

Lake County Office of Education

Teacher Observation/ Evaluation Handbook

Revised 07/2010

**Practical Guide
For
Use of Evaluation
Documents**

CALIFORNIA STANDARDS FOR THE TEACHING PROFESSION

STANDARD ONE:

ENGAGING & SUPPORTING ALL STUDENTS IN LEARNING

As evidenced by:

- 1.1 Using knowledge of students to engage them in learning
- 1.2 Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests
- 1.2 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

STANDARD TWO:

CREATING & MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING

As evidenced by:

- 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

STANDARD THREE:

UNDERSTANDING & ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING

As evidenced by:

- 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 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

STANDARD FOUR:

PLANNING INSTRUCTION & DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS

As evidenced by:

- 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

STANDARD FIVE:**ASSESSING STUDENT LEARNING**

As evidenced by:

- 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

STANDARD SIX:**DEVELOPING AS A PROFESSIONAL EDUCATOR**

As evidenced by:

- 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 students
- 6.7 Demonstrating professional responsibility, integrity, and ethical conduct

A Practical Guide for Teachers and Evaluators

Introduction

Observation and evaluation is a cooperative and collaborative process. LCOE is committed to entering into this process in the spirit of communication, collegiality and support. It is sincerely hoped that the process will be a positive experience leading to the ultimate goal of the highest quality instruction for our students.

The following guide is intended to enhance stakeholder understanding of the observation and evaluation process.

The California Standards for the Teaching Profession (CSTP)

The California Standards for the Teaching Profession (CSTP) were written by a representative group of educators with the intent of setting forth standards for professional teaching practice in California. The six standards represent a developmental, holistic view of teaching and are intended to meet the needs of our State's diverse teachers and students. **The CSTP are listed on a matrix in this packet (pps. 3-4).**

Educators are still compelled to comply with the mandates of Education Code 44662, the Stull Act. This document fully complies with the Stull process in that it establishes standards of expected student achievement and evaluates certificated employee competence in the areas of pupil progress, instructional techniques and strategies, adherence to curricular objectives, and maintenance of a suitable educational environment.

In the first meeting between evaluator and evaluatee, the Standards will be discussed. Using the attached **Performance Agreement (p. 16)**, experienced teachers and their evaluators should come to agreement on specific areas of focus and write them on the form. New teachers should expect to be accountable for a broader application of the Standards. In each case, evaluator and evaluatee should make every effort to mutually agree on the Standards upon which observations will be written and reviewed.

Use of the Evaluation Documents

The Certificated Evaluation Policy and Administrative Regulations guide adherence to evaluation timelines and other statutory mandates. A copy of both the policy and regulations are contained in the Appendix to this document.

PRE-OBSERVATION CONFERENCE FORM (p.18)

This form is to be completed by the teacher prior to meeting with the evaluator. The contents of the form are to be discussed before each of the yearly classroom observations. The CSTP are listed at the bottom of the form as guidelines to lesson planning.

CLASSROOM OBSERVATION FORM (p.19)

This form is for use by the evaluator during the required yearly classroom observations. Teachers should be aware that not all Standards would be observed during an observation, thus, not all Standards will be marked on the checklist.

POST-OBSERVATION CONFERENCE FORM (p. 20)

This form is for joint use during the post-observation conference. The teacher should answer the opening questions in order to open the discussion. The evaluator answers the questions in the box during the course of the discussion. The CSTP are listed only as a reminder of the observation, thus, not all boxes will be checked.

CLASSROOM OBSERVATION FORMS/ACTIVITY OBSERVATION FORM (pp. 25-30)

These forms (see Appendix) are for optional use by the evaluator for unannounced, informal “drop-in” classroom or activity observations. There is no limit on the number of “drop in” visits an evaluator may make during the annual evaluation cycle. Observation records from informal visits supplement and complement the formal observation process. These forms will provide substantive feedback on classroom or related activities that align with identified Standards and the General Employee Expectations. Not all Standards descriptors listed at the bottom of the form will be marked during the observation. Teachers may attach comments, if desired, to these observation forms.

EVALUATION OF TEACHING PERFORMANCE FORM (pps. 21-23)

This form is for evaluator use as a summative evaluation record. It is intended to memorialize teaching performance aligned to the CSTP. Not all boxes will be checked and focus will be upon the objectives established at the beginning of the evaluation year. All comments made by the evaluator will be substantive and any indication of need for improvement will be accompanied by specific recommendations.

Disposition of Evaluation Documents

All evaluation documents will be placed in the teacher's Personnel File after evaluator and evaluatee have discussed and signed the forms. Drop-in observation forms may be placed in Personnel Files, and information gleaned in those observations may be utilized in formulating the final summary evaluation as a recommendation for re-employment.

Instruction Aligned to the Standards: How Should Instruction be Planned and Evaluated?

The following guide will take each standard and pose relevant questions teachers should consider in planning instruction. It is important to note that this is only a guide and is, by no means, intended to prescribe or limit instructional practice. Good teaching is an evolving process strengthened by trial and error, experimentation and successful experience.

Standards One through **Five** are typically observable in classroom settings. Please note that **Standard Six** has to do with developing as a professional educator and, as such, will require observation and evaluation outside the regular classroom environment.

STANDARD ONE: ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING

As evidenced by:

1.1 Using knowledge of students to engage them in learning

As teachers develop, they may ask, “How do I...” or “Why do I...”

- Know my students as people and as learners?
- Understand reasons for behavior?
- Recognize atypical behavior in students?
- Build trust with students and foster relationships so that students can thrive academically?
- Adapt my teaching to reflect knowledge of my students?
- Differentiate instruction based on what I know about my students’ strengths, interests, and needs?

1.2 Connecting learning to students’ prior knowledge, backgrounds, life experiences, and interests

As teachers develop, they may ask, “How do I...” or “Why do I...”

- Help students see the connections between what they already know and the new material?
- Connect classroom learning to students’ life experiences and cultural backgrounds?
- Support all students to use first and second language skills to achieve learning goals?
- Open a lesson or unit to capture student attention and interest?
- Build on students’ comments and questions during a lesson to extend their understanding?
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1.3 Connecting subject matter to meaningful, real-life contexts

As teachers develop, they may ask, “How do I...” or “Why do I...”

- Establish a connection between subject matter and purpose for learning?
- Make connections between the subject matter and real-life contexts?
- Seek feedback from students regarding relevance of subject matter to their lives?
- Engage all students in a variety of learning experiences that accommodate the different ways they learn?
- Provide opportunities for all students to acquire and practice skills in meaningful contexts?

