

APPENDIX E

EVALUATION FORMS



PRE-OBSERVATION CONFERENCE FORM
FOR ANNOUNCED OBSERVATION

Teacher _____

Date _____

School _____

Time/Period _____

Grade/Subject _____

Please answer these questions and bring the completed form to your pre-observation conference. Teacher may also complete the "Optional Teacher Input to Class Observation" Form (Attached).

PRE-CONFERENCE QUESTIONS:

a. What California Content Standards, or other curriculum standards, will you be teaching in this lesson?

b. What do you expect your students to learn by the end of this lesson?

c. What activities will you and your students be doing?

d. How will you know if your lesson is successful?

Evaluator _____ Teacher _____ Date _____

Appendix E
**OBSERVATION CONFERENCE
CHECKLIST**

Employment Status:

- Extended Term Substitutes
- Temporary
- Probationary 1st Year
- Probationary 2nd Year
- Permanent



Teacher's Name _____ Date _____
Last First M.

School	Assignment	Grade(s)	Subject(s)
Special Conditions (including type of class)			

Evaluator's Name _____

The Teacher shall pick one element from each of the six standards to be evaluated. A "T" shall be entered in the appropriate box to indicate the Teacher's selection.

The Evaluator shall pick one element from each of the six standards to be evaluated. A "E" shall be entered in to the appropriate box to indicated the Evaluator's selection.

T/E	Standard I- Engaging and Supporting All Students in Learning	4	3	2	1
	1.1 Using knowledge of students to engage them in learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	1.2 Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	1.3 Connecting subject matter to meaningful, real-life contexts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	1.4 Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	1.5 Promoting critical thinking through inquiry, problem solving, and reflection	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	1.6 Monitoring student learning and adjusting instruction while teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Evidence of how Standard was met or not met

Summary

- | | |
|---|---------------------|
| 4. Experienced Practice that Exemplifies the Standard | (Commendable) |
| 3. Maturing Beginning Practice | (Satisfactory) |
| 2. Developing Beginning Practice | (Needs Improvement) |
| 1. Practice Not Consistent with Standard Expectations | (Unsatisfactory) |

Comments

T/E	Standard II – Creating and Maintaining Effective Environments for Student Learning	4	3	2	1
	2.1 Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	2.2 Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	2.3 Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	2.4 Creating a rigorous learning environment with high expectations and appropriate support for all students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	2.5 Developing, communicating, and maintaining high standards for individual and group behavior	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	2.6 Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	2.7 Using instructional time to optimize learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Evidence of how Standard was met or not met

Summary

- | | |
|---|---------------------|
| 4. Experienced Practice that Exemplifies the Standard | (Commendable) |
| 3. Maturing Beginning Practice | (Satisfactory) |
| 2. Developing Beginning Practice | (Needs Improvement) |
| 1. Practice Not Consistent with Standard Expectations | (Unsatisfactory) |

Comments

T/E	Standard III – Understanding and Organizing Subject Matter for Learning	4	3	2	1
	3.1 Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	3.2 Applying knowledge of student development and proficiencies to ensure student understanding of subject matter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	3.3 Organizing curriculum to facilitate student understanding of the subject matter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	3.4 Utilizing instructional strategies that are appropriate to the subject matter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	3.5 Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	3.6 Addressing the needs of English learners and students with special needs to provide equitable access to the content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Evidence of how Standard was met or not met

Summary

- | | |
|---|---------------------|
| 4. Experienced Practice that Exemplifies the Standard | (Commendable) |
| 3. Maturing Beginning Practice | (Satisfactory) |
| 2. Developing Beginning Practice | (Needs Improvement) |
| 1. Practice Not Consistent with Standard Expectations | (Unsatisfactory) |

Comments

T/E	Standard IV – Planning Instruction and Designing Learning Experiences for All Students	4	3	2	1
	4.1 Using knowledge of students’ academic readiness, language proficiency, cultural background, and individual development to plan instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	4.2 Establishing and articulating goals for student learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	4.3 Developing and sequencing long-term and short-term instructional plans to support student learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	4.4 Planning instruction that incorporates appropriate strategies to meet the learning needs of all students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	4.5 Adapting instructional plans and curricular materials to meet the assessed learning needs of all students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Evidence of how Standard was met or not met

Summary

- | | |
|---|---------------------|
| 4. Experienced Practice that Exemplifies the Standard | (Commendable) |
| 3. Maturing Beginning Practice | (Satisfactory) |
| 2. Developing Beginning Practice | (Needs Improvement) |
| 1. Practice Not Consistent with Standard Expectations | (Unsatisfactory) |

