San Bernardino City Unified School District

EVALUATION & GOAL MONITORING CONFERENCE SUMMARY - TEACHER

Teacher's Name		Site		Evaluator	
Position/Subject/ Grade Level		Employment Status	**Select One**		

Temporary, Emergency, Intern, and Probationary 1 employees are evaluated on Standards 1, 2, 4 & Criteria #7. Probationary 2 employees are evaluated on Standards 3, 5, 6, & Criteria #7. Permanent employees are evaluated on all standards and criteria.

I.   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, backgrounds, life experiences, and interests

1.3 Connecting subject matter to meaningful, 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

Observation Date	Meeting Date	Rating

Goal aligned to standard:

We discussed the following effective strategies and techniques/strategies for improvement/growth, including evidence of goal progress:

1st Evaluation Conference Summary:

2nd Evaluation Conference Summary:

3rd Evaluation Conference Summary:

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II. CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING

		Observation Date	Meeting Date	Rating
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			

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III. 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 material 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

</td><td>Observation Date</td><td>Meeting Date</td><td>Rating</td></tr>
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IV. PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS	Observation Date	Meeting Date	Rating
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			

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V. 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 available technologies to assist in assessment, analysis, and communication of student learning
    5.7   Using assessment information to share timely and comprehensible feedback with students and their families

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VI. 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 learning 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

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VII. PROFESSIONAL WORK HABITS
    7.1   Rapport and timely communication with students, parents, staff and administrators
    7.2   Attendance and punctuality
    7.3   Member Judgment

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Ratings Key:

Innovatively Implements Standards = **(I)**

Exceeds Standards = **(E)**

Meets Standards = **(M)**

Partially Meets Standards = *(P)**

Unsatisfactory = *(U)**

Article XVI, Section 9 – At any time during the evaluation process, if the evaluator has evidence that the unit member is not making satisfactory progress, the evaluator and the unit member shall meet to collaboratively develop an assistance plan.

*A Certificated Assistance Plan must be completed for one or more unsatisfactory and/or three or more partially meets ratings, but may be completed for any deficiency.

1st Evaluation Conference Employee Signature   Date

[My signature acknowledges that I have met and discussed this evaluation, but does not necessarily imply agreement with conclusions of the evaluator. Employee's Comments: Attach a separate page.]

Evaluator Signature   Date

FOR PERMANENT EMPLOYEES ONLY

Article XVI, Section 5 – After the completion of the first observation, with written agreement of both the evaluator and the permanent unit member, who has documented satisfactory performance, the number of observations may be reduced to two (2) or one (1). Our signatures below indicate that the unit member is meeting the evaluation criteria and the number of observations has been reduced to   **Select o**

Employee Signature   Date

Evaluator Signature   Date

2nd Evaluation Conference Employee Signature   Date

[My signature acknowledges that I have met and discussed this evaluation, but does not necessarily imply agreement with conclusions of the evaluator. Employee's Comments: Attach a separate page.]

Evaluator Signature   Date

3rd Evaluation Conference Employee Signature   Date

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Evaluator Signature   Date

FINAL EVALUATION AND GOALS ASSESSMENT CONFERENCE - TEACHER

Teacher's Name		Site		Evaluator	

Article XVI, Section 10 – Final Evaluation Conference Meeting – The unit member shall attend a final evaluation conference meeting no later than thirty (30) days prior to the last day of school. The final evaluation form shall be presented to the unit member during this meeting, and by certified mail, if the unit member is absent, no later than thirty (30) days prior to the last day of school.

	Final Rating
I. ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING	
II. CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING	
III. UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING	
IV. PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS	
V. ASSESSING STUDENTS FOR LEARNING	
VI. DEVELOPING AS A PROFESSIONAL EDUCATOR	
VII. PROFESSIONAL WORK HABITS	

Overall Rating:	

Innovatively Implements Standards = (I), Exceeds Standards = (E), Meets Standards = (M), Partially Meets Standards = (P), Unsatisfactory = *(U)

An Overall Rating of Unsatisfactory requires participation in the Peer Assistance Review program.

FINAL EVALUATION & GOALS ASSESSMENT
<u>Documentation of Overall Progress/Areas of Growth, Additional Comments and Final Reflections</u>:

_____		_____	
Employee Signature	Date	Evaluator Signature	Date

[My signature acknowledges that I have met and discussed this evaluation, but does not necessarily imply agreement with conclusions of the evaluator. Employee's Comments: Attach a separate page.]