Highly Effective', 'Effective', 'Developing', and 'Not Evaluated'. The main content area contains several sections: 'Comments' with a text input field and an 'Add To' button; 'Student Growth' with a table for 'Student in Assessment Results' and 'Not Student in Assessment Results'; 'CLASSROOM OBSERVATION DATES'; and 'ADDITIONAL DUTIES (IF ANY)'. At the bottom, there are 'Save' and 'Submit' buttons. Red arrows point to the 'Add comments to this evaluator' field, the 'Add To' button, and the 'Student Growth' section. A 'SUBMIT' button is visible at the bottom right. The footer includes 'Radix Software, Inc. 2 Millbrae Road, Menlo Park, CA 94025' and 'Privacy Policy | Terms of Use | Feedback'.

# CLASSROOM OBSERVATION DATES

- "Add to comments the three dates (or more) on which classroom observations were conducted."
  - This is the particular section where you should add the dates as comments.



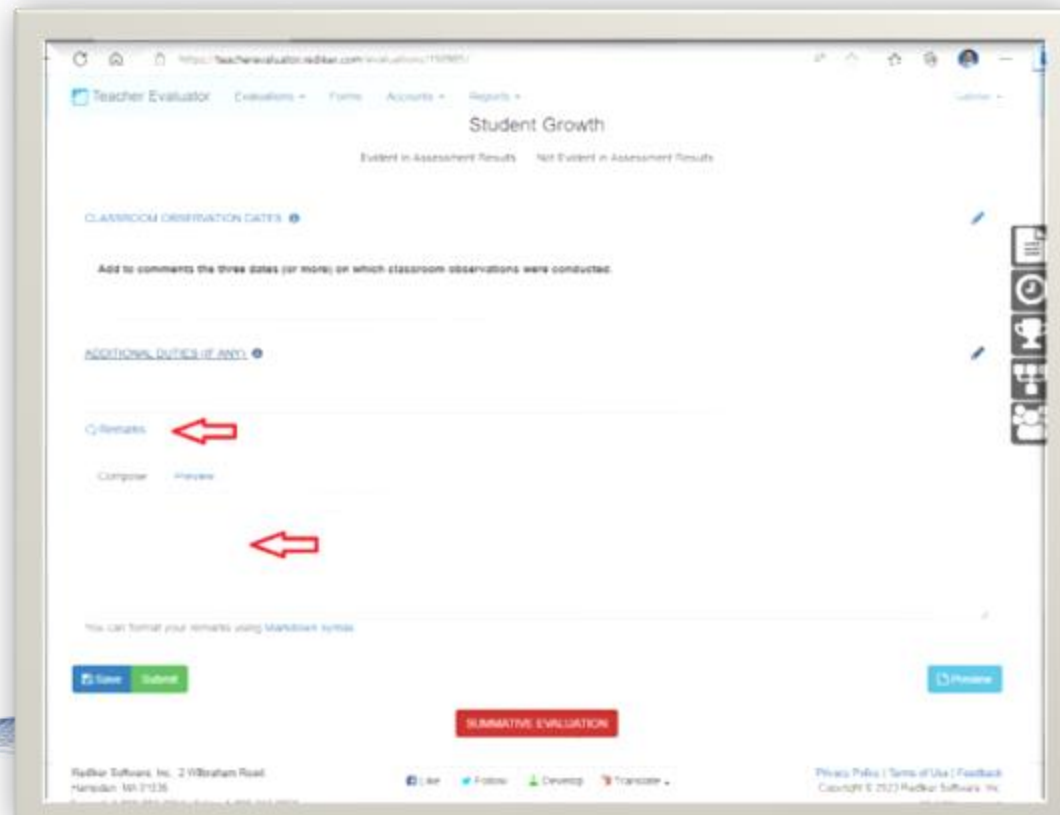
# ADDITIONAL DUTIES

- "In the notes section, add comments listing and evaluating the staff member's paid additional duties, if any."

