



Human Resource Services

Certificated Teacher

(Content Standard) Option 1 Formative/Summary Evaluation (Confidential)

School Year: _____

Teacher: _____ Social Security No.: _____

School: _____ Position/Assignment: _____

Status: _____ Temporary (Adult Ed.) _____ First Year Probation _____ Second Year Probation _____ Permanent

The purpose of this instrument is to recognize teacher performance and support the teacher's professional growth. This instrument honors the SCTA contract. The Evaluator will check the category that characterizes the teacher's performance in each area below. Comments and suggestions for each area are encouraged.

TEACHER PERFORMANCE AREAS	Exceeds Performance Standards	Consistent With Performance Standards	Working to Meet Performance Standards	Does Not Meet Performance Standards
<p>1. <u>Engage Teachers know and support all care about their students in order to engage them in learning by using. They connect learning to students' prior knowledge, backgrounds, life experiences, and interests. They connect subject matter to meaningful, real-life contexts. Teachers use a variety of instructional strategies to respond to students', resources, and technologies to meet the diverse learning needs of students. They promote critical thinking through inquiry, problem solving, and reflection. They monitor student learning and adjust instruction while teaching.</u></p>				
<p>Comments:</p>				
<p>2. Create and maintain effective environments for student learning by planning and implementing classroom procedures and routines that support student learning and positive behaviors. 2. <u>Teachers promote social development and responsibility within a caring community where each student is treated fairly and respectfully. They create physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students. They establish and maintain learning environments that are physically, intellectually, and emotionally safe. Teachers create a rigorous learning environment with high expectations and appropriate support for all students. Teachers develop, communicate, and maintain high standards for individual and group behavior. They employ classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn. They use instructional time to optimize learning.</u></p>				
<p>Comments:</p>				
<p>3. Understand and organize subject matter by using district-provided curriculum/materials and/or standards aligned resources to make subject matter accessible to all students. 3. <u>Teachers exhibit in-depth working knowledge of subject matter, academic content standards, and curriculum frameworks. They apply knowledge of student development</u></p>				

<p><u>and proficiencies to ensure student understanding of content. They organize curriculum to facilitate students' understanding of the subject matter. Teachers utilize instructional strategies that are appropriate to the subject matter. They use and adapt resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students. They address the needs of English learners and students with special needs to provide equitable access to the content.</u></p>				
<p>Comments:</p>				
<p>4. Plan instruction and design learning experiences for all students by sequencing instructional activities and materials for student learning.4. Teachers use knowledge of students' <u>academic readiness, language proficiency, cultural background, and individual development to plan instruction. They establish and articulate goals for student learning. They develop and sequence long-term and short-term instructional plans to support student learning. Teachers plan instruction that incorporates appropriate strategies to meet the diverse learning needs of all students. They modify and adapt instructional plans to meet the assessed learning needs of all students.</u></p>				
<p>Comments:</p>				
<p>5. Assess and evaluate student learning to guide instruction, and communicate progress with students, families, and appropriate staff.5. Teachers apply knowledge of the <u>purposes, characteristics, and uses of different types of assessments. They collect and analyze assessment data from a variety of sources and use those data to inform instruction. They review data, both individually and with colleagues, to monitor student learning. Teachers use assessment data to establish learning goals and to plan, differentiate, and modify instruction. They involve all students in self-assessment, goal setting and monitoring progress. Teachers use available technologies to assist in assessment, analysis, and communication of student learning. They use assessment information to share timely and comprehensible feedback with students and their families.</u></p>				
<p>Comments:</p>				
<p>6. Contribute to the teaching and learning environment by fulfilling extra duties as assigned, attending required meetings, maintaining resources and equipment, and assisting in maintaining acceptable student behavior outside of classroom.6. Teachers reflect on their teaching practice to support student learning. They establish professional goals <u>and engage in continuous and purposeful professional growth and development. They collaborate with colleagues and engage in the broader professional community to support teacher and student learning. Teachers learn about and work with families to support student learning. They engage local communities in support of the instructional program. They manage professional responsibilities to maintain motivation and commitment to all students. Teachers demonstrate professional responsibility, integrity, and ethical conduct.</u></p>				
<p>Comments:</p>				

Recommendations for Professional Goals:

Specific Recommendations Made to Employee for Improving Performance (required for any employee who is not meeting performance standard in any area): If the fourth column from the teacher performance areas is checked, the evaluator must indicate what areas do not meet performance standards. The evaluator and teacher shall develop an improvement plan following the evaluation addressing those areas needing improvement.

Commendations:

Recommendation: I recommend this employee be:

_____ Continued in the service of the district.

_____ Reassigned _____

_____ Released from the service of the district.

_____ Check here if additional material is submitted as part of this evaluation report.

Signature of Principal or Administrator in Charge

Date

Print Name

Title

Employee's Acknowledgment:

I have read this report, but my signature does not necessarily signify agreement. I understand that any written statement I wish to make regarding this report will be attached to all copies of it. It is understood that I am accountable only to the extent that I have control over the factors which contribute to the reaching of these goals and objectives.

Employee's Signature

Date

Witness's Verification (to be used if employee is unwilling to sign): I certify that a copy of this report was presented to the employee named on the first page on (date)_____

Witness Signature