



*Teacher
Performance
Evaluation
FORMS
2022–2023*

Teacher Performance Evaluation FORMS

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PRE-OBSERVATION CONFERENCE WORKSHEET

Employee Name	Evaluating Administrator	Site
Title/Subject/Grade Level	Employment Status: _____ Temporary _____ Probationary (____ 1 ____ 2) (Check one) _____ Permanent	
Date of Conference	Date of Observation	

Set Focus:

1. a. What content standard(s) (course outcomes) are you addressing?

b. What specifically do you want students to be able to know or do by the end of the lesson?

2. a. How will you assess student learning toward this standard? (Describe culminating activities or performance task to demonstrate student learning.) Attach rubrics or scoring guides as appropriate.

b. What evidence will you gather to show student learning toward the standard in *this* lesson?

3. Share your step-by-step vision of the activities/strategies for this lesson with estimated times for each step. (Attach lesson sequence.)

4. What prior knowledge are students bringing to this lesson?

5. How will you differentiate for special needs students? (at-risk, English Learner, GATE)

6. What challenges do you anticipate?

Focus: Standard/Element from Professional Development Plan

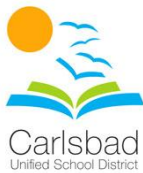


COLLECT DATA

Sample Observation Form (Optional)

Employee Name	Evaluating Administrator	Site
Title/Subject/Grade Level	Employment Status: <input type="checkbox"/> Temporary <input type="checkbox"/> Probationary (<input type="checkbox"/> 1 <input type="checkbox"/> 2) <input type="checkbox"/> Permanent (Check one)	
Date of Observation		

Time	Environment	Teacher Strategies	Student Engagement	Comments/Questions



POST-OBSERVATION CONFERENCE WORKSHEET

Employee Name	Evaluating Administrator	Site
Title/Subject/Grade Level	Employment Status: _____ Temporary (Check one) _____ Probationary (____ 1 ____ 2) _____ Permanent	
Date of Conference	Date of Observation	

Analyze Data: (To be completed prior to post-observation conference.)

1. How well did students learn? Evidence

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2. From your perspective, how did what you planned for students to learn compare with what they actually learned?

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3. What new insights will you carry forward from this lesson? (i.e., About instruction? About assessment? About student's ability to assess their own learning?)

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During Post-Observation Conference:

4. What new insights do you have for the teacher performance standards discussed in the planning conference?

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Signature of Employee

Date

Signature of Administrator

Date

TEACHER EVALUATION REPORT

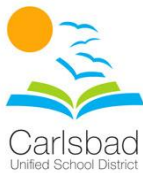
TIER 2 – ALTERNATIVE

INTENT TO APPLY

Employee Name	Date	School/Location
Assignment	Employment Status: (Check one)	<input type="checkbox"/> Year Received Permanent Status, or, <input type="checkbox"/> Date of Hire <input type="checkbox"/> Permanent

I am interested in developing an Alternative Evaluation Project and my potential project will be:

Teacher's Signature: _____ Date: _____



TEACHER EVALUATION REPORT

TIER 2 – ALTERNATIVE

PROJECT PROPOSAL

Employee Name	Date	School/Location
Assignment	Employment Status: (Check one)	Year Received Permanent Status, or, Date of Hire Permanent

Teacher completes prior to conference. Add pages as needed. (Provide two copies)

Set Focus:

1. What is your topic? What do you already know? What do you want to know?
2. Briefly describe your proposal and how it directly addresses: a) improvement in student learning; b) specific teacher performance standards; and, c) District/Site Plan target areas.

Collect Data:

3. How will data be collected?

Analyze Data:

4. How will the project be evaluated? What evidence will be used?

Response to Data:

5. Explain the plan for peer and supervisor collaboration, feedback and classroom visitation (as appropriate). Include how the information about the project will be disseminated.
6. Specify tasks/benchmarks and timeline for completion.

I agree to the project objectives outlined above.

Teacher's Signature

Date

Supervisor's Signature

Date



TEACHER EVALUATION REPORT

TIER 2 – ALTERNATIVE

EXAMPLE

PROJECT PROPOSAL

Employee Name	Date	School/Location
Assignment	Employment Status: (Check one)	Year Received Permanent Status, or, Date of Hire Permanent

Teacher completes prior to conference. Add pages as needed. (Provide two copies)

Set Focus:

1. What is your topic? What do you already know? What do you want to know?

This project focuses on the implementation of a standards-based approach to instruction, using the English Language Arts and English Language Development Standards as appropriate. CUSD Standard 5, Assessing Student Learning, is particularly applicable to this project:

- *Key Element 5.1—Establishing and communicating learning goals for all students aligned with district standards.*
- *Key Element 5.2—Collecting and using multiple sources of information to assess student learning toward district standards.*
- *Key Element 5.3—Involving and guiding all students in assessing their own learning as appropriate to district standards.*
- *Key Element 5.4—Using the results of pre assessments, formative and summative assessments to guide instruction toward district standards.*
- *Key Element 5.5—Communicating with students, families, and other audiences about student progress toward achieving district standards throughout the school year.*

Current knowledge and needs vary according to the individual—this will be assessed by periodic self-assessment surveys.

2. Briefly describe your proposal and how it directly addresses: a) improvement in student learning; b) specific teacher performance standards; and, c) District/Site Plan target areas.