The screenshot displays the 'Teacher Evaluator' web application interface. The main content area is titled 'Student Growth' and includes a section for 'ADDITIONAL DUTIES (IF ANY)'. Below this section is a 'Comments' field with the placeholder text 'Add comments to this indicator'. A red arrow points to this text area. Below the comments field is a message: 'No files have been added to this indicator' with an 'Add File' button. A second red arrow points to the 'Add File' button. The interface also features a 'Save' button, a 'Preview' button, and a 'SUMMATIVE EVALUATION' button. The footer contains copyright information for Radix Software, Inc. and social media links.

# REMARKS

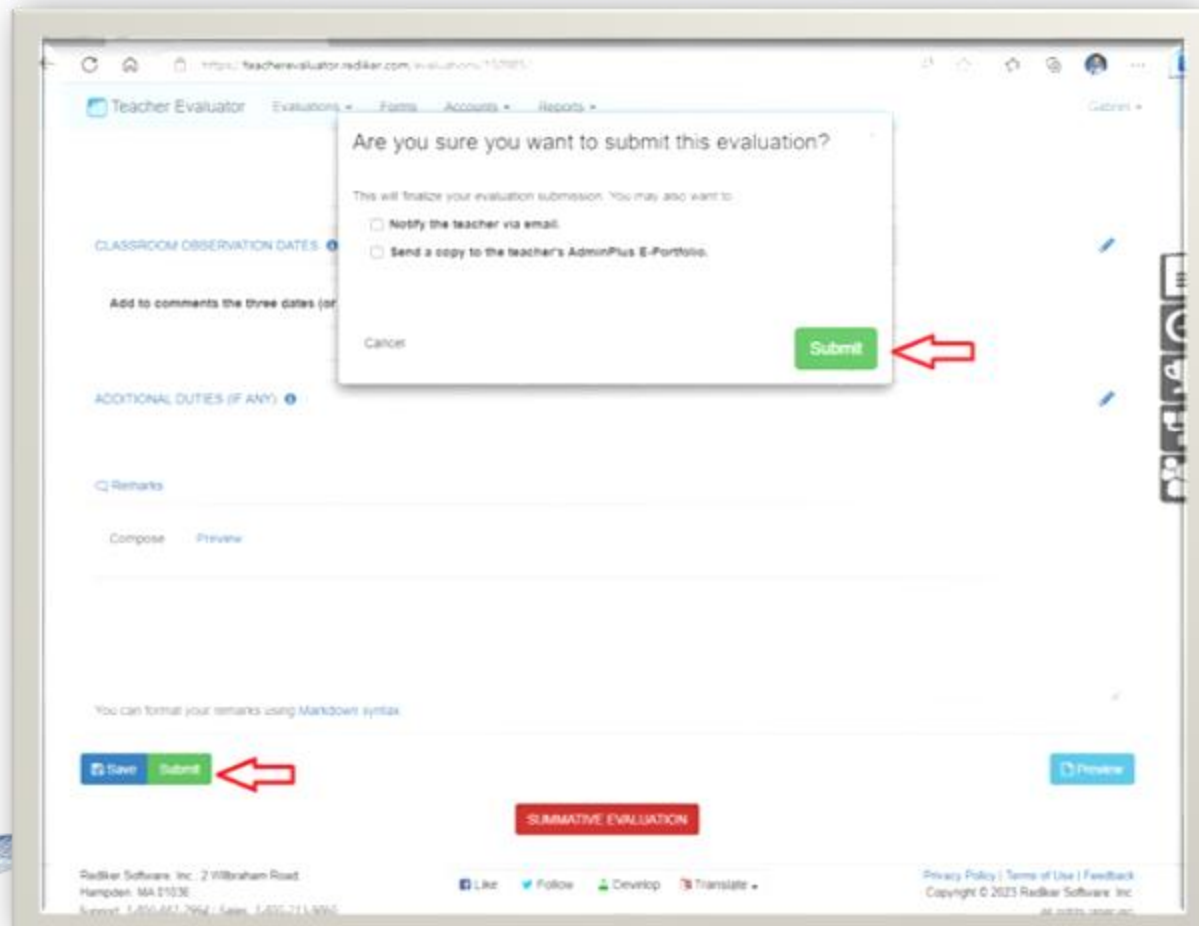
- Please ensure that your remarks support the evaluation scores and be sure to give specific examples; particularly, with scores that are "Highly Effective" or "Developing."





