



## Certificated Teacher Evaluation Report

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

Assignment: \_\_\_\_\_

School: \_\_\_\_\_

School Year: \_\_\_\_\_

Evaluator: \_\_\_\_\_

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

Personnel Status:  Temporary  Probationary I  Probationary II  Permanent

### Four Point Rubric for Certificated Evaluation

Unsatisfactory/Does Not Meet Standard	Developing/ Professional Support Needed	Effective/Proficient	Highly Effective/Innovating
Performance is clearly unacceptable, does not meet standards, and needs to be improved immediately. Re-evaluation and professional support plan are required.	Teachers are not expected to remain at this level; performance has deficiencies which must be addressed. A professional support plan will be implemented to meet standards (if indicated above).	Describes solid, expected professional performance which meets or exceeds standards. Areas for growth will be identified.	This level is reserved for truly outstanding teaching that meets very demanding criteria and exceeds standards. Includes teacher leadership at the school or district level. Areas for growth will be identified.

Check two boxes, in addition to Standard 5, on the left to indicate the P/CSTPs that are the focus of this evaluation.

	C/PSTP	Rating	Evidence
<input type="checkbox"/>	<b>Standard 1:</b> Engaging and Supporting all Students in Learning	<input type="checkbox"/> Highly Effective/Innovating <input type="checkbox"/> Effective/Proficient <input type="checkbox"/> Developing <input type="checkbox"/> Professional Support Needed <input type="checkbox"/> Unsatisfactory/Does Not Meet Standard	<input type="checkbox"/> (see notes page)
<input type="checkbox"/>	<b>Standard 2:</b> Creating and Maintaining Effective Environments for Student Learning	<input type="checkbox"/> Highly Effective/Innovating <input type="checkbox"/> Effective/Proficient <input type="checkbox"/> Developing <input type="checkbox"/> Professional Support Needed <input type="checkbox"/> Unsatisfactory/Does Not Meet Standard	<input type="checkbox"/> (see notes page)
<input type="checkbox"/>	<b>Standard 3:</b> Understanding and Organizing Subject Matter for Student Learning	<input type="checkbox"/> Highly Effective/Innovating <input type="checkbox"/> Effective/Proficient <input type="checkbox"/> Developing <input type="checkbox"/> Professional Support Needed <input type="checkbox"/> Unsatisfactory/Does Not Meet Standard	<input type="checkbox"/> (see notes page)
<input type="checkbox"/>	<b>Standard 4:</b> Planning Instruction and Designing Learning Experiences for All Students	<input type="checkbox"/> Highly Effective/Innovating <input type="checkbox"/> Effective/Proficient <input type="checkbox"/> Developing <input type="checkbox"/> Professional Support Needed <input type="checkbox"/> Unsatisfactory/Does Not Meet Standard	<input type="checkbox"/> (see notes page)
<input checked="" type="checkbox"/>	<b>Standard 5:</b> Assessing Student Learning	<input type="checkbox"/> Highly Effective/Innovating <input type="checkbox"/> Effective/Proficient <input type="checkbox"/> Developing <input type="checkbox"/> Professional Support Needed <input type="checkbox"/> Unsatisfactory/Does Not Meet Standard	<input type="checkbox"/> (see notes page)

<input type="checkbox"/>	<b>Standard 6:</b> Developing as a Professional Educator	<input type="checkbox"/> Highly Effective/Innovating <input type="checkbox"/> Effective/Proficient <input type="checkbox"/> Developing <input type="checkbox"/> Professional Support Needed <input type="checkbox"/> Unsatisfactory/Does Not Meet Standard	<input type="checkbox"/> (see notes page)
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**Observation Dates:** \_\_\_\_\_

**Areas for further Growth:**

For the next evaluation cycle per Article XIX, the teacher is:

\_\_\_\_\_ Eligible for Classroom Visitation Model only      \_\_\_\_\_ Eligible for Action Research Model

\_\_\_\_\_ Teacher Support Program Required      \_\_\_\_\_ Alternate Support Plan

I have received a copy of the evaluation report and discussed the contents with my administrative supervisor.