The shift to a standards-based approach is in alignment with both the District and Site Strategic Plans, which emphasize the importance of learning standards and their role in improving student achievement. Parents, students, and teachers will improve their understanding of the role between learning standards and student learning via the collaborative process that is central to this project. The goal is that by systematizing the data collection and analysis, student achievement will be better documented according to authentic criteria and the resultant feedback will improve the educative program.

Collect Data:

3. How will data be collected?

Using the learning standards, our group will design assessment tasks that will evaluate student performance with regard to the standard. The goal is to systematize such authentic assessments across grade-levels and school sites, requiring collaborative communication and teamwork. Additionally, we intend to create an addendum to the report card to reflect our standards-based approach and begin the process of acculturation for the students, parents, and community members

Analyze Data:

4. How will the project be evaluated? What evidence will be used?

The criteria for evaluation will be dependent upon the learning standard. For example, a “speaking and listening” standard will have different criteria than a standard for writing. Although the assessment should provide incremental feedback to best drive our instruction, student success will be measured by mastery of the standard. ELD student success will be measured by mastery of the standard at their instructional level. Student work in the form of portfolios and their assessment results (including report card addendum) will be aggregate the data and include those results with the individual teacher’s evidence

Response to Data:

5. Explain the plan for peer and supervisor collaboration, feedback and classroom visitation (as appropriate). Include how the information about the project will be disseminated.

Participants in the standards-based project will take part in an initial six-hour training to familiarize themselves with the learning standards and the instructional implications of standards-based practice. This session will also include information about assessment design and lesson planning according to the new model and begin planning a peer coaching component. Eight tow-hour follow-up sessions will be devoted to assessment design, implementing the peer coaching system, collection and analysis of student work, aligning curricular materials with the standards, and developing portfolio tasks to systematize data collection and analysis. The Special Projects Coordinator will facilitate these sessions and will actively support all project participants. Classroom visitations will be scheduled as part of the peer-coaching component. Information regarding the project will be distributed at twelve-week intervals via newsletters

6. Specify tasks/benchmarks and timeline for completion.

a.) Six-hour initial training—August

b.) As a result of follow-up sessions, the following outcomes will demonstrate our collaboration and effort:

- i.) The creation and implementation of a standards-based report card addendum. As this will be used as part of the parent-conferences, it needs to be designed immediately to ensure implementation throughout the course of the first reporting period and the rest of the academic year.*
- ii.) Systematic data collection and analysis of student work. The work samples will reflect our assessment designs that evaluate the student performance with regard to the learning standards. This component will get through several iterations throughout the course of the academic year, approaching finalization in the spring.*
- iii.) The creation, distribution, and analysis of surveys for the parents that assess their understanding of the learning standards and the instructional implications of standards-based education. An initial survey in September will be compared with a year-end survey in September will be compared with a year-end survey in May or June to assess parent involvement and understanding.*
- iv.) Self-assessment surveys from project participants will serve to address exigent needs as they arise and may result in modifications of this plan.*

I agree to the project objectives outlined above.

Teacher’s Signature

Date

Supervisor’s Signature

Date

TEACHER EVALUATION REPORT

TIER 2 – ALTERNATIVE

END OF YEAR REPORT

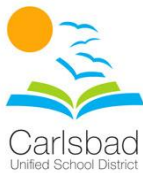
Teacher completes prior to conference. Add pages as needed. (Provide two copies)

Employee Name	Date	School/Location
Assignment	Employment Status: (Check one)	Year Received Permanent Status, or, Date of Hire Permanent

1. How did your project/research impact student learning?
2. What was accomplished to improve your teaching?
3. How will you continue to use what you learned this year?
4. How will you share what you have learned with other teachers?

Teacher's Signature *Date*

Supervisor's Signature *Date*



TEACHER EVALUATION REPORT TIER 2 – ALTERNATIVE

FINAL EVALUATION

Employee Name	Date	School/Location
Assignment	Employment _____ Year Received Permanent Status, or, Status: _____ Date of Hire (Check one) _____ Permanent	

Summative Conference Notes:

Section 1: PROFESSIONAL DEVELOPMENT PLAN REFLECTION

District Goal:
Evaluatee Reflection (to be completed during the final conference):
Supervisor's Comments:

Site Goal:
Evaluatee Reflection (to be completed during the final conference):
Supervisor's Comments:

Personal Goal
Evaluatee Reflection (to be completed during the final conference):
Supervisor's Comments:

Section 2: RATING OF PERFORMANCE EVALUATION

- ☐ Meets Standards
- ☐ Does Not Meet Standards/Unsatisfactory (Evaluation Report Addendum attached)

(Check If Applicable)

- ☐ **Prior Assistance Plan** **Date:** _____
- ☐ **Assistance Plan Required**

Section 3: COMMENTS BY EVALUATEE

Evaluatee may also attach additional written response. If additional comments are attached, check here: ☐

Comments must be submitted in writing within ten (10) working days.

I certify that this report has been discussed with me. I understand that my signature does not necessarily indicate agreement.

Evaluator's Signature Date

Evaluatee's Signature Date



5 YEAR EVALUATION CYCLE AGREEMENT

Employee Name	Evaluating Administrator	Site
Title/Subject/Grade Level	Employment Status: <input type="checkbox"/> Permanent	
Date of Last Evaluation	Date of Next Evaluation (Five Years from Date of Last Evaluation)	

In accordance with the language in the agreement between CUTA and the District, qualified tenured teachers may be given the option to be evaluated every five years. As noted at the beginning of the year, you are eligible to participate in this option based on your previous performance evaluations. The language (Article 19, Teacher Evaluations, and Section 19.1.3 read as follows:

“Unit members with permanent status who have been employed by the District for at least ten (10) years may mutually agree with their evaluator that the employee will be evaluated once every five years if the employee is highly qualified under state and federal law and if the teacher’s previous performance evaluation certifies that the employee meets or exceeds District standards. Either party may withdraw consent for this evaluation option at any time without cause. This mutual agreement shall be documented in writing using the 5-Year Evaluation Cycle Agreement form.”

