

ACT Proposal to CVUSD
February, 2025
Time: _____

Teacher:		School Year:		
Site:		Evaluator:		
Date of		1 st	2 nd	3 rd
		(Circle One)		
Observation: _____		Post Observation Conference Date: _____		
(A minimum of one observation is required.)		Observation Form Provided On: _____		
<input type="checkbox"/> Hourly/Voc. <input type="checkbox"/> Intern		<input type="checkbox"/> Temporary <input type="checkbox"/> Probationary 1 <input type="checkbox"/> Probationary 2 <input type="checkbox"/> Permanent		
Overall Observation Rating _____		Assistance Plan <input type="checkbox"/> Yes (<i>Assistance Plan Attached</i>) <input type="checkbox"/> No		

Formal observation(s) must be at least 30 minutes in length or equal to one class lesson. A minimum of one (1) and a maximum of three (3) formal observations will be held. Descriptors (criteria) are available and shall be used as a reference to establish ratings for each area. The rubric provided below shall be used when determining observation ratings for the teaching standards.

Rubric: Individual Standards Rating

- 1) For any 3 elements within a standard rated “*Element Expectations Not Met*,” the teacher will receive an overall rating for that Standard of “*Element Expectation(s) Not Met*.” [U]
- 2) For any 2 elements within a standard rated “*Element Expectations Not Met*,” the teacher will receive an overall rating for that Standard of “*Meets Element Expectations with Growth Recommended*.” [G]
- 3) For any 3 elements within a standard rated “*Meets Element Expectations with Growth Recommended*,” the teacher will receive an overall rating for that Standard of “*Meets Element Expectations with Growth Recommended*.” [G]
- 4) Within a Standard, for any 1 element rated “*Element Expectations Not Met*” and any 2 elements rated “*Meets Element Expectations with Growth Recommended*,” the teacher will receive an overall rating for that Standard of “*Meets Element Expectations with Growth Recommended*.” [G]
- 5) For any combination, other than those stated above, the teacher will receive an overall rating for that Standard of “*Meets Element Expectations*” [M] or “*Exceeds Element Expectations*.” [E] Comments are required for any rating(s) of “*Exceeds Element Expectations*.”
- 6) Specific observed objective evidence shall be cited for any Standard rating of “*Meets Element Expectations with Growth Recommended*,” or “*Element Expectation(s) Not Met*.”
- 7) Any rating of “*Not Observed*” or “*Not Applicable*” shall not affect the observation rating in any way.
- 8) A teacher who receives an overall observation rating of “*Element Expectation(s) Not Met*” [U] shall complete an Assistance Plan, pursuant to Article 8 of the Agreement.

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STANDARD 1: Engaging and Supporting All Students in Learning	Element Rating (Based on objective and observable evidence)
<ul style="list-style-type: none"> Connecting students' prior knowledge, life experience, and interests with learning goals 	
<ul style="list-style-type: none"> Using a variety of instructional strategies and resources to respond to students' diverse needs 	
<ul style="list-style-type: none"> Facilitating learning experiences that promote autonomy, interaction, and choice 	
<ul style="list-style-type: none"> Engaging students in problem solving, critical thinking, GOAL SETTING, and other activities that make subject matter meaningful 	
<ul style="list-style-type: none"> Promoting self-directed, reflective learning for all students 	
STANDARD RATING:	
Cite objective and observable evidence (G and U ratings) / Comments: (E ratings)	

STANDARD 2: Creating and Maintaining Effective Environments for Student Learning	Element Rating (Based on objective and observable evidence)
<ul style="list-style-type: none"> Creating a physical environment that engages all students 	
<ul style="list-style-type: none"> Establishing a climate that promotes fairness and respect 	
<ul style="list-style-type: none"> Promoting social development and group responsibility 	
<ul style="list-style-type: none"> Establishing and maintaining standards for student behavior 	
<ul style="list-style-type: none"> Planning and implementing classroom procedures and routines that support student learning 	
<ul style="list-style-type: none"> Using instructional time effectively 	
STANDARD RATING:	
Cite objective and observable evidence (G and U ratings) / Comments: (E ratings)	