1.4 Using a variety of instructional strategies, resources, and technologies to meet students’ diverse learning needs

As teachers develop, they may ask, “How do I...” or “Why do I...”

- Select and utilize a range of instructional approaches to engage students in learning?
- Use a variety of strategies to introduce, explain, and restate subject matter concepts and processes so all students understand?
- Help all students learn, practice, internalize, and apply subject-specific learning strategies and procedures?
- Use differentiated instruction to meet the assessed learning needs of students and increase active participation in learning?
- Adapt materials and resources, make accommodations, and use appropriate assistive equipment and other technologies to support students’ diverse learning needs?
- Utilize multiple types of technology to facilitate learning?
- Examine and use resources that minimize bias?

1.5 Promoting critical thinking through inquiry, problem solving, and reflection

As teachers develop, they may ask, “How do I...” or “Why do I...”

- Encourage students to use multiple approaches and solutions to solve problems?
- Encourage students to ask critical questions and consider diverse perspectives about subject matter?
- Provide opportunities for students to think about, discuss, and evaluate content?
- Ask questions to facilitate discussion, clarify, and extend students’ thinking?
- Support students to think and communicate with clarity and precision?
- Help students apply previous learning to new situations?
- Encourage students to create, imagine, and innovate?
- Help students to develop and use strategies and technologies for accessing knowledge and information?

1.6 Monitoring student learning and adjusting instruction while teaching As teachers develop, they may ask, “How do I...” or “Why do I ...”

As teachers develop, they may ask, “How do I...” or “Why do I ...”

- Systematically check for student understanding and revise plans accordingly?
- Incorporate a variety of strategies in a lesson to check for student understanding?
- Monitor the learning of students with limited English proficiency or of students with special needs?
- Adjust the lesson plan to accelerate instruction when I determine that the pace of the lesson is too slow?
- Make "on the spot" changes in my lesson based on students' interests and questions?
- Provide additional support and opportunities for students to learn when some students have mastered the lesson objective(s) and others have not?
- Adjust my lesson when I don't have enough time to complete everything I planned to do?

STANDARD TWO: CREATING & MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING

As evidenced by:

2.1 Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully

As teachers develop, they may ask, “How do I...” or “Why do I ...”

- Model and promote fairness, equity, and respect in a classroom atmosphere that values all individuals and cultures?
- Help all students accept and respect diversity in terms of cultural, religious, linguistic, and economic backgrounds; learning differences and ability; gender and gender identity; family structure and sexual orientation; and other aspects of humankind?
- Engage students in shared problem-solving and conflict resolution?
- Provide learning opportunities that encourage student-to-student communication with empathy and understanding?
- Develop students' leadership skills and provide opportunities to apply them?
- Create a classroom culture where students feel a sense of responsibility to and for one another?
- Help students to appreciate their own identities and to view themselves as valued contributors to society?
- Develop activities that support positive interactions among students and that help students get to know each other?

2.2 Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students

As teachers develop, they may ask, “How do I...” or “Why do I ...”

- Arrange and adapt classroom seating to accommodate individual and group learning needs?
- Establish a stimulating, curriculum-rich learning environment that supports content learning and academic vocabulary development?
- Ensure that students develop an appreciation of diversity?
- Provide students access to resources, technologies, and comfortable workspaces?
- Create an environment that promotes optimal learning for each student?
- Construct an equitable learning environment for all students?

2.3 Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe

As teachers develop, they may ask, “How do I...” or “Why do I ...”

- Arrange the learning environment to facilitate positive and productive classroom interactions?
- Encourage, support, and recognize the achievements and contributions of all students?
- Encourage students to take risks and to express thoughtful and respectful opinions related to the topic or subject of discussion?
- Foster the development of each student's self-esteem?
- Create a safe, accessible learning environment for all students?

2.4 Creating a rigorous learning environment with high expectations and appropriate support for all students

As teachers develop, they may ask, “How do I...” or “How might I ...”

- Establish a productive, achievement-oriented climate in my classroom?
- Set high expectations for all of my students? Motivate all students to initiate their own learning and strive for challenging learning goals?
- Provide all students opportunities to examine and evaluate their own work and to learn from the work of their peers?
- Ensure access to challenging and diverse academic content for all students?

2.5 Developing, communicating, and maintaining high standards for individual and group behavior

As teachers develop, they may ask, “How do I...” or “Why do I...”

- Facilitate student participation in classroom decision-making?
- Foster and support appropriate student behavior?
- Collaborate with students, families, and communities to establish, maintain, and communicate standards for student behavior?
- Understand the underlying causes of student behavior, including developmental and individual needs, and utilize that knowledge in support of positive classroom conduct?
- Work proactively to prevent and respond quickly to minimize behavioral issues?
- Understand and respond to inappropriate behaviors in an efficient, fair, and equitable way?
- Help all students learn to take responsibility for their own behavior and actions?

2.6 Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn

As teachers develop, they may ask, “How do I...” or “Why do I...”

- Involve all students in the development of classroom procedures and routines?
- Help students transition smoothly and efficiently from one instructional activity to the next?
- Apply knowledge of students’ physical, social, cognitive, and emotional development to ensure that adequate time and support are provided for students to complete learning activities?
- Develop daily schedules, timelines, classroom routines, and norms that maximize learning?
- Connect district, site, and classroom procedures to promote a climate of fairness and respect for all students?
- Adapt routines, procedures, and norms to ensure the success of students with special needs?

2.7 Using instructional time to optimize learning

As teachers develop, they may ask, “How do I...” or “Why do I...”

- Organize instruction to optimize learning time?
- Pace instruction to accomplish learning goals?
- Re-direct students’ off-task behavior to make the most of instructional time?
- Adjust instructional time so that all students remain engaged and challenged?
- Structure time for both independent and collaborative learning opportunities?
- Balance instructional, preparation, administrative, and managerial time?

STANDARD THREE: UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING

As evidenced by:

3.1 Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks

As teachers develop, they may ask, “How do I...” or “Why I do...”

- Ensure that my subject matter knowledge is sufficient to support student learning?
- Continue to keep my subject matter knowledge current?
- Identify, understand, and teach the key concepts and underlying themes and relationships in the academic content standards and state curriculum frameworks?
- Integrate key concepts, themes, relationships, and connections across subject matter areas?
- Ensure that my knowledge of the subject matter incorporates different perspectives, appropriate to the discipline?
- Maintain and utilize current understanding of relevant content standards and frameworks?

3.2 Applying knowledge of student development and proficiencies to ensure student understanding of subject matter

As teachers develop, they may ask, “How do I...” or “Why do I...”

- Apply my knowledge of human development and learning theory to the unique students that I teach?

