SALINAS UNION HIGH SCHOOL DISTRICT
CERTIFICATED PERSONNEL EVALUATION

Original – Human Resources
Copy 1 - Evaluatee
Copy 2 - Evaluator

EVALUATION PLANNING GUIDE

Standards I – VI are from the California Standards for the Teaching Profession

Evaluatee:_____ Position:_____ School:_____

All Standards will be evaluated.

Evaluator: _____ Position:_____ School Year:_____

Current Status: ⬜ Temporary ⬜ Probationary I ⬜ Probationary II ⬜ Permanent ⬜ PAR

STANDARD I - Engaging and Supporting All Students in Learning	PLANS FOR GROWTH	EVIDENCED BY
a. Teachers plan and implement a student-centered learning perspective that frames diversity as an educational asset and supports each student in relevant and challenging experiences that explore students' identities and extend their learning. b. Teachers elicit and solicit knowledge of each student's assets and needs, including cognitive, cultural and linguistic, social–emotional, and physical and developmental capacities, in the service of increasing active engagement in learning. c. Teachers meaningfully engage and form partnerships with families, guardians, and caregivers in addressing each student's learning needs, health, and well-being and are responsive to the range of economic, social, cultural, linguistic, and community factors that affect student development and learning.		

d. Teachers are responsive to students' diverse experiences, cultures, languages, identities, interests, strengths, and needs and apply evidence-based principles that intentionally cultivate equitable access, opportunities, and positive outcomes for each student.		

STANDARD II - Creating and Maintaining Effective Environments for Student Learning	PLANS FOR GROWTH	EVIDENCED BY
a. Teachers guide learning through mutually respectful, supportive, and challenging experiences that result in each student's academic and social–emotional growth. b. Teachers communicate, model, practice, and sustain high standards of individual and group behavior that reflect, affirm, and respect diversity, and facilitate productive interactions to maximize opportunities for each student to learn and thrive. c. Teachers organize and manage learning structures, processes, resources, and supports in order to provide a safe and productive learning environment in which each student can grow and thrive. d. Teachers build on students' assets—students' abilities and talents, prior learning and peer and social group interactions, languages and cultures, and family and community experiences— to ensure that students' identities are included in classroom interactions and future learning experiences.		

STANDARD III - Understanding and Organizing Subject Matter for Student Learning	**PLANS FOR GROWTH**	**EVIDENCED BY**
a. Teachers identify, organize, and teach key concepts, underlying themes, and relationships that address pre-K–12 state content standards and local subject- and grade-level expectations, and also promote students' social–emotional and language development. b. Teachers engage students in real-world applications and leverage students' unique backgrounds, perspectives, and cultural identities to make learning authentic, relevant, and meaningful. c. Teachers design and implement content and resources that enable equitable access for every learner, including those with more complex needs, to essential academic and social– emotional concepts, to promote each learner's growth. d. Teachers elevate learning experiences, enabling students to apply knowledge and skills across content areas to identify issues, explore proposed solutions, and examine relevant, complex subject matter. e. Teachers select, use, and adapt standards-aligned instructional materials, evidence-based resources, and varied technologies to increase content and social–emotional learning options that are accessible, equitable, and culturally responsive and sustaining for each student.		

STANDARD IV - Planning Instruction and Designing Learning Experiences for All Students	**PLANS FOR GROWTH**	**EVIDENCED BY**
a. Teachers shape instructional plans that are informed by student goals, curriculum, evidence-based teaching strategies, materials, and resources attuned to the broad range of students' identities, prior knowledge, areas for growth, and interests. b. Teachers use varied instructional practices to craft effective learning experiences focused on the students they serve and the curriculum they teach. c. Teachers advance student learning by employing varied instructional strategies and supports that help build students' knowledge and skills and that facilitate student engagement, well-being, and efficacy. d. Teachers vary their instructional practices to differentiate the kinds of student learning activities and levels of support needed to address the breadth of students' identified assets and needs.		

STANDARD V - Assessing Students for Learning	**PLANS FOR GROWTH**	**EVIDENCED BY**
a. Teachers understand different assessment types and purposes and use multiple methods of assessing students to intentionally collect, analyze, and interpret information directed toward supporting each student's achievement and well-being. b. Teachers apply varied data sources to access meaningful information for planning and differentiating student learning experiences, determining developmentally appropriate instructional practices, and improving processes that equitably guide the growth of each student's academic and social–emotional learning. c. Teachers engage with students, families, and guardians, along with other teachers and specialists, to share student strengths and areas of improvement gathered from assessments and reach common understanding about how to apply the information to support improvement goals and student progress. d. Teachers, individually and collaboratively, evaluate and improve assessment methods to ensure equitable access, opportunities, resources, and outcomes for student learning and growth.		

STANDARD VI - Developing as a Professional Educator	PLANS FOR GROWTH	EVIDENCED BY
a. Teachers continuously examine and evaluate their own practice to intentionally use new understandings and perspectives as opportunities for professional growth and effectiveness. b. Teachers amplify their expertise with ongoing professional learning experiences that address subject-matter content, instruction and assessment, social–emotional support, and equitable practices, that enable each student—including historically and persistently underserved students—to reach identified goals. c. Teachers collaborate with colleagues in developing a common understanding of effective practices for students' academic and social–emotional development. This common understanding informs teaching and supports practices that meet students' diverse learning interests, strengths, and needs. d. Teachers collaborate with families, guardians, and community partners to develop and use a common language, strategies, and communication around in-school and out-of-school learning experiences and to align services and initiatives that affect each student's growth and well-being. e. Teachers demonstrate honesty, trustworthiness, and integrity in their professional behavior and decision-making as they conduct their responsibilities with a focus on each student's learning and well-being. f. Teachers strive to eradicate barriers to student access, engagement, opportunities and positive outcomes by acting with integrity and fairness so that every student has the quality experiences necessary to learn and thrive. g. Teachers cultivate and sustain personal motivation, commitment, energy, and health by balancing continuous professional growth with their own physical and emotional wellness.		

STANDARD VII – Required Duties and Professional Responsibilities	**PLANS FOR GROWTH**	**EVIDENCED BY**
a. Fulfillment of adjunct duties b. Attendance at department meetings c. Attendance at faculty meetings d. Fulfillment of other contractual duties under Article VII e. Attendance required at parent conferences		

Additional Comments/Evaluatee:

Date	Signature Evaluatee	Date	Signature Evaluator
	Print Name		Print Name