

# CERTIFICATED EVALUATION

**Teacher** \_\_\_\_\_ **School Site** Banning High School **Date** \_\_\_\_\_

**Evaluator** \_\_\_\_\_ **Classroom Observation Date** \_\_\_\_\_ **Conference Date** \_\_\_\_\_

<b>Teacher Status</b>	Probationary <input type="checkbox"/> Permanent <input type="checkbox"/> Pre-Intern <input type="checkbox"/> Intern <input type="checkbox"/>	Formative Evaluation <input type="checkbox"/> Summative Evaluation <input type="checkbox"/> Other _____	<b>Overall Evaluation Code:</b> <span style="border: 1px solid black; padding: 2px 10px;">Code</span>	Needs Improvement Plan <input type="checkbox"/> Referral to PAR <input type="checkbox"/>
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Evaluation Code: **E** - Exceeds Standard    **M** – Meets Standard    **P** – Partially Meets Standard    **U** - Unsatisfactory

STANDARD	COMMENTS (Including Code)
<p><b>STANDARD I: ENGAGING AND SUPPORTING STUDENTS IN LEARNING</b></p> <p><b>Elements:</b></p> <p>*1.1 Connecting students’ prior knowledge, life experience and interests with learning goals.</p> <p>1.2 Using a variety of instructional strategies and resources to respond to students’ diverse needs.</p> <p>1.3 Facilitating learning experiences that promote autonomy, interaction and choice.</p> <p>1.4 Engaging students in problem solving, critical thinking and other activities that make subject matter meaningful.</p> <p>1.5 Promoting self-directed, reflective learning for students.</p>	<div style="border: 2px solid black; width: 60px; height: 60px; margin: auto; display: flex; align-items: center; justify-content: center;"> <span style="font-size: 1.2em;">Code</span> </div>

\* These standards are particularly applicable to the instruction of the following groups: GATE, English Learners, Special Ed.

STANDARD	COMMENTS (Including Code)
<p><b>STANDARD II: CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING</b></p> <p><b>Elements:</b></p> <p>2.1 Creating a physical environment that engages students.</p> <p>2.2 Establishing a climate that promotes fairness and respect.</p> <p>2.3 Promoting social development and group responsibility.</p> <p>2.4 Establishing and maintaining standards for student behavior.</p> <p>*2.5 Planning and implementing classroom procedures and routines that support student learning.</p> <p>2.6 Using instructional time effectively.</p>	<div style="border: 1px solid black; width: 50px; height: 50px; margin-left: auto; margin-right: auto; text-align: center; vertical-align: middle;">Code</div>
<p><b>STANDARD III – UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING</b></p> <p><b>Elements:</b></p> <p>3.1 Demonstrating knowledge of subject matter content and student development.</p> <p>*3.2 Organizing curriculum to support student understanding of subject matter.</p> <p>3.3 Using materials, resources, and technologies to make subject matter accessible to students.</p> <p>*3.4 Interrelating ideas and information within and across subject matter areas.</p> <p>3.5 Developing student understanding through instructional strategies that are appropriate to the subject matter.</p>	<div style="border: 1px solid black; width: 50px; height: 50px; margin-left: auto; margin-right: auto; text-align: center; vertical-align: middle;">Code</div>

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STANDARD	COMMENTS (Including Code)
<p><b>STANDARD IV – PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR STUDENTS</b></p> <p><b>Elements:</b></p> <ul style="list-style-type: none"> <li>*4.1 Drawing on and valuing students’ backgrounds, interests and developmental learning needs.</li> <li>*4.2 Establishing and articulating goals for student learning.</li> <li>*4.3 Developing and sequencing instructional activities and materials for student learning.</li> <li>*4.4 Designing short-term and long-term plans to foster student learning.</li> <li>*4.5 Modifying instructional plans to adjust for student needs.</li> </ul>	<div style="border: 1px solid black; padding: 5px; width: fit-content; margin-left: auto;">Code</div>
<p><b>STANDARD V – ASSESSING STUDENT LEARNING</b></p> <p><b>Elements:</b></p> <ul style="list-style-type: none"> <li>*5.1 Collecting and using multiple sources of information to assess student learning.</li> <li>*5.2 Involving and guiding students in assessing their own learning.</li> <li>*5.3 Communicating with students, families and others about student progress.</li> <li>*5.4 Using the results of assessment to guide instruction.</li> </ul>	<div style="border: 1px solid black; padding: 5px; width: fit-content; margin-left: auto;">Code</div>

STANDARD	COMMENTS (Including Code)
<p><b>STANDARD VI – DEVELOPING AS A PROFESSIONAL EDUCATOR</b></p> <p><b>Elements:</b></p> <p>6.1 Reflecting on teaching practice and planning professional development.</p> <p>*6.2 Establishing professional goals and pursuing opportunities to grow professionally.</p> <p>6.3 Working with communities, families and colleagues to improve professional practice.</p> <p>*6.4 Balancing professional responsibilities and maintaining motivation.</p> <p>6.5 Submits and completes reports in a timely manner.</p>	<div data-bbox="1892 215 2005 354" style="border: 1px solid black; padding: 5px; text-align: center;">Code</div>

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**COMMENTS**

\_\_\_\_\_  
Administrator's Signature and Date

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Teacher's Signature and Date  
Signature does not constitute agreement with evaluation

A Summative evaluation of "unsatisfactory" indicates that a teacher has received an unsatisfactory performance notation in any six elements throughout the teaching standards or an unsatisfactory performance notation in any three elements within a single standard and requires a written plan of assistance. A summative evaluation of "partially meets standards" also requires a written plan of assistance.

**EVALUATION IS INVALID WITHOUT BOTH SIGNATURES.**