

Appendix G

Evaluation Forms & Support Documents

CALIFORNIA STANDARDS FOR THE TEACHING PROFESSION

STANDARD ONE:

ENGAGING & SUPPORTING ALL STUDENTS IN LEARNING

- 1•1 Connecting students' prior knowledge, life experience, and interests with learning goals
- 1•2 Using a variety of instructional strategies and resources to respond to students' diverse needs
- 1•3 Facilitating learning experiences that promote autonomy, interaction, and choice
- 1•4 Engaging students in problem solving, critical thinking, and other activities that make subject matter meaningful
- 1•5 Promoting self-directed, reflective learning for all students

STANDARD TWO:

CREATING & MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING

- 2•1 Creating a physical environment that engages all students
- 2•2 Establishing a climate that promotes fairness and respect
- 2•3 Promoting social development and group responsibility
- 2•4 Establishing and maintaining standards for student behavior
- 2•5 Planning and implementing classroom procedures and routines that support student learning
- 2•6 Using instructional time effectively

STANDARD THREE:

UNDERSTANDING & ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING

- 3•1 Demonstrating knowledge of subject matter content and student development.
- 3•2 Organizing curriculum to support student understanding of subject matter
- 3•3 Interrelating ideas and information within and across subject matter areas
- 3•4 Developing student understanding through instructional strategies that are appropriate to the subject matter
- 3•5 Using materials, resources, and technologies to make subject matter accessible to students

STANDARD FOUR:

PLANNING INSTRUCTION & DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS

- 4•1 Drawing on and valuing students' backgrounds, interests, and developmental learning needs
- 4•2 Establishing and articulating goals for student learning
- 4•3 Developing and sequencing instructional activities and materials for student learning
- 4•4 Designing short-term and long-term plans to foster student learning
- 4•5 Modifying instructional plans to adjust for student needs

STANDARD FIVE:

ASSESSING STUDENT LEARNING

- 5•1 Establishing and communicating learning goals for all students
- 5•2 Collecting and using multiple sources of information to assess student learning
- 5•3 Involving and guiding all students in assessing their own learning
- 5•4 Using the results of assessments to guide instruction
- 5•5 Communicating with students, families, and other audiences about student progress

STANDARD SIX:

DEVELOPING AS A PROFESSIONAL EDUCATOR

- 6•1 Reflecting on teaching practice and planning professional development
- 6•2 Establishing professional goals and pursuing opportunities to grow professionally
- 6•3 Working with communities to improve professional practice
- 6•4 Working with families to improve professional practice
- 6•5 Working with colleagues to improve professional practice
- 6•6 Balancing professional responsibility and maintaining motivation

Evaluation Guide

1. **Plan for Professional Growth:** This is equivalent to the old "Goals and Objectives". This is due to the evaluator no later than October 1st, and the discussion of the plan should happen by October 15th.
2. **Pre-Classroom Observation Form:** This form should be given to the evaluator at least 2 days prior to the observation. The purpose is to discuss what will take place with the students during the observation.
3. **Formal Classroom Observation Report:** This is the guideline for the classroom observation. If there is a notable need for improvement, an Improvement Plan can be attached to the Classroom Observation Report.
4. **Improvement Plan:** This would be the plan of action to address the concerns that result from the classroom observation. This form may be used after the classroom observation and/or after the Teacher Summative Evaluation. There is also a section where the PAR process will be explained, if necessary, to tenured teachers.
5. **Teacher Summative Evaluation:** This is equivalent to the old final evaluation. The evaluator completes this based on all aspects of the evaluatee's performance. While the formal classroom observation is a big part of this section, it is not the only information that is considered when completing this section.
6. **Plan for Professional Growth for Non-Instructional Certificated Employee:** Same concept as the old "Goals and Objectives", only this is for positions such as counselors, TSA's, etc.
7. **Non-Instructional Certificated Employee Evaluation:** This is equivalent to the old final evaluation, only this is for positions such as counselors, TSA's, etc.
8. **Non-Instructional Certificated Employee Improvement Plan:** This is the improvement plan format for positions such as counselors, TSA's, etc.

