TRACY UNIFIED SCHOOL DISTRICT

CERTIFICATED PERSONNEL OBSERVATION

* INFORMAL OBSERVATION **🞎** FORMAL INTERIM EVALUATION

Evaluatee Position School

Observation Date Peer Assistance and Review (PAR) Program 🞎 Yes 🞎 No

Status: 🞎 Intern 🞎 Temporary 🞎 Emergency 🞎 Probationary I 🞎 Probationary II 🞎 Permanent

Evaluator Position School Year

***Ratings: U = Unsatisfactory (1) D = Developing (2) M = Meets Expectations (3) E = Exceeds Expectations (4)***

***Overall “Rating for Standard”: Unsatisfactory = 1 – 1.749; Developing = 1.750-2.499; Meets Expectations = 2.500-3.499; Exceeds Expectations = 3.500-4.***

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| **STANDARD I – Engaging & Supporting All Students in Learning** | | |
| **STANDARD ELEMENT** | **RATING (numeric value)** | **COMMENDATIONS/RECOMMENDATIONS/EVIDENCE** |
| 1.1 Using knowledge of students to engage them in learning. |  |  |
| 1.2 Connecting learning to students’ prior knowledge, backgrounds, life experiences and interests. |  |
| 1.3 Connecting subject matter to meaningful, real life contexts. |  |
| 1.4 Using a variety of instructional strategies, resources and technologies to meet students’ diverse learning needs. |  |
| 1.5 Promoting critical thinking through use of questioning, problem solving, and reflection. |  |
| 1.6 Monitoring student learning and making adjustments to instruction while teaching. |  |
| **RATING FOR STANDARD**  **(Numeric Average of Elements)** |  | **RATING FOR STANDARD**  **(Category based on Numeric Average):** |

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| **STANDARD II – Creating and Maintaining an Effective Environment for Learning** | | |
| **STANDARD ELEMENT** | **RATING (numeric value)** | **COMMENDATIONS/RECOMMENDATIONS/EVIDENCE** |
| 2.1 Promoting social development and responsibility within a caring community where each student is treated fairly., |  |  |
| 2.2 Creating physical or virtual environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students. |  |
| 2.3 Establish and maintain learning environments that are physically, intellectually, and emotionally safe. |  |
| 2.4 Creating a rigorous learning environment with high expectations and appropriate support for all students. |  |
| 2.5 Developing, communicating, and maintaining high standards for individual and group behavior. |  |
| 2.6 Establishes classroom routines, procedures, norms and promotes positive behavior to ensure a climate in which all students can learn. |  |
| 2.7 Using instructional time to optimize learning |  |
| **RATING FOR STANDARD**  **(Numeric Average of Elements)** |  | **RATING FOR STANDARD**  **(Category based on Numeric Average):** |

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| **STANDARD III – Understanding and Organizing Subject Knowledge** | | |
| **STANDARD ELEMENT** | **RATING (numeric value)** | **COMMENDATIONS/RECOMMENDATIONS/EVIDENCE** |
| 3.1 Demonstrating knowledge of subject matter academic content standards. |  |  |
| 3.2 Applying knowledge of student development and proficiencies to ensure student understanding of the subject matter. |  |
| 3.3 Organizing curriculum to facilitate student understanding of the subject matter. |  |
| 3.4 Utilizing instructional strategies that are appropriate to the subject matter. |  |
| 3.5 Using and adopting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students. |  |
| 3.6 Addressing the needs of students with special needs and/or English Learners to provide equitable access to the content. |  |
| **RATING FOR STANDARD**  **(Numeric Average of Elements)** |  | **RATING FOR STANDARD**  **(Category based on Numeric Average):** |

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| **STANDARD IV: Planning, Designing and Delivering Learning Experiences for All Students** | | |
| **STANDARD ELEMENT** | **RATING (numeric value)** | **COMMENDATIONS/RECOMMENDATIONS/EVIDENCE** |
| 4.1 Using knowledge of students’ academic readiness, language, proficiency cultural background, and individual development to plan instruction. |  |  |
| 4.2 Establishing and articulating goals for student learning. |  |
| 4.3 Developing and sequencing long-term and short-term instructional plans to support student learning. |  |
| 4.4 Planning instruction that incorporates appropriate strategies to meet the learning needs of all students. |  |
| 4.5 Adapting instructional plans and curricular materials to meet the assessed learning needs of all students. |  |
| **RATING FOR STANDARD**  **(Numeric Average of Elements)** |  | **RATING FOR STANDARD**  **(Category based on Numeric Average):** |

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| **STANDARD V: Assessing Student Learning** | | |
| **STANDARD ELEMENT** | **RATING (numeric value)** | **COMMENDATIONS/RECOMMENDATIONS/EVIDENCE** |
| 5.1 Applying knowledge of the purposes, characteristics, and uses of different types of assessments. |  |  |
| 5.2 Collecting and analyzing assessment data from a variety of source to inform instruction. |  |
| 5.3 Reviewing data, both individually and with colleagues, to monitor student learning. |  |
| 5.4 Using assessment data to establish learning goals and to plan, differentiate, and modify instruction. |  |
| 5.5 Involving all students in self-assessment, goal setting, and monitoring progress |  |
| 5.6 Using available technologies to assist in assessment, analysis, and communication of student learning. |  |
| 5.7 Using assessment information to share timely and comprehensible feedback with students and their families. |  |
| **RATING FOR STANDARD**  **(Numeric Average of Elements)** |  | **RATING FOR STANDARD**  **(Category based on Numeric Average):** |

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| **STANDARD VI: Developing as a Professional** | | |
| **STANDARD ELEMENT** | **RATING (numeric value)** | **COMMENDATIONS/RECOMMENDATIONS/EVIDENCE** |
| 6.1 Reflecting on teaching practice in support of student learning |  |  |
| 6.2 Establishing professional goals and engaging in continuous and purposeful professional growth and development. |  |
| 6.3 Collaborating with colleagues and the broader professional community to support teacher and student learning. |  |
| 6.4 Working with families to support student learning. |  |
| 6.5 Engages local communities in support of instructional curriculum. |  |
| 6.6 Manages professional responsibilities to maintain motivation and commitment to all students. |  |
| 6.7 Demonstrating professional responsibility, integrity and ethical conduct. |  |
| **RATING FOR STANDARD**  **(Numeric Average of Elements)** |  | **RATING FOR STANDARD**  **(Category based on Numeric Average):** |

Evaluatee’s Signature Date Evaluator’s Signature Date