



Summative Teacher Evaluation Form

Teacher Evaluation Forms exist to provide feedback. They create an opportunity for a principal and teacher to openly discuss teaching and learning in the classroom. They are a reminder to praise God for identified areas of strength and seek God's help for areas that suggest improvement. They help teachers see where they are and where, under God's guiding hand and with the assistance of the people he provides, they can carry out professional growth goals to develop gifts to improve student learning and ministry within the school.

May the Lord bless the use of this form and the called servants who complete them.

Please Note: If you are completing an evaluation for a called worker, please use the online Summative Teacher Evaluation form, which can be accessed by logging into the Principal or ECM Director's My WELS Cloud Account. A copy of this paper evaluation does not need to be sent to the Commission on Lutheran Schools office for our records. This is intended for internal use only.

Teacher's Name: _____

S.S. # (last 4 digits only) : _____

School: _____

City, State, Zip Code: _____

Directions: For each evaluation category that follows, discuss the ratings listed and select the ranking which describes the teacher's performance for that category. Then, circle 1-3 examples that describe the teacher. Sign and date at the end of the form.

Section 1 | Ministry Traits

Minimal (of a minimum amount, quantity, or degree; the least possible)

The teacher lacks an understanding of the scope of ministry. The teacher displays love for the Lord, but has a difficult time translating that love and head knowledge into action. The teacher needs guidance to carry out responsibilities in and out of the classroom. Serving the Lord is difficult due to immaturity or misunderstanding of the role he/she has. This teacher needs guidance personally, professionally, and spiritually.

Examples (Circle 1-3):

- Does not recognize or take advantage of opportunities to participate in special projects and events.
- Is negligent in their use of God's Word (worship, Bible class, personal devotion time).
- Even with encouragement, struggles to show a friendly and welcoming attitude with students, parents, faculty, church members, and visitors.
- Other: _____

Basic (forming an essential foundation or starting point; fundamental)

The teacher is developing an understanding of the scope of ministry. The teacher shows love for the Lord and the people he/she is serving. The teacher is beginning to see the opportunities to share God's Word with others inside and outside the school setting. The teacher does what is expected and functions well when given tasks to accomplish. The teacher is beginning to take initiative in small ways in the classroom and congregation. The teacher is beginning to use Law and Gospel appropriately and takes their responsibilities as a gift from God. The teacher functions well as a member of a team.

Examples (Circle 1-3):

- Needs to be told of opportunities for service, to work on special projects, and to attend events.
- Participates in the use of God's Word when encouraged (worship, Bible class, personal devotion time).
- Needs encouragement to greet and interact with students, parents, faculty, church members, and visitors.
- Other: _____

Proficient (skillful, expert, experienced, accomplished, masterly)

The teacher displays a love for the Lord and for serving God's people in the congregation as well as in the community. The teacher is dedicated and reflects a sincere desire to share God's Word with others. The teacher functions well in a group and has an unselfish attitude. The teacher is an example to children, parents, congregational members as well as those outside the church community. The teacher uses Law and Gospel appropriately and takes their responsibilities as a gift from God. The teacher functions well as a member of a team.

Examples (Circle 1-3):

- Volunteers for special projects and attends events without prompting.
- Is actively participating in God's Word (worship, Bible class, personal devotion time).
- Willingly interacts with students, parents, faculty, church members, and visitors.
- Other: _____

Distinguished (successful, authoritative, and commanding great respect)

The teacher is a model of love for the Lord and of selfless service for God's people. The teacher uses their gifts readily with the school, church, and community. Joy and enthusiasm are shown in daily tasks and responsibilities. The teacher leads by example and inspires others to use their gifts in the Lord's service. The teacher uses Law and Gospel in a manner that does not compromise God's Word nor offends the weak. This teacher is involved by choice not by coercion. Others are drawn to God through this teacher's words, actions, and attitudes.

Examples (Circle 1-3):

- Initiates and volunteers for special projects and attends events regularly.
- Is regularly and actively participating as a leader in God's Word (worship, Bible class, personal devotion time).
- Is friendly, outgoing, welcoming to students, parents, faculty, church members, and visitors.
- Other: _____

Section 2 | Content Knowledge (Standards 1, 6)

Minimal (of a minimum amount, quantity, or degree; the least possible)

The teacher struggles to understand the basic themes and principles of the content. Classes lack a coherent design and present lessons that lack content depth. Lessons are textbook-driven with limited use of prescribed tools and resources. The teacher lacks a clear understanding and application of assessment. Connections are not made to other subjects, student lives, or God's Word. Students view the content from a textbook perspective only.