Comments

T/E	Standard V – Assessing Students for Learning	4	3	2	1
	5.1 Applying knowledge of the purposes, characteristics, and uses of different types of assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	5.2 Collecting and analyzing assessment data from a variety of sources to inform instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	5.3 Reviewing data, both individually and with colleagues, to monitor student learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	5.4 Using assessment data to establish learning goals and to plan, differentiate, and modify instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	5.5 Involving all students in self-assessment, goal setting, and monitoring progress	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	5.6 Using available technologies to assist in assessment, analysis, and communication of student learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	5.7 Using assessment information to share timely and comprehensible feedback with students and their families	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Evidence of how Standard was met or not met

Summary

- | | |
|---|---------------------|
| 4. Experienced Practice that Exemplifies the Standard | (Commendable) |
| 3. Maturing Beginning Practice | (Satisfactory) |
| 2. Developing Beginning Practice | (Needs Improvement) |
| 1. Practice Not Consistent with Standard Expectations | (Unsatisfactory) |

Comments

T/E	Standard VI – Developing as a Professional Educator	4	3	2	1
	6.1 Reflecting on teaching practice in support of student learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	6.2 Establishing professional goals and engaging in continuous and purposeful professional growth and development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	6.3 Collaborating with colleagues and the broader professional community to support teacher and student learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	6.4 Working with families to support student learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	6.5 Engaging local communities in support of the instructional program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	6.6 Managing professional responsibilities to maintain motivation and commitments to all students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	6.7 Demonstrating professional responsibility, integrity, and ethical conduct	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Evidence of how Standard was met or not met

Summary

- 4. Experienced Practice that Exemplifies the Standard (Commendable)
- 3. Maturing Beginning Practice (Satisfactory)
- 2. Developing Beginning Practice (Needs Improvement)
- 1. Practice Not Consistent with Standard Expectations (Unsatisfactory)

Comments

Performance of other duties adjunct to the teacher’s assignment.
Adjunct duties are contractual responsibilities in addition to classroom teaching.

Comments and Examples:

OBSERVATION SUMMARY

- Commendable
 Satisfactory
 Needs Improvement
 Unsatisfactory

Summary of Observation:

Specific Plan for Improvement (required if observation is checked “Needs Improvement” or “Unsatisfactory”)

Teacher’s Comments*

(Signed) _____
Evaluator Title Date

I have received a copy of the above report. (Signed) _____
Teacher Date

*Additional comments may be written and attached within three (5) working days.



POST OBSERVATION CONFERENCE FORM
(To be completed by the evaluator based on the observation)

Teacher _____

Date _____

School _____

Time/Period _____

Grade/Subject _____

Evaluator's Notes
of Observation

POST-OBSERVATION CONFERENCE QUESTIONS:

a) Did the teacher successfully include the California Content Standards or other curricular standards in the lesson?

b) Did the students learn what was expected by the end of the lesson?

c) Were the planned activities used relevant and successful to the lesson?

d) Identify the next steps to be taken by the teacher to support growth based on the Description of Practice from the California Standards for the Teaching Profession.

e) Administrator's Next Steps To Support Teacher Development:

Evaluator signature _____ Teacher signature _____ Date _____



**Appendix E
FINAL EVALUATION**

Employment Status:

- Temporary
- Probationary Prob 0, Prob 1, Intern
- Probationary 2nd Year
- Permanent

Teacher's Name _____ Employee ID# _____ Date _____

School _____ Assignment _____ Grade(s) _____ Subject(s) _____

Special Conditions (including type of class) _____

Evaluator's Name _____ Evaluator's Employee ID# _____

The Teacher shall pick one element from each of the six standards to be evaluated. A "T" shall be entered in the appropriate box to indicate the Teacher's selection.

The Evaluator shall pick one element from each of the six standards to be evaluated. A "E" shall be entered in to the appropriate box to indicated the Evaluator's selection.

