

**Santa Paula Unified School District
OBSERVATION REPORT (Teacher)**

Name: _____ Evaluator _____ Date: _____

School: _____ Assignment/Grade Level: _____

Observation Date/Time: _____ Conference Date: _____

Status: Temporary Probationary 1
 Permanent Probationary 2

1 – Meets Standards 2 – Needs Improvement 3 – Unsatisfactory N/O – Not Observed

STANDARD I: ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING

1 2 3 N/O

STANDARD II: CREATING & MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING

1 2 3 N/O

STANDARD III: UNDERSTANDING & ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING

1 2 3 N/O

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**STANDARD IV: PLANNING INSTRUCTION & DESIGNING LEARNING
EXPERIENCES FOR ALL STUDENTS**

1 2 3 N/O

STANDARD V: ASSESSING STUDENTS FOR LEARNING

1 2 3 N/O

STANDARD VI: DEVELOPING AS A PROFESSIONAL EDUCATOR

1 2 3 N/O

ADDITIONAL EVALUATOR COMMENTS:

Signature Evaluator: _____ Date: _____

This report has been discussed with me in conference with the evaluator. An opportunity has been extended to me to append comments regarding this evaluation. A SIGNATURE ON THIS OBSERVATION REPORT DOES NOT NECESSARILY SIGNIFY AGREEMENT WITH THE REPORT.

Signature Employee: _____ Date: _____

Printed Name: _____

Santa Paula Unified School District OBSERVATION REPORT (Teacher)

(STANDARDS FOR REFERENCE)

STANDARD I: ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING

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

STANDARD II: CREATING & MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING

- Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully
- Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students
- Establishing and maintaining learning environments that are physical, intellectually, and emotionally safe
- Creating a rigorous learning environment with high expectations and appropriate support for all students
- Developing, communicating, and maintaining high standards for individual and group behavior
- Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn
- Using instructional time to optimize learning

STANDARD III: UNDERSTANDING & ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING

- Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks
- Applying knowledge of student development and proficiencies to ensure student understanding of subject matter
- Organizing curriculum to facilitate student understanding of the subject matter
- Utilizing instructional strategies that are appropriate to the subject matter
- Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students
- Addressing the needs of English learners and students with special needs to provide equitable access to the content

STANDARD IV: PLANNING INSTRUCTION & DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS

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

STANDARD V: ASSESSING STUDENTS FOR LEARNING

- Applying knowledge of the purposes, characteristics, and uses of different types of assessments
- Collecting and analyzing assessment data from a variety of sources to inform instruction
- Reviewing data, both individually and with colleagues, to monitor student learning
- Using assessment data to establish learning goals and to plan, differentiate, and modify instruction
- Involving all students in self-assessment, goal setting, and monitoring progress
- Using available technologies to assist in assessment, analysis, and communication of student learning
- Using assessment information to share timely and comprehensible feedback with students and their families

STANDARD VI: DEVELOPING AS A PROFESSIONAL EDUCATOR

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