

**CERTIFICATED PERSONNEL EVALUATION**

**PERMANENT**

<b>Name:</b> _____	<b>School:</b> _____	<b>School Year:</b> _____	<b>Evaluator:</b> _____
<b>Contract Status:</b> _____		<b>Assignment:</b> _____	
<b>Standard selected by the teacher:</b> Teacher's Initials: _____	<b>Goal: SEE ATTACHED STANDARDS AND KEY ELEMENTS CONFERENCE FORM</b>		
<b>Standard selected by the evaluator:</b> Evaluator's Initials: _____	<b>Goal: SEE ATTACHED STANDARDS AND KEY ELEMENTS CONFERENCE FORM</b>		
<b>Standard selected jointly by teacher and evaluator:</b> Teacher's Initials: _____ Evaluator's Initials: _____	<b>Goal: SEE ATTACHED STANDARDS AND KEY ELEMENTS CONFERENCE FORM</b>  (Attach separate page, if necessary)		
<b>The goals written to Standards have been reviewed and agreed upon as of this date but may be modified per Article 9 of the Contract.</b>			
<b>Evaluator Signature:</b> _____		<b>Date:</b> _____	
<b>Employee Signature:</b> _____		<b>Date:</b> _____	
<b>RATINGS:</b> <b>D-Distinguished:</b> Exceeds California Standards for the Teaching Profession <b>N-Needs Improvement:</b> Needs improvement to meet California Standards for the Teaching Profession		<b>P-Proficient:</b> Meets California Standards for the Teaching Profession <b>U-Unsatisfactory:</b> Does not meet California Standards for the Teaching Profession	
This evaluation document is based on the California Standards for the Teaching Profession (CSTP). <ul style="list-style-type: none"> <li>• Giving a Distinguished rating requires the evaluator to provide written justification and evidence as to how the employee exceeds the Key Element or Standard.</li> <li>• Rating of Unsatisfactory requires the evaluator to provide written evidence to support the rating.</li> </ul>			
<input type="checkbox"/> <b>OVERALL RATING:</b> _____ <b>Recommendation:</b> _____			
<b>Evaluator Signature:</b> _____		<b>Employee Signature:</b> _____	
<b>Date:</b> _____		<b>Date:</b> _____	
<b>Employee's Comments: Attach Separate Page</b>		<b>My signature acknowledges that I have seen and discussed this evaluation but does not necessarily imply agreement with the conclusions of the evaluator.</b>	