To participate in this option, the evaluatee needs to sign and date the statement below, make a copy for your record, and return the form to the evaluating administrator. Please see the evaluating administrator if there are any questions.

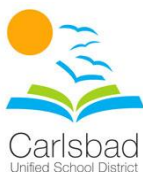
Section 4: COMMENTS BY EVALUATEE

- ☐ Yes, I wish to be evaluated every five years. My signature indicates mutual agreement and I understand that either party may withdraw consent for this evaluation option at any time without cause.
- ☐ No, I do not wish to be evaluated under this option but understand that I shall then be evaluated in accordance with Article 19, Section 19.1, Procedures for Evaluation.

Evaluator’s Signature Date

Evaluatee’s Signature Date

Cc: Personnel File
 Site Employee File



5 YEAR EVALUATION PROFESSIONAL DEVELOPMENT PLAN REFLECTION

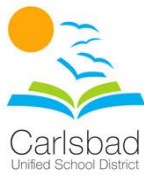
Employee Name	Evaluating Administrator	Site
Title/Subject/Grade Level	Employment Status: <input type="checkbox"/> Permanent	
Date of Last Evaluation	Date of Next Evaluation (Five Years from Date of Last Evaluation)	

PROFESSIONAL DEVELOPMENT PLAN REFLECTION

District Goal:
Evaluatee Reflection (to be completed during the final conference):
Supervisor's Comments:

Site Goal:
Evaluatee Reflection (to be completed during the final conference):
Supervisor's Comments:

Personal Goal
Evaluatee Reflection (to be completed during the final conference):
Supervisor's Comments:



PROFESSIONAL DEVELOPMENT PLAN

Employee Name	Evaluating Administrator	Site
Title/Subject/Grade Level	Employment Status: (Check one)	<input type="checkbox"/> Temporary <input type="checkbox"/> Probationary (<input type="checkbox"/> 1 <input type="checkbox"/> 2) <input type="checkbox"/> Permanent

1. Student Achievement

District Goal: Every student makes significant yearly progress toward achieving appropriate and meaningful academic and essential life skills standards

Site or Specific/Alternative Program Focus:

Strategies/Activities I plan to incorporate into my teaching include:

Evidence of improved teaching/student learning:

Teacher Performance Standards addressed:

2. Site Plan

Focus area – goal:

Strategies/Activities I plan to incorporate into my teaching include:

Evidence of improved teaching/student learning:

Teacher Performance Standards addressed:

3. Personal/Professional Development

The standard/element I plan to focus my teaching on:

I have selected this standard for the following reasons:

I will do the following to extend/refine my teaching in this area:

I will effectively collaborate with peers in the following ways:

Evidence of improved teaching/student learning:

Technology Focus Area:

PROFESSIONAL DEVELOPMENT PLAN REFLECTION

District Goal:

Evaluatee Reflection (to be completed during the final conference):

Supervisor's Comments:

Site Goal:

Evaluatee Reflection (to be completed during the final conference):

Supervisor's Comments:

Personal Goal

Evaluatee Reflection (to be completed during the final conference):

Supervisor's Comments:

Evaluator's Signature

Date

Evaluatee's Signature

Date



SCHOOL COUNSELORS EVALUATION REPORT

Employee Name	Evaluating Administrator	Site
Title/Subject/Grade Level	Employment Status: ___ Temporary ___ Probationary (___ 1 ___ 2) ___ Permanent (Check one)	
Date of Conference(s)	___ Midyear/___ Final (Temp/Prob. Status requires both)	

Section 1: EVALUATION OF PERFORMANCE

Rating Scale: MS = Meets Standard E = Emerging (Needs Improvement) DNMS = Does Not Meet Standard

****Bulleted descriptions under each standard are examples of what may be used as evidence to support evaluatee meets standard.*

Standard I. Develop, plan, implement, and evaluate a school counseling and guidance program that includes academic, career, personal, and social development. <div style="text-align: right;">Check One:</div>	Meets Standard <input type="checkbox"/>	Emerging (Needs Improvement) <input type="checkbox"/>	Does Not Meet Standard <input type="checkbox"/>
<ul style="list-style-type: none"> School counselors plan, organize, and implement support to students through the counseling program. School counselors demonstrate knowledge of a guidance curriculum that supports learning and skill in using classroom guidance techniques. School counselors demonstrate knowledge of high school graduation requirements and skill in assisting pupils to develop appropriate academic plans. School counselors use various tools, including technology to assist students in academic, career and personal/social goal setting and planning. School counselors assist in planning, evaluating and revising site counseling and guidance programs in the areas of academic, career and personal/social development. School counselors demonstrate knowledge of and skill in conducting needs assessments and in planning, developing and implementing counseling and guidance programs based on such assessments. 			
Evaluator's Comments			

