

# Chino Valley Unified School District

## Teacher Evaluation Form with Rubric

Teacher:		School Year:	
Site:		Evaluator:	
Date of Preliminary Evaluation Conference:	Date(s) of Observation(s):  (at least 1)	Date of Final Evaluation Conference:	
<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 Evaluation Rating _____	Assistance Plan <input type="checkbox"/> Yes ( <i>Assistance Plan Attached</i> ) <input type="checkbox"/> No		
<p>To qualify for the five (5) year evaluation cycle a teacher must:</p> <ul style="list-style-type: none"> <li>Have taught with the Chino Valley Unified School District more than 10 years. <span style="float: right;"><input type="checkbox"/> Yes   <input type="checkbox"/> No</span></li> <li>Hold the appropriate EL Authorization. <span style="float: right;"><input type="checkbox"/> Yes   <input type="checkbox"/> No</span></li> <li>Have received an Overall Evaluation Rating of <i>Meets</i> or <i>Exceeds Expectations</i> on the previous and current evaluation cycles. <span style="float: right;"><input type="checkbox"/> Yes   <input type="checkbox"/> No</span></li> </ul> <p style="text-align: right;">Recommend five (5) year evaluation cycle: <span style="float: right;"><input type="checkbox"/> Yes   <input type="checkbox"/> No</span></p>			

**The final observation shall be used to determine the final overall evaluation ranking. 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 the ranking for the final overall evaluation.**

### **Rubric: Overall Evaluation Rating**

- 1) Any 2 standards rated “*Standard Not Met*,” shall receive an overall evaluation ranking of “*Standards Not Met*.” **[U]** A unit member, who receives an overall evaluation ranking of “*Standards Not Met*,” shall be placed on and adhere to an Assistance Plan, pursuant to the Agreement, and the teacher shall enter the PAR program.
- 2) Any combination of 1 standard rated “*Standard Not Met*” and 3 standards rated “*Growth Recommended*,” or 4 or more standards rated “*Growth Recommended*,” shall receive an overall evaluation ranking of “*Standards Not Met*.” **[U]** A unit member, who receives an overall evaluation ranking of “*Standards Not Met*,” shall be placed on and adhere to an Assistance Plan, pursuant to the Agreement, and the teacher and shall enter the PAR program.
- 3) Any 1 standard rated “*Standard Not Met*” shall receive an overall evaluation ranking of “*Growth Recommended*.” **[G]** An Assistance Plan shall be developed and implemented for the standard not met. The teacher will be encouraged to enter the PAR program as a voluntary teacher.
- 4) Any 3 standards rated “*Growth Recommended*” shall receive an overall evaluation ranking of “*Growth Recommended*.” **[G]** An Assistance Plan may be developed and implemented with the agreement of the unit member and the evaluator. The teacher will be encouraged to enter the PAR program as a voluntary teacher.
- 5) Any combination, other than those stated above, the teacher will receive an overall evaluation ranking of “*Meets Standards*” **[M]** or “*Exceeds Expectations*.” **[E]** Comments are required for any ranking of “*Exceeds 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*.”

## Teacher Evaluation Form with Rubric p. 2

**KEY:** E: Exceeds Standard (s), M: Meets Standard (s), G: Growth Recommended, U: Standard (s) Not Met

<b>STANDARD 1: Engaging and Supporting All Students in Learning</b>	<b>Element Rating</b> (Based on objective and observable evidence)
• Connecting students' prior knowledge, life experience, and interests with learning goals	
• Using a variety of instructional strategies and resources to respond to students' diverse needs	
• Facilitating learning experiences that promote autonomy, interaction, and choice	
• Engaging students in problem solving, critical thinking, and other activities that make subject matter meaningful	
• Promoting self-directed, reflective learning for all students	
<b>STANDARD RATING:</b>	
<b>Cite objective and observable evidence (G and U ratings) / Comments: (E ratings)</b>	

<b>STANDARD 2: Creating and Maintaining Effective Environments for Student Learning</b>	<b