Examples (Circle 1-3):

- Designs lessons based only on textbook content.
- Delivers lessons that reflect little understanding of the concepts and applications of subject content.
- Passive participation during professional development activities (formal/informal or credit/non-credit content learning).
- Presents curriculum from a single viewpoint with few connections to other worldviews and God's Word.
- Other: _____

Basic (forming an essential foundation or starting point; fundamental)

The teacher understands the basic themes and principles of the content. Classes are designed to present content by using textbooks and their prescribed tools and resources. Students are assessed on core concepts included in textbooks. Minimal connections are made to other subjects, student lives, and God's Word. Students view the content from a textbook perspective and attempt to apply and share information learned.

Examples (Circle 1-3):

- Designs classes based on textbook content with few resources and tools outside the textbook.
- Delivers lessons that reflect a basic understanding of the concepts and applications of subject content.
- Participates in professional development activities when required (formal/informal or credit/non-credit content learning).
- Organizes content knowledge with some connections to other areas of the curriculum, worldviews, and God's Word.
- Other: _____

Proficient (skillful, expert, experienced, accomplished, masterly)

The teacher understands the content from multiple perspectives. Classes are designed to allow students to grasp content by using some tools and resources in addition to textbooks. Students have the opportunity to use information and to make connections to other subjects, their lives, and God's Word. Students view the content from multiple perspectives to make decisions and applications that can be shared with others.

Examples (Circle 1-3):

- Designs content in a way that provides students opportunities to use resources and tools to support learning beyond the textbook.
- Delivers lessons that reflect a strong understanding of the concepts and applications of subject content.
- Actively participates in professional development (formal/informal or credit/non-credit content learning) to enhance pedagogical and content specific knowledge.
- Organizes content knowledge to include cross-curricular connections, worldviews, and evidence of how this content supports or denies God's Word.
- Other: _____

Distinguished (successful, authoritative, and commanding great respect)

The teacher has a deep understanding of the content from a broad variety of resources and perspectives. Classes are designed to allow students to experience and grasp content that incorporates multiple tools and resources in addition to textbooks. Students have the opportunity to discover information and make meaningful connections to other subjects, their lives, and God’s Word. Students are challenged to interpret content from multiple perspectives in order to make logical decisions and meaningful applications that can be shared with others.

Examples (Circle 1-3):

- Designs content in a way that requires students to locate and to use a variety of resources and tools to support learning beyond the textbook.
- Delivers lessons that reflect a broad understanding of the concepts and applications of subject content.
- Initiates, seeks out, and actively participates in professional development (formal/informal or credit/non-credit content learning) to enhance pedagogical and content specific knowledge.
- Organizes content knowledge to include multiple cross-curricular connections, worldviews, and evidence of how this content supports or denies God’s Word.
- Other: _____

Section 3 | Learner and Learning (Standards 2, 3, 5, 6)

Minimal (of a minimum amount, quantity, or degree; the least possible)

The teacher has little understanding of how children develop spiritually, academically, physically, socially, and emotionally and lacks application of those principles. The teacher requires support to establish and maintain an environment that models Christian living in words and actions. The environment lacks structure in utilizing student collaboration, self-discipline, respect for diverse viewpoints, and ownership of individual and group learning. The teacher uses their limited knowledge of child development in constructing lessons that exhibit minimal student involvement, innovation, and achievement.

Examples:

- Struggles to maintain a positive and respectful learning environment where children can actively participate and be engaged in the topic.
- Lacks support for student learning evidenced by a lack diverse experiences and assessments based on identified student needs and backgrounds.
- Designs lessons that fail to build on students' faith, thinking, and experiences.
- Other: _____

Basic (forming an essential foundation or starting point; fundamental)

The teacher has a basic understanding of how children develop spiritually, academically, physically, socially, and emotionally and applies those principles inconsistently. The teacher requires more effort to establish and maintain an environment that models Christian living in words and actions. The environment is structured to utilize student collaboration, self-discipline, respect for diverse viewpoints, and ownership of individual and group learning at a minimal level. The teacher uses their knowledge of child development to construct lessons that exhibit lower levels of student involvement, innovation, and achievement.

