

SISKIYOU COUNTY OFFICE OF EDUCATION

Certificated Teacher Form: School Year _____

Teacher Name: _____

Grade(s): _____

Check one: Check one:

____ Level I

____ Level II

____ Level III, Referred

____ Other

(Intern, STSP, PIP, Waiver)

☐ Level I

☐ Level II

☐ Level III, Referred

☐ Other _____

| Level of Performance | | | |
|---|---|--|--|
| NE = Progress Not Evident | PE = Progress Evident | MS = Meets Standards | |
| Teacher does not demonstrate an understanding of the concepts underlying the standard(s) and implementation rarely occurs. Multiple checkmarks in a specific standard indicates unsatisfactory performance. | Teacher appears to demonstrate an understanding of the concepts underlying the standard(s); but implementation is sporadic, intermittent. | Teacher clearly demonstrates an understanding of the concepts underlying the standard(s) and consistently implements it. | |
| Practice not consistent with standards expectations | Developing practice | Maturing practice (MS 1) | Experienced practice that exemplifies the standards (MS 2) |

Key

P – Portfolio/Interview/Survey

O – Observation

D – Data Collection

Evaluator's Comments and Rate of Performance

| Standard One | | NE | PE | MS |
|--|--|----|----|----|
| Engaging and Supporting All Students in Learning | | | | |
| <input type="radio"/> | 1.1 Connects students' prior knowledge, life experience, and interest with learning goals. | | | |
| <input type="radio"/> | 1.2 Uses a variety of instructional strategies and resources to respond to students' diverse needs | | | |
| <input type="radio"/> | 1.3 Facilitates learning experiences that promote independence, interactions and choice | | | |
| <input type="radio"/> | 1.4 Engages students in problem solving, critical thinking, and other activities that make subject matter meaningful | | | |
| P/O | 1.5 Promotes self-directed, reflective learning for all students | | | |
| <input type="radio"/> | 1.6 Monitors student learning and adjusts instruction while teaching | | | |
| Comments: | | | | |

| Standard Two | | NE | PE | MS |
|--|--|----|----|----|
| Creating and Maintaining Effective Environments for Student Learning | | | | |
| <input type="radio"/> | 2.1 Creates a physical environment that engages all students | | | |
| <input type="radio"/> | 2.2 Establishes a climate that promotes fairness and respect | | | |
| <input type="radio"/> | 2.3 Promotes social development and group responsibility | | | |
| O/D | 2.4 Establishes and maintains a high standard for student behavior | | | |
| <input type="radio"/> | 2.5 Plans and implements classroom procedures and routines that support student learning | | | |
| <input type="radio"/> | 2.6 Uses instructional time effectively | | | |
| <input type="radio"/> | 2.7 Directs activities of classroom paraprofessional, aides, volunteers, peer tutors | | | |
| O/D | 2.8 Utilizes positive behavior support techniques | | | |
| <input type="radio"/> | 2.9 Encourages interactions with typical peers across instructional settings | | | |
| Comments | | | | |

Standard Three**NE****PE****MS****Understanding and Organizing Subject Matter for Student Learning**

| | | | | |
|-----|--|--|--|--|
| P/O | 3.1 Demonstrates knowledge of subject matter, academic content standards, and curriculum framework | | | |
| P/O | 3.2 Applies knowledge of student development and proficiencies to ensure student understanding of subject matter | | | |
| P/O | 3.3 Organizes curriculum to facilitate student understanding of subject matter | | | |
| O | 3.4 Utilizes instructional strategies that are appropriate to the subject matter | | | |
| P/O | 3.5 Uses and adapts resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students | | | |
| P/O | 3.6 Addresses the needs of English learners and students with special needs to provide equitable access to the content | | | |
| P/O | 3.7 Adapts/modifies subject matter to meet students' individual needs | | | |

Comments:**Standard Four****NE****PE****MS****Planning Instruction and Designing Learning Experiences for All Students**

| | | | | |
|-----|---|--|--|--|
| P/O | 4.1 Uses knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction | | | |
| P/O | 4.2 Establishes and articulates goals for student learning | | | |
| P/O | 4.3 Develops and sequences long-term and short-term instructional plans to support student learning | | | |
| O | 4.4 Plans instruction that incorporates appropriate strategies to meet the learning needs of all students | | | |
| P | 4.5 Develops and implements Individual Education Program (IEP) goals to address students' individual needs | | | |

Comments:**Standard Five****NE****PE****MS****Assessing Students for Learning**

| | | | | |
|-----|---|--|--|--|
| O | 5.1 Applies knowledge of the purposes, characteristics, and uses of different types of assessments | | | |
| D/O | 5.2 Collects and analyzes assessment data from a variety of sources to inform instruction | | | |
| D/O | 5.3 Reviews data, both individually and with colleagues, to monitor student learning | | | |
| D/O | 5.4 Uses assessment data to establish learning goals and to plan, differentiate, and modify instruction | | | |
| P/O | 5.5 Involves all students in self-assessment, goal setting, and monitoring progress (self-advocacy, self-determination) | | | |
| P/O | 5.6 Uses available technologies to assist in assessment, analysis, and communication of student learning | | | |
| P | 5.7 Uses assessment information to share timely and comprehensible feedback with student and their families | | | |
| P | 5.8 Develops and administers nonbiased, nondiscriminatory assessment | | | |
| P/D | 5.9 Utilizes assessment data to develop Individual Education Program (IEP) | | | |
| D/O | 5.10 Evaluates instruction and monitors progress of individuals with exceptional learning needs | | | |

Comments:

Standard Six**NE****PE****MS****Developing as a Professional Educator**

| | | | | |
|-----|---|--|--|--|
| P | 6.1 Reflects on teaching practice in support of student learning | | | |
| P | 6.2 Establishes professional goals and engages in continuous and purposeful professional growth and development | | | |
| P/O | 6.3 Collaborates with colleagues and the broader professional community to support teacher and student learning | | | |
| P | 6.4 Works with families to support student learning | | | |
| P | 6.5 Engages local communities in support of the instructional program | | | |
| P/O | 6.6 Manages professional responsibilities to maintain motivation and commitment to all students | | | |
| O | 6.7 Assumes initiative and responsibility for tasks and assignments | | | |
| O | 6.8 Collaborates with general education classroom teachers and other school and community personnel to integrate students across instructional environments | | | |
| O | 6.9 Uses verbal, nonverbal, and written language effectively | | | |
| O | 6.10 Upholds high standards of competence and integrity and exercises sound judgment in the practice of the profession | | | |

Comments:**Certificated Teacher Evaluation Form: School Year** _____

Observation dates: _____

Evaluator's Summary:

Please sign on the space provided below. Your signature indicates that you have received a copy of this document and does not indicate that you agree with the content of the document. You have the right and opportunity to review and comment on this document. Submit your written comments to this document, if any, within ten (10) days. Your written comments, if any, will be attached to this document. A copy of this document and your written comments, if any, will be placed in your personnel file.

Your next evaluation cycle will begin on _____. (If eligible for a waiver, indicate the appropriate beginning of that school year).

Evaluator's Signature_____
Teacher's Signature_____
Date_____
Date