Standard II. Advocate for the high academic achievement and social development of all students. Check One:	Meets Standard <input type="checkbox"/>	Emerging (Needs Improvement) <input type="checkbox"/>	Does Not Meet Standard <input type="checkbox"/>
<ul style="list-style-type: none"> School counselors demonstrate knowledge of and skill in implementing practices that ensure that all pupils receive equitable treatment relating to appropriate course selection for post-secondary options, including college and career readiness. 			
<ul style="list-style-type: none"> School counselors demonstrate knowledge of and skill in career development program planning, organization, implementation, administration and evaluation. 			
<ul style="list-style-type: none"> School counselors demonstrate knowledge of and skill in using technology-based career development programs and strategies. 			
<ul style="list-style-type: none"> School counselors are student advocates who monitor students on a regular basis as they progress in school. 			
<ul style="list-style-type: none"> School counselors provide appropriate support to all students. 			
<ul style="list-style-type: none"> School counselors maintain accurate records for assigned students. 			
Evaluator's Comments			

Standard III. Provide schoolwide prevention and intervention strategies and counseling services. Check One:	Meets Standard <input type="checkbox"/>	Emerging (Needs Improvement) <input type="checkbox"/>	Does Not Meet Standard <input type="checkbox"/>
<ul style="list-style-type: none"> School counselors attend and participate in meetings designed to identify support services for at-risk students. 			
<ul style="list-style-type: none"> School counselors use data as a guide for making recommendations for prevention, intervention, and counseling services. 			
<ul style="list-style-type: none"> School counselors demonstrate knowledge of school learning support programs and services that promote high academic attainment and learning success. 			
<ul style="list-style-type: none"> School counselors provide responsive services through the effective use of individual and small group counseling, consultation and referral skills. 			
<ul style="list-style-type: none"> School counselors assist in effective conflict resolution/mediation. 			
<ul style="list-style-type: none"> School counselors demonstrate an understanding of the role of the school counselor and the school counseling program in the school crisis program. 			
<ul style="list-style-type: none"> School counselors provide knowledge and support of site, district and state policies and programs for student services. 			
Evaluator's Comments			

Standard IV. Provide consultation, training, and staff development to teachers and parents regarding students' needs. Check One:	Meets Standard <input type="checkbox"/>	Emerging (Needs Improvement) <input type="checkbox"/>	Does Not Meet Standard <input type="checkbox"/>
<ul style="list-style-type: none"> School counselors orient parents/guardians to counseling and guidance services. 			
<ul style="list-style-type: none"> School counselors assist parents/guardians in understanding their child's school progress and development. 			
<ul style="list-style-type: none"> School counselors demonstrate effective management and instructional skills while presenting. 			
<ul style="list-style-type: none"> School counselors apply skills of effective collaboration among school staff, parents, individuals, groups, and agencies in the community. 			
Evaluator's Comments			

Standard V. Implement programs that enable pupils to acquire knowledge, attitudes and interpersonal skills that help them understand and respect themselves and others. <p style="text-align: right;">Check One:</p>	Meets Standard <input type="checkbox"/>	Emerging (Needs Improvement) <input type="checkbox"/>	Does Not Meet Standard <input type="checkbox"/>
<ul style="list-style-type: none"> • School counselors create a climate of empathy, respect, and understanding. • School counselors assist pupils in: becoming knowledgeable about themselves and others; communicating effectively; cooperating with others; and, working through conflicts, problems and disagreements successfully. • School counselors use effective interpersonal skills with students, parents and colleagues. • School counselors respect all students' families through understanding of their diverse backgrounds, and maintaining positive interactions. • School counselors provide multiple opportunities to students for meaningful participation in the school community. 			
Evaluator's Comments			

Standard VI. Developing as a Professional Educator <p style="text-align: right;">Check One:</p>	Meets Standard <input type="checkbox"/>	Emerging (Needs Improvement) <input type="checkbox"/>	Does Not Meet Standard <input type="checkbox"/>
<ul style="list-style-type: none"> • School counselors pursue opportunities to expand knowledge and skills and participate in his/her professional community. • School counselors establish professional goals and engage in continuous, purposeful professional growth and development. • School counselors engage in dialogue and reflection with colleagues, collaborate with staff to meet student needs, and contribute to school and district-wide decision making and events. • School counselors work with families to support student learning. • School counselors work with local communities to support student learning. 			
Evaluator's Comments			

Section 2: PROFESSIONAL DEVELOPMENT PLAN REFLECTION

District Goal:
Evaluatee Reflection (to be completed during the final conference):
Supervisor's Comments:

Site Goal:
Evaluatee Reflection (to be completed during the final conference):
Supervisor's Comments:

Personal Goal
Evaluatee Reflection (to be completed during the final conference):



SCHOOL PSYCHOLOGIST EVALUATION REPORT

Employee Name	Evaluating Administrator	Site
Title/Subject/Grade Level	Employment Status: ___ Temporary ___ Probationary (___ 1 ___ 2) ___ Permanent (Check one)	
Date of Conference(s)	___ Midyear /___ Final (Temp/Prob. Status requires both)	

Section 1: EVALUATION OF PERFORMANCE

Rating Scale: MS = Meets Standard E = Emerging (Needs Improvement) DNMS = Does Not Meet Standard

****Bulleted descriptions under each standard are examples of what may be used as evidence to support evaluatee meets standard.*

