

Siskiyou County Office of Education  
Teacher/Specialist

EVALUATION

\_\_\_\_\_

(Name)

\_\_\_\_\_

Date

Teacher/Specialist Evaluation

CSTP Correlation (3.0-A1,B5, B6, B7, B8, D1, E7) ( 5.1-A2, A3)

A. PUPIL PROGRESS TOWARD STANDARDS OF STUDENT ACHIEVEMENT

COMPONENT		LEVEL OF PERFORMANCE		
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
1. Uses a variety of standardized and informal assessments to understand students' aptitudes, skills, academic and functional needs, and developmental, behavioral and social/emotional characteristics.	Shows little or no knowledge of student ability and needs.	Demonstrates some knowledge of student ability and needs, but uses assessments inconsistently.	Uses a variety of assessment techniques to gain solid knowledge of student needs and abilities.	Instruction, planning, and classroom organization are clearly aligned with assessment results and reflect a comprehensive understanding of student needs and abilities.
2. Uses assessment results to plan short and long term goals and objectives and individual and group instruction.	Does not use assessment in programmatic and instructional development.	Uses assessment results to plan educational goals and objectives.	Educational goals and objectives and instruction and programmatic planning are tied to assessment results.	Educational goals and objectives are daily and long-term instruction are clearly based on a variety of ongoing assessments.
3. Communicates results of assessments to families, students, and service delivery personnel.	No assessment results are shared, or results are presented inaccurately.	Assessment results are communicated to others upon request.	Assessment results are communicated to parents, students, and other service delivery personnel in verbal or written reports in a manner that ensures mutual understanding.	Assessment results and implications are shared and discussed thoroughly with parents, students, and service delivery personnel, verbally and in writing in a manner that ensures mutual understanding.

A. PUPIL PROGRESS TOWARD STANDARDS OF STUDENT ACHIEVEMENT

COMPONENT LEVEL OF PERFORMANCE

<p>4. Uses systematic data collection and assessment procedures to monitor student progress on goals and objectives.</p>	<p>Collects no data to monitor student progress on goals and objectives.</p>	<p>Some data is collected to monitor student progress each grading period update recorded on original IEP and sent home to parents.</p>	<p>Monitors student progress through systematic data collection on a monthly basis and each grading period update recorded on original IEP and sent home to parents</p>	<p>Data collection to monitor progress is used regularly and instructional techniques and strategies are modified based on ongoing assessments.</p>
<p>5. Designs and uses pupil performance criteria to evaluate pupil learning and behavior.</p>	<p>Standards of student performance and behavior are not evident.</p>	<p>Criteria and standards for mastery of skills and behavior have been developed but either is not clear or is inconsistently applied.</p>	<p>Criteria and standards for mastery skills and behavior are clearly evident and applied consistently.</p>	<p>Criteria and standards are clearly evident and applied consistently. Students contribute to development of IEP and monitoring of achievement as appropriate for individual student needs.</p>

Recommendations/Commendations

Examples of evidence:

**B. INSTRUCTIONAL TECHNIQUES AND STRATEGIES USED BY TEACHER/SPECIALIST**

**COMPONENT LEVEL OF PERFORMANCE**

	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<p>1. Develops and presents appropriate learning activities</p>	<p>Learning activities are not suitable to students' disabilities or IEP instructional goals or do not follow an organized progression.</p>	<p>Only some of the activities are suitable to students or instructional goals and sequence of learning activities is unorganized.</p>	<p>Most activities are suitable to students and instructional objectives. A variety of activities is presented based on students' needs and abilities. There is a logical sequence of learning.</p>	<p>Learning activities are highly relevant to students' needs and abilities; progress is clear and is based on current research and best practices.</p>
<p>2. Provides a variety of instructional groups.</p>	<p>Instructional groups do not support the instructional goal and offer no variety</p>	<p>Instructional groups offer some variety but inconsistently support instructional goals and student characteristics.</p>	<p>Instructional groups are varied and appropriate to most instructional goals and student characteristics, and provide some opportunity for both independent and collaborative student learning.</p>	<p>Instructional groups are varied and aligned with instructional goals and student characteristics and foster both independent and collaborative learning.</p>
<p>3. Provides structured lessons.</p>	<p>Lesson has no defined structure with unrealistic time allocations.</p>	<p>Lesson has recognizable structure and most time allocations are reasonable.</p>	<p>Lesson has clearly defined structure and time allocations are accurate.</p>	<p>Lesson has clear structure and allows for different pathways according to individual needs.</p>
<p>4. Communicates directions, procedures and instruction clearly and effectively in a manner appropriate to students' ability.</p>	<p>Directions and procedures are confusing to students.</p>	<p>Directions and procedures are clarified when confusion occurs.</p>	<p>Directions and procedures are clear to students.</p>	<p>Directions and procedures are clear to students and anticipate possible misunderstandings.</p>
<p>5. Engages students in learning.</p> <ul style="list-style-type: none"> <li>• Demonstrates flexibility and responsiveness</li> <li>• Adjusts lesson as needed.</li> <li>• Responds to students.</li> <li>• Persists in seeking approaches for students having difficulty.</li> </ul>	<p>Adheres rigidly to lesson plans, ignores or brushes aside questions, and blames student or environment. Quits trying when students have difficulty learning.</p>	<p>Attempts to adjust lessons and accommodate student interests, but effects on the coherence of the lessons are uneven. Accepts responsibility for the learning of all students but has limited repertoire of instructional strategies</p>	<p>Makes minor adjustments to lesson and accommodates most student interests and lesson flows smoothly. Persists in seeking approaches for students who are having difficulties.</p>	<p>Successfully makes major adjustments to lessons as needed and seizes opportunity to enhance learning based on spontaneous events. Uses extensive repertoire of strategies and seeks additional resources when students are having difficulty.</p>

B. INSTRUCTIONAL TECHNIQUES AND STRATEGIES USED BY TEACHER/SPECIALIST

COMPONENT

LEVEL OF PERFORMANCE

	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
6. Demonstrates knowledge of procedures and curriculum modifications needed for serving students in a variety of settings.	Students have no access to curriculum aligned to California State Standards and no opportunities for instruction in varied settings	Students have some opportunity for instruction in varied settings or some access to curriculum aligned to California State Standards, but with inconsistent modifications of materials and instructional methods to meet individual needs.	Students receive instruction in diverse settings and have access to curriculum aligned to California State Standards, with modifications to materials and instructional methods based on needs of students.	Student's daily program is integrated with school program and curriculum is aligned with California State standards with ongoing modifications to materials and instructional methods across settings.
7. Selects a variety of instructional materials, media, technology, and other resources.	Instructional materials are limited or are unsuitable to instructional goals and abilities of students	Some variety exists in instructional materials that are suitable to instructional goals and student abilities	Good variety of instructional materials that are suitable to instructional goals and student needs	Wide variety of instructional materials that engage students and are appropriate to instructional goals and student abilities, and that provide students with choices.
8. Utilizes appropriate interventions, strategies and assessment techniques for management of classroom discipline and control.	Student behavior is poor, with no monitoring of student behavior and inappropriate response to misbehavior according to current best practices and student safety.	An effort is made to establish standards of conduct and monitor behavior. Responds to student behavior but with limited repertoire of strategies and inconsistent results.	Is aware of student behavior, has established clear standards of conduct, responds to students in ways that are appropriate and respectful. Evaluates effectiveness of intervention strategies.	Classroom is characterized by appropriate student behavior with student participating in setting standards of conduct and monitoring behavior. Monitoring of behavior is preventative and appropriate to individual student's needs.
9. Interrelates ideas and information within and across subject matter areas.	Presents curriculum without identifying or integrating key concepts and information, or does not relate content to previous learning in order to support students' understanding.	Identifies some key concepts and information within the curriculum, and attempts to relate content to previous learning without extending students' understanding.	Identifies and integrates key concepts and information within the curriculum, relates content to students' lives, and uses previous learning to extend students' understanding.	Facilitates students as they identify and integrate concepts and information within and across curriculum, relate content to students' lives and previous learning, and uses this to extend their understanding.