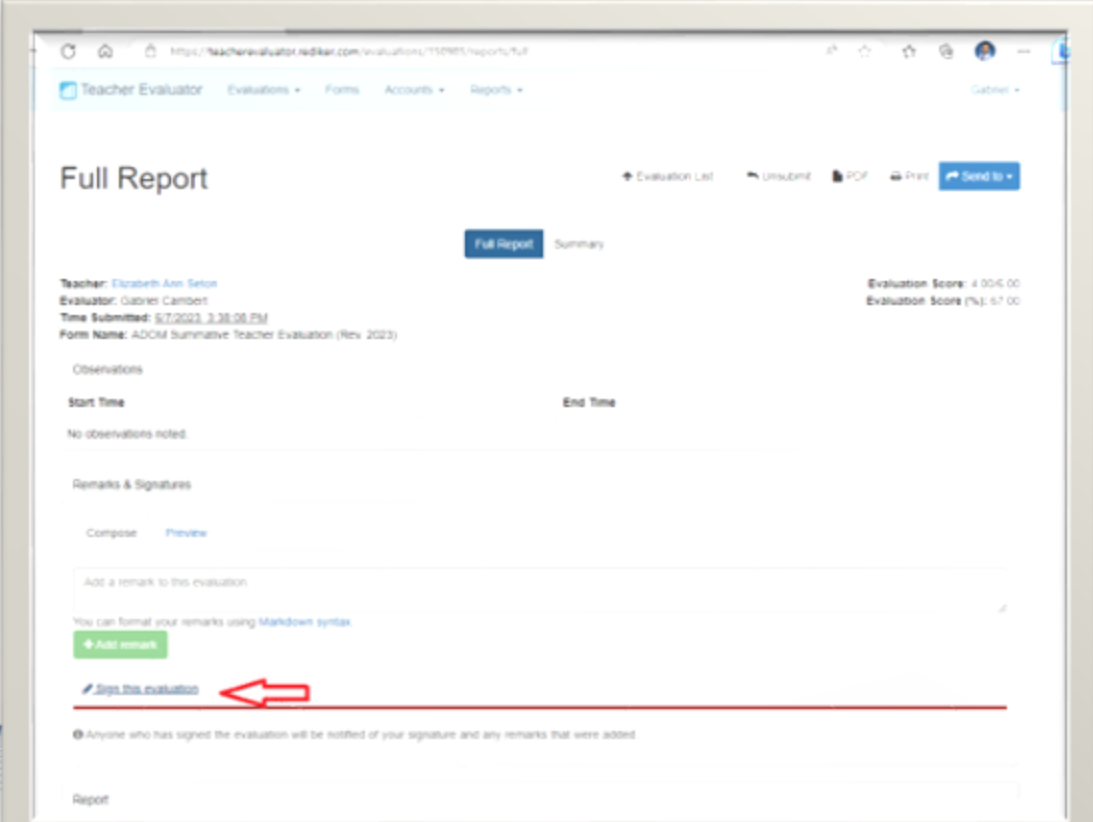
# SUBMIT THE EVALUATION

- Click "Submit" but do not send the teacher the email or the copy to the E-Portfolio.



