PASO ROBLES JOINT UNIFIED SCHOOL DISTRICT
(Article 8)
SUMMATION OF TEACHING PERFORMANCE

Name:_____**Date**_____

Site:_____**Grade Level** _____ **Subject Matter**_____

Status of Teacher:

☐Permanent   ☐Probationary 2   ☐Probationary 1   ☐Temporary   ☐Intern/Emergency Permit/Waiver

☐ **STANDARD ONE** – ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING   ☐ Mid-term ☐ Final

1	2	3	4	5	Elements
					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

☐ Emerging Level 1	☐ Exploring Level 2	☐ Applying Level 3	☐ Integrating Level 4	☐ Innovating Level 5
Expands awareness of curriculum and instructional practices to support understanding and engage students in learning.	Explores use of additional instructional practices to teach the curriculum and support student understanding and engagement.	Implements the curriculum using a variety of instructional practices and supplemental resources selected to improve student understanding and engagement.	Integrates extensive knowledge of curriculum, instructional practices, and supplemental resources to enhance and deepen student understanding and engagement.	Designs and implements comprehensive curriculum with multiple and varied instructional strategies and resources to support in depth studies of content and promote high levels of student understanding and engagement.

Evidence: Defined by Exhibit C and Additional Findings
Reflective Dialogue

*Exhibit a Rubric as guideline for scoring

☐ **STANDARD TWO** – CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING

1	2	3	4	5	Elements
					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 children can learn
					2.7 Utilizing instructional time to maximize learning

☐ Emerging Level 1	☐ Exploring Level 2	☐ Applying Level 3	☐ Integrating Level 4	☐ Innovating Level 5
Recognizes the importance of building a positive learning environment that is focused on achievement.	Guides the development of a respectful learning environment focused on achievement.	Maintains a respectful and supportive learning environment in which all students can achieve.	Provides a respectful and rigorous learning environment that supports and challenges all students to achieve.	Facilitates a learning environment that is respectful, rigorous, and responsive in advancing student achievement.

Evidence:
Reflective Dialogue

☐ STANDARD THREE – UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING

1	2	3	4	5	Elements
					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 understanding of 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 materials, 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 content
☐ Emerging Level 1	☐ Exploring Level 2	☐ Applying Level 3	☐ Integrating Level 4	☐ Innovating Level 5	
Demonstrates knowledge of teaching as discrete skills as described in the *California Standards for the Teaching Professional (CSTP).*	Expands knowledge of related elements of effective instruction, learning goals, assessments, and content as informed by the *CSTP.*	Utilizes knowledge of CSTP to makes connections between elements of effective instruction, learning goals, assessments, and content standards.	Articulates knowledge of the inter-relationships between elements of effective instruction, learning goals, assessments, and content across the *CSTP.*	Applies in depth knowledge of the *CSTP* to interconnect effective instruction, learning goals, and assessment within and across content areas.	

Evidence:
Reflective Dialogue

☐ **STANDARD FOUR –** PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS

1	2	3	4	5	Elements
					4.1 Using knowledge of student's 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 learning needs of all students
☐ **Emerging** **Level 1**	☐ **Exploring** **Level 2**	☐ **Applying** **Level 3**	☐ **Integrating** **Level 4**	☐ **Innovating** **Level 5**	
Plans lessons using available curriculum and resources.	Plans lessons using expanded understanding of curriculum, related materials and resources, and assessments.	Plans differentiated instruction using a variety of adjustments and adaptations in lessons.	Plans lessons using a broad range of strategies to differentiate instruction as informed by multiple assessments.	Plans instruction flexibly utilizing a repertoire of instructional practices to differentiate instruction as informed by ongoing assessments.	

Evidence:
Reflective Dialogue

STANDARD FIVE – ASSESSING STUDENTS FOR LEARNING

1	2	3	4	5	Elements
					5.1 Applying knowledge of the purposes, characteristics, and uses of different types of assessment
					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 comprehensive feedback with students and their families
☐ Emerging Level 1		☐ Exploring Level 2	☐ Applying Level 3	☐ Integrating Level 4	☐ Innovating Level 5

Develops understanding of required assessments and uses of data to inform student progress.	Explores the use of different types of assessments to expand understanding of student learning needs and support planning.	Utilizes a variety of assessments that provide targeted data on student learning to guide planning. Collaborates and reflects regularly with colleagues to improve teaching practice and student success.	Develops, adapts, and integrates assessments into instruction that provide ongoing data to guide planning differentiated instruction matched to assessed needs of students.	Utilizes a wide range of assessments strategically, systematically, and flexibly throughout instruction to identify student learning needs and guide ongoing adjustments in instruction that maximize student learning.

