

CERTIFICATED EMPLOYEE PERFORMANCE EVALUATION

(Assessment by observation, documentation and/or conferences)



2023-2024 School Year

Employee Name:

Work Site:

Position:

Status: _____

Use the California Standards for the Teaching Profession and CVUSD CSTP Rubric as a reference for descriptors of standards. Summary of activities and evidence may include descriptors of performance that exceeds the standards.

California Standards for the Teaching Profession and CVUSD CSPT Rubric Levels:

- 1: Does not meet standard
- 2: Partially meets standard
- 3: Meets standard
- 4: Exceeds standards

STANDARD 1	ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING	LEVEL
ELEMENTS	1.1 Using knowledge of students to engage them in learning 1.2 Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests 1.3 Connecting subject matter to meaningful, real-life contexts 1.4 Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs 1.5 Promoting critical thinking through inquiry, problem solving, and reflection 1.6 Monitoring student learning and adjusting instruction while teaching	N/A

SUMMARY:

STANDARD 2	CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING	LEVEL
ELEMENTS	2.1 Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully 2.2 Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students 2.3 Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe 2.4 Creating a rigorous learning environment with high expectations and appropriate support for all students 2.5 Developing, communicating, and maintaining high standards for individual and group behavior 2.6 Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn 2.7 Using instructional time to optimize learning	N/A

SUMMARY:

STANDARD 3	UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING	LEVEL
ELEMENTS	3.1 Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks 3.2 Applying knowledge of student development and proficiencies to ensure student understanding of subject matter 3.3 Organizing curriculum to facilitate 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, including adopted materials, to make subject matter accessible to all students 3.6 Addressing the needs of English learners and students with special needs to provide equitable access to the content	N/A

SUMMARY:

STANDARD 4	PLANNING INSTRUCTION & DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS	LEVEL
ELEMENTS	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	N/A

SUMMARY:

STANDARD 5	ASSESSING STUDENT LEARNING	LEVEL
ELEMENTS	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	N/A

SUMMARY:

* Analysis of student assessment takes into account mitigating factors, such as student attendance, entry-level achievement, special program membership, student behavior as evidenced by discipline records, availability of materials to support the instructional program, and other measurable variables that influence student achievement.

STANDARD 6	DEVELOPING AS A PROFESSIONAL EDUCATOR (Not used for P.A.R. referral)	LEVEL
FOCUS ELEMENT		N/A

SUMMARY:

If a majority of the first five standards are scored at any one level, 1, 2, 3, or 4; then that is the level for the overall evaluation.
 If there is no score that is a majority of the five standards, then the five standards will be added, averaged, then rounded if needed according the scoring scale:

Scale:

Less than 1.4	=	1
1.5 - 2.4	=	2
2.5 - 3.4	=	3
3.5 - 3.9	=	4

OVERALL EVALUATION

Does not meet standards Required P.A.R. referral for tenured teacher Required to repeat evaluation process next school year	Partially meets standards P.A.R. suggested for tenured teacher Required to repeat evaluation process next school year	Meets standards Probationary 1 required to repeat evaluation process next school year	Exceeds standards Probationary 1 required to repeat evaluation process next school year
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EVALUATOR COMMENTS/RECOMMENDATION/COMMENDATIONS:

This report has been discussed with me in conference with the evaluator and I have received a copy of this evaluation form. An opportunity has been extended to me to attach comments concerning this evaluation. Employee's signature does not indicate agreement or disagreement with the evaluation.

I will be attaching a written response to this Observation

- Yes
- No

Evaluator Name: _____

Evaluatee Name: _____

Date: _____

Evaluatee Signature: _____

9-14-2023