# PRINCIPAL SIGNING

- Click "Sign this evaluation." An email will automatically be sent to the teacher. They should click the link in that email



The screenshot shows a web browser window displaying the 'Full Report' page of the Teacher Evaluator system. The page includes a navigation bar with 'Teacher Evaluator', 'Evaluations', 'Forms', 'Accounts', and 'Reports'. The main content area shows the report details for a specific evaluation, including the teacher's name (Elizabeth Ann Seton), the evaluator's name (Gabriel Cambert), the submission time (5/7/2023, 3:38:08 PM), and the form name (ADOM Summative Teacher Evaluation (Rev 2023)). The 'Observations' section is currently empty, and the 'Remarks & Signatures' section has a text input field and an 'Add remark' button. A red arrow points to the 'Sign this evaluation' link at the bottom of the page.

Teacher Evaluator Evaluations Forms Accounts Reports Gabriel

## Full Report

Full Report Summary

Teacher: Elizabeth Ann Seton  
Evaluator: Gabriel Cambert  
Time Submitted: 5/7/2023, 3:38:08 PM  
Form Name: ADOM Summative Teacher Evaluation (Rev 2023)

Evaluation Score: 4.00/5.00  
Evaluation Score (%): 80.00

Observations

Start Time	End Time
No observations noted.	

Remarks & Signatures

Compose Preview

Add a remark to this evaluation

You can format your remarks using Markdown syntax.

Add remark

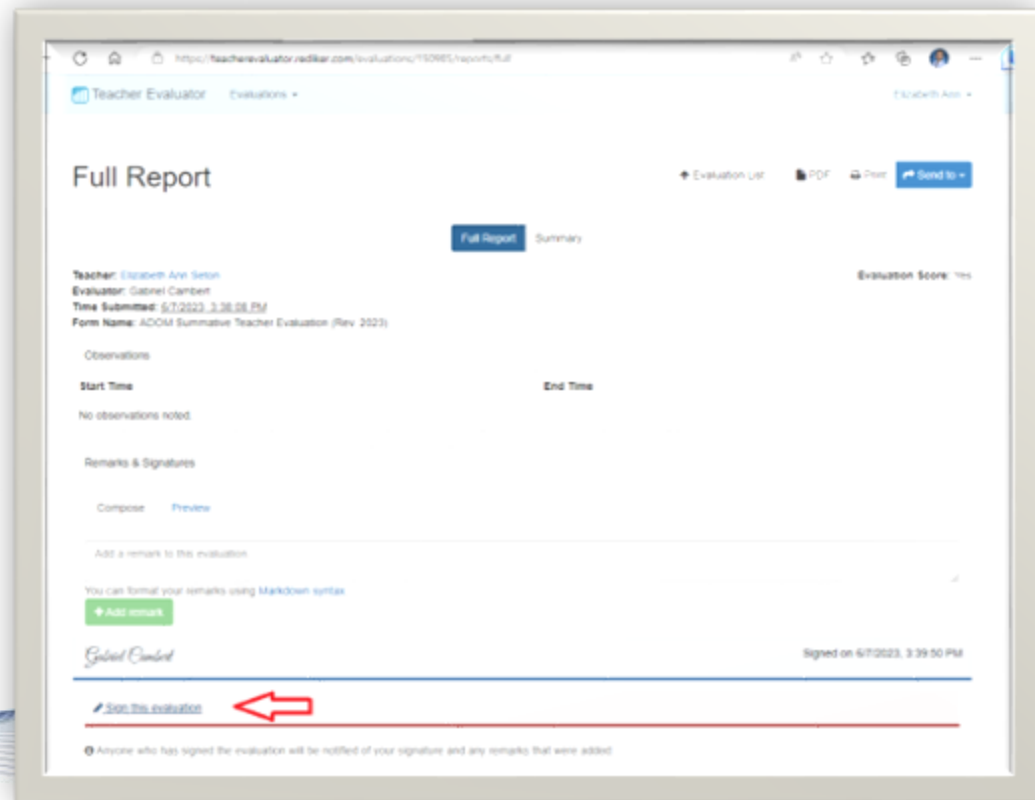
Sign this evaluation

Anyone who has signed the evaluation will be notified of your signature and any remarks that were added.