- Acquire understanding of my students' individual cognitive, social, emotional and physical development?
- Connect content being taught to students' prior knowledge and experiences?
- Build understanding of my English learners' levels of language acquisition in order to know how to best support their learning?
- Build understanding of my students with special needs in order to know how and when to differentiate instruction?

3.3 Organizing curriculum to facilitate student understanding of the subject matter

As teachers develop, they may ask, "How do I..." or "Why do I..."

- Use my knowledge of student readiness to learn to organize, sequence, and enhance the curriculum?
- Apply my knowledge of the subject matter to organize curriculum, plan lessons and units, and select instructional strategies that demonstrate key concepts and their interrelationships?
- Organize subject matter to reveal and value different cultural perspectives?
- Incorporate subject or grade level expectations and curriculum frameworks in organizing subject matter?
- Utilize standards-aligned and/or adopted curriculum in ways that support student learning?

3.4 Utilizing instructional strategies that are appropriate to the subject matter

As teachers develop, they may ask, "How do I..." or "Why do I..."

- Develop and use a repertoire of instructional strategies appropriate to the subject matter?
- Build on students' life experiences, prior knowledge, and interests to make subject matter relevant and meaningful to students?
- Use effective instructional strategies and approaches to illustrate a concept and its connections within and across subject areas?
- Challenge all students to think critically in the subject area?
- Help all students develop enthusiasm for and a deep knowledge of the subject matter?
- Use strategies that make the depth and complexity of subject matter understandable to all students?

3.5 Using and adapting resources, technologies, and standards-aligned instructional materials to make subject matter accessible to all students

As teachers develop, they may ask, "How do I..." or "Why do I..."

- Know the full range of materials, resources, and technologies provided by the school or district?
- Select materials, resources, and technologies to support differentiated student learning of the subject matter?
- Select and use learning materials and resources that reflect the diversity in my classroom?
- Use technologies to convey key concepts in the subject matter?
- Learn about and access new instructional resources to support student learning?

3.6 Addressing the needs of English learners and students with special needs to provide equitable access to the content

As teachers develop, they may ask, "How do I..." or "Why do I..."

- Address the English Language Development (ELD) standards as they relate to my English learners' levels of language acquisition?
- Address the Individual Education Plan (IEP) goals and objectives of my students with special needs?
- Select materials, resources, and technologies to support subject matter instruction of my English learners and students with special needs?
- Ensure access to the critical concepts and themes in the academic content standards and state curriculum frameworks for students at various levels of English proficiency and for students with special needs?

STANDARD FOUR: PLANNING INSTRUCTION & DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS

As evidenced by:

4.1 Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction

As teachers develop, they may ask, "How do I..." or "Why do I..."

- Incorporate students' prior knowledge and experience in my curriculum and instructional planning?

- Use knowledge of my students' lives, their families, and their communities to inform my planning of curriculum and instruction?
- Use knowledge of my students' individual cognitive, social, emotional, and physical development to plan instruction and make appropriate adaptations to meet students' unique needs?
- Plan lessons and units that promote access to academic content standards for all students?
- Use knowledge of my English learners' levels of language proficiency to plan instruction that supports their subject matter learning and academic language development?
- Use knowledge of my students' diverse learning needs to plan instruction that supports their learning?

4.2 Establishing and articulating goals for student learning

As teachers develop, they may ask, "How do I..." or "Why do I..."

- Build on the strengths, interests, and needs of all students to establish high expectations for learning?
- Establish long-term and short-term goals that are based on academic content standards and reflect students' strengths, interests, and needs?
- Determine learning goals that address all students' language abilities and diverse learning needs?
- Establish learning goals that address school, district, and community expectations?
- Work with students and families to establish learning goals?
- Develop goals that prepare students for successful transition to their next learning environment?
- Communicate clear, challenging, and achievable expectations for students?

4.3 Developing and sequencing long-term and short-term instructional plans to support student learning

As teachers develop, they may ask, "How do I..." or "Why do I..."

- Design an instructional program that considers the long-term and the short-term?
- Use assessment results for long-term and short-term planning?
- Incorporate diverse subject matter perspectives in my planning?
- Select and sequence instructional strategies appropriate to the complexity of the lesson content and to student learning needs?
- Plan an instructional program that supports students' second language learning and diverse learning needs?
- Incorporate my professional expertise and knowledge of my students into a prescribed curriculum, pace, and district assessment calendar?
- Collaborate with colleagues to make instructional decisions?
- Design instruction so that students participate in setting and achieving their individual learning goals?

4.4 Planning instruction that incorporates appropriate strategies to meet the learning needs of all students

As teachers develop, they may ask, "How do I..." or "Why do I..."

- Develop unit and lesson plans that build on and extend students' understanding of subject matter?
- Ensure that each instructional strategy is related to learning goals?
- Plan instruction to allow enough time for student learning, review, and assessment?
- Use my knowledge of subject matter and my students to plan and appropriately pace instructional activities within a lesson and over time?
- Check for understanding, prepare for adjustments, remediate or accelerate instruction, and individualize when appropriate?
- Address the ELD standards appropriately, based on my English learners' levels of language acquisition?
- Address the IEP goals and objectives of my students with special needs?
- Select materials, resources, and technologies to support the learning needs of English learners and students with special needs?

4.5 Adapting instructional plans and curricular materials to meet the assessed learning needs of all students

As teachers develop, they may ask, "How do I..." or "Why do I..."

- Interact with my colleagues to identify typically difficult concepts or skills for students in order to re-examine and strengthen plans for future lessons?
- Proactively prepare for appropriate adjustments based on my assessment of student learning while teaching?
- Strengthen existing plans for students at identified levels of English proficiency?

- Strengthen existing plans for students with special needs?
- Reflect on my successes and struggles and apply what I have learned about effective and ineffective strategies to existing plans for future lessons?
- Reflect on my successes and struggles with the use of curriculum and apply what I have learned to existing plans for future lessons?
- Capture what I have learned during a particular lesson so that I can revisit my plans in advance of teaching the lesson again?

STANDARD FIVE: ASSESSING STUDENT LEARNING

As evidenced by:

5.1 Applying knowledge of the purposes, characteristics, and uses of different types of assessment

As teachers develop, they may ask, “How do I...” or “Why do I...”

- Become knowledgeable of the different types of assessments--and their uses, benefits, and limitations--that I draw on to inform my instruction?
- Select assessment strategies and instruments appropriate to the learning outcomes being evaluated?
- Use my knowledge of assessment concepts such as validity, reliability, and bias to choose assessments appropriate to my students?
- Design grading practices that draw on multiple sources of information and reflect student learning?