Recommendations/Commendations

Examples of evidence:

C. EMPLOYEE ADHERENCE TO CURRICULUM OBJECTIVES

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
1. Evaluates elements of the instructional program as they affect student performance and progress.	Does not reflect on the elements of the instructional program necessary for student success and elements of program are not based on student needs.	Reflects broadly on instructional program based on general student needs.	Reflects accurately on the effectiveness of specific instructional program elements and develops most elements to enhance student learning.	Reflects accurately and specifically on the total instructional program and develops comprehensive program elements to enhance the learning of all students.
2. Evaluates and reports outcomes of a teaching/learning sequence for school records, pupils and parents in terms of stated objectives.	Has no system for evaluating, recording and reporting outcomes in terms of stated program.	Has rudimentary system for evaluating, recording and reporting outcomes in terms of stated program that is only partially effective.	Has effective system for evaluating, recording and reporting outcomes in terms of stated program that are effective.	System for recording and reporting student progress is accurate, efficient and effective, regularly keeping parents and pupils informed of process toward mastering goals and objectives.
3. Reflects on teaching methods, materials, media, and technology in terms of efficiency in attaining stated objectives.	Does not reflect accurately on the instructional methods or materials. Does not propose ideas for improvement.	Reflection is generally accurate and suggestions for improvement are global.	Reflects accurately, citing general characteristics and making some specific suggestions for improvement.	Reflection is highly accurate and perceptive, cites specific examples and draws on an extensive repertoire to suggest improvements.

Recommendation/Commentations

Examples of evidence:

D. ESTABLISHES AND MAINTAINS A SUITABLE LEARNING ENVIRONMENT

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
1. Demonstrates knowledge of students.	Shows little knowledge of human development and learning and of students' aptitudes, skills, interests, aspirations, cultures and values.	Shows some knowledge of human development and learning and of students' aptitudes, skills, interests, aspirations, cultures and values, and attempts to use this knowledge in planning instruction.	Shows solid knowledge of human development and learning and of students' aptitudes, skills, interests, aspirations, cultures and values and uses this knowledge to plan instruction.	Shows thorough knowledge of human development and learning and of students' aptitudes, skills, interests, aspirations, cultures and values, and uses this knowledge to plan individual and group instruction.
2. Establishes respectful environment.	A classroom environment in which unfairness, sarcasm or conflict are modeled.	A classroom environment in which equal treatment, fairness, and respect are generally modeled, but with occasional displays of insensitivity, sarcasm or conflict.	A classroom environment in which equal treatment, fairness, and respect are modeled, taught, and practiced creating an atmosphere of general warmth and caring.	Classroom interactions reflect genuine warmth and caring and are respectful of the differences among individuals. Students themselves ensure high levels of civility among members of the class.
3. Establishes stimulating classroom environments consistent with student needs.	The classroom does not represent an environment for learning and is characterized by minimal commitment, low expectations for achievement and little pride in student work.	Classroom environment reflects modest or inconsistent expectations for learning. Students and teacher are performing at minimal level to "get by".	Classroom environment represents commitment to learning with evidence of high expectations for student achievement. Student and teacher/specialist are trying to improve the classroom environment.	Students actively participate in establishing a learning environment. Teacher/specialist demonstrate passionate commitment to teaching.
4. Provides opportunity for independent learning and problem solving.	Provides no opportunity for independent learning and problem solving.	Provides minimal opportunity for independent learning. Students are allowed to work independently within a narrow range of options.	Provides many opportunities for independent learning. Students are allowed to explore problems independently and in groups.	Actively encourages students to work independently without direct supervision when appropriate. Multiple approaches to problem solving and task completion are encouraged.
5. Manages entire classroom	Students not working with teacher/specialist are not productively engaged in learning.	Tasks for student work are partially organized, resulting in some off task behavior.	Tasks are organized and groups are managed so most students are engaged.	Students/groups working independently are productively engaged with students assuming responsibility for productivity when appropriate.