Standard I. Data-Based Decision-Making and Accountability: School psychologists have knowledge of varied models and methods of assessment that yield information useful in identifying strengths and needs. <div style="text-align: right;">Check One:</div>	Meets Standard <input type="checkbox"/>	Emerging (Needs Improvement) <input type="checkbox"/>	Does Not Meet Standard <input type="checkbox"/>
<ul style="list-style-type: none"> School psychologists use such models and methods as part of a systematic process to collect data and other information. School psychologists are well-versed in a variety of psychological and educational methods validated for the problem area under consideration, including formal and informal test administration, behavioral assessment, curriculum-based measurement, interviews, and/or ecological or environmental assessment. 			
<ul style="list-style-type: none"> School psychologists translate assessment results into empirically-based decisions about service delivery. 			
<ul style="list-style-type: none"> School psychologists have knowledge of methods to link assessment results with intervention and use data to design and implement effective direct and indirect intervention services that promote children's competence and prevent difficulties or disabilities. 			
<ul style="list-style-type: none"> School psychologists evaluate the outcomes of services. 			
<ul style="list-style-type: none"> School psychologists assist school and other agency administrators with assessment and data-based decision-making designed to meet accountability responsibilities. 			
Evaluator's Comments			

Standard II. Consultation and Collaboration: School psychologists have knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods and of their application to particular situations. <p style="text-align: right;">Check One:</p>	Meets Standard <input type="checkbox"/>	Emerging (Needs Improvement) <input type="checkbox"/>	Does Not Meet Standard <input type="checkbox"/>
<ul style="list-style-type: none"> School psychologists collaborate effectively with others in planning and decision-making processes at the individual, group, and system levels. School psychologists have positive interpersonal skills and listen, adapt, address ambiguity, and are patient in difficult situations. School psychologists clearly present and disseminate information to diverse audiences. 			
Evaluator's Comments			

Standard III. Effective Instruction and Development of Cognitive/Academic Skills: School psychologists have knowledge of human learning processes, techniques to assess these processes, and direct and indirect services applicable to the development of cognitive and academic skills. <p style="text-align: right;">Check One:</p>	Meets Standard <input type="checkbox"/>	Emerging (Needs Improvement) <input type="checkbox"/>	Does Not Meet Standard <input type="checkbox"/>
<ul style="list-style-type: none"> School psychologists, in collaboration with others, develop appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs. School psychologists implement interventions to achieve specified goals. School psychologists evaluate the effectiveness of the interventions implemented to achieve specified goals. 			
Evaluator's Comments			

Standard IV. Socialization and Development of Life Skills: School psychologists have knowledge of human developmental processes, techniques to assess these processes, and direct and indirect services applicable to the development of behavioral, affective, adaptive, and social skills. <p style="text-align: right;">Check One:</p>	Meets Standard <input type="checkbox"/>	Emerging (Needs Improvement) <input type="checkbox"/>	Does Not Meet Standard <input type="checkbox"/>
<ul style="list-style-type: none"> School psychologists, in collaboration with others, develop appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths, and needs. School psychologists implement interventions to achieve specified goals. School psychologists evaluate the effectiveness of the interventions implemented to achieve specified goals. 			
Evaluator's Comments			

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<p><u>Standard V.</u></p> <p>Student Diversity in Development and Learning: School psychologists have knowledge of individual differences, abilities, and disabilities and of the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning.</p> <p style="text-align: right;">Check One:</p>	Meets Standard <input type="checkbox"/>	Emerging (Needs Improvement) <input type="checkbox"/>	Does Not Meet Standard <input type="checkbox"/>
<ul style="list-style-type: none"> School psychologists demonstrate the sensitivity and skills needed to work with individuals of diverse characteristics. School psychologists demonstrate the sensitivity and skills needed to implement strategies selected and/or adapted based on individual characteristics, strengths and needs. School psychologists promote practices that help children and families of all backgrounds feel welcome and appreciated in the school and community. 			
Evaluator's Comments			

<p><u>Standard VI.</u></p> <p>School and Systems Organization, Policy Development, and Climate: School psychologists have knowledge of general education, special education, and other educational and related services.</p> <p style="text-align: right;">Check One:</p>	Meets Standard <input type="checkbox"/>	Emerging (Needs Improvement) <input type="checkbox"/>	Does Not Meet Standard <input type="checkbox"/>
<ul style="list-style-type: none"> School psychologists work with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others. School psychologists assist in the development of policies and procedures to ensure that schools are safe and violence free. School psychologists participate in the implementation and evaluation of programs that result in safe and violence free schools and communities. 			
Evaluator's Comments			

Standard VII. Prevention, Crisis Intervention and Mental Health: School psychologists have knowledge of human development and psychopathology and of associated biological, cultural, and social influences on human behavior. <p style="text-align: right;">Check One:</p>	Meets Standard <input type="checkbox"/>	Emerging (Needs Improvement) <input type="checkbox"/>	Does Not Meet Standard <input type="checkbox"/>
<ul style="list-style-type: none"> • School psychologists provide or contribute to prevention and intervention programs that promote the mental health and physical well-being of students. • School psychologists are key participants in health programs for children and promote mental health in schools and other agencies. 			
<ul style="list-style-type: none"> • School psychologists have knowledge of and routinely access resources that address a wide variety of behavioral, learning, mental, and physical problems. 			
<ul style="list-style-type: none"> • School psychologists assist school and other agency administrators with assessment and data-based decision-making designed to meet accountability responsibilities. 			
Evaluator's Comments			

Standard VIII. Home/School/Community Collaboration: School psychologists have knowledge of family systems, including family strengths and influences on student development, learning, and behavior, and of methods to involve families in education and service delivery. <p style="text-align: right;">Check One:</p>	Meets Standard <input type="checkbox"/>	Emerging (Needs Improvement) <input type="checkbox"/>	Does Not Meet Standard <input type="checkbox"/>
<ul style="list-style-type: none"> • School psychologists work effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families. • School psychologists have knowledge of and apply methods to facilitate collaboration between schools and parents in designing school curriculum and interventions for students. 			
<ul style="list-style-type: none"> • School psychologists educate schools and communities regarding the influence of family involvement on children's development and achievement and advocate for parent involvement in school governance whenever feasible. 			
<ul style="list-style-type: none"> • School psychologists are knowledgeable about school and community resources; help create links between schools, families and community agencies; and help coordinate services when programming for children, including multiple agencies. 			
Evaluator's Comments			