T/E	Standard I- Engaging and Supporting All Students in Learning	4	3	2	1
	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	○	○	○	○

Evidence of how Standard was met or not met

Summary

- | | |
|---|---------------------|
| 4. Experienced Practice that Exemplifies the Standard | (Commendable) |
| 3. Maturing Beginning Practice | (Satisfactory) |
| 2. Developing Beginning Practice | (Needs Improvement) |
| 1. Practice Not Consistent with Standard Expectations | (Unsatisfactory) |

Comments

T/E	Standard II – Creating and Maintaining Effective Environments for Student Learning	4	3	2	1
	2.1 Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	2.2 Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	2.3 Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	2.4 Creating a rigorous learning environment with high expectations and appropriate support for all students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	2.5 Developing, communicating, and maintaining high standards for individual and group behavior	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	2.6 Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	2.7 Using instructional time to optimize learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Evidence of how Standard was met or not met

Summary

- | | |
|---|---------------------|
| 4. Experienced Practice that Exemplifies the Standard | (Commendable) |
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| 2. Developing Beginning Practice | (Needs Improvement) |
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Comments

T/E	Standard III – Understanding and Organizing Subject Matter for Learning	4	3	2	1
	3.1 Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	3.2 Applying knowledge of student development and proficiencies to ensure student understanding of subject matter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	3.3 Organizing curriculum to facilitate student understanding of the subject matter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	3.4 Utilizing instructional strategies that are appropriate to the subject matter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	3.5 Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	3.6 Addressing the needs of English learners and students with special needs to provide equitable access to the content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Evidence of how Standard was met or not met

Summary

- | | |
|---|---------------------|
| 4. Experienced Practice that Exemplifies the Standard | (Commendable) |
| 3. Maturing Beginning Practice | (Satisfactory) |
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Comments

T/E	Standard IV – Planning Instruction and Designing Learning Experiences for All Students	4	3	2	1
	4.1 Using knowledge of students’ academic readiness, language proficiency, cultural background, and individual development to plan instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	4.2 Establishing and articulating goals for student learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	4.3 Developing and sequencing long-term and short-term instructional plans to support student learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	4.4 Planning instruction that incorporates appropriate strategies to meet the learning needs of all students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	4.5 Adapting instructional plans and curricular materials to meet the assessed learning needs of all students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Evidence of how Standard was met or not met

Summary

- | | |
|---|---------------------|
| 4. Experienced Practice that Exemplifies the Standard | (Commendable) |
| 3. Maturing Beginning Practice | (Satisfactory) |
| 2. Developing Beginning Practice | (Needs Improvement) |
| 1. Practice Not Consistent with Standard Expectations | (Unsatisfactory) |

Comments

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T/E	Standard V – Assessing Students for Learning	4	3	2	1
	5.1 Applying knowledge of the purposes, characteristics, and uses of different types of assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	5.2 Collecting and analyzing assessment data from a variety of sources to inform instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	5.3 Reviewing data, both individually and with colleagues, to monitor student learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	5.4 Using assessment data to establish learning goals and to plan, differentiate, and modify instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	5.5 Involving all students in self-assessment, goal setting, and monitoring progress	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	5.6 Using available technologies to assist in assessment, analysis, and communication of student learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	5.7 Using assessment information to share timely and comprehensible feedback with students and their families	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Evidence of how Standard was met or not met

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Summary

- | | |
|---|---------------------|
| 4. Experienced Practice that Exemplifies the Standard | (Commendable) |
| 3. Maturing Beginning Practice | (Satisfactory) |
| 2. Developing Beginning Practice | (Needs Improvement) |
| 1. Practice Not Consistent with Standard Expectations | (Unsatisfactory) |

Comments

--

T/E	Standard VI – Developing as a Professional Educator	4	3	2	1
	6.1 Reflecting on teaching practice in support of student learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	6.2 Establishing professional goals and engaging in continuous and purposeful professional growth and development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	6.3 Collaborating with colleagues and the broader professional community to support teacher and student learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	6.4 Working with families to support student learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	6.5 Engaging local communities in support of the instructional program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	6.6 Managing professional responsibilities to maintain motivation and commitments to all students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	6.7 Demonstrating professional responsibility, integrity, and ethical conduct	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Evidence of how Standard was met or not met

Summary

- 4. Experienced Practice that Exemplifies the Standard (Commendable)
- 3. Maturing Beginning Practice (Satisfactory)
- 2. Developing Beginning Practice (Needs Improvement)
- 1. Practice Not Consistent with Standard Expectations (Unsatisfactory)

Comments

Performance of other duties adjunct to the teacher’s assignment.
Adjunct duties are contractual responsibilities in addition to classroom teaching.