STANDARD 3: Understanding and Organizing Subject Matter for Student Learning	Element Rating (Based on objective and observable evidence)
<ul style="list-style-type: none"> Demonstrating knowledge of subject matter content, ESSENTIAL STANDARDS, SUCCESS CRITERIA FOR THE LEARNING, AND student development 	
<ul style="list-style-type: none"> Organizing curriculum to support student understanding of subject matter AND ESSENTIAL STANDARDS 	
<ul style="list-style-type: none"> Interrelating ideas and information within and across subject matter areas 	
<ul style="list-style-type: none"> Developing student understanding through instructional strategies that are appropriate to the subject matter AND ESSENTIAL STANDARDS 	
<ul style="list-style-type: none"> Using material, resources and technologies to make subject matter accessible to students 	
STANDARD RATING:	
Cite objective and observable evidence (G and U ratings) / Comments: (E ratings)	

STANDARD 4: Planning Instruction and Designing Learning Experiences for All Students	Element Rating (Based on objective and observable evidence)
<ul style="list-style-type: none"> Drawing on and valuing students' backgrounds, interests, and developmental learning needs 	
<ul style="list-style-type: none"> Establishing and articulating goals AND SUCCESS CRITERIA for student learning 	
<ul style="list-style-type: none"> Developing and sequencing instructional activities and materials for student learning 	
<ul style="list-style-type: none"> Designing short-term and long-term plans to foster student learning 	

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<ul style="list-style-type: none"> Modifying instructional plans to adjust for student needs 	
STANDARD 4: Planning Instruction and Designing Learning Experiences for All Students	Element Rating (Based on objective and observable evidence)
STANDARD RATING:	
Cite objective and observable evidence (G and U ratings) / Comments: (E ratings)	

STANDARD 5: Assessing Student Learning	Element Rating (Based on objective and observable evidence)
<ul style="list-style-type: none"> Establishing and communicating learning goals AND SUCCESS CRITERIA for all students 	
<ul style="list-style-type: none"> Collecting and using multiple sources of information to assess student learning 	
<ul style="list-style-type: none"> Involving and guiding all students in assessing REFLECTING AND SETTING CONTINUED their own learning GOALS 	
<ul style="list-style-type: none"> Using the results of FORMATIVE AND SUMMATIVE assessments to guide instruction AND RESPOND TO STUDENTS WITH INTERVENTION AND EXTENSION 	
<ul style="list-style-type: none"> Communicating with students, families, and other audiences about student progress 	
STANDARD RATING:	
Cite objective and observable evidence (G and U ratings) / Comments: (E ratings)	

STANDARD 6: Developing as a Professional Educator	Element Rating (Based on objective and observable evidence)
<ul style="list-style-type: none"> Reflecting on teaching practices and planning professional development 	
<ul style="list-style-type: none"> Establishing professional goals and pursuing opportunities to grow professionally 	
<ul style="list-style-type: none"> Working with communities to improve professional practice 	
<ul style="list-style-type: none"> Working with families to improve professional practice 	
<ul style="list-style-type: none"> Working COLLABORATING with colleagues to improve professional practice COLLABORATING WITH COLLEAGUES AS A PROFESSIONAL LEARNING COMMUNITY TO IMPROVE PROFESSIONAL PRACTICE AND STUDENT OUTCOMES 	
STANDARD RATING:	
Cite objective and observable evidence (G and U ratings) / Comments: (E ratings)	

Evaluator's Signature _____

Date _____

Teacher's Signature _____

Date _____

The teacher's signature does not necessarily indicate agreement with the ranking or its contents, but indicates that he/she has received a copy of the observation.