Standard IX. Research and Program Evaluation: School psychologists have knowledge of research, statistics, and evaluation methods. <p style="text-align: right;">Check One:</p>	Meets Standard <input type="checkbox"/>	Emerging (Needs Improvement) <input type="checkbox"/>	Does Not Meet Standard <input type="checkbox"/>
<ul style="list-style-type: none"> • School psychologists evaluate research. 			

<ul style="list-style-type: none"> • School psychologists translate research into practice.
<ul style="list-style-type: none"> • School psychologists understand research design and statistics in sufficient depth to plan and conduct investigations and program evaluations for improvement of services.
Evaluator's Comments

<u>Standard X.</u> School Psychology Practice and Development: School psychologists have knowledge of the history and foundations of their profession; of various service models and methods; of public policy development applicable to services to children and families; and of ethical, professional, and legal standards. <div style="text-align: right;">Check One:</div>	Meets Standard <input type="checkbox"/>	Emerging (Needs Improvement) <input type="checkbox"/>	Does Not Meet Standard <input type="checkbox"/>
<ul style="list-style-type: none"> • School psychologists practice in ways that are consistent with applicable standards. 			
<ul style="list-style-type: none"> • School psychologists are involved in their profession. 			
<ul style="list-style-type: none"> • School psychologists have the knowledge and skills needed to acquire career-long professional development. 			
Evaluator's Comments			

Section 2: PROFESSIONAL DEVELOPMENT PLAN REFLECTION

District Goal:
Evaluatee Reflection (to be completed during the final conference):
Supervisors Comments:

Site Goal:
Evaluatee Reflection (to be completed during the final conference):
Supervisors Comments:

Personal Goal
Evaluatee Reflection (to be completed during the final conference):
Supervisors Comments:

Section 3: RATING OF PERFORMANCE EVALUATION

- ☐ Meets Standards
- ☐ Needs Improvement on Specific Standards (Evaluation Report Addendum attached)
- ☐ Does Not Meet Standards/Unsatisfactory (Evaluation Report Addendum attached)

(Check If Applicable)

- ☐ **Prior Assistance Plan** **Date:** _____
- ☐ **Assistance Plan Required**

Section 4: COMMENTS BY EVALUATEE

Evaluatee may also attach additional written response. If additional comments are attached, check here: ☐

Comments must be submitted in writing within ten (10) working days.

I certify that this report has been discussed with me. I understand that my signature does not necessarily indicate agreement.

Evaluator's Signature _____ **Date** _____

Evaluatee's Signature _____ **Date** _____



TEACHER EVALUATION REPORT

Employee Name	Evaluating Administrator	Site
Title/Subject/Grade Level	Employment Status: _____ Temporary _____ Probationary (____ 1 ____ 2) _____ Permanent (Check one)	
Date of Conference(s)	_____ Midyear /_____ Final (Temp/Prob. Status requires both)	

Section 1: EVALUATION OF PERFORMANCE

Rating Scale: MS = Meets Standard E = Emerging (Needs Improvement) DNMS = Does Not Meet Standard

****Bulleted descriptions under each standard are examples of what may be used as evidence to support evaluatee meets standard.*

Standard I. Engaging and supporting all students in learning. Check One:	Meets Standard <input type="checkbox"/>	Emerging (Needs Improvement) <input type="checkbox"/>	Does Not Meet Standard <input type="checkbox"/>
<ul style="list-style-type: none"> • Building a caring community with and among students. • Connecting learning to students' prior knowledge, backgrounds, life experiences and interests. • Linking subject matter to meaningful, real-life contexts. • Using a variety of instructional strategies and resources to engage all students. • Promoting critical thinking through inquiry, problem solving and reflection. • Creating a rigorous learning environment with high expectations and appropriate support for all students. 			
Evaluator's Comments			

Standard II. Practice for creating and maintaining effective environments for student learning. Check One:	Meets Standard <input type="checkbox"/>	Emerging (Needs Improvement) <input type="checkbox"/>	Does Not Meet Standard <input type="checkbox"/>
<ul style="list-style-type: none"> • Creating a learning environment that engages all students, reflects diversity and encourages constructive and productive interactions among students. • Establishing and maintaining a physically, cognitively and emotionally safe learning environment. • Promoting social development and group responsibility in a climate where each student is treated fairly and respectfully. • Establishing, communicating and maintaining high standards for student behavior. • Developing and implementing group norms, classroom procedures, and routines to preserve a climate in which all students learn. • Using instructional time effectively. 			