5.2 Collecting and analyzing assessment data from a variety of sources to inform instruction

As teachers develop, they may ask, “How do I...” or “Why do I...”

- Keep a continuous and comprehensive record of group and individual achievement?
- Select, design, and use assessment tools appropriate to what is being assessed?
- Collect, select, and reflect upon evidence of student learning?
- Work with families to gather information about all students and their learning?
- Use standardized tests, diagnostic tools, and developmental assessments to understand student progress?
- Use a range of assessment strategies to implement and monitor individualized student learning goals (including IEP goals)?
- Assess student behavior to support learning?
- Interpret data based on how an assessment is scored and what results it reports?

5.3 Reviewing data, both individually and with colleagues, to monitor student learning

As teachers develop, they may ask, “How do I...” or “Why I do...”

- Review student assessment data with colleagues?
- Use assessment results to monitor my teaching and guide planning and instruction?
- Use assessment information to determine when and how to revisit content that has been taught?
- Use assessment data to eliminate gaps between students’ potential and their performance?
- Use assessment results to plan instruction to support English learners?
- Use assessment results to plan instruction to support students’ IEPs?

5.4 Using assessment data to establish learning goals and to plan, differentiate, and modify instruction

As teachers develop, they may ask, “How do I...” or “Why I do...”

- Draw upon assessment data to support development of learning goals?
- Review and revise learning goals with students over time?
- Ensure that student learning goals reflect key subject matter concepts, skills, and applications?
- Use informal assessments to adjust instruction while teaching?
- Use multiple sources of assessment to measure student progress and revise instructional plans?
- Work to differentiate goals and plans based on assessed needs of my diverse learners?
- Address the specific needs of English learners and students with special needs as I use assessments to inform my instruction?

5.5 Involving all students in self-assessment, goal setting, and monitoring progress

As teachers develop, they may ask, “How do I...” or “Why do I...”

- Become familiar with and select technology resources that support assessment practices?
- Use technology to analyze student learning and inform instruction?

- Use appropriate technology resources to communicate students' learning to students and their families?

5.6 Using available technologies to assist in assessment, analysis, and communication of student learning

As teachers develop, they may ask, "How do I..." or "Why do I..."

- Become familiar with and select technology resources that support assessment practices?
- Use technology to analyze student learning and inform instruction?
- Use appropriate technology resources to communicate students' learning to students and their families?

5.7 Using assessment information to share timely and comprehensible feedback with students and their families

As teachers develop, they may ask, "How do I..." or "Why I do..."

- Provide all students with information about their progress as they engage in learning activities?
- Initiate regular and timely contact with families and resource providers about student progress?
- Communicate assessment results to families in ways that are respectful and understandable?
- Provide families with ways to use assessment information at home to improve student learning?

STANDARD SIX: DEVELOPING AS A PROFESSIONAL EDUCATOR

As evidenced by:

6.1 Reflecting on teaching practice in support of student learning

As teachers develop, they may ask, "How do I..." or "Why do I..."

- Assess my growth as a teacher over time?
- Learn about teaching as I observe and interact with my students?
- Reflect on my instructional successes and dilemmas to move my practice forward?
- Analyze my teaching to understand what contributes to student learning?
- Formulate professional development plans that are based on my reflection and analysis?
- Develop awareness of potential bias that might influence my teaching or affect student learning?

6.2 Establishing professional goals and engaging in continuous and purposeful professional growth and development

As teachers develop, they may ask, "How do I..." or "Why do I..."

- Maintain an attitude of lifelong learning?
- Establish goals and seek out opportunities for professional growth and development?
- Ensure that professional goals are informed by appropriate resources such as the knowledge base for teaching, school and district priorities, colleagues, supervisors, mentors, and my personal reflections?
- Use professional literature, district professional development, and other professional opportunities to increase my understanding of teaching and learning?
- Learn more about my own professional roles and responsibilities?
- Continue to seek out and refine approaches that make the curriculum accessible to all students?
- Expand my knowledge and effective application of new instructional methods and technologies?

6.3 Collaborating with colleagues and the broader professional community to support teacher and student learning

As teachers develop, they may ask, "How do I..." or "Why do I..."

- Collaborate with teachers, administrators, education specialists, paraeducators, and staff to ensure that all students' diverse learning needs, interests, and strengths are met?
- Remain receptive to the feedback of colleagues, mentors, and supervisors in support of my teaching practice and student learning?
- Support school and district goals and priorities?
- Contribute to school-wide events, activities, and decision-making?
- Establish and maintain productive relationships with other school staff to become a visible and valued member of the school and district communities?
- Contribute to the learning of other educators?
- Benefit from and contribute to professional organizations to improve my teaching?
- Benefit from and add to the knowledge base of the profession?

6.4 Working with families to support student learning

As teachers develop, they may ask, “How do I...” or “Why do I...”

- Value and respect students' families and appreciate their role in student learning?
- Develop an understanding of families' racial, cultural, linguistic, and socioeconomic backgrounds?
- Engage families as sources of knowledge about students' strengths, interests, and needs in support of their learning and personal growth and development?
- Present the educational program to all families in a thorough and comprehensible fashion?
- Provide opportunities for all families to participate in the classroom and school community?

6.5 Engaging local communities in support of the instructional program

As teachers develop, they may ask, “How do I...” or “Why do I...”

- Increase my understanding of the cultures and dynamics of my students' communities?
- Value and respect the students' communities and appreciate the role of community in student learning?
- Promote collaboration between school and community?
- Identify and draw upon school, district, and local community social service resources to benefit students and their families?
- Seek out and use additional resources from the local community and businesses to support student learning?
- Provide my students with community-based experiences that support their learning?

6.6 Managing professional responsibilities to maintain motivation and commitment to all students

As teachers develop, they may ask, “How do I...” or “Why do I...”

- Challenge myself intellectually and creatively throughout my career?
- Find support and develop strategies to balance professional responsibilities with my personal needs?
- Manage stress and maintain a positive attitude with students and colleagues?
- Address the complications and challenges of teaching?
- Identify sources of engagement and renewal in my professional work?

6.7 Demonstrating professional responsibility, integrity, and ethical conduct

As teachers develop, they may ask, “How do I...” or “Why do I...”

- Remain informed of, understand, and uphold the professional codes, ethical responsibilities, and legal requirements applicable to the profession?
- Contribute to school and student success by being knowledgeable of learning goals, standards, and objectives established by relevant national, state, and local organizations and stakeholders?
- Meet my professional obligations to implement school, district, state, and federal policies and guidelines?
- Extend my knowledge about my professional and legal responsibilities for students' learning, behavior, and safety?
- Maintain professional conduct and integrity in the classroom and school community?
- Interact appropriately with students and families outside the classroom?
- Demonstrate my professional obligations to students, colleagues, school, and the profession?