6. Manages transitions	Much time is lost during transitions.	Transitions are sporadically efficient.	Transitions occur smoothly	Transitions are seamless, with students assuming some responsibility for transitions.
7. Performs non-instructional duties.	Considerable instructional time is lost in the performance on non-instructional duties. Materials are not at hand. Students must wait for attention. Teacher/specialist is occupied with record keeping, or organizing materials.	Some systems for performing non-instructional duties are in place and are fairly efficient.	Efficient systems are in place with minimal loss of instructional time.	Systems for performing non-instructional duties are well established with students assuming some of the responsibilities.

Recommendations/Commendations

Examples of evidence:

E. PROFESSIONAL RESPONSIBILITIES

COMPONENT		LEVEL OF PERFORMANCE		
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
1. Communicates and establishes rapport with families.	Provides little information to families and makes no attempt to establish rapport.	Communicates with families sporadically, primarily when problems arise.	Communicates frequently with families and attempts to include them in the school program.	Works collaboratively with families to understand their children and establish and achieve common educational goals.
2. Establishes satisfactory personal and professional relationships with school and community personnel.	Relationships with colleagues are negative or self-serving.	Maintains cordial relationships with colleagues to fulfill school requirements.	Maintains positive supportive and cooperative relationships with school personnel.	Maintains positive, supportive and cooperative relationships with school and community personnel, and works independently and with colleagues and community to improve schools and advance knowledge.
3. Maintains accurate records: (Recorded, quarterly progress on original IEP, assessments documented and filed in IEP folder, and specialist sign-in log maintained)	Has no system for maintaining accurate records resulting in errors and confusion.	System for maintaining accurate records is rudimentary and only partially effective.	System for maintaining accurate records is efficient and effective.	System for maintaining accurate records is efficient, effective, and students contribute to its maintenance.
4. Uses management, communication, and supervisory skills to implement effectively the educational process among administration, teachers, instructional aides, service personnel, and pupils.	Does not coordinate the educational team, fails to communicate with team members, or fails to follow through with team members on implementation of educational program.	Does some coordination of educational team, and communicates and follows through with team members sporadically.	Effectively coordinates with educational team, communicates regularly with all members of the team, and follows through with team members to implement the educational program.	Has knowledge of educational policies and procedures and serves in a leadership role on the educational team, assuring that all members are informed and that the educational program is implemented.
5. Grows and develops professionally.	Does not participate in professional development activities, even when such activities are clearly needed for the development of teaching skills.	Participation in professional development activities is limited to those that are convenient.	Participates actively in professional development activities and contributes to the profession.	Makes a substantial contribution to the profession through such activities as action research and mentoring new teachers, and actively pursues professional development.

E. PROFESSIONAL RESPONSIBILITIES

COMPONENT	LEVEL OF PERFORMANCE				
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED	
6. Follows legal practices in communicating with others about students.	Discloses confidential information to unauthorized people, discusses students publicly.	Generally respects confidentiality, refrains from discussing students publicly.	Is aware of and respects all confidential information, discusses students privately with other staff.	Assures that confidentiality is observed by all staff, and makes particular efforts to challenge negative or inappropriate discussions and comments.	
7. Demonstrates knowledge of content, pedagogy, and best practices.	Displays little understanding of the subject matter, content related pedagogy, or best practices.	Has basic understanding of content and pedagogy but teaching inconsistently reflects best practices.	Demonstrates solid understanding of content and pedagogy, and practices reflect current best practices.	Knowledge of content, pedagogy, and best practices are extensive. Teacher/specialist draws on this extensive knowledge to design and implement instruction and to analyze and evaluate the quality of practice.	

Recommendations/Commendations

Examples of evidence:

## Teacher/Specialist Summative Evaluation

Summative Report:

I certify that this evaluation was discussed with me. My signature does not necessarily indicate agreement.

\_\_\_\_\_  
Evaluators' Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Evaluatee's Signature

\_\_\_\_\_  
Date

Original - Personnel  
Copy - Evaluate

Notice: Pursuant to section ----a unit member may attach a written response to the evaluation within ten (10) calendar days after receipt of the evaluation.

