

William S. Hart Union High School District  
**EVALUATION** (Page 1 of 4)

Teacher \_\_\_\_\_ School \_\_\_\_\_ Assignment \_\_\_\_\_

Observation Dates: \_\_\_\_\_ Credential \_\_\_\_\_

Status:      Temporary      Prob 1      Prob 2      Tenured

Ratings:         Meets = M                     Needs to Improve = N                     Unsatisfactory = U

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| <b>SANDARD ONE</b> | <p><b>ENGAGING &amp; SUPPORTING ALL STUDENTS IN LEARNING</b></p> <p>1.1 Using knowledge of students to engage them in learning<br/>           1.2 Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests<br/>           1.3 Connecting subject matter to meaningful, real-life contexts<br/>           1.4 Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs<br/>           1.5 Promoting critical thinking through inquiry, problem solving, and reflection<br/>           1.6 Monitoring student learning and adjusting instruction while teaching</p> <p>EVIDENCE/COMMENTS:                     PLEASE CHECK ONE:                     _____ M                     _____ N                     _____ U</p> |
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| <b>SANDARD TWO</b> | <p><b>CREATING &amp; MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING</b></p> <p>2.1 Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully<br/>           2.2 Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students<br/>           2.3 Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe<br/>           2.4 Creating a rigorous learning environment with high expectations and appropriate support for all students<br/>           2.5 Developing, communicating, and maintaining high standards for individual and group behavior<br/>           2.6 Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn<br/>           2.7 Using instructional time to optimize learning</p> <p>EVIDENCE/COMMENTS:                     PLEASE CHECK ONE:                     _____ M                     _____ N                     _____ U</p> |
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| <b>STANDARD THREE</b> | <b>UNDERSTANDING &amp; ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING</b>   |
|                       | <p>3.1 Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks<br/>3.2 Applying knowledge of student development and proficiencies to ensure student understanding of subject matter<br/>3.3 Organizing curriculum to facilitate student understanding of the subject matter<br/>3.4 Utilizing instructional strategies that are appropriate to the subject matter<br/>3.5 Using and adapting resources, technologies and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students<br/>3.6 Addressing the needs of English learners and students with special needs to provide equitable access to the content</p> <p>EVIDENCE/COMMENTS:                      PLEASE CHECK ONE:                      <input type="checkbox"/> M                      <input type="checkbox"/> N                      <input type="checkbox"/> U</p> |

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| <b>STANDARD FOUR</b> | <b>PLANNING INSTRUCTION &amp; DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS</b>   |
|                      | <p>4.1 Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction<br/>4.2 Establishing and articulating goals for student learning<br/>4.3 Developing and sequencing long-term and short-term instructional plans to support student learning<br/>4.4 Planning instruction that incorporates appropriate strategies to meet the learning needs of all students<br/>4.5 Adapting instructional plans and curricular materials to meet the assessed learning needs of all students</p> <p>EVIDENCE/COMMENTS:                      PLEASE CHECK ONE:                      <input type="checkbox"/> M                      <input type="checkbox"/> N                      <input type="checkbox"/> U</p> |

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| <b>STANDARD FIVE</b> | <b>ASSESSING STUDENTS FOR LEARNING</b>  |
|                      | <p>5.1 Applying knowledge of the purposes, characteristics, and uses of different types of assessments<br/>5.2 Collecting and analyzing assessment data from a variety of sources to inform instruction<br/>5.3 Reviewing data, both individually and with colleagues, to monitor student learning<br/>5.4 Using assessment data to establish learning goals and to plan, differentiate, and modify instruction<br/>5.5 Involving all students in self-assessment, goal setting, and monitoring progress<br/>5.6 Using available technologies to assist in assessment, analysis, and communication of student learning<br/>5.7 Using assessment information to share timely and comprehensible feedback with students and their families</p> <p>EVIDENCE/COMMENTS:                      PLEASE CHECK ONE:                      <input type="checkbox"/> M                      <input type="checkbox"/> N                      <input type="checkbox"/> U</p> |

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| <b>STANDARD SIX</b> | <b>DEVELOPING AS A PROFESSIONAL EDUCATOR</b>  |
|                     | <p>6.1 Reflecting on teaching practice in support of student learning<br/>6.2 Establishing professional goals and engaging in continuous and purposeful professional growth and development<br/>6.3 Collaborating with colleagues and the broader professional community to support teacher and student learning<br/>6.4 Working with families to support student learning<br/>6.5 Engaging local communities in support of the instructional program<br/>6.6 Managing professional responsibilities to maintain motivation and commitment to all students<br/>6.7 Demonstrating professional responsibility, integrity, and ethical conduct</p> <p>NOTES/COMMENTS/EVIDENCE:                      PLEASE CHECK ONE:                      <input type="checkbox"/> M                      <input type="checkbox"/> N                      <input type="checkbox"/> U</p> |

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**SUGGESTIONS/COMMENTS/GOALS:**

**EVALUATEE'S COMMENTS:**

Composite:       Meets       Needs to Improve       Unsatisfactory

Your signature here does not necessarily mean you agree with the evaluation, but it does indicate that an evaluation was made and that you received a copy.

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Signature of Evaluatee

Date

Evaluatee's Name (please print or type)

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Signature of Evaluator

Date

Evaluator's Name and Title (please print or type)

Copies to: 1) Unit Member 2) District Personnel File 3) Evaluator

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Updated 3.28.12