Comments and Examples:

FINAL EVALUATION SUMMARY

- Commendable
 Satisfactory
 Needs Improvement
 Unsatisfactory

Summary of Final Evaluation

Specific Plan for Improvement (required if final evaluation is checked “Needs Improvement” or “Unsatisfactory”)

Teacher’s Comments*

The evaluation and assessment of the performance of each certificated employee shall be made on a continuing basis. The next scheduled evaluation shall occur:

- At least once each school year for probationary personnel or if a permanent, certificated employee has received a final evaluation of Unsatisfactory shall be evaluated in the subsequent year.

- At least every other year for personnel with permanent status.

- At least every five years for personnel with permanent status who have been employed at least 10 years with the school district, are highly qualified, if those personnel occupy positions that are required to be filled by a highly qualified professional by the federal No Child Left Behind Act of 2001, and whose previous evaluation rated the employee as meeting or exceeding standards, if the evaluator and certificated employee being evaluated agree. The certificated employee or the evaluator may withdraw consent at any time.

(Signed) _____
Evaluator Title Date

I have received a copy of the above report. (Signed) _____
Teacher Date

*Additional comments may be written and attached within five (5) working days.



Employment Status:

STOCKTON UNIFIED SCHOOL DISTRICT

- Extended Term Substitutes
- Temporary
- Probationary 1st Year
- Probationary 2nd Year
- Permanent

**OBSERVATION/CONFERENCE CHECKLIST
FOR CERTIFICATED NON-INSTRUCTIONAL ASSIGNMENT***

Teacher's Name _____ Date _____
Last First MI

_____ School Assignment (Grade(s) / Subject(s)) /Job Title

_____ Special Conditions (including type of class)

Evaluator's Name _____

* For purposes of this form, "non-instructional" shall be defined as the work of any unit member who does not have a regular classroom assignment, but may be engaged in direct instruction.

PRE-OBSERVATION CONFERENCE (NOT REQUIRED OTHER THAN FOR FIRST OBSERVATION)

Date of Pre-Observation Conference: _____

Comments: _____

Date of Post-Observation Conference: _____

Summary of Post Observation Conference: _____

I. THE TEACHER'S ADHERENCE TO CURRICULAR OBJECTIVES AND/OR PROGRAM GOALS AND OBJECTIVES.

Indicators of Performance

The Teacher:

1. Shows a knowledge of curricular and course standards; and/or program goals and objectives.
2. Has objectives which are directly related to curriculum and standards and/or program goals and objectives.
3. Develops and implements activities to reach curricular goals and standards and/or program goals and objectives.
4. Uses materials which support and reinforce curriculum and standards and/or program goals and objectives.
5. Reflects evidence of planning.
6. Other (Explain): _____

Commendable	Satisfactory	Needs Improvement	Unsatisfactory	Does not Apply

Summary

- Commendable
- Satisfactory
- Needs Improvement (Comment Required)
- Unsatisfactory (Comment Required)

Comments: _____

II. THE CONTRIBUTION OF THE TEACHER TO THE PROGRESS OF THE PUPILS TOWARD STANDARDS ESTABLISHED BY THE DISTRICT.

Indicators of Performance

The teacher

1. Shows knowledge of students' abilities as they relate to program goals and objectives.
2. Develops and implements activities related to program goals and objectives.
3. Maintains appropriate program records

Commendable	Satisfactory	Needs Improvement	Unsatisfactory	Does not Apply

4. Other (explain): _____

Summary

- Commendable
- Satisfactory
- Needs Improvement (comment required)
- Unsatisfactory (comment required)

Comments: _____

III. THE INSTRUCTIONAL TECHNIQUES AND STRATEGIES USED BY THE TEACHER.

Teacher is to identify and list five indicators of performance based on program goals and/or objectives. Evaluator is to identify and list the indicators of performance based on program goals and objectives.

Indicators of Performance

1. _____

2. _____

3. _____

4. _____

5. _____

Commendable	Satisfactory	Needs Improvement	Unsatisfactory	Does not Apply

Evaluatee

- 6. _____

- 7. _____

- 8. _____

Commendable	Satisfactory	Needs Improvement	Unsatisfactory	Does not Apply

9. Other (Explain) _____

Summary

<input type="checkbox"/>	Commendable
<input type="checkbox"/>	Satisfactory
<input type="checkbox"/>	Needs Improvement (comment required)
<input type="checkbox"/>	Unsatisfactory (comment required)

Comments: _____

IV. THE ESTABLISHMENT AND MAINTENANCE OF A SUITABLE ENVIRONMENT WITHIN THE SCOPE OF THE TEACHER'S ASSIGNMENT.

- Indicator of performance
- 1. Establishes an environment conducive to learning.
 - 2. Maintains an orderly environment with materials displayed and appropriately stored.

