

SANTA ANA UNIFIED SCHOOL DISTRICT

APPENDIX D

2 – OBSERVATION FORM

Formal Observation Form

Permanent: **Non-Permanent:**

Date:	Time In:	Time Out:
EMPLOYEE:	SCHOOL/DEPT.:	Grade/Subject:

1 – Meets Standard	*2 – Below Standard	3 – Not Observed
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Key Elements	Standards for the Teaching Profession/Comments
<p>None 1.1 – Connects students’ prior knowledge, life experience and interests with learning goals.</p> <p>None 1.2 – Uses a variety of instructional strategies.</p> <p>None 1.3 – Facilitates learning experiences that promotes autonomy, interaction and choice.</p> <p>None 1.4 – Engages students in problem solving, critical thinking and other activities that make subject matter meaningful.</p> <p>None 1.5 – Promotes self-directed, reflective learning for all students.</p>	<p>1.0 Engages and Supports All Students in Learning</p>
<p>None 2.1 – Creates a physical environment that engages all students.</p> <p>None 2.2 – Establishes a climate that promotes fairness and respect.</p> <p>None 2.3 – Promotes social development and group responsibility.</p> <p>None 2.4 – Establishes and maintains standards for student behavior.</p> <p>None 2.5 – Plans and implements classroom procedures and routines that support students learning.</p> <p>None 2.6 – Uses instructional time effectively.</p>	<p>2.0 Creates and Maintains Effective Environments for Student Learning</p>
<p>None 3.1 – Demonstrates knowledge of subject matter content and student development.</p> <p>None 3.2 – Organizes curriculum to support students understanding of subject matter.</p> <p>None 3.3 – Interrelates ideas and information within and across subject matter areas.</p> <p>None 3.4 – Develops student understanding through instructional strategies that are appropriate to the subject matter.</p> <p>None 3.5 – Uses material, resources and technologies to make subject matter accessible to students.</p>	<p>3.0 Understands and Organizes Subject Matter for Students Learning</p>

*CBA: 5.2.1.4.1 – BELOW STANDARD ON 3 OR MORE ELEMENTS ON A STANDARD IN THE SECOND OBSERVATION

APPENDIX D
2-OBSERVATION FORM - CONTINUED

<p>None 4.1 – Draws on and values students’ backgrounds, interests and developmental learning needs.</p> <p>None 4.2 – Establishes and articulates goals for student learning.</p> <p>None 4.3 – Develops and sequences instructional activities and materials for student learning.</p> <p>None 4.4 – Designs short-term and long-term plans to foster student learning.</p> <p>None 4.5 – Modifies instructional plans to adjust for student needs.</p>	<p>4.0 Plans Instruction and Designs Learning Experiences for All Students</p>
<p>None 5.1 – Establishes and communicates learning goals for all students.</p> <p>None 5.2 – Collects and uses multiple sources of information to assess student learning.</p> <p>None 5.3 – Involves and guides all students in assessing their own learning.</p> <p>None 5.4 – Uses the results of assessment to guide instruction.</p> <p>None 5.5 – Communicates with students, families and other audiences about student progress.</p>	<p>5.0 Assesses Student Learning</p>
<p>None 6.1 – Reflects on teaching practice and plans professional development.</p> <p>None 6.2 – Establishes professional goals and pursues opportunities to grow professionally.</p> <p>None 6.3 – Work with communities to improve professional practice.</p> <p>None 6.4 – Works with families to improve professional practice.</p> <p>None 6.5 – Works with colleagues to improve professional practice.</p> <p>None 6.6 – Balances professional responsibilities and maintains motivation.</p>	<p>6.0 Develops as Professional Educator (to be discussed at post observation conference as per 5.2.2.1)</p>

Areas marked (2) “below standard” require specific written suggestion(s) and offer(s) of positive assistance. The evaluator shall outline in writing on this form the assistance to be provided for all elements for which improvement is needed.

The unit member will take affirmative action to correct any deficiencies. (5.2.3.6)

This observation has been discussed with the employee.

