

MONTGOMERY COUNTY PUBLIC SCHOOLS

Teacher Summary Report in Lieu of a Formal Observation

Professional Growth System
Office of Human Resources and Development
MONTGOMERY COUNTY PUBLIC SCHOOLS
Rockville, Maryland 20850

INSTRUCTIONS

Evaluators or their designated qualified observers may use this form to provide comments on *one or two data sources* as anecdotal evidence from the second semester of the current school year related to one or two of the Teacher Professional Growth Standards in lieu of a formal observation for the second semester for **teachers in their evaluation year who are meeting all standards and there are no performance concerns**. Examples of data sources can be found in Appendix B of the Teacher PGS Handbook and on pp. 39-40, 46-52, and 55-65 of *The Skillful Leader III: Strengthening Teacher Evaluation*. A conference shall be held to discuss the standard, claims and data sources utilized.

EMPLOYEE INFORMATION

Teacher: _____ Subject/Grade/Assignment: _____
Evaluator: _____
School: _____ MCPS Office Name: _____

STANDARDS

Standard: _____
Data Sources & Comments

Standard: _____
Data Sources & Comments

SIGNATURES

Teacher's Signature: _____ Date: ____/____/____
Author's Signature: _____ Date: ____/____/____

(The teacher's signature indicates that the teacher has read and reviewed the Teacher Summary Report, not necessarily that the teacher concurs with the contents.) Teachers may choose to attach comments.

**Montgomery County Public Schools
Teacher Summary Report
Criteria for Success**

<i>The summary report uses the Teacher Summary Report form and includes...</i>	
Heading	<ul style="list-style-type: none"> • Names, subject/grade/assignment, school name
CEI Paragraphs	<ul style="list-style-type: none"> • At least two claims written in the present tense • Correct use of terminology from <i>The Skillful Teacher</i> and PGS • Claims addressing the areas of instruction (aspects of clarity or principles of learning) and motivation (expectations, standards, personal relationship building, classroom climate)
	<ul style="list-style-type: none"> • Adequate and matched evidence to support the claims • Evidence from <i>multiple sources</i> (grouping practices, short-term lesson plans and supporting materials, communication with parents or peers, samples of student work) that support specific claims
	<ul style="list-style-type: none"> • Impact that is specific, including quantitative data when possible • A cause-effect relationship between the claim and evidence
Signature Lines	<ul style="list-style-type: none"> • Teacher's and author's signature • Date report was shared with teacher