

**Eureka City Schools  
Certificated Teacher Evaluation Report**

Teacher: \_\_\_\_\_

Assignment: \_\_\_\_\_

School: \_\_\_\_\_

School Year: \_\_\_\_\_

Evaluator: \_\_\_\_\_

Title: \_\_\_\_\_

Personnel Status: ☐ Temporary ☐ Probationary I ☐ Probationary II ☐ Permanent

**Four Point Rubric for Certificated Evaluation**

<b>Unsatisfactory/Does Not Meet Standard</b>	<b>Emerging/Developing</b>	<b>Effective/Proficient</b>	<b>Highly Effective/Innovating</b>
Performance does not meet standards, and needs to be improved. Re-evaluation and a deficiency improvement action plan are needed.	Performance has some deficiencies which must be addressed. A mutually agreed-upon improvement plan may be implemented to meet standards.	Professional performance which meets standards and may exceed standards in some areas. Areas for growth will be identified.	Outstanding teaching that exceeds standards. Includes teacher leadership at the school or district level.

Check one or more boxes on the left to indicate the CSTPs that are the focus of this evaluation.

	CSTP	Rating
<input type="checkbox"/>	<b>Standard 1:</b> Engaging and Supporting all Students in Learning	<input type="checkbox"/> Highly Effective/Innovating <input type="checkbox"/> Effective/Proficient <input type="checkbox"/> Emerging/Developing <input type="checkbox"/> Unsatisfactory/Does Not Meet Standard
Evidence/Notes:		
<input type="checkbox"/>	<b>Standard 2:</b> Creating and Maintaining Effective Environments for Student Learning	<input type="checkbox"/> Highly Effective/Innovating <input type="checkbox"/> Effective/Proficient <input type="checkbox"/> Emerging/Developing <input type="checkbox"/> Unsatisfactory/Does Not Meet Standard
Evidence/Notes:		
<input type="checkbox"/>	<b>Standard 3:</b> Understanding and Organizing Subject Matter for Student Learning	<input type="checkbox"/> Highly Effective/Innovating <input type="checkbox"/> Effective/Proficient <input type="checkbox"/> Emerging/Developing <input type="checkbox"/> Unsatisfactory/Does Not Meet Standard
Evidence/Notes:		
<input type="checkbox"/>	<b>Standard 4:</b> Planning Instruction and Designing Learning Experiences for All Students	<input type="checkbox"/> Highly Effective/Innovating <input type="checkbox"/> Effective/Proficient <input type="checkbox"/> Emerging/Developing <input type="checkbox"/> Unsatisfactory/Does Not Meet Standard
Evidence/Notes:		

<input type="checkbox"/>	<b>Standard 5:</b> Assessing Student Learning	<input type="checkbox"/> Highly Effective/Innovating <input type="checkbox"/> Effective/Proficient <input type="checkbox"/> Emerging/Developing <input type="checkbox"/> Unsatisfactory/Does Not Meet Standard
Evidence/Notes:		
<input type="checkbox"/>	<b>Standard 6:</b> Developing as a Professional Educator	<input type="checkbox"/> Highly Effective/Innovating <input type="checkbox"/> Effective/Proficient <input type="checkbox"/> Emerging/Developing <input type="checkbox"/> Unsatisfactory/Does Not Meet Standard
Evidence/Notes:		

**Observation Dates:**

**Areas of Commendation:**

**Areas for further Growth:**

☐ **Continued Services Recommended**

☐ **Not Recommended**

For the next evaluation cycle per Article 10, the teacher is:

\_\_\_\_\_ Eligible for 5-Year Evaluation Cycle \_\_\_\_\_ Deficiency Improvement Action Plan Required

☐ I have received a copy of the evaluation report and discussed the contents with my administrative supervisor.

☐ Teacher comments attached

☐ No teacher comments attached

☐ I have received a copy of the evaluation report and discussed the contents with my administrative supervisor. I DISAGREE WITH THE EVALUATION REPORT. I understand that I have the right to submit a rebuttal that will be attached to this document.

☐ Teacher comments attached

☐ No teacher comments attached

Teacher's Signature \_\_\_\_\_ Date \_\_\_\_\_

Administrator's Signature \_\_\_\_\_ Date \_\_\_\_\_

## Additional Evaluator's Notes:

**Standard 1: Engaging and Supporting All Students in Learning**

- 1.1 Using knowledge of students to engage them in learning.
- 1.2 Connecting learning to students' prior knowledge, culture, backgrounds, life experiences, and interests.
- 1.3 Connecting subject matter to meaningful and 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 inquiry, problem solving, and reflection.
- 1.6 Monitoring student learning and adjusting instruction while teaching.

**Standard 2: Creating and Maintaining Effective Environments for Student Learning**

- 2.1 Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully
- 2.2 Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students.
- 2.3 Establishing and maintaining 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 Employing classroom routines, procedures, norms and supports for positive behavior to ensure a climate in which all students can learn.
- 2.7 Using instructional time to optimize learning.

**Standard 3: Understanding and Organizing Subject Matter for Student Learning**

- 3.1 Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks.
- 3.2 Applying knowledge of student development and proficiencies to ensure student understanding of 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 adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students.
- 3.6 Addressing the needs of English learners and students with special needs to provide equitable access to the content.

**Standard 4: Planning Instruction and Designing Learning Experiences for All Students**

- 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.

**Standard 5: Assessing Students for Learning**

- 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 sources 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 assessment information to share timely and comprehensible feedback with students and their families.

**Standard 6: Developing as a Professional Educator**

- 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 Engaging local communities in support of the instructional program.
- 6.6 Managing professional responsibilities to maintain motivation and commitment to all students.
- 6.7 Demonstrating professional responsibility, integrity, and ethical conduct.