Antelope Valley Union High School District

PLAN FOR PROFESSIONAL GROWTH

Employee:

Assignment(s):

School:

Evaluator:

Position:

School Year:

Status:

Emergency Permit Intern Temporary Probationary I Probationary II Permanent

Evaluation Year? Yes No

This form can be completed annually by each unit member. However, this plan will not be used for evaluation purposes in non-evaluation years.

CALIFORNIA TEACHING STANDARDS

Employee and Evaluator shall each check on standard and employee shall devise a Plan for Professional Growth in the area provided below on those two standards.

- 1.0 Engages and supports all students in learning
- 2.0 Creates and maintains effective environments for student learning
- 3.0 Understands and organizes subject matter for student learning
- 4.0 Plans instruction and designs learning experiences for all students
- 5.0 Assesses student learning

PLANS FOR GROWTH, RESOURCES AND/OR SUPPORT NEEDED, AND TIMELINE

ADDITIONAL INPUT FROM EVALUATOR

EVIDENCED BY:

Month:

Signature of Employee _____

Date _____

Signature of Evaluator _____

Date _____

PRE-CLASSROOM OBSERVATION FORM

To the Employee: Complete this form and submit it to your evaluator not less than two school days prior to the scheduled formal observation. The evaluator will conduct a pre-observation conference with the employee.

Teacher _____ Assignment _____

Date of scheduled observation _____ Time/period of observation _____

Keep Teaching Standards in mind

- 1.0 Engages and supports all students in learning
- 2.0 Creates and maintains effective environments for student learning
- 3.0 Understands and organizes subject matter for student learning
- 4.0 Plans instruction and designs learning experiences for all students
- 5.0 Assesses student learning

Subject Matter (3.0): The standards/objectives that will be taught in the lesson.

Instruction/Lesson Design (1.0/2.0/4.0): I will use the following methods/techniques/strategies to teach the standard(s)/objective(s).

Assessment of Student Learning (5.0): How will I know the students attained the standard(s) or met the objective(s)?

Antelope Valley Union High School District

FORMAL CLASSROOM OBSERVATION REPORT

Employee _____

Evaluator _____

School: _____

Assignment(s): _____

Time/period of observation: _____

Lesson Summary: _____

M/E - Meets or Exceeds

N* - Needs Improvement
*comments required

EVIDENCE OBSERVED

KEY ELEMENTS

INSTRUCTIONAL
TIME AND
TRANSITION

1.0 ENGAGES AND SUPPORTS ALL STUDENTS IN LEARNING

Where to find evidence:

- Classroom Observation
- Activities for Students

- 1.1 Connects students' prior knowledge, experiences, and interests with learning goals.
- 1.2 Uses a variety of instructional strategies and resources to respond to students' diverse needs.
- 1.3 Facilitates learning experiences that promote autonomy, interaction, and choice.
- 1.4 Engages students in problem solving, critical thinking, and other activities that make subject matter meaningful.
- 1.5 Promotes self-directed, reflective learning for all students.

M/E N*

2.0 CREATES AND MAINTAINS EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING

Where to find evidence:

- Classroom Observation

- 2.1 Creates a physical environment that engages all students.
- 2.2 Establishes a climate that promotes fairness and respect.
- 2.3 Promotes social development and group responsibility.
- 2.4 Establishes and maintains standards for student behavior.
- 2.5 Plans and implements classroom procedures and routines that support student learning.
- 2.6 Uses instructional time effectively.

M/E N*

3.0 UNDERSTANDS AND ORGANIZES SUBJECT MATTER FOR STUDENT LEARNING

Where to find evidence:

- Classroom Observation
- Post-Observation Conference
- Activities for Students
- Lesson Plans
- Teaching Resources
- Content Standards
- ESLR's

- 3.1 Demonstrates knowledge of subject matter, content and student development.
- 3.2 Organizes curriculum to support student understanding of the subject matter.
- 3.3 Interrelates ideas and information within and across subject matter areas.
- 3.4 Develops student understanding through instructional strategies that are appropriate to the subject matter.
- 3.5 Uses materials, resources, and technologies to make subject matter accessible to students.
- 3.6 Adheres to District curriculum and content standards.

