Factors to Consider When Planning for a Summative Feedback Session With a Teacher

Consider the following factors when planning your summative feedback sessions with your teachers. Think about each factor as you analyse the data and information related to teacher performance for the teacher standards.

Quality of Performance	1 = Behind others, 10 = Model for others									
How does this teacher's performance compare to the performance for the entire faculty? (At the highest performance level, the teacher is exhibiting skills that few other teachers are exhibiting.)	1	2	3	4	5	6	7	8	9	10
Quantity of Performance	1 = Never, 10 = Constantly									
How frequently is the high-level performance exhibited? (At the highest performance level, the skill is demonstrated constantly in a variety of settings.)	1	2	3	4	5	6	7	8	9	10
Relationships Between Performance Factors	1 = Unrelated, 10 = Related									
What is the relationship between the high-level performance areas? (At the highest performance levels, the skills are directly related to each other.)	1	2	3	4	5	6	7	8	9	10
Alignment of Performance Areas and Students' Needs	1 = Isolated or unrelated, 10 = Directly related to needs									
How well do the high-level performance areas match the student learning needs? (At the highest performance levels, the skills are an exact match to the needs of the students.)	1	2	3	4	5	6	7	8	9	10

How well does the teacher do in relation to the attributes listed here?

How does his or her overall performance within an area compare to others in the school? Could this teacher serve as a model for others?