Teacher comments attached       No teacher comments attached

I have received a copy of the evaluation report and discussed the contents with my administrative supervisor. I DISAGREE WITH THE EVALUATION REPORT. I understand that I have the right to submit a rebuttal that will be attached to this document.

Teacher comments attached       No teacher comments attached

Teacher's Signature \_\_\_\_\_ Date \_\_\_\_\_

Administrator's Signature \_\_\_\_\_ Date \_\_\_\_\_

Evaluator's Notes:

**Standard 1: Engaging and Supporting All Students in Learning**

1.1	Using knowledge of students to engage them in learning.
1.2	Connecting learning to students' prior knowledge, culture, backgrounds, life experiences, and interests.
1.3	Connecting subject matter to meaningful and real-life contexts.
1.4	Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs.
1.5	Promoting critical thinking through inquiry, problem solving, and reflection.
1.6	Monitoring student learning and adjusting instruction while teaching.

**Standard 2: Creating and Maintaining Effective Environments for Student Learning**

2.1	Models and communicates expectations for fair and respectful behavior to support social development.
2.2	Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students.
2.3	Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe.
2.4	Creating a rigorous learning environment with high expectations and appropriate support for all students.
2.5	Developing, communicating, and maintaining high standards for individual and group behavior.
2.6	Employing classroom routines, procedures, norms and supports for positive behavior to ensure a climate in which all students can learn.
2.7	Using instructional time to optimize learning.

**Standard 3: Understanding and Organizing Subject Matter for Student Learning**

3.1	Demonstrating knowledge of subject matter academic content standards.
3.2	Applying knowledge of student development and proficiencies to ensure student understanding of subject matter.
3.3	Organizing curriculum to facilitate student understanding of the subject matter.
3.4	Utilizing instructional strategies that are appropriate to the subject matter.
3.5	Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students.
3.6(a)	Addressing the needs of English Learners to provide equitable access to the content.
3.6(b)	Addressing the needs of students with special needs to provide equitable access to the content.

**Standard 4: Planning Instruction and Designing Learning Experiences for All Students**

4.1	Using knowledge of students' academic readiness, language proficiency, cultural background and individual development to plan instruction.
4.2	Establishing and articulating goals for student learning.
4.3	Developing and sequencing long-term and short-term instructional plans to support student learning.
4.4	Planning instruction that incorporates appropriate strategies to meet the learning needs of all students.
4.5	Adapting instructional plans and curricular materials to meet the assessed learning needs of all students.

**Standard 5: Assessing Students for Learning**

5.1	Monitors student progress and adapts instruction in response to assessed needs.
5.2	Uses a variety of assessment techniques to evaluate student learning.
5.3	Assessment tasks are based on instruction and learning objectives for the unit.
5.4	Maintains clear oral and written communication with students regarding high expectations, grades, and behavior.
5.5	Provides meaningful and timely feedback to students and parents about performance on assignments and assessment tasks.
5.6	Teaches students how to accurately self-assess and reflect upon their own learning at a developmentally appropriate level, set new goals and monitor progress.
5.7	Employs a grading system that accurately reflects student learning, performance, and progress.
5.8	Maintains accurate, detailed records of student performance.
5.9	Collaboratively administers, scores, reports (within the central district data system) and analyzes common/benchmark assessments according to agreed upon standards and procedures.
5.10	Records and reports common/benchmark assessments within the central district data system / uses available technology.

**Standard 6: Developing as a Professional Educator**

6.1	Reflecting on teaching practice in support of student learning.
6.2	Establishing professional goals and engaging in continuous and purposeful professional growth and development.
6.3	Collaborating with colleagues and the broader professional community to support teacher and student learning.
6.4	Working with families to support student learning.
6.5	Engaging local communities in support of the instructional program.
6.6	Managing professional responsibilities to maintain motivation and commitment to all students.
6.7	Demonstrating professional responsibility, integrity, and ethical conduct.