Evaluator's Comments			

Standard III. Understanding and organizing subject matter for student learning. Check One:	Meets Standard <input type="checkbox"/>	Emerging (Needs Improvement) <input type="checkbox"/>	Does Not Meet Standard <input type="checkbox"/>
<ul style="list-style-type: none"> Demonstrating knowledge of subject matter, academic content standards, and State curriculum frameworks. Demonstrating/applying knowledge of students' development and proficiencies to ensure student understanding of content. Organizing curriculum to facilitate all students' understanding of the content through evidence-based instructional strategies. Developing student understanding through evidence-based instructional strategies that are appropriate to subject matter for all students. Using adopted curriculum materials, resources, and technologies to make subject matter accessible to all students. 			
Evaluator's Comments			

Standard IV. Planning instruction and designing learning experiences for all students. Check One:	Meets Standard <input type="checkbox"/>	Emerging (Needs Improvement) <input type="checkbox"/>	Does Not Meet Standard <input type="checkbox"/>
<ul style="list-style-type: none"> Using knowledge of students' academic, linguistic, cultural and individual development to plan instruction. Establishing and articulating goals based on academic content standards for student learning. Designing short-term and long-term plans to support student learning. Planning instruction that incorporates appropriate strategies to meet the diverse learning needs of all students. Integrating assessment into planning for student learning. 			
Evaluator's Comments			

Standard V. Assessing student learning. Check One:	Meets Standard <input type="checkbox"/>	Emerging (Needs Improvement) <input type="checkbox"/>	Does Not Meet Standard <input type="checkbox"/>
<ul style="list-style-type: none"> Knowing the characteristics, uses, benefits and limitations of different types of assessments. Collecting assessment data from a variety of sources and using these data to inform instruction. Analyzing data, both individually and with colleagues, to monitor student learning and to plan, differentiate, and modify instruction. Establishing learning goals, communicating those goals to students and families, and explaining how the goals relate to instruction. Sharing assessment information to provide timely feedback to students and their families. Involving all students in the cycle of self-assessment, goal setting and monitoring progress. Using available technologies and resources to assist in assessment, analysis, and communication of student learning. 			

Evaluator's Comments

Standard VI. Developing as a Professional Educator Check One:	Meets Standard <input type="checkbox"/>	Emerging (Needs Improvement) <input type="checkbox"/>	Does Not Meet Standard <input type="checkbox"/>
<ul style="list-style-type: none"> • Reflecting on teaching practice in support of student learning. • Establishing professional goals and engaging in continuous, purposeful professional growth and development. • Working with colleagues and the broader professional community to support teacher and student learning. • Working with families to support student learning. • Working with local communities to support student learning. 			
Evaluator's Comments			

Section 2: PROFESSIONAL DEVELOPMENT PLAN REFLECTION

District Goal:
Evaluatee Reflection (to be completed during the final conference):
Supervisor's Comments:

Site Goal:
Evaluatee Reflection (to be completed during the final conference):
Supervisor's Comments:

Personal Goal
Evaluatee Reflection (to be completed during the final conference):
Supervisor's Comments:

Section 3: RATING OF PERFORMANCE EVALUATION

- ☐ Meets Standards
☐ Needs Improvement on Specific Standards (Evaluation Report Addendum attached)
☐ Does Not Meet Standards/Unsatisfactory (Evaluation Report Addendum attached)

(Check If Applicable)

- ☐ **Prior Assistance Plan** **Date:** _____
- ☐ **Assistance Plan Required**

Section 4: COMMENTS BY EVALUATEE

Evaluatee may also attach additional written response. If additional comments are attached, check here:

- ☐ Comments must be submitted in writing within ten (10) working days.

I certify that this report has been discussed with me. I understand that my signature does not necessarily indicate agreement.

Evaluator's Signature Date

Evaluatee's Signature Date



TEACHER ON SPECIAL ASSIGNMENT EVALUATION REPORT

Employee Name	Evaluating Administrator	Site
Title/Subject/Grade Level	Employment Status: _____ Temporary (Check one) _____ Probationary (____ 1 ____ 2) _____ Permanent	
Date of Conference(s)	_____ Midyear /_____ Final (Temp/Prob. Status requires both)	

Section 1: EVALUATION OF PERFORMANCE

Rating Scale: MS = Meets Standard E = Emerging (Needs Improvement) DNMS = Does Not Meet Standard

****Bulleted descriptions under each standard are examples of what may be used as evidence to support evaluatee meets standard.*

Standard I. Engaging and supporting. Check One:	Meets Standard <input type="checkbox"/>	Emerging (Needs Improvement) <input type="checkbox"/>	Does Not Meet Standard <input type="checkbox"/>
<ul style="list-style-type: none"> • Uses reflective conversation skills to engage classroom teachers and staff in collaborative problem-solving and reflective thinking to promote self-directed learning. 			
<ul style="list-style-type: none"> • Uses a variety of strategies and resources, including technology, to respond to classroom teachers' professional needs and to the learning needs of all students. 			
<ul style="list-style-type: none"> • Facilitates learning experiences that promote collaborative inquiry, analysis and reflection on practice. 			
<ul style="list-style-type: none"> • Builds on and values prior knowledge, background, interests, experiences and needs of classroom teachers and staff. 			
<ul style="list-style-type: none"> • Designs professional development to promote understanding and application of program standards. 			
<ul style="list-style-type: none"> • Creates an effective environment for professional learning. 			
<ul style="list-style-type: none"> • Uses a variety of research-based instructional strategies to differentiate professional development for classroom teachers and staff. 			

Standard II. Creates and maintains an effective environment for learning. Check One:	Meets Standard <input type="checkbox"/>	Emerging (Needs Improvement) <input type="checkbox"/>	Does Not Meet Standard <input type="checkbox"/>
<ul style="list-style-type: none"> • Creates an environment of trust, caring and honesty with classroom teachers and staff to establish and maintain strong relationships and promote professional growth. 			
<ul style="list-style-type: none"> • Uses coaching and collaboration time effectively, implementing procedures and routines that support classroom teachers' learning. 			