Examples:

- Works to maintain a positive and respectful learning environment where children can actively participate and be engaged in the topic.
- Supports student learning by beginning to integrate diverse experiences and assessments based on identified student needs and backgrounds.
- Designs lessons that attempt to build on students' faith, thinking, and experiences so student ownership of learning begins to develop.
- Other: _____

Proficient (skillful, expert, experienced, accomplished, masterly)

The teacher understands how children develop spiritually, academically, physically, socially, and emotionally and works to apply those principles consistently. The teacher works to establish and maintain an environment that models Christian living in words and actions. The environment is structured to utilize student collaboration, self-discipline, respect for diverse viewpoints, and ownership of individual and group learning. The teacher uses their knowledge of child development to construct lessons that foster appropriate levels of student involvement, innovation, and achievement.

Examples:

- Promotes a positive and respectful learning environment where children are learning to actively participate and be engaged in the topic.
- Supports student learning by integrating diverse experiences and assessments based on identified student needs and backgrounds.
- Designs lessons that build on students' faith, thinking, and experiences that support growing levels of student ownership in learning.
- Other: _____

Distinguished (successful, authoritative, and commanding great respect)

The teacher shows a deep understanding of how children develop spiritually, academically, physically, socially, and emotionally and applies the principles intuitively. The teacher establishes and maintains an environment that models Christian living in words and actions in a seemingly effortless manner. The environment is structured to maximize student collaboration, self-discipline, respect for diverse viewpoints, and ownership of individual and group learning. The teacher uses their extensive knowledge of child development to construct lessons that foster high levels of student self-direction, involvement, innovation, and achievement.

Examples (Circle 1-3):

- Creates a positive and respectful learning environment where the majority of children actively participate and engage in the topic.
- Supports student learning by integrating a wide range of diverse experiences and assessments based on identified student needs and backgrounds.
- Designs lessons that build on students' faith, thinking, and experiences that support high levels of student ownership in learning.
- Other: _____

Section 4 | Instructional Practice (Standards 4, 6, 7, 8)

Minimal (of a minimum amount, quantity, or degree; the least possible)

The teacher shows minimal understanding of how teaching methods impact the planning, instructing, assessing, and revising of lessons. He/she does not practice reflection within the learning process without direction.

Lesson objectives are unclear and do not support student efforts to make meaning and transfer concepts beyond the immediate lesson. The teacher implements few formal and informal assessments to monitor learning and rarely makes lesson adjustments. Assessments are communicated to students, families, and colleagues only when required.

Examples:

- Plans lessons that show limited understanding of how to integrate content, objectives, methods, and the diverse nature of the students. Demonstration of student learning is minimal.
- Teaches lessons that rarely engage and/or support students during class experiences.
- Uses assessments provided by textbooks or curriculum resources with limited reflection or revision.
- Other: _____

Basic (forming an essential foundation or starting point; fundamental)

The teacher shows some understanding of how teaching methods impact the planning, instructing, assessing, and revising of lessons. He/she practices limited reflection within the learning process. Lesson objectives are sometimes inadequate in helping students make meaning and transfer concepts beyond the immediate lesson. The teacher implements basic formal and informal assessments to monitor learning and to make some lesson adjustments. Assessments are communicated to students, families, and colleagues infrequently or only when required.

Examples:

- Plans lessons that show limited integration of content, objectives, methods, and the diverse nature of the students. Demonstration of student learning is emerging.
- Teaches lessons that inconsistently engage and support students during class experiences.
- Uses some variety of formal and informal assessments to inform and revise lessons.
- Other: _____

Proficient (skillful, expert, experienced, accomplished, masterly)

The teacher understands that teaching methods impact the planning, instructing, assessing, and revising of lessons. He/she practices appropriate reflection within the learning process. Lessons communicate clear objectives that allow students to make meaning and to begin to transfer concepts beyond the immediate lesson. The teacher demonstrates a variety of formal and informal assessments to monitor learning, encourage self and peer feedback, and to adjust lessons accordingly. Assessments are communicated to students, families, and colleagues.