**Evaluator Initials:** \_\_\_\_\_ **Employee Initials:** \_\_\_\_\_

**Distribution:** Original: Personnel File Copies: Evaluator and Employee

**ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING**

**STANDARD 1**

<b>RATING</b>	<b>KEY ELEMENT</b>	<b>UNSATISFACTORY</b>	<b>NEEDS IMPROVEMENT</b>	<b>PROFICIENT</b>	<b>DISTINGUISHED</b>
	1.1 Using knowledge of students to engage them in learning	The teacher seldom uses information provided by district, school, and family to guide instruction to promote student engagement or learning.	The teacher occasionally uses information provided by district, school, and family to guide instruction to promote student engagement or learning.	The teacher regularly uses information provided by district, school, and family to guide instruction to promote student engagement or learning.	The teacher makes ongoing use of information provided by district, school, and family, to guide instruction to promote student engagement or learning. The teacher facilitates as students take ownership of their learning.
	1.2 Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests	The teacher seldom makes connections between the learning goals and the students' prior knowledge, life experiences, and interests. The teacher seldom elicits questions from students during a lesson to monitor their understanding.	The teacher occasionally makes connections between the learning goals and the students' prior knowledge, life experiences, and interests. The teacher occasionally elicits questions from students during a lesson to monitor their understanding.	The teacher regularly makes connections between the learning goals and the students' prior knowledge, life experiences, and interests. The teacher regularly elicits questions from students during a lesson to monitor their understanding.	The teacher facilitates as students connect and apply their prior knowledge, life experiences, and interests to new learning and the achievement of learning goals. The teacher elicits questions from students during a lesson to monitor their understanding.
	1.3 Connecting subject matter to meaningful, real-life contexts	The teacher seldom uses real-life connections during instruction. The teacher seldom seeks feedback from students regarding relevance of subject matter to students' lives.	The teacher occasionally uses real-life connections during instruction. The teacher occasionally seeks feedback from students regarding relevance of subject matter to students' lives.	The teacher regularly uses real-life connections during instruction. The teacher regularly seeks feedback from students regarding relevance of subject matter to students' lives.	The teacher makes ongoing use of real-life connections during instruction. The teacher seeks feedback from students regarding relevance of subject matter to students' lives.
	1.4 Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs	The teacher seldom uses a range of instructional strategies, resources, and technologies that are appropriate to students' learning goals. The teacher seldom makes adjustments to respond to students' diverse needs.	The teacher occasionally uses a range of instructional strategies, resources, and technologies that are appropriate to students' learning goals. The teacher occasionally responds to students' diverse needs.	The teacher regularly uses a range of instructional strategies, resources, and technologies that are appropriate to students' learning goals. The teacher makes regular adjustments to respond to students' diverse needs.	The teacher makes ongoing use of a wide range of instructional strategies, resources, and technologies that are appropriate to students' learning goals. The teacher makes ongoing adjustments to respond to students' diverse needs.
	1.5 Promoting critical thinking through inquiry, problem solving, and reflection	The teacher seldom provides learning opportunities for students to engage in problem solving, analysis, or inquiry. The students are seldom given opportunities to communicate their learning using clear and precise academic language.	The teacher occasionally provides learning opportunities for students to engage in problem solving, analysis, or inquiry. The students are given occasional opportunities to communicate their learning using clear and precise academic language.	The teacher regularly guides and supports students in problem solving, analysis, or inquiry. The students are regularly provided with opportunities to communicate their learning using clear and precise academic language.	The teacher acts as facilitator as all students extend thinking, and engage in problem solving, analysis, or inquiry. The students communicate their learning using clear and precise academic language.
	1.6 Monitoring student learning and adjusting instruction while teaching	The teacher seldom checks for understanding during lessons and seldom makes adjustments to instruction based on students' needs.	The teacher occasionally checks for understanding during lessons and occasionally makes adjustments to instruction based on students' needs.	The teacher regularly checks for understanding during lessons and makes ongoing adjustments to instruction based on students' needs.	The teacher extends learning opportunities for students during lessons and makes ongoing adjustments to instruction based on students' needs.

\_\_\_\_\_ **Overall Rating (U - Unsatisfactory, N - Needs Improvement, P - Proficient, D - Distinguished)**

**Evaluator Comments:**

**Evaluator Initials:** \_\_\_\_\_ **Employee Initials:** \_\_\_\_\_

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**CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING**