M/E N*

EVIDENCE OBSERVED

KEY ELEMENTS

INSTRUCTIONAL
TIME AND
TRANSITION

<p>4.0 PLANS INSTRUCTION AND DESIGNS LEARNING EXPERIENCES FOR ALL STUDENTS</p> <p><i>Where to find evidence:</i></p> <ul style="list-style-type: none"> • Pre-Observation • Conference • Lesson Plans • Conversation with the Teacher • Classroom Observation • ESLR's 	<p>4.1</p> <p>4.2</p> <p>4.3</p> <p>4.4</p> <p>4.5</p>	<p>Draws on and values students' backgrounds, interests, and developmental learning needs.</p> <p>Establishes and articulates goals for student learning.</p> <p>Develops and sequences instructional activities and materials for student learning.</p> <p>Designs short-term and long-term plans to foster student learning.</p> <p>Modifies instructional plans to adjust for student needs.</p> <p>M/E N*</p> <p><input type="checkbox"/> <input type="checkbox"/></p>
<p>5.0 ASSESSES STUDENT LEARNING</p> <p><i>Where to find evidence:</i></p> <ul style="list-style-type: none"> • Pre-Observation Conference • Post-Observation Conference • Classroom Observations • Instructional Plans • Student Work • Communications with various audiences • Activities for Students 	<p>5.1</p> <p>5.2</p> <p>5.3</p> <p>5.4</p> <p>5.5</p> <p>5.6</p>	<p>Establishes and communicates learning goals for all students.</p> <p>Collects and uses multiple sources of information to assess student learning.</p> <p>Involves and guides all students in assessing their own learning.</p> <p>Uses the results of assessment to guide instruction.</p> <p>Communicates with students, families, and other audiences about student progress.</p> <p>Provides evidence of student achievement toward meeting grade level standards.</p> <p>M/E N*</p> <p><input type="checkbox"/> <input type="checkbox"/></p>

Comments regarding why unit member needs improvement:

Improvement Plan attached

Additional pages attached: Yes _____ No _____

This report has been discussed with me in conference with the evaluator. I understand that I may, within ten (10) working days of my signature, make a written response to this observation, which will be filed with my observation. My signature hereon does not necessarily signify agreement with this observation. If any area needs improvement, the evaluator shall provide the teacher with an improvement plan.

Signature of Employer _____

Date _____

Signature of Evaluator _____

Date _____

Employee response attached: Yes _____ No _____

Antelope Valley High School District

IMPROVEMENT PLAN

Employee:

Status:

School:

Assignment(s):

Evaluator:

Date:

This form is used when the certificated employee's Classroom Observation Form indicates *Improvement Plan Attached*, the Summative Evaluation indicates *unsatisfactory and/or needs improvement* and/or to address concerns with the employee's failure to meet Standard 6 outside of the formal observation. This report must include recommendations made to the employee and assistance provided to the employee.

STANDARDS

Check appropriate Standard needing improvement:

- 1.0 Engages and supports all students in learning
- 2.0 Creates and maintains effective environments for student learning
- 3.0 Understands and organizes subject matter for student learning
- 4.0 Plans instruction and designs learning experiences for all students
- 5.0 Assesses student learning
- 6.0 Develops as a professional educator

Area(s) or concern:

Specific recommendations for improvement:

Assistance to be provided:

Additional pages attached: Yes No

Timeline:

Follow-up meeting dates to monitor progress:

PAR process explained: Yes No

Date(s) for achieving specified improvement:

Signature of Evaluator

Date

Signature of Employee

Date

*Signature of employee does not constitute endorsement of the above comments by the evaluator.

Antelope Valley Union High School District

TEACHER SUMMATIVE EVALUATION

Employee: _____

Assignment(s): _____

School: _____

Date: _____

M/E - Meets or Exceeds

N* - Needs to Improve

U* - Unsatisfactory
*comments required

Check only Standards that are being evaluated. Boxes not checked are not applicable to current evaluation.

M/E N* U* 1.0 ENGAGES AND SUPPORTS ALL STUDENTS IN LEARNING

- 1.1 Connects students' prior knowledge, life experiences, and interests with learning goals.
- 1.2 Uses a variety of instructional strategies and resources to respond to students' diverse needs.
- 1.3 Facilitates learning experiences that promote autonomy, interaction, and choice.
- 1.4 Engages students in problem solving, critical thinking, and other activities that make subject matter meaningful.
- 1.5 Promotes self-directed, reflective learning for all students.