GENERAL EMPLOYEE EXPECTATIONS. (See p. 17)

Evaluation Forms

PERFORMANCE AGREEMENT

Name: _____

Position: _____

Part of the Evaluation of Certificated Employees is the development of performance objectives and the measurement of the degree to which these objectives are met. California Education Code 44662 requires that:

- (A) The governing board of each school district shall establish standards of expected pupil achievement at each grade level in each area of study.
- (B) The governing board of each school district shall evaluate and assess certificated employee competency as it reasonably relates to:
 - (1) The progress of pupils toward the standards established pursuant to subdivision (A).
 - (2) The instructional techniques and strategies used by the employee.
 - (3) The employee's adherence to curricular objectives.
 - (4) The establishment and maintenance of a suitable learning environment within the scope of the employee's responsibilities.

In addition to the above areas, Lake County Superintendent of Schools requires that:

- (A) Employees will perform duties as described in specific job descriptions.
- (B) Employees will comply with the LCOE General Employee Expectations.
- (C) At least one objective be written for professional growth.
- (C) A minimum of one additional objective must be included. (May draw upon elements of A, B, and C above.)

PERFORMANCE OBJECTIVES for the School Year _____:

- (A) Employees will perform duties as described in specific job descriptions. (Standards 1-6)
- (B) Employees will comply with the LCOE General Employee Expectations.
- (C)
- (D)

The Evaluator and the Evaluatee should agree upon these performance objectives and so indicate by signing and dating this document.

WE, THE UNDERSIGNED, have agreed upon the appropriateness of the performance objectives listed above for the position of: _____.

Evaluatee: _____ Date: _____

Evaluator: _____ Date: _____

If the evaluator and evaluatee do not agree on performance objectives, they may confer with the Deputy Superintendent, whose determination will be final.

Copies: Director, Human Resources

Evaluator

Evaluatee

GENERAL EMPLOYEE EXPECTATIONS

Time and Work Management

1. Does paperwork on time.
2. Honors or conforms to time expectations.
3. Demonstrates the ability to see things through.
4. Organizes job well.

Relationships with Others

5. Works cooperatively with all LCOE personnel, other agency personnel and community members.
6. Is willing to be confronted and to confront issues in a constructive way.
7. Cooperates and contributes as a team member.
8. Utilizes time spent in interaction with staff members to program's advantage.

Relationships with Students

9. Displays positive attitude toward students.
10. Is a role model for students.
11. Works effectively with students.

Professional

12. Maintains professionalism under stress/pressure.
13. Has regular attendance.
14. Displays ability to make and follow through with decisions.
15. Maximizes time spent in serving the organization's goals.
16. Represents the organization positively.
17. Takes reasonable precautions for personal safety.
18. Follows prescribed procedures.
19. Presents self in a professional manner at school or at community sites.
20. Asks for help when needed.
21. Accepts and uses suggestions and recommendations of supervisor.
22. Adheres to the State of California Code of Ethics.

PRE-OBSERVATION CONFERENCE FORM

Teacher _____
 School _____
 Grade/Subject _____

Date _____
 Time/Period _____

Please answer these questions and bring the completed form to your pre-observation conference.

PRE-CONFERENCE QUESTIONS:

What will you be teaching in this lesson?

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

What activities will you and your students be doing?

How will you know if your lesson is successful?

On which standard would you like me to focus? 1 2 3 4 5 6

Comments:

Evaluator _____ Teacher _____ Date _____

CALIFORNIA STANDARDS FOR THE TEACHING PROFESSION

ENGAGING & SUPPORTING ALL STUDENTS IN LEARNING	CREATING & MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING	UNDERSTANDING & ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING
<input type="checkbox"/> Using knowledge of students to engage them in learning <input type="checkbox"/> Connecting students' prior knowledge, life experience, and interest with learning goals <input type="checkbox"/> Connecting subject matter to meaningful, real-life contexts <input type="checkbox"/> Using a variety of instructional strategies and resources to respond to students' diverse needs <input type="checkbox"/> Promoting critical thinking through inquiry, problem solving, and reflection <input type="checkbox"/> Monitoring student learning and adjusting instruction while teaching	<input type="checkbox"/> Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully <input type="checkbox"/> Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students <input type="checkbox"/> Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe <input type="checkbox"/> Creating a rigorous learning environment with high expectations and appropriate support for all students <input type="checkbox"/> Developing, communicating, and maintaining high standards for individual and group behavior <input type="checkbox"/> Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn <input type="checkbox"/> Using instructional time to optimize learning	<input type="checkbox"/> Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks <input type="checkbox"/> Applying knowledge of student development and proficiencies to ensure student understanding of subject matter <input type="checkbox"/> Organizing curriculum to facilitate student understanding of the subject matter <input type="checkbox"/> Utilizing instructional strategies that are appropriate to the subject matter <input type="checkbox"/> Using and adapting resources, technologies, and standards-aligned instructional materials to make subject matter accessible to all students <input type="checkbox"/> Addressing the needs of English learners and students with special needs to provide equitable access to the content
PLANNING INSTRUCTION & DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS	ASSESSING STUDENT LEARNING	DEVELOPING AS A PROFESSIONAL EDUCATOR
<input type="checkbox"/> Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction <input type="checkbox"/> Establishing and articulating goals for student learning <input type="checkbox"/> Developing and sequencing long-term and short-term instructional plans to support student learning <input type="checkbox"/> Planning instruction that incorporates appropriate strategies to meet the learning needs of all students <input type="checkbox"/> Adapting instructional plans and curricular materials to meet the assessed learning needs of all students	<input type="checkbox"/> Applying knowledge of the purposes, characteristics, and uses of different types of assessments <input type="checkbox"/> Collecting and analyzing assessment data from a variety of sources to inform instruction <input type="checkbox"/> Reviewing data, both individually and with colleagues, to monitor student learning involving and guiding all students in assessing their own learning <input type="checkbox"/> Using assessment data to establish learning goals and to plan, differentiate, and modify instruction <input type="checkbox"/> Involving all students in self-assessment, goal setting, and monitoring progress <input type="checkbox"/> Using available technologies to assist in assessment, analysis, and communication of student learning <input type="checkbox"/> Using assessment information to share timely and comprehensible feedback with students and their families	<input type="checkbox"/> Reflecting on teaching practice in support of student learning <input type="checkbox"/> Establishing professional goals and engaging in continuous and purposeful professional growth and development <input type="checkbox"/> Collaborating with colleagues and the broader professional community to support teacher and student learning <input type="checkbox"/> Working with families to support student learning <input type="checkbox"/> Engaging local communities in support of the instructional program <input type="checkbox"/> Managing professional responsibilities to maintain motivation and commitment to all students <input type="checkbox"/> Demonstrating professional responsibility, integrity, and ethical conduct