**STANDARD 2**

<b>RATING</b>	<b>KEY ELEMENT</b>	<b>UNSATISFACTORY</b>	<b>NEEDS IMPROVEMENT</b>	<b>PROFICIENT</b>	<b>DISTINGUISHED</b>
	2.1 Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully	The teacher seldom promotes the social development and self-esteem of students. The teacher seldom promotes diversity awareness and students' sense of leadership and responsibility in a group setting.	The teacher occasionally promotes the social development and self-esteem of students. The teacher occasionally promotes diversity awareness and students' sense of leadership and responsibility in a group setting.	The teacher regularly promotes the social development and self-esteem of students. The teacher regularly promotes diversity awareness and students' sense of leadership and responsibility in a group setting.	The teacher facilitates the social development and self-esteem of students. The teacher facilitates as students respect diversity, assume leadership, and behave responsibly in a group setting.
	2.2 Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students	The physical or virtual learning environment seldom supports student learning. There is seldom structured interaction between students to support learning.	The teacher occasionally creates a physical or virtual learning environment that supports student learning. The teacher occasionally structures interaction between students to support learning.	The teacher regularly creates a physical or virtual learning environment that supports student learning. The teacher regularly structures interaction between students to support learning.	The physical or virtual learning environment supports student learning. The teacher facilitates structured interaction between students to support learning.
	2.3 Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe	The teacher seldom establishes a safe physical, intellectual, and emotional environment. There is seldom appropriate response to behaviors that impact student safety.	The teacher occasionally establishes a safe physical, intellectual, and emotional environment. The teacher occasionally responds appropriately to behaviors that impact student safety.	The teacher regularly establishes a safe physical, intellectual, and emotional environment. The teacher regularly responds appropriately to behaviors that impact student safety.	The teacher shares responsibility with students for the establishment and maintenance of a safe physical, intellectual, and emotional environment. Students maintain intellectual and emotional safety for themselves and others in the classroom.
	2.4 Creating a rigorous learning environment with high expectations and appropriate support for all students	The teacher seldom holds high expectations for students and integrates appropriate strategies to address achievement gaps. The teacher seldom integrates rigor that values accuracy, analysis, problem-solving, and critical thinking.	The teacher occasionally holds high expectations for students and integrates appropriate strategies to address achievement gaps. The teacher occasionally applies rigor that values accuracy, analysis, problem-solving, and critical thinking.	The teacher regularly holds high expectations for students and integrates appropriate strategies to address achievement gaps. The teacher regularly applies rigor that values accuracy, analysis, problem-solving, and critical thinking.	The teacher holds high expectations for students and adjusts lessons as needed for students' success. The teacher establishes a rigorous learning environment in which students take leadership in learning that values analysis, problem-solving, and critical thinking.
	2.5 Developing, communicating, and maintaining high standards for individual and group behavior	The teacher seldom communicates and integrates equitable behavioral expectations, support for positive behavior, and consequences for individual and group standards for behavior within and across learning activities.	The teacher occasionally communicates and integrates equitable behavioral expectations, support for positive behavior, and consequences for individual and group standards for behavior within and across learning activities.	The teacher regularly communicates and integrates equitable behavioral expectations, support for positive behavior, and consequences for individual and group standards for behavior within and across learning activities.	The teacher establishes a positive environment using behavioral expectation systems that ensure students take an active role in monitoring and maintaining high standards for individual and group behaviors.
	2.6 Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn	The teacher seldom maintains use of routines and procedures. The teacher seldom promotes positive behaviors and seldom responds appropriately to behaviors disruptive to the learning climate.	The teacher occasionally maintains use of routines and procedures. The teacher occasionally promotes positive behaviors and occasionally responds appropriately to behaviors disruptive to the learning climate.	The teacher regularly maintains use of routines and procedures. The teacher regularly promotes positive behaviors and regularly responds appropriately to behaviors disruptive to the learning climate.	The teacher and students develop routines and procedures that maximize learning. Students share responsibility for maintaining a positive classroom climate.
	2.7 Using instructional time to optimize learning	The teacher seldom uses organization, proper pacing, and student engagement to maximize the use of instructional time.	The teacher occasionally uses organization, proper pacing, and student engagement to maximize the use of instructional time.	The teacher regularly uses organization, proper pacing, and student engagement to maximize the use of instructional time.	The teacher and students use organization, pacing, and ongoing engagement to maximize the use of instructional time.

\_\_\_\_\_ Overall Rating (U - Unsatisfactory, N - Needs Improvement, P - Proficient, D - Distinguished)

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**UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING**