The teacher’s signature acknowledges receipt of this document and does not necessarily indicate agreement with the report (5.2.2.1)

Additional pages attached: Yes No

Signature of Employee:	Date:
Signature of Evaluator:	Date:

SANTA ANA UNIFIED SCHOOL DISTRICT

APPENDIX D

3 – EVALUATION FORM

School Year -

<input type="checkbox"/> Mid-Year	<input type="checkbox"/> Annual
<input type="checkbox"/> Permanent	<input type="checkbox"/> Non-Permanent

EMPLOYEE:	SCHOOL/DEPT.:	ASSIGNMENT:
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1 – Meets Standard	*2 – Below Standard	3 – Not Observed
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*CBA: 5.2.1.4.1 – BELOW STANDARD ON 3 OR MORE ELEMENTS ON A STANDARD IN THE SECOND OBSERVATION

None 1.0 ENGAGES AND SUPPORTS ALL STUDENTS IN LEARNING	
1.1	Connects students’ prior knowledge, life experience and interests with learning goals.
1.2	Uses a variety of instructional strategies and resources to respond to students’ diverse needs
1.3	Facilitates learning experiences that promote autonomy, interaction and choice.
1.4	Engages students in problem solving, critical thinking and other activities that make subject matter meaningful.
1.5	Promotes self-directed, reflective learning for all students.
None 2.0 CREATES AND MAINTAINS EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING	
2.1	Creates a physical environment that engages all students
2.2	Establishes a climate that promotes fairness and respect.
2.3	Promotes social development and group responsibility.
2.4	Establishes and maintains standards for student behavior.
2.5	Plans and implements classroom procedures and routines that support student learning.
2.6	Uses instructional time effectively.
None 3.0 UNDERSTANDS AND ORGANIZED SUBJECT MATTER FOR STUDENT LEARNING	
3.1	Demonstrates knowledge of subject matter content and student development.
3.2	Organizes curriculum to support student understanding of the subject matter.
3.3	Interrelates ideas and information within and across subject matter areas.
3.4	Develops student understanding through instructional strategies that are appropriate to the subject matter.
3.5	Uses materials, resources and technologies to make subject matter accessible to students.
None 4.0 PLANS INSTRUCTION AND DESIGNS LEARNING EXPERIENCE FOR ALL STUDENTS	
4.1	Draws on and values students’ backgrounds, interests and developmental learning needs.
4.2	Establishes and articulates goals for student learning.
4.3	Develops and sequences instructional activities and materials for student learning.
4.4	Designs short-term and long term plans to foster student learning.
4.5	Modifies instructional plans to adjust for student needs.
None 5.0 ASSESSES STUDENT LEARNING	
5.1	Establishes and communicates learning goals for all students.
5.2	Collects and uses multiple sources of information to assess student learning.
5.3	Involves and guides all students in assessing their own learning.
5.4	Uses the results of assessments to guide instruction.
5.5	Communicates with students, families and other audiences about student progress.

APPENDIX D
1 – EVALUATION PLAN

SANTA ANA UNIFIED SCHOOL DISTRICT
EVALUATION PLAN

SCHOOL YEAR: 2008 - 2009

Employee:	Assignment(s):	Cycle: Traditional
School/Dept:	Permanent: <input type="checkbox"/>	Non-Permanent: <input type="checkbox"/>

INDICATE STANDARDS BEING ADDRESSED

STANDARDS 1.0 – 5.0

- 1.0 Engages and supports all students in learning.
- 2.0 Creates and maintains effective environments for students learning.
- 3.0 Understands and organizes subject matter for student learning.
- 4.0 Plans instruction and designs learning experiences for all students.
- 5.0 Assesses student learning.

INDICATE ELEMENT BEING ADDRESSED

STANDARDS 6.0 Develops as a Professional Educator

- 6.1 Reflects on teaching practice and plans professional development.
- 6.2 Establishes professional goals and pursues opportunities to grow professionally.
- 6.3 Works with communities to improve professional practice.
- 6.4 Works with families to improve professional practice.
- 6.5 Works with colleagues to improve professional practice.
- 6.6 Balances professional responsibilities and maintains motivation

Check Applicable CBA Paragraph Number:

- 5.1.1.1 The evaluation of first year pre-intern/intern and emergency permit unit members, credentialed, temporary and categorically funded units members, and probationary units members shall be based on two (2) of the first five (5) Standards and one (1) element of Standard 6: Develops as a Professional Educator.
- 5.1.1.2 The evaluation of the second or more years pre-intern/intern and emergency permit unit members, second and third year credentialed temporary and categorically funded unit members and second-year probationary unit member shall be based on the remaining three (3) Standards and one (1) element of Standard 6: Develops as a Professional Educator.
- 5.1.1.3 Every evaluation year, the evaluation of permanent and continuing credentialed temporary (three or more years in the District) unit members shall be based on three (3) of the Standards and one (1) element of Standard 6: Develops as a Professional Educator.

5.12 Are Standards mutually agreed upon? Yes **or** No

5.1.2 Which Standards are administratively substituted?

5.1.2.1 Will Unit Member be submitting constraints? Yes **or** No

EVALUATOR SIGNATURE: _____ DATE: _____

EMPLOYEE SIGNATURE: _____ DATE: _____