Commendable	Satisfactory	Needs Improvement	Unsatisfactory	Does not Apply

3. Other (Explain) _____

Summary:

<input type="checkbox"/>	Commendable (comment suggested)
<input type="checkbox"/>	Satisfactory
<input type="checkbox"/>	Needs Improvement (comment required)
<input type="checkbox"/>	Unsatisfactory (comment required)

Comments: _____

V. THE PERFORMANCE OF OTHER DUTIES ADJUNCT TO THE TEACHER'S ASSIGNMENT.

<input type="checkbox"/>	Commendable
<input type="checkbox"/>	Satisfactory
<input type="checkbox"/>	Needs Improvement (comment required)
<input type="checkbox"/>	Unsatisfactory (comment required)

Comments: _____

VI. DEMONSTRATES QUALITY IN THE HUMAN RELATIONSHIPS WITH STUDENTS, PARENTS AND OTHER DISTRICT PERSONNEL.

<input type="checkbox"/>	Commendable
<input type="checkbox"/>	Satisfactory
<input type="checkbox"/>	Needs Improvement (comment required)
<input type="checkbox"/>	Unsatisfactory (comment required)

Comments: _____

Post Observation Conference: _____

Specific Plan For Improvement (required if observation is checked "Needs Improvement" or "Unsatisfactory"): _____

Teacher's Comments: _____

(signed) _____
 Evaluator Title Date

I have received a copy of the above report.*
 (signed) _____
 Teacher Date

* Additional comments may be written and attached within three (3) working days.

STOCKTON UNIFIED SCHOOL DISTRICT

NON-INSTRUCTIONAL CERTIFICATED EMPLOYEE'S REACTION TO OBSERVATION

Teacher's Name _____ School _____
Last First

Observer's Name _____ Date/Time of Observation: Date _____ From _____ To _____

Was the time for the observation announced in advance? Yes _____ No _____

Duty observed _____

Student level _____ Number of students at time of observation _____

Adequately trained to perform this duty? Yes _____ No _____ Ability level of students _____

The student group was typical _____ atypical _____ If atypical, explain (i.e. storage space, sound levels, heating & cooling, etc.) _____

Was there any reason to feel that the students performed in a less satisfactory manner than is usual? Yes _____ No _____ Explain: _____

Was there any personal reason to feel that you could not perform to capacity? Yes _____ No _____ Explain (i.e. illness, personal problems, etc.) _____

What factors may have helped you to improve your effectiveness? (i.e. material requirements, a different assignment, curriculum help, in-service training, etc.): _____

Had you requested any of the above? Yes _____ No _____

Does the presence of an observer cause you to be ill-at-ease?
Greatly _____ Somewhat _____ Very little _____ Not at all _____

Do you feel the observer followed recognized observation procedures in a
Satisfactory manner _____ Reasonably satisfactory manner _____ Unsatisfactory manner _____

ADDITIONAL REMARKS:

Date _____ Teacher's Signature _____

Employment Status:

- Extended Term Substitutes
- Temporary
- Probationary 1st Year
- Probationary 2nd Year
- Permanent

STOCKTON UNIFIED SCHOOL DISTRICT
FINAL EVALUATION
 FOR CERTIFICATED NON-INSTRUCTIONAL ASSIGNMENT*



Employee ID # _____

Teacher's Name _____ Date _____
Last First MI

_____ School Assignment: (Grade(s)/Subject(s)/Job) Title

_____ Special Conditions (including type of class)

Evaluator's Name _____

Date of Evaluation Conference _____

* For purposes of this form, "non-instructional" shall be defined as the work of any unit member who does not have a regular classroom assignment, but may be engaged in direct instruction.

I. THE TEACHER'S ADHERENCE TO CURRICULAR OBJECTIVES.

Indicators of Performance

The Teacher:

1. Shows a knowledge of curricular and course standards and/or program goals and objectives.
2. Has objectives which are directly related to curriculum and standards and/or program goals and objectives.
3. Develops and implements activities to reach curricular goals and standards and/or program goals and objectives.
4. Uses materials which support and reinforce curriculum and standards and/or program goals and objectives.
5. Reflects evidence of planning.