Examples:

- Plans lessons that integrate content, objectives, methods, and the diverse nature of the students. Demonstration of student learning is evident.
- Teaches lessons that generally engage and support students to participate as individuals, in small groups, and in whole class experiences at an appropriate level.
- Uses a variety of formal and informal assessments that encourage student self-assessment, student peer review, and teacher revision of lessons.
- Other: _____

_____ Distinguished (successful, authoritative, and commanding great respect)

The teacher has a deep conceptual understanding of a wide range of teaching methods that impact the planning, instructing, assessing, and revising of lessons. He/she consistently applies thoughtful reflection within the learning process. Lessons communicate clear objectives that require students to make meaning and to transfer concepts beyond the immediate lesson. The teacher demonstrates a vast repertoire of formal and informal assessments to monitor learning, encourage self and peer feedback, and to adjust lessons accordingly. Useful and meaningful assessments are communicated clearly and regularly to students, families, and colleagues.

Examples:

- Plans lessons that integrate content, objectives, methods, and the diverse nature of the students. Demonstration of student learning is highly evident.
- Teaches lessons that consistently engage and support students to participate as individuals, in small groups, and in whole class experiences at a high level.
- Uses a wide variety of formal and informal assessments to encourage student self-assessment, student peer review, and teacher revision of lessons.
- Other: _____

Section 5 | Professional Responsibility (Standards 6, 9, 10)

Minimal (of a minimum amount, quantity, or degree; the least possible)

The teacher exhibits an inconsistent spiritual life as the foundation for a professional life of ministry. The teacher hesitates to participate in professional growth within and outside the campus by irregular attendance at educational events. He/she shows minimal interest in school-wide collaboration and application of research-informed instructional models. The teacher struggles to establish and to maintain appropriate levels of communication in their relationship with school and congregational families.

Examples:

- Demonstrates immaturity in understanding the importance of spiritual and professional growth learning opportunities.
- Lacks reflection as a learner and a classroom leader.
- Participates in school, congregation, and community settings/activities when required.
- Other: _____

Basic (forming an essential foundation or starting point; fundamental)

The teacher exhibits an appropriate spiritual life as the foundation for a professional life of ministry. The teacher participates in professional growth within and outside the campus by attending required educational events. He/she shows interest in school-wide collaboration and application of research-informed instructional models. The teacher needs encouragement and support to establish and to maintain appropriate levels of communication in their relationship with school and congregational families.

Examples:

- Participates inconsistently in spiritual and professional growth learning opportunities.
- Uses reflection when prompted to develop as a learner and a classroom leader.
- Participates in school, congregation, and community settings/activities when encouraged.

Other: _____

Proficient (skillful, expert, experienced, accomplished, masterly)

The teacher exhibits a deep spiritual life as the foundation for a professional life of ministry. The teacher participates in professional growth within and outside the campus by attending educational events. He/she is engaged in school-wide collaboration and application of research-informed instructional models. The teacher establishes and maintains regular communication and develops professional relationships with school and congregational families.

Examples:

- Participates in spiritual and professional growth by engaging in worship and learning opportunities.
- Is a reflective teacher who uses observations, student data, and input from others to develop as a learner and a classroom leader.
- Actively participates in school, congregation, and community settings that promote positive relationships and partnerships that support ministry.
- Other: _____

Distinguished (successful, authoritative, and commanding great respect)

The teacher demonstrates leadership by integrating a deep spiritual life as the foundation for a professional life of ministry. The teacher looks for opportunities to grow professionally within and outside the campus by attending and presenting at educational events. He/she encourages, participates, and may, at times, lead school-wide collaboration and application of research-informed instructional models. The teacher promotes, establishes, and maintains proactive communication and develops strong professional relationships with school and congregational families.

Examples:

- Models spiritual and professional growth by their participation and leadership in worship and learning opportunities.
- Is a reflective teacher who seeks opportunities to use observations, student data, professional literature, and collegial discussions to support their development as a learner and a classroom leader.
- Fosters positive relationships in the school, congregation, and community settings that promote partnerships and support for ministry.
- Other: _____



Teacher: _____

S.S. # (last 4 digits only) : _____

School: _____

City, State, Zip Code: _____

Ministry Traits

Rating _____

Content Knowledge (Standards 1, 6)

Rating _____

Learner and Learning (Standards 2, 3, 5, 6)

Rating _____

Instructional Practice (Standards 4, 6, 7, 8)

Rating _____

Professional Responsibility (Standards 6, 9, 10)

Rating _____

Comments:

Signature _____ (Teacher) Date _____

Signature _____ (Evaluator) Date _____