Comments: _____

M/E N* U* 2.0 CREATES AND MAINTAINS EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING

- 2.1 Creates a physical environment that engages all students.
- 2.2 Establishes a climate that promotes fairness and respect.
- 2.3 Promotes social development and group responsibility.
- 2.4 Establishes and maintains standards for student behavior.
- 2.5 Uses instructional time effectively.

Comments: _____

M/E N* U* 3.0 UNDERSTANDS AND ORGANIZES SUBJECT MATTER FOR STUDENT LEARNING

- 3.1 Demonstrates knowledge of subject matter content and student development.
- 3.2 Organizes curriculum to support student understanding of the subject matter.
- 3.3 Interrelates ideas and information within and across subject matter areas.
- 3.4 Develops student understanding through instructional strategies that are appropriate to the subject matter.
- 3.5 Uses materials, resources, and technologies to make subject matter accessible to students.
- 3.6 Adheres to District curriculum and course outline.

Comments: _____

M/E N* U* 4.0 PLANS INSTRUCTION AND DESIGNS LEARNING EXPERIENCES FOR ALL STUDENTS

- 4.1 Draws on and values students' backgrounds, interests, and developmental learning needs.
- 4.2 Establishes and articulates goals for student learning.
- 4.3 Develops and sequences instructional activities and materials for student learning.
- 4.4 Designs short-term and long-term plans to foster student learning.
- 4.5 Modifies instructional plans to adjust for student needs.

Comments: _____

M/E N* U* 5.0 ASSESSES STUDENT LEARNING

- 5.1 Establishes and communicates learning goals for all students.
- 5.2 Collects and uses multiple sources of information to assess student learning.
- 5.3 Involves and guides all students in assessing their own learning.
- 5.4 Uses the results of assessment to guide instruction.
- 5.5 Communicates with students, families, and other audiences about student progress.
- 5.6 Provides evidence of student achievement toward meeting grade level standards.

Comments: _____

M/E N* U* 6.0

DEVELOPS AS A PROFESSIONAL EDUCATOR

- 6.1 Reflects, plans, and establishes professional goals; pursues opportunities to grow professionally.
- 6.2 Works with colleagues to improve professional practice.
- 6.3 Conducts timely and effective conferences with students, parents, and support personnel concerning individual student needs.
- 6.4 Adheres to District/school policies, rules, curriculum, and content standards.
- 6.5 Accepts and fulfills instructional duties and responsibilities in a timely and effective manner.
- 6.6 Accepts and fulfills non-instructional duties and responsibilities (e.g. attendance, punctuality, supervision, meetings, committees, etc.) in a timely and effective manner.

Comments: _____

***COMMENDATIONS AND/OR RECOMMENDATIONS**

Additional pages attached: Yes No

Satisfactory Overall Evaluation

PAR REFERRAL: Applies only to Standards 1-5

PAR Referral: 3 or more *Unsatisfactory* ratings in any one standard is an overall *Unsatisfactory*.

Recommended for continued service

Recommended for continued service,
but improvement needed

Not recommended for
continued service

This evaluation has been discussed with me in conference with the evaluator. My signature acknowledges receipt of this document and does not necessarily indicate agreement with the summative evaluation. I understand that I may, within ten (10) working days of my signature, make a written response to this summative evaluation, which will be attached to the evaluation.

Signature of Employee: _____ Date: _____

Signature of Evaluator: _____ Date: _____

Employee Response Attached: Yes _____ No _____

Antelope Valley Union High School District

PLAN FOR PROFESSIONAL GROWTH FOR NON-INSTRUCTIONAL CERTIFICATED EMPLOYEE

Employee:

Assignment(s):

School:

Evaluator:

Position:

School Year:

Status:

Emergency Permit Intern Temporary Probationary I Probationary II Permanent

Evaluation Year? Yes No

This form can be completed annually by each unit member. However, this plan will not be used for evaluation purposes in non-evaluation years.