Evidence:

Reflective Dialogue

PASO ROBLES JOINT UNIFIED SCHOOL DISTRICT

(Article 8)

SUMMATION OF TEACHING PERFORMANCE

STANDARD SIX – DEVELOPING AS A PROFESSIONAL EDUCATOR

1	2	3	4	5	Elements
					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 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 student
					6.7 Demonstrating professional responsibility, integrity, and ethical conduct

☐ Emerging Level 1	☐ Exploring Level 2	☐ Applying Level 3	☐ Integrating Level 4	☐ Innovating Level 5
Works collaboratively with assigned colleagues to reflect on and improve teaching practice and student success.	Seeks collaboration with colleagues, resource personnel, and families to reflect on ways to improve teaching practice and student success.	Collaborates and reflects regularly with colleagues to improve teaching practice and student success.	Analyzes and integrates information from a wide range of sources to expand skills of collaboration and reflection as a habit of practice and to impact teacher effectiveness and student learning.	Engages in and facilitates collaborative learning communities focused on providing quality instruction and optimal learning for the full range of students.

Evidence:

PASO ROBLES JOINT UNIFIED SCHOOL DISTRICT

(Article 8)

SUMMATION OF TEACHING PERFORMANCE

Reflective Dialogue

Adjunct Duties and/or commendation(s) for activities that have enhanced student learning:

Suggestion(s) to enhance student learning:

Certificated Evaluation Committee

PASO ROBLES JOINT UNIFIED SCHOOL DISTRICT
(Article 8)
SUMMATION OF TEACHING PERFORMANCE

<u>Professional Development Activities:</u> To Support Professional Growth Goals.

PASO ROBLES JOINT UNIFIED SCHOOL DISTRICT
(Article 8)
SUMMATION OF TEACHING PERFORMANCE

Acknowledgement

In accordance with Article8: Within ten (10) working days subsequent to the observation, an evaluation conference shall be scheduled between the unit member and the evaluator. At the conference the evaluator will present a copy of the written evaluation to the unit member and discuss it. The unit member shall sign the evaluation signifying only that he/she has read the document, and has been provided the opportunity of attaching a written response which shall become a part of the permanent record within ten (10) days of signing the summation. If deficiencies are noted by the evaluator, he/she shall provide specific recommendations to remedy the noted deficiencies. Any employee who received a negative evaluation may request another observation and subsequent evaluation to be conducted at a mutually acceptable time: however, the teacher may request a second evaluation by another administrator determined by the District during the improvement plan period. Nothing in this section or paragraph shall invalidate the evaluation from the employee's immediate supervisor.

_____
Initial (Teacher)

_____
Initial (Evaluator)

☐ An overall **Satisfactory** evaluation means that the unit member has **met** the individual evaluation standards with fewer than two emerging or a combination of three (3) emerging and exploring within one CSTP. The unit member is effectively meeting the learning needs of students.

☐ An overall **Unsatisfactory** evaluation means that the unit member has **not met** the individual evaluation standards. The unit member has two emerging or a combination of three (3) emerging and exploring within one CSTP. (CSTP _____)

Permanent	**Probationary/Temporary**
☐ Employee to be placed on Support plan, as per Article 8	☐ I recommend this employee be granted permanent status
	☐ I recommend this employee be retained in probationary status subject to final probationary evaluation
☐ Employee to be placed in PAR per Article 8	☐ I do not recommend this employee for permanent status due to unsatisfactory performance

_____ _____ _____ _____
Evaluator Print Name   Date   Evaluator's Signature   Date

_____ _____ _____ _____
Teacher Print Name   Date   Teacher's Signature   Date

A copy of this evaluation will be placed in your personnel file. You have the right to respond and your response will be attached to your evaluation.

*Signature does not necessarily indicate agreement with the contents of this evaluation. Reaction or written response may be attached

Certificated Evaluation Committee