**STANDARD 3**

<b>RATING</b>	<b>KEY ELEMENT</b>	<b>UNSATISFACTORY</b>	<b>NEEDS IMPROVEMENT</b>	<b>PROFICIENT</b>	<b>DISTINGUISHED</b>
	3.1 Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks	The teacher demonstrates minimal knowledge of key concepts, current academic content standards, and curriculum frameworks while incorporating minimal perspectives, and supporting some student learning.	The teacher demonstrates basic knowledge of key concepts, current academic content standards, and curriculum frameworks, while incorporating limited perspectives, and supporting some student learning.	The teacher regularly uses a broad knowledge of key concepts, current academic content standards, and curriculum frameworks, while incorporating multiple perspectives, and supporting student learning.	The teacher uses extensive knowledge of subject matter, key concepts, and research to guide students to make relevant connections to current academic content standards during instruction to extend their learning.
	3.2 Applying knowledge of student development and proficiencies to ensure student understanding of subject matter	The teacher demonstrates minimal knowledge of the range of student development needed to make instructional decisions to ensure student understanding of subject matter, including related academic language.	The teacher demonstrates basic knowledge of the range of student development needed to make instructional decisions to ensure student understanding of subject matter, including related academic language.	The teacher regularly applies knowledge of the range of student development to instructional decisions to ensure student understanding of subject matter, including related academic language.	The teacher utilizes comprehensive knowledge of student development to facilitate as all students develop proficiencies and understand subject matter, including related academic language.
	3.3 Organizing curriculum to facilitate student understanding of the subject matter	The teacher demonstrates minimal knowledge of curriculum, student readiness to learn, cultural perspectives, and resources, but fails to organize instruction and facilitate student understanding of subject matter.	The teacher demonstrates basic knowledge of curriculum, student readiness to learn, cultural perspectives, and resources, while occasionally organizing instruction to facilitate student understanding of subject matter.	The teacher regularly uses knowledge of curriculum, student readiness to learn, cultural perspectives, and resources to effectively organize instruction and facilitate student understanding of subject matter.	The teacher uses knowledge of curriculum, student readiness to learn, cultural perspectives, and resources to expertly organize instruction and facilitate student understanding of subject matter.
	3.4 Utilizing instructional strategies that are appropriate to the subject matter	The teacher seldom integrates appropriate instructional strategies to make content accessible to students, to encourage them to think critically, and to extend their knowledge of the content within and across subject areas.	The teacher occasionally integrates appropriate instructional strategies to make content accessible to students, to encourage them to think critically, and to extend their knowledge of the content within and across subject areas.	The teacher regularly integrates appropriate instructional strategies to make content accessible to students, to encourage them to think critically, and to extend their knowledge of the content within and across subject areas.	The teacher uses a repertoire of instructional strategies to make content accessible to all students. The teacher facilitates as students challenge themselves to think critically and to deepen their knowledge of 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	The teacher seldom uses standards-aligned and adopted instructional materials, resources, and technologies to support the curriculum, make subject matter accessible to students, and meet students' diverse needs.	The teacher occasionally uses standards-aligned and adopted instructional materials, resources, and technologies to support the curriculum, make subject matter accessible to students, and meet students' diverse needs.	The teacher regularly uses standards-aligned and adopted instructional materials, resources, and technologies to support the curriculum, make subject matter accessible to students, and meet students' diverse needs.	The teacher uses standards-aligned and adopted instructional materials, resources, and technologies into the curriculum to facilitate as students engage and extend critical thinking about subject matter.
	3.6 Addressing the needs of English Learners and students with special needs to provide equitable access to the content	The teacher seldom develops and adapts instruction to provide a wide range of supports for all English Learners and students with special needs. The teacher seldom assesses strengths and competencies to provide appropriate challenge and accommodations in instruction based on ELD standards and IEP goals.	The teacher occasionally develops and adapts instruction to provide a wide range of support for all English Learners and students with special needs. The teacher occasionally assesses strengths and competencies to provide appropriate challenge and accommodations in instruction based on ELD standards and IEP goals.	The teacher regularly develops and adapts instruction to provide a wide range of supports for all English Learners and students with special needs. The teacher regularly assesses strengths and competencies to provide appropriate challenge and accommodations in instruction based on ELD standards and IEP goals.	The teacher facilitates and supports all English Learners and students with special needs as they actively engage to assess, and monitor their own strengths, learning needs, and achievements in accessing content.

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**PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS**

**STANDARD 4**

<b>RATING</b>	<b>KEY ELEMENT</b>	<b>UNSATISFACTORY</b>	<b>NEEDS IMPROVEMENT</b>	<b>PROFICIENT</b>	<b>DISTINGUISHED</b>
	4.1 Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction	The teacher's instructional plans seldom reflect instruction based on knowledge of students' academic readiness, language proficiency, cultural background, and individual development.	The teacher's instructional plans occasionally reflect instruction based on knowledge of students' academic readiness, language proficiency, cultural background, and individual development.	The teacher's instructional plans regularly reflect instruction based on knowledge of students' academic readiness, language proficiency, cultural background, and individual development.	The teacher's instructional plans support and extend student learning based on comprehensive information about the students.
	4.2 Establishing and articulating goals for student learning	The teacher's instructional goals are seldom established, articulated, and reinforced with students. Learning goals are seldom challenging and differentiated to address students' diverse learning needs.	The teacher's instructional goals are occasionally established, articulated, and reinforced with students. Learning goals are occasionally challenging and differentiated to address students' diverse learning needs.	The teacher's instructional goals are regularly well established, articulated, and reinforced with students. Learning goals are challenging and differentiated to address students' diverse learning needs.	The teacher's instructional goals are well established, articulated, differentiated, and reinforced with students. The teacher assists students to articulate and monitor their own learning goals.
	4.3 Developing and sequencing long-term and short-term instructional plans to support student learning	The teacher seldom develops a sequence of short and long-term plans to reflect integration of curriculum guidelines, frameworks, and content standards. Instruction is seldom differentiated based on assessment data to ensure all students' learning needs are met.	The teacher occasionally develops a sequence of short and long-term plans to reflect integration of curriculum guidelines, frameworks, and content standards. Instruction is occasionally differentiated based on assessment data to ensure all students' learning needs are met.	The teacher regularly develops a sequence of short and long-term plans to reflect integration of curriculum guidelines, frameworks, and content standards. Instruction is differentiated based on assessment data to ensure all students' learning needs are met.	The teacher refines short and long-term plans to reflect integration of curriculum guidelines, frameworks, and content standards. Instruction is differentiated and students use assessment data to reflect upon and monitor their own learning.
	4.4 Planning instruction that incorporates appropriate strategies to meet the learning needs of all students	The teacher seldom plans instruction that incorporates strategies suggested by curriculum and district guidelines. The teacher seldom demonstrates awareness of student learning needs.	The teacher occasionally plans instruction that incorporates strategies suggested by curriculum and district guidelines. The teacher occasionally demonstrates awareness of student learning needs.	The teacher regularly plans instruction that incorporates strategies suggested by curriculum and district guidelines. The teacher regularly demonstrates awareness of student learning needs.	The teacher plans instruction that incorporates a repertoire of strategies to specifically meet the diverse learning needs of all students. The teacher facilitates opportunities for students to reflect on assessment data to meet their learning needs.
	4.5 Adapting instructional plans and curricular materials to meet the assessed learning needs of all students	The teacher seldom applies knowledge of the purposes, characteristics, and uses of different types of assessments to support learning.	The teacher occasionally applies knowledge of the purposes, characteristics, and uses of different types of assessments to support learning.	The teacher regularly adapts instructional plans and curricular materials to meet the assessed learning needs of all students.	The teacher anticipates and plans for a wide range of adaptations to instructional plans based on in-depth analysis of individual learning needs of all students.