Commendable	Satisfactory	Unsatisfactory	Does not Apply

6. Other (Explain): _____

Summary Commendable
 Satisfactory
 Unsatisfactory (Comment Required)

Comments: _____

II. THE CONTRIBUTION OF THE TEACHER TO THE PROGRESS OF THE PUPILS TOWARD STANDARDS ESTABLISHED BY THE DISTRICT.

Indicators of Performance

The teacher

1. Shows knowledge of students' ability level as it relates to program goals and objectives.
2. Develops and implements activities related to program goals and objectives.
3. Maintains appropriate program records:
4. Other (explain): _____

Commendable	Satisfactory	Unsatisfactory	Does Not Apply

Summary

- Commendable
- Satisfactory
- Unsatisfactory (comment required)

Comments: _____

III. THE INSTRUCTIONAL TECHNIQUES AND STRATEGIES USED BY THE TEACHER.

Teacher is to identify and list five indicators of performance based on program goals and objectives. Evaluator is to identify and list three indicators of performance based on program goals and objectives.

Indicators of Performance

1. _____
- _____
- _____
- _____
2. _____
- _____
- _____
- _____
3. _____
- _____
- _____
- _____
4. _____
- _____
- _____
- _____
5. _____
- _____
- _____
- _____

Commendable	Satisfactory	Unsatisfactory	Does Not Apply

Indicators of Performance (cont.)

- 6. _____

- 7. _____

- 8. _____

Commendable	Satisfactory	Unsatisfactory	Does Not Apply

Summary

<input type="checkbox"/>	Commendable
<input type="checkbox"/>	Satisfactory
<input type="checkbox"/>	Unsatisfactory (comment required)

Comments: _____

IV. THE ESTABLISHMENT AND MAINTENANCE OF A SUITABLE ENVIRONMENT WITHIN THE SCOPE OF THE TEACHER'S ASSIGNMENT.

Indicators of performance

- 1. Establishes an environment conducive to learning.
- 2. Maintains an orderly environment with materials displayed and appropriately stored.

Commendable	Satisfactory	Unsatisfactory	Does Not Apply

3. Other (Explain): _____

Summary:

<input type="checkbox"/>	Commendable (comment suggested)
<input type="checkbox"/>	Satisfactory
<input type="checkbox"/>	Unsatisfactory (comment required)

Comments- _____

V. THE PERFORMANCE OF OTHER DUTIES ADJUNCT TO THE TEACHER'S ASSIGNMENT.

- Commendable
- Satisfactory
- Unsatisfactory (comment required)

Comments: _____

VI. DEMONSTRATES QUALITY IN THE HUMAN RELATIONSHIPS WITH STUDENTS, PARENTS AND OTHER DISTRICT PERSONNEL.

- Commendable
- Satisfactory
- Unsatisfactory (comment required)

Comments: _____

FINAL EVALUATION

- Commendable Satisfactory Unsatisfactory

Summary of Final Evaluation Conference:

Specific Plan For Improvement (required if final evaluation is checked "Unsatisfactory")

Teacher's Comments: *

(signed) _____
Evaluator Title Date

I have received a copy of the above report. (signed) _____
Teacher Date

• Additional comments may be written and attached within three (3) working days.

STOCKTON UNIFIED SCHOOL DISTRICT

Department of Personnel Services

REQUEST FOR SECOND EVALUATION

To: Associate Superintendent, Education Services

I hereby request that a second evaluator be assigned to evaluate me in accordance with Section 3.12 of the collective bargaining agreement between the District and Stockton Teachers Association.

Date _____
Signature of Teacher

School/Work Site Print Name

Grade/Assignment

Any permanent teacher who receives an unsatisfactory final evaluation may request, in writing, one additional observation, conference and written evaluation.

The request must be made by the teacher within five (5) working days after receipt of the final evaluation.

The request must be made to the Associate Superintendent for Educational Services.

Within five (5) working days of receipt of the "Request for Second Evaluation" from the teacher, the Associate Superintendent for Educational Services will appoint a second evaluator.

The second evaluator will complete an observation, conference and written evaluation by the teacher's last working day.

Note: A request for second evaluation can only be made by a permanent/tenured teacher.

The second evaluation does not replace the first evaluation. Both final evaluations will be filed in the teacher's personnel file.

(The section below this line is to be filled out by the Associate Superintendent for Educational Services.)

To: _____
Name and Location of Designated Second Evaluator

You are hereby designated to conduct a second evaluation on the teacher listed at the top of this page. Please complete an observation, conference and written final evaluation by the teacher's last working day and submit the evaluation to the Personnel Office. Thank you

Date Signature of Assoc. Supt.