<ul style="list-style-type: none"> Has an understanding of district schools and communities and builds relationships with school and community members to foster classroom teacher success and student achievement.
Evaluator's Comments

Standard III. Utilizes knowledge of standards and pedagogy. Check One:	Meets Standard <input type="checkbox"/>	Emerging (Needs Improvement) <input type="checkbox"/>	Does Not Meet Standard <input type="checkbox"/>
<ul style="list-style-type: none"> Utilizes knowledge of pedagogy and instructional strategies to advance classroom teachers' knowledge and skills. Utilizes knowledge of content standards to advance classroom teachers' knowledge and skills. Uses knowledge of professional teaching standards to advance classroom teachers' knowledge and skills. 			
Evaluator's Comments			

Standard IV. Utilizes assessment to promote student learning. Check One:	Meets Standard <input type="checkbox"/>	Emerging (Needs Improvement) <input type="checkbox"/>	Does Not Meet Standard <input type="checkbox"/>
<ul style="list-style-type: none"> Knows the characteristics, uses, benefits and limitations of different types of assessments. Collects assessment data from a variety of sources and uses these data to inform instruction. Analyzes data, both individually and with colleagues, to monitor student learning and to plan, differentiate, and modify instruction. Supports teachers' abilities to self-assess their assessment practices and use of assessment practices to set goals and monitor progress. Uses available technologies and resources to assist in assessment, analysis, and communication of student learning. 			
Evaluator's Comments			

Standard V. Professional Duties and Personal Characteristics. Check One:	Meets Standard <input type="checkbox"/>	Emerging (Needs Improvement) <input type="checkbox"/>	Does Not Meet Standard <input type="checkbox"/>
<ul style="list-style-type: none"> Projects a supportive, constructive, and professional attitude. Maintains a cooperative working relationship with colleagues. Deals effectively with conflict situations. Communicates effectively through verbal and written means. Organizes and prioritizes tasks in a way that is effective and anticipates future requirements. Maintains accurate records as required. Completes responsibilities and assignments within designated timelines. Effectively evaluates programs and practices. Is flexible in responding to changing requirements and job assignments. 			
Evaluator's Comments			

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Standard VI. Developing as a Professional Educator <div style="text-align: right;">Check One:</div>	Meets Standard <input type="checkbox"/>	Emerging (Needs Improvement) <input type="checkbox"/>	Does Not Meet Standard <input type="checkbox"/>
<ul style="list-style-type: none"> Establishes professional goals. Maintains professional competence through participation in staff development activities and professional growth activities. Works with colleagues and the broader professional community to support teacher and student learning. Reflects on teaching practice in support of teacher and student learning. 			
Evaluator's Comments			

Section 2: PROFESSIONAL DEVELOPMENT PLAN REFLECTION

District Goal:
Evaluatee Reflection (to be completed during the final conference):
Supervisor's Comments:

Site/Department Goal:
Evaluatee Reflection (to be completed during the final conference):
Supervisor's Comments:

Personal Goal
Evaluatee Reflection (to be completed during the final conference):
Supervisor's Comments:

Section 3: RATING OF PERFORMANCE EVALUATION

- ☐ Meets Standards
- ☐ Needs Improvement on Specific Standards (Evaluation Report Addendum attached)
- ☐ Does Not Meet Standards/Unsatisfactory (Evaluation Report Addendum attached)

(Check If Applicable)

- ☐ **Prior Assistance Plan** **Date:** _____
- ☐ **Assistance Plan Required**

Section 4: COMMENTS BY EVALUATEE

Evaluatee may also attach additional written response. If additional comments are attached, check here: ☐

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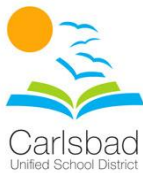
I certify that this report has been discussed with me. I understand that my signature does not necessarily indicate agreement.

Evaluator's Signature

Date

Evaluatee's Signature

Date



Carlsbad Unified School District Evaluation Report Addendum

Employee Name	Evaluating Administrator	Site
Title/Subject/Grade Level	Employment Status: (Check one) _____ Temporary _____ Probationary (____ 1 ____ 2) _____ Permanent	

1. Standard requiring improvement (describe):

- ☐ Standard 1: Engaging and Supporting all Students in Learning
- ☐ Standard 2: Creating and Maintaining Effective Environments for Student Learning
- ☐ Standard 3: Understanding and Organizing Subject Matter for Student Learning
- ☐ Standard 4: Planning Instruction and Designing Learning Experiences for All Students
- ☐ Standard 5: Assessing Student Learning
- ☐ Standard 6: Developing as a Professional educator

Comments:

2. Specific remedies, improvement techniques, or other assistance provided (include dates/timelines for completion)

Results of remedy will be assessed in next written observation.

This Addendum has been discussed with the employee.

Signature of Employee

Date

Signature of Administrator

Date

CORRELATION of EVALUATION FORMS

<u>Level – Forms Needed</u>	<u>Page # in FORMS Section</u>
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For Tier 1:

Professional Development Plan	15
Pre-Observation Conference Worksheet	3
Sample Observation Form (Collect Data)	4
Post-Observation Conference Worksheet	5

For Tier 2:

Professional Development Plan	15
Pre-Observation Conference Worksheet	3
Sample Observation Form (Collect Data)	4
Post-Observation Conference Worksheet	5

For Tier 2 – Alternative:

Professional Development Plan	15
Intent to Apply	6
Project Proposal	7
<i>Example of</i> Project Proposal	8
End of the Year Report	10
Final Evaluation	11