Report

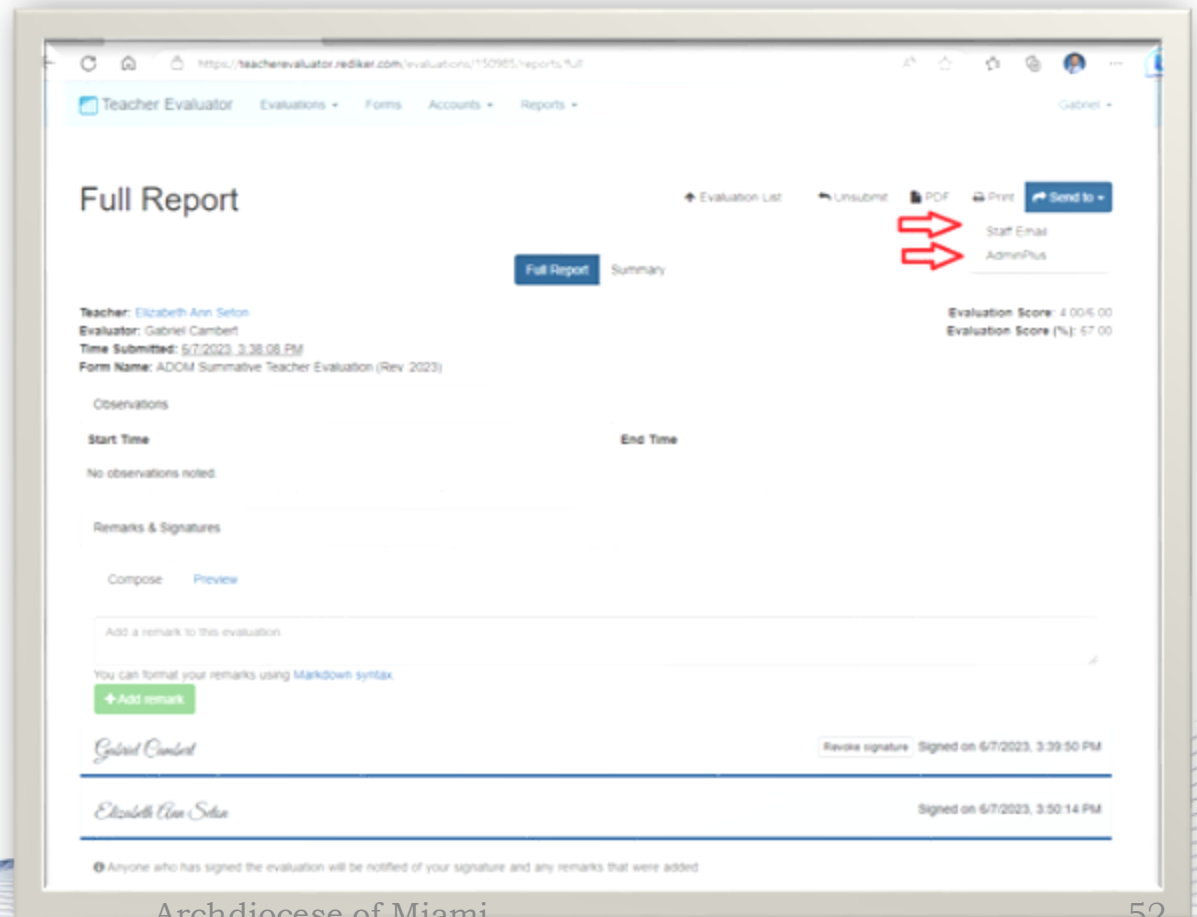
# TEACHER SIGNING

- When the teacher clicks on the link in the email and signs-in to Teacher Evaluator, they should digitally sign the evaluation.



# EMAIL & SEND TO E-PORTFOLIO

- After the teacher signs the evaluation, send it to them via email and to the AdminPlus E-Portfolio.







**THANK YOU!**