PLANS FOR GROWTH, RESOURCES AND/OR SUPPORT NEEDED, AND TIMELINE

ADDITIONAL INPUT FROM EVALUATOR

EVIDENCED BY:

Month:

Signature of Employee _____

Date _____

Signature of Evaluator _____

Date _____

Antelope Valley Union High School District

NON-INSTRUCTIONAL CERTIFICATED EMPLOYEE EVALUATION

Employee: _____
School: _____

Assignment(s): _____
Date: _____

M/E - Meets or Exceeds

N* - Needs to Improve

U* - Unsatisfactory

*comments required

Boxes not checked are not applicable to employee's position.

M/E N* U* 1.0

ENGAGES AND SUPPORTS ALL STUDENTS

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-
-
-

- 1.1 Acts as an advocate for students and provides resources to respond to student's diverse needs.
- 1.2 Supports the overall vision and mission of the school.
- 1.3 Encourages students to utilize resources to resolve personal and social problems which affect learning.
- 1.4 Assists the Department in providing a comprehensive student support services program.

Comments: _____

M/E N* U* 2.0

SUPPORTS EFFECTIVE ENVIRONMENTS FOR STUDENTS

-
-
-
-

- 2.1 Assists in establishing a climate that promotes fairness, respect, and responsibility.
- 2.2 Demonstrates organizational skills and efficiency.
- 2.3 Consults and collaborates with parents, students, teachers, and/or other staff to support student learning.
- 2.4 Demonstrates the ability to work effectively as a team member.

Comments: _____

M/E N* U* 3.0

DESIGNS SUPPORT SERVICES FOR ALL STUDENTS

-
-
-
-
-

- 3.1 Increases awareness of post-secondary options including the world of work and/or college.
- 3.2 Meets deadlines and attends scheduled meetings.
- 3.3 Participates in IEPs, SSTs, 504 meetings, and other student conferences as appropriate.
- 3.4 Maintains appropriate documentation on students.
- 3.5 Demonstrates the ability to counsel individuals, small groups and classroom-sized groups.

Comments: _____

M/E N* U* 4.0

ASSESSES STUDENT LEARNING

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-
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- 4.1 Guides students in developing educational goals and programs.
- 4.2 Recommends students for specialized services as necessary.
- 4.3 Communicates with students, families and staff about student progress.

Comments: _____

M/E N* U* 5.0

DEVELOPS AS A PROFESSIONAL EDUCATOR

-
-
-
-
-
-

- 5.1 Reflects, plans, and establishes professional goals.
- 5.2 Works with colleagues to improve professional practice.
- 5.3 Takes part in professional development activities to enhance effectiveness and skills.
- 5.4 Adheres to District/school policies, rules, curriculum, and content standards.
- 5.5 Adheres to federal and/or state rules and regulations.
- 5.6 Accepts and fulfills duties and responsibilities in a timely and effective manner.

Comments: _____

***COMMENDATIONS AND/OR RECOMMENDATIONS**

Additional pages attached: Yes No

Satisfactory Overall Evaluation

Recommended for continued service

Recommended for continued service,
but improvement needed

Not recommended for
continued service

This evaluation has been discussed with me in conference with the evaluator. My signature acknowledges receipt of this document and does not necessarily indicate agreement with the summative evaluation. I understand that I may, within ten (10) working days of my signature, make a written response to this summative evaluation, which will be attached to the evaluation.

Signature of Employee: _____ Date: _____

Signature of Evaluator: _____ Date: _____

Employee Response Attached: Yes _____ No _____

Antelope Valley High School District

NON-INSTRUCTIONAL CERTIFICATED IMPROVEMENT PLAN

Employee:

Status:

School:

Assignment(s):

Evaluator:

Date:

This form is used when the unit member's **Non-Instructional Certificated Employee Evaluation** indicates *unsatisfactory and/or needs improvement* and/or to address concerns with the employee's failure to meet applicable standards. This report must include recommendations made to the employee and assistance provided to the employee.

STANDARDS

Check appropriate Standard needing improvement:

- 1.0 Engages and supports all students
- 2.0 Supports effective environments for students
- 3.0 Designs support services for all students
- 4.0 Assesses student learning
- 5.0 Develops as a professional educator

Area(s) or concern:

Specific recommendations for improvement:

Assistance to be provided:

Additional pages attached: Yes No

Timeline:

Follow-up meeting dates to monitor progress:

Date(s) for achieving specified improvement:

Signature of Evaluator

Date

Signature of Employee

Date

*Signature of employee does not constitute endorsement of the above comments by the evaluator.