\_\_\_\_\_ Overall Rating (U - Unsatisfactory, N - Needs Improvement, P - Proficient, D - Distinguished)

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**ASSESSING STUDENT LEARNING  
STANDARD 5**

<b>RATING</b>	<b>KEY ELEMENT</b>	<b>UNSATISFACTORY</b>	<b>NEEDS IMPROVEMENT</b>	<b>PROFICIENT</b>	<b>DISTINGUISHED</b>
	5.1 Applying knowledge of the purposes, characteristics, and uses of different types of assessments	The teacher seldom applies knowledge of the purposes, characteristics, and uses of different types of assessments.	The teacher occasionally applies knowledge of the purposes, characteristics, and uses of different types of assessments.	The teacher regularly applies knowledge of the purposes, characteristics, and uses of different types of assessments.	The teacher designs and adapts formative and summative assessments to support differentiated student learning needs and reflect progress.
	5.2 Collecting and analyzing assessment data from a variety of sources to inform instruction	The teacher seldom collects and analyzes assessment data from a variety of sources to inform instruction.	The teacher occasionally collects and analyzes assessment data from a limited variety of sources to inform instruction.	The teacher regularly collects and analyzes assessment data from a variety of sources to inform instruction.	The teacher consistently collects and analyzes assessment data from a variety of sources to inform instruction. The teacher continuously utilizes data analysis to plan and differentiate instruction. The teacher reflects upon evidence of student learning.
	5.3 Reviewing data, both individually and with colleagues, to monitor student learning	The teacher seldom reviews assessment data individually or with colleagues to monitor student learning.	The teacher occasionally reviews assessment data individually or with colleagues to monitor student learning.	The teacher regularly reviews assessment data individually and with colleagues to monitor a broad range of data in order to maximize student learning.	The teacher collaborates in student assessment results data analysis with colleagues in order to monitor instruction and eliminate gaps between students' potential and their performance.
	5.4 Using assessment data to establish learning goals and to plan, differentiate, and modify instruction	The teacher seldom uses assessment data to measure student progress and revise instruction. Learning goals are seldom revised or used to modify instruction.	The teacher occasionally uses assessment data to measure student progress and revise instruction. Learning goals are occasionally revised or used to modify instruction.	The teacher regularly uses assessment data to measure student progress and revise instruction. Learning goals are regularly revised or used to modify instruction.	The teacher continually uses assessment data to revise students' learning goals. Assessment data is used to differentiate instruction to respond to students' diverse needs.
	5.5 Involving all students in self-assessment, goal setting, and monitoring progress	The teacher seldom provides opportunities for students to assess their progress and reflect on their own learning goals.	The teacher occasionally provides opportunities for students to assess their progress and reflect on their own learning goals.	The teacher regularly provides opportunities for students to assess their progress and reflect on their own learning goals.	The teacher guides students to assess their progress and reflect on their own learning goals.
	5.6 Using available technologies to assist in assessment, analysis, and communication of student learning	The teacher seldom uses the available technology to record assessments, determine proficiency levels, and make required communications about student learning to students and their families.	The teacher occasionally uses the available technology to record assessments, determine proficiency levels, and make required communications about student learning to students and their families.	The teacher regularly uses the available technology to record assessments, determine proficiency levels, and make required communications about student learning to students and their families.	The teacher continually uses the available technology to record assessments, determine proficiency levels, and make required communications about student learning to students and their families.
	5.7 Using assessment information to share timely and comprehensible feedback with students and their families	The teacher seldom provides assessment information about student learning to students and their families.	The teacher occasionally provides assessment information about student learning to students and their families.	The teacher regularly initiates contact regarding assessment information about student learning to students and their families.	The teacher engages students and their families in a variety of ongoing comprehensible communications about individual student progress and ways to provide support.