CLASSROOM OBSERVATION FORM

Teacher _____
 School _____
 Grade/Subject _____

Date _____
 Time/Period _____

EVIDENCE OF STANDARDS (during observation)

Evaluator _____ Teacher _____ Date _____

CALIFORNIA STANDARDS FOR THE TEACHING PROFESSION

ENGAGING & SUPPORTING ALL STUDENTS IN LEARNING	CREATING & MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING	UNDERSTANDING & ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING
<input type="checkbox"/> Using knowledge of students to engage them in learning <input type="checkbox"/> Connecting students' prior knowledge, life experience, and interest with learning goals <input type="checkbox"/> Connecting subject matter to meaningful, real-life contexts <input type="checkbox"/> Using a variety of instructional strategies and resources to respond to students' diverse needs <input type="checkbox"/> Promoting critical thinking through inquiry, problem solving, and reflection <input type="checkbox"/> Monitoring student learning and adjusting instruction while teaching	<input type="checkbox"/> Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully <input type="checkbox"/> Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students <input type="checkbox"/> Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe <input type="checkbox"/> Creating a rigorous learning environment with high expectations and appropriate support for all students <input type="checkbox"/> Developing, communicating, and maintaining high standards for individual and group behavior <input type="checkbox"/> Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn <input type="checkbox"/> Using instructional time to optimize learning	<input type="checkbox"/> Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks <input type="checkbox"/> Applying knowledge of student development and proficiencies to ensure student understanding of subject matter <input type="checkbox"/> Organizing curriculum to facilitate student understanding of the subject matter <input type="checkbox"/> Utilizing instructional strategies that are appropriate to the subject matter <input type="checkbox"/> Using and adapting resources, technologies, and standards-aligned instructional materials to make subject matter accessible to all students <input type="checkbox"/> Addressing the needs of English learners and students with special needs to provide equitable access to the content
PLANNING INSTRUCTION & DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS	ASSESSING STUDENT LEARNING	DEVELOPING AS A PROFESSIONAL EDUCATOR
<input type="checkbox"/> Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction <input type="checkbox"/> Establishing and articulating goals for student learning <input type="checkbox"/> Developing and sequencing long-term and short-term instructional plans to support student learning <input type="checkbox"/> Planning instruction that incorporates appropriate strategies to meet the learning needs of all students <input type="checkbox"/> Adapting instructional plans and curricular materials to meet the assessed learning needs of all students	<input type="checkbox"/> Applying knowledge of the purposes, characteristics, and uses of different types of assessments <input type="checkbox"/> Collecting and analyzing assessment data from a variety of sources to inform instruction <input type="checkbox"/> Reviewing data, both individually and with colleagues, to monitor student learning involving and guiding all students in assessing their own learning <input type="checkbox"/> Using assessment data to establish learning goals and to plan, differentiate, and modify instruction <input type="checkbox"/> Involving all students in self-assessment, goal setting, and monitoring progress <input type="checkbox"/> Using available technologies to assist in assessment, analysis, and communication of student learning <input type="checkbox"/> Using assessment information to share timely and comprehensible feedback with students and their families	<input type="checkbox"/> Reflecting on teaching practice in support of student learning <input type="checkbox"/> Establishing professional goals and engaging in continuous and purposeful professional growth and development <input type="checkbox"/> Collaborating with colleagues and the broader professional community to support teacher and student learning <input type="checkbox"/> Working with families to support student learning <input type="checkbox"/> Engaging local communities in support of the instructional program <input type="checkbox"/> Managing professional responsibilities to maintain motivation and commitment to all students <input type="checkbox"/> Demonstrating professional responsibility, integrity, and ethical conduct

POST-OBSERVATION CONFERENCE FORM

Teacher_____

Date_____

School_____

Time/Period_____

Grade/Subject_____

POST-OBSERVATION CONFERENCE QUESTIONS:

How do you think the lesson went? Did the lesson go as you had planned? Would you like to see the data I gathered? How does this data match your expectations or surprise you?

1. What worked?

2. Lesson Focus - Challenges – Concerns:

3. Next Steps:

Teacher's Next Steps:

Evaluator's Next Steps:

Evaluator_____Teacher_____Date_____

EVALUATION OF TEACHING PERFORMANCE

Teacher _____

Date _____

School _____

Grade/Subject _____

Dates of Observations _____

Dates of Conferences _____

1. MEETS OR EXCEEDS STANDARDS
2. NEEDS IMPROVEMENT
3. UNSATISFACTORY - DOES NOT MEET STANDARDS

NOT ALL BOXES NEED TO BE CHECKED

STANDARD I - Engaging and Supporting All Students in Learning	1	2	3
1.1 Using knowledge of students to engage them in learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2 Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.3 Connecting subject matter to meaningful, real-life contexts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4 Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.5 Promoting critical thinking through inquiry, problem solving, and reflection	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.6 Monitoring student learning and adjusting instruction while teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
STANDARD II - Creating & Maintaining Effective Environments for Student Learning	1	2	3
2.1 Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.2 Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.3 Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.4 Creating a rigorous learning environment with high expectations and appropriate support for all students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.5 Developing, communicating, and maintaining high standards for individual and group behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.6 Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.7 Using instructional time to optimize learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
STANDARD III - Understanding & Organizing Subject Matter for Student Learning	1	2	3
3.1 Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2 Applying knowledge of student development and proficiencies to ensure student understanding of subject matter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.3 Organizing curriculum to facilitate student understanding of the subject matter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.4 Utilizing instructional strategies that are appropriate to the subject matter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.5 Using and adapting resources, technologies, and standards-aligned instructional materials to make subject matter accessible to all students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.6 Addressing the needs of English learners and students with special needs to provide equitable access to the content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

