

Central Unified School District

**TSA EVALUATION RUBRIC AND PROFESSIONAL GROWTH FORM**

Employee \_\_\_\_\_ Position \_\_\_\_\_ School Year \_\_\_\_\_

School / Site \_\_\_\_\_ Years in Current Position \_\_\_\_\_ Date \_\_\_\_\_

**1. Program Leadership**

- Helps develop program direction consistent with Supervisor/district priorities and goals
- Leads and supports the development of a strong program of support for all participants
- Models and maintains high expectations for teacher performance
- Helps creates a multi-faceted support system to assist all PT's/SP's to meet standards

<input type="checkbox"/> 1 Fails to Meet Standard	<input type="checkbox"/> 2 Falls Short of Meeting Standard	<input type="checkbox"/> 3 Nearly Meets Standard	<input type="checkbox"/> 4 Meets Standard	<input type="checkbox"/> 5 Exceeds Standard
Disconnected ideas and initiatives are communicated. There is little evidence of appropriate program development. Support programs do not ensure teacher needs are being addressed.	Ideas about teaching and learning are not always consistent or focused. Instructional activities are inconsistent for the program and may not be appropriate.	A clear and appropriate direction for BTSA is being developed continually assessed, reflected upon, and revised. Teacher performance expectations are consistent with district direction; may not yet be in place. Support programs are connected to district priorities, but may not be available to all teachers yet.	A shared concept of appropriate direction for BTSA is evident. Expectations for teacher performance are high and are evident. Support programs are effective, regularly assessed, serve all PT's/SP's, and are revised as needed.	There is evidence of widespread staff commitment to a clear appropriate direction of BTSA. There is a climate of creativity in teaching and a positive impact on student learning.

**Improvement Goal(s):**

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**Commendations:**

BTSA TSA Evaluation Rubric  
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**2. Organization and Planning**

- Is well organized, uses time well, initiates personal professional development, solicits feedback and guidance
- Plans, implements, and sustains program improvement efforts
- Ensures smooth running of daily BTSA operations
- Meets deadlines consistently

<input type="checkbox"/> 1 Fails to Meet Standard	<input type="checkbox"/> 2 Falls Short of Meeting Standard	<input type="checkbox"/> 3 Nearly Meets Standard	<input type="checkbox"/> 4 Meets Standard	<input type="checkbox"/> 5 Exceeds Standard
Little evidence of coherent instructional planning. No priorities in workload are evident. No administrative or operational procedures are evident or consistent.	Planning includes some initiatives that were not carried out. Priorities are identified, but not fulfilled. Procedures for administrative and operational functions are not always clear.	Planning is clearly in accordance with the direction of BTSA and district. Responsibilities and priorities are managed capably. Administrative and operational functions are in place.	Planning and implementation is clearly in accordance with the direction of BTSA. Responsibilities and priorities are part of shared leadership. Administrative and operational functions are effectively and regularly assess/revised as needed.	Plans are regularly refined by staff to establish a distinctive focus or strong direction. Administrative and operational functions contribute to BTSA's efficiency.

**Improvement Goal(s):**

**Commendations:**

BTSA TSA Evaluation Rubric  
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**3. Personnel Management/Professional Development**

- Manages human resources effectively, uses motivation, management skills, and delegation
- Assesses and determines proactively the professional development needs of SP's/PT's, and the program
- Assesses and responds appropriately to teacher needs

<input type="checkbox"/> 1 Fails to Meet Standard	<input type="checkbox"/> 2 Falls Short of Meeting Standard	<input type="checkbox"/> 3 Nearly Meets Standard	<input type="checkbox"/> 4 Meets Standard	<input type="checkbox"/> 5 Exceeds Standard
<p>There is no evidence of any staff assessment of professional needs. There is no plan to motivate staff to engage in professional development.</p>	<p>Development of teacher needs focuses only on weaknesses. Plans for professional development are available but have not been used. Reviews identify weaknesses without suggestion for improvement.</p>	<p>There is on-going assessment of professional needs. Teachers are motivated to engage in professional development, but may not have had an opportunity to do so. Evaluation is consistent. Reviews identify strengths and weaknesses but may not offer suggestions for improvement.</p>	<p>All teachers communicate their needs for professional development. There are opportunities for staff to demonstrate leadership roles in professional development. Reviews identify strengths and weaknesses and offer suggestions for improvement.</p>	<p>Program attracts quality participants. Professional development is centered on improving teacher performance. Demonstrates leadership roles in professional development. Observations are proactive and includes opportunities to discuss and review current professional research and articles to enhance teaching and learning.</p>

**Improvement Goal(s):**

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**Commendations:**

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**4. Communication and Participant Relations**

- Communicates regularly with BTSA Participants
- Fosters collaboration and consensus-building with Participants by facilitating two-way communication
- Is responsive to district and program needs; collaboratively implements district priorities with Superintendent/Board and, acts as an effective advocate for the district

<input type="checkbox"/> 1 Fails to Meet Standard	<input type="checkbox"/> 2 Falls Short of Meeting Standard	<input type="checkbox"/> 3 Nearly Meets Standard	<input type="checkbox"/> 4 Meets Standard	<input type="checkbox"/> 5 Exceeds Standard
Participants are not given information regarding BTSA and Induction. Plays little part in the decision-making process and is not responsive to district and program needs.	Communication with program participants is inconsistent. The decision-making process informs participants, but does not involve them.	Communication with participants is timely and consistent. Procedures have been developed to involve teachers in the decision-making process, but have not yet begun.	Participants are actively involved in program activities and decision-making.	There is ongoing comprehensive communication with participants.

**Improvement Goal(s):**

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**Commendations:**

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COMMENTS TO THE FOLLOWING MAY BE ANSWERED ON A SEPARATE SHEET OF PAPER IF NECESSARY.

Adjunct Duties and/or Additional Activities that supports student/employee progress:

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Commendations:

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Professional Growth Activities:

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Suggestion(s) to enhance professional development:

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- I do recommend this employee for re-employment.
- I do not recommend this employee for re-employment.
- No recommendation for re-employment at this time; a subsequent evaluation is necessary.

\_\_\_\_\_  
Evaluator's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
\*Teacher's Signature

\_\_\_\_\_  
Date

\*(Does not necessarily indicate agreement. Reaction or written response may be attached.)

\_\_\_\_\_  
Evaluator Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Employees Signature

\_\_\_\_\_  
Date