\_\_\_\_\_ Overall Rating (U - Unsatisfactory, N - Needs Improvement, P - Proficient, D - Distinguished)

**Evaluator Comments:**

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**DEVELOPING AS A PROFESSIONAL EDUCATOR**

**STANDARD 6**

<b>RATING</b>	<b>KEY ELEMENT</b>	<b>UNSATISFACTORY</b>	<b>NEEDS IMPROVEMENT</b>	<b>PROFICIENT</b>	<b>DISTINGUISHED</b>
	6.1 Reflecting on teaching practice in support of student learning	The teacher seldom uses reflective practice in supporting student learning and raising the level of academic achievement. The teacher does not formulate a professional development plan.	The teacher occasionally uses reflective practice in supporting student learning and raising the level of academic achievement. The teacher partially formulates a professional development plan.	The teacher regularly uses reflective practice in supporting student learning and raising the level of academic achievement. The teacher regularly formulates a professional development plan.	N/A
	6.2 Establishing professional goals and engaging in continuous and purposeful professional growth and development	The teacher demonstrates limited knowledge of how to establish professional goals and promote collaboration with the school. The teacher seldom engages in and contributes to professional development.	The teacher occasionally establishes and modifies professional goals based on self- assessment and feedback from a variety of sources. The teacher occasionally engages in and contributes to professional development targeted for student achievement.	The teacher regularly establishes and modifies professional goals based on self-assessment and feedback from a variety of sources. The teacher regularly engages in and contributes to professional development.	N/A
	6.3 Collaborating with colleagues and the broader professional community to support teacher and student learning	The teacher seldom engages in collaboration with colleagues and the broader professional community to support school culture and student learning.	The teacher occasionally engages in collaboration with colleagues and the broader professional community to support school culture and student learning.	The teacher regularly engages in collaboration with colleagues and the broader professional community to support school culture and student learning.	N/A
	6.4 Working with families to support student learning	The teacher seldom demonstrates awareness of the role of the family in student learning. The teacher seldom communicates with families in ways which show understanding of and respect for cultural norms.	The teacher occasionally provides opportunities and support for families to actively participate in student learning. The teacher occasionally communicates with families in ways which show understanding of and respect for cultural norms.	The teacher regularly provides opportunities and support for families to actively participate in student learning. The teacher regularly communicates with families in ways which show understanding of and respect for cultural norms.	N/A
	6.5 Engaging local communities in support of the instructional program	The teacher seldom uses neighborhood and community resources to support the curriculum, students, and families. The teacher seldom includes knowledge of communities when designing and implementing instruction.	The teacher occasionally uses neighborhood and community resources to support the curriculum, students, and families. The teacher occasionally includes knowledge of communities when designing and implementing instruction.	The teacher regularly uses neighborhood and community resources to support the curriculum, students, and families. The teacher regularly includes knowledge of communities when designing and implementing instruction.	N/A
	6.6 Managing professional responsibilities to maintain motivation and commitment to all students	The teacher seldom maintains and submits accurate and complete records and reports to support the learning needs of all students.	The teacher occasionally maintains and submits accurate and complete records and reports to support the learning needs of all students.	The teacher regularly maintains and submits accurate and complete records and reports. The teacher regularly maintains a commitment to support the learning needs of all students.	N/A
	6.7 Demonstrating professional responsibility, integrity, and ethical conduct	The teacher's professional responsibilities, conduct and integrity are not always demonstrated.	N/A	The teacher regularly maintains a high standard of personal integrity and commitment to student learning and the profession in all circumstances.	N/A

\_\_\_\_\_ Overall Rating (U - Unsatisfactory, N - Needs Improvement, P - Proficient, D - Distinguished)

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**EVALUATOR COMMENTS IN SUPPORT OF A DISTINGUISHED RATING**

Please note the Standard(s) and Key Element(s) and describe specific behavior.

**Evaluator Initials:** \_\_\_\_\_ **Employee Initials:** \_\_\_\_\_

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