STANDARD IV - Planning Instruction & Designing Learning Experiences for All Students	1	2	3
4.6 Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.7 Establishing and articulating goals for student learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.8 Developing and sequencing long-term and short-term instructional plans to support student learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.9 Planning instruction that incorporates appropriate strategies to meet the learning needs of all students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.10 Adapting instructional plans and curricular materials to meet the assessed learning needs of all students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
STANDARD V - Assessing Student Learning	1	2	3
5.1 Applying knowledge of the purposes, characteristics, and uses of different types of assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.8 Collecting and analyzing assessment data from a variety of sources to inform instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.9 Reviewing data, both individually and with colleagues, to monitor student learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.10 Using assessment data to establish learning goals and to plan, differentiate, and modify instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.11 Involving all students in self-assessment, goal setting, and monitoring progress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.12 Using available technologies to assist in assessment, analysis, and communication of student learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.13 Using assessment information to share timely and comprehensible feedback with students and their families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
STANDARD VI - Developing as a Professional Educator	1	2	3
6.8 Reflecting on teaching practice in support of student learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.9 Establishing professional goals and engaging in continuous and purposeful professional growth and development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.10 Collaborating with colleagues and the broader professional community to support teacher and student learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.11 Working with families to support student learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.12 Engaging local communities in support of the instructional program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.13 Managing professional responsibilities to maintain motivation and commitment to all students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.14 Demonstrating professional responsibility, integrity, and ethical conduct	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GENERAL EMPLOYEE EXPECTATIONS (p. 14)	1	2	3
• Demonstrates competent time and work management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Maintains positive relationships with others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Maintains positive relationships with students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Demonstrates Professionalism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

** 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.

Evaluator's Signature

Date

Teacher's Signature

Date

EVALUATION OF TEACHING PERFORMANCE

SUMMARY EVALUATION

Name _____

Date _____

INSTRUCTIONS

Narrative Comments:

INSTRUCTIONS

1. Commendations and recommendations must be specific to the Standards and/or General Employee Expectations.
2. Comments that indicate need for improvement should be specific in nature and recommend methods of improvement.
3. Comments that indicate exemplary performance should be specific in nature.

OVERALL EVALUATION:

- Meets or Exceeds Standards
 Needs Improvement
 Unsatisfactory - Does Not Meet Standards

RE-EMPLOYMENT RECOMMENDATION:

- Retain
 Do Not Retain

SIGNATURES:

Evaluator

Date

Teacher

Date

An opportunity has been extended to me to attach comments regarding this evaluation. I understand that my signature does not connote agreement with the evaluation; only that it has been reviewed with me.

Appendix

CLASSROOM OBSERVATION NOTES FOR EVALUATOR USE

Teacher _____

Date _____

School _____

Time/Period _____

Grade/Subject _____

Evaluator _____

Evaluator fills out the section below:

Standard One: Engaging and Supporting All Students in Learning

Observation:

In light of the Standard:

1. How do you think the lesson went? How do you know?

2. What parts of the lesson (strategies, materials, activities, etc.) do you feel were effective?

3. What suggestions/comments would you make?

I observed the teacher demonstrate the following abilities (check all that apply):

- 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**

Teacher comments may be attached.

CLASSROOM OBSERVATION NOTES FOR EVALUATOR USE

Teacher _____

Date _____

School _____

Time/Period _____

Grade/Subject _____

Evaluator _____

Evaluator fills out the section below:

Standard Two: Creating and Maintaining Effective Environments for
 Student Learning

Observation:

In light of the Standard:

4. How do you think the lesson went? How do you know?

5. What parts of the lesson (strategies, materials, activities, etc.) do you feel were effective?

6. What suggestions/comments would you make?

I observed the teacher demonstrate the following abilities (check all that apply):

- 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**

Teacher comments may be attached.

CLASSROOM OBSERVATION NOTES FOR EVALUATOR USE

Teacher _____

Date _____

School _____

Time/Period _____

Grade/Subject _____

Evaluator _____

Evaluator fills out the section below:

Standard Three: Understanding and Organizing Subject Matter for
 Student Learning

Observation:

In light of the Standard:

7. How do you think the lesson went? How do you know?

8. What parts of the lesson (strategies, materials, activities, etc.) do you feel were effective?

9. What suggestions/comments would you make?

I observed the teacher demonstrate the following abilities (check all that apply):

- 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 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**

Teacher comments may be attached.

CLASSROOM OBSERVATION NOTES FOR EVALUATOR USE

Teacher _____

Date _____

School _____

Time/Period _____

Grade/Subject _____

Evaluator _____

Evaluator fills out the section below:

Standard Four: Planning Instruction and Designing Learning
Experiences for All Students

Observation:

In light of the Standard:

10. How do you think the lesson went? How do you know?

11. What parts of the lesson (strategies, materials, activities, etc.) do you feel were effective?

12. What suggestions/comments would you make?

I observed the teacher demonstrate the following abilities (check all that apply):

- 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**

Teacher comments may be attached.

CLASSROOM OBSERVATION NOTES FOR EVALUATOR USE

Teacher _____

Date _____

School _____

Time/Period _____

Grade/Subject _____

Evaluator _____

Evaluator fills out the section below:

Standard Five: Assessing Student Learning
--

Observation:

In light of the Standard:

13. How do you think the lesson went? How do you know?

14. What parts of the lesson (strategies, materials, activities, etc.) do you feel were effective?

15. What suggestions/comments would you make?

I observed the teacher demonstrate the following abilities (check all that apply):

- 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 comprehensible feedback with students and their families**

Teacher comments may be attached.

ACTIVITY OBSERVATION NOTES FOR EVALUATOR USE

Teacher _____

Date _____

School _____

Time/Period _____

Grade/Subject _____

Activity Observed _____

Evaluator _____

Evaluator fills out the section below:

Standard Six:	Developing as a Professional Educator
----------------------	--

Observation:

In light of the Standard:

16. How do you think the lesson went? How do you know?

I observed the teacher demonstrate the following abilities (check all that apply):

- 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**
- 6.5 Working with families to support student learning**
- 6.6 Engaging local communities in support of the instructional program**
- 6.7 Managing professional responsibilities to maintain motivation and commitment to all students**
- 6.8 Demonstrating professional responsibility, integrity, and ethical conduct**

Teacher comments may be attached.

PERSONNEL

PERFORMANCE EVALUATION

A continuous, uniform process for employee evaluation, assessment and appraisal shall be provided to:

1. Promote achievement of the Lake County Office of Education goals;
2. Provide a process for two-way communication to evaluate the performance of all certificated and classified personnel;
3. Clarify abilities and specific indicators most critical to job performance;
4. Offer recommendations, if any, regarding desired performance and improvement;
5. Increase the employee's understanding of performance from his/her supervisor's viewpoint;
6. Obtain data for decisions regarding retention and assignment of staff;
7. Provide a formal method of recognizing staff achievement and growth;
8. Enhance job satisfaction, self-esteem;
9. Ensure positive work relationships.