# Teacher/Specialist Evaluation Summary Page

Teacher: \_\_\_\_\_  
Years with SCOE: \_\_\_\_\_  
Level of Evaluation: ----- -----  
School Site: \_\_\_\_\_  
Evaluator: \_\_\_\_\_

Teacher Status:  Probationary  Permanent  
Evaluation: Informal Formal Summative

Date: \_\_\_\_\_  
Pre-conference: \_\_\_\_\_  
Observation: \_\_\_\_\_  
Post-conference: \_\_\_\_\_

Report: \_\_\_\_\_

I certify that this evaluation was discussed with me. My signature does not necessarily indicate agreement.

Evaluator's Signature \_\_\_\_\_ Date \_\_\_\_\_  
Evaluatee's Signature \_\_\_\_\_ Date \_\_\_\_\_

Notice: Pursuant to section ----a unit member may attach a written response to the evaluation within 10 calendar days after receipt of the evaluation. (Original-Personnel Copy-Evaluatee)

### Level 2 PD Track Permanent Teachers

- Observation of all components for each domain at least every other year,
- Formal Observation include:
  - Supervisor will complete 1 formal observation pr year
  - Supervisor will complete 2 informal observations per year.

If the teacher receives an unsatisfactory evaluation he/she will be referred for mandatory participation in PAR.

PD Track In “off-year” teachers must choose a domain and components within that domain on which to focus. Teachers will develop a plan to address growth in the domain (or on specific component(s) in the domain) with consultation from program manager. The plan will include a goal, criteria for attainment of the goal, and the steps to follow. The teacher will complete a narrative report after conferencing with the program manager summarizing the experience and evaluating results.

Level 3- Teacher Assistance Track—Probationary or Permanent teachers who receive an unsatisfactory evaluation.

Teachers who receive an unsatisfactory evaluation must participate in the SCOE PAR program as defined in the SCOE PAR Procedures. The teacher will be evaluated annually until he/she receives a possible evaluation or is separated from the district.

Teachers who receive an unsatisfactory rating as a result of formal or informal observation, prior to the final evaluation will be given recommendations for improvement by the program manager, including the opportunity for assistance from the PAR program.

1. E-1
  - Phone log
  - Official notices (IEP)
  - Log of parent conferences
  - Parents participate in field trips
  - Parent workshops
  - Translators/interpreters
  - Solicits parent input
2. E-2
  - Attends site staff meetings
  - Lunch with site staff
  - Appointment book of meetings with site staff
  - Recess duty/extracurricular assignments
  - Consultative services
  - Attends student study teams
  - Participation in community events
3. E-3
  - Progress reports are completed and filed
  - Progress reports are coordinated with report cards
  - Files are organized w/ current reports/IEP's on top
  - Records are up to date and on time (timelines)
  - IEP's are held when due
  - 3 year reviews are completed on time
  - Teacher has list of students with IEP/3 year dates available for specialists
  - Sets IEP dates well in advance
  - Designated staff and time to serve secretarial role
4. E-4
  - Holds team meetings with agendas
  - Regular email,
  - Solicits input from all team members
  - Pre-conference
  - Minutes from meetings
  - Delegates responsibilities
  - Clearly posted schedules for aides/specialists
  - Brings in articles/info on current issues
  - Coordinates staff for IEPs.
  - Invites all team members and coordinates dates
5. E-5
  - Develops behavior plans w/ specific duties outlined
  - Quotes the law
5. E-5
  - Log of trainings conferences
  - Maintains credentials
  - Active research/program development
  - On advisory committees
  - Provides inservice/training
  - Journal subscriptions
  - Membership in professional organizations
  - Enrolled in classes
6. E-6
  - Designated space for conferences
  - Redirects requests for info to appropriate time/place
  - Verbal reminders of confidentiality
  - Uses "confidential" stamp
  - Locked files
  - Shreds documents
  - Limits confidential reports to necessary personnel
  - Picks up all reports after meetings
  - "Car files" organized and maintained
7. E-7
  - Communicates accurate information in meetings
  - Observes universal precautions
  - Safety, first aid, maintenance
  - Individual and differentiated instruction to meet specific needs of children
  - Current and ongoing assessment information

What constitutes an unsatisfactory evaluation?

One unsatisfactory component on a summative evaluation will constitute an "Unsatisfactory Evaluation" and referral to level 3 teacher assistance track.

All teacher/specialist evaluations are due to personnel office by March 1 of each school year.