The performance appraisal process shall include the following basic steps to be followed in the evaluation and assessment of staff. The process is circular, beginning and ending with the summative employee appraisal. Each step of the process is intended to encourage a collaborative effort between the supervisor and the employee:

1. Orientation and clarification of evaluation cycle and forms;
2. Conference to review criteria upon which evaluation will be focused;
3. Development of performance plan (as applicable);
4. Formal and informal observations and data collection;
5. Formal and informal conferences based on observations and data collection;
6. Data analysis;
7. Formal evaluation conference;
8. Summative performance appraisal.

Evaluations will be scheduled as follows:

Certificated Employees

Certificated instructional employees shall be evaluated every year. Non-instructional certificated employees, including administrative and supervisory staff, shall be evaluated at least every other year, but may be evaluated more frequently at the discretion of the evaluator, or as performance may indicate

Classified Employees

Probationary employees shall be evaluated at the end of 90 days of employment and at least once before the end of the one-year probationary period. Permanent classified employees shall be evaluated at least every other year, but may be evaluated more frequently at the discretion of the evaluator, or as performance may indicate.

Unsatisfactory Employees

Employees receiving any "unsatisfactory" rating in any evaluation area shall be evaluated periodically during the rating period in accordance with established procedure until performance improves or separation from the Lake County Office of Education occurs.

PERSONNEL

REGULATIONS REGARDING CERTIFICATED EVALUATION/SUPERVISION

The Director of Human Resources or designee shall print and make available to certificated employees written regulations related to the evaluation of their performance in their assigned duties. (Education Code 35171)

Certificated staff shall receive information regarding the Lake County Office of Education's evaluation criteria and procedures upon employment with the Lake County Office of Education and whenever the criteria in the Superintendent's policies and administrative regulations are revised.

Certificated employee performance shall be evaluated and assessed on a continuing basis as follows:

- At least once each school year for certificated instructional personnel
- Teachers shall be formally observed and given constructive feedback at least once each semester and more often when necessary, as part of the evaluation process.
- Non-instructional certificated employees, including administrative and supervisory personnel, shall be evaluated at least every other year.

The Superintendent or designee shall assess the performance of certificated instructional staff as it reasonably relates to the following criteria: (Education Code 44662)

1. Students' progress toward Lake County Office of Education standards of expected achievement for their grade level in each area of study and, if applicable, towards the state-adopted content standards as measured by state-adopted criterion-referenced assessments
2. The instructional techniques and strategies used by the employee
3. The employee's adherence to curricular objectives
4. The establishment and maintenance of a suitable learning environment, within the scope of the employee's responsibilities

The evaluation of certificated employee performance shall not include the use of publishers' norms established by standardized tests. (Education Code 44662)

Noninstructional certificated employees shall be evaluated on their performance in fulfilling their defined job responsibilities. (Education Code 44662)

Evaluations shall include recommendations, if necessary, as to areas in need of improvement in the employee's performance. If an employee is not performing satisfactorily according to teacher standards approved by the Superintendent pursuant to Education Code 44662, the Certificated Manager or designee shall so notify the employee in writing and describe the unsatisfactory performance. The Certificated Manager or designee shall confer with the employee, make specific recommendations as to areas needing improvement, and endeavor to provide assistance to the employee in his/her performance. (Education Code 44664)

The Certificated Manager or designee may require any instructional employee who receives an unsatisfactory rating in the area of teaching methods or instruction to participate in a program designed to improve appropriate areas of performance and to further student achievement and the Lake County Office of Education's instructional objectives. (Education Code 44664)

PERSONNEL

REGULATIONS REGARDING CERTIFICATED EVALUATION/SUPERVISION (continued)

Certificated instructional employees shall receive a written copy of their evaluation no later than 30 days before the last day of the school year in which the evaluation takes place. Before the last day of the school year, the employee and the evaluator shall meet to discuss the evaluation. (Education Code 44663)

Non-instructional certificated staff members employed on a 12-month basis shall receive a copy of their evaluation no later than June 30 of the year in which the evaluation takes place. Before July 30, the employee and the evaluator shall meet to discuss the evaluation. (Education Code 44663)

Instructional and non-instructional certificated employees shall have the right to respond in writing to their evaluation. This response shall become a permanent attachment to the employee's personnel file. (Education Code 44663)

PERSONNEL

REGULATIONS REGARDING CERTIFICATED EVALUATION/SUPERVISION (continued)

Teacher Evaluation Timeline:

By September 15	Evaluator meets with certificated instructional personnel to review the evaluation process, procedures, and forms.
By October 15	Evaluator meets individually with each teacher to set goals for the year and discuss evaluation issues.
By the end of the 1st. Semester	First formal classroom observation (Probationary/Temporary) completed. Post observation conference scheduled and conducted within 10 working days of receipt of the first observation document.
By March 1	Second formal classroom observation conducted and summary evaluation form completed. Post observation/evaluation conference conducted within 10 working days of receipt of the second observation form and evaluation document.
30 days before last school day	Final formal classroom observation form and summary evaluation form delivered to evaluatee.
Prior to last school day	Final post observation and evaluation conference conducted. All evaluation documents transmitted to Human Resources

Evaluation Elements:

A minimum of two formal classroom observations will be conducted for each summary evaluation. A formal observation consists of the following elements:

1. A pre-conference between evaluator and evaluatee concerning the lesson to be observed.
2. Formal classroom observation (a minimum of 30 minutes in length).
3. Post-observation conference re: the lesson’s effectiveness, observation data, and possible next steps.
4. Summative evaluation conference incorporating two formal classroom observations, drop-in observation summaries, post conference summaries, and teacher performance relative to CA Education Code Section 44662.

Informal observations may be made at any time, at the sole discretion of the evaluator. Data from informal observations complement the formal observation process and may be incorporated into the annual evaluation. Informal observations comprise an essential element of performance improvement plans and are consistent with the principle that performance management is continuous and ongoing.

Multiple qualified observers may be involved in the observation/evaluation process. For example, a content expert may accompany the supervisor/evaluator, or observe the teaching process independently, at the request

of the supervisor/evaluator. The evaluatee may request additional observation(s) by an evaluator certified by the Superintendent, with the express concurrence of the evaluator.

LAKE COUNTY OFFICE OF EDUCATION SUPERINTENDENT'S POLICY **AR 4115(d)**

PERSONNEL

REGULATIONS REGARDING CERTIFICATED EVALUATION/SUPERVISION (continued)

No specific form is required for informal observations. Written narrative observation records, interaction diagrams, engagement rate charts, or other symbolic representations of informal visits may be shared with the evaluatee. The evaluatee may respond in writing to the observation record in his or her own words, and the response will be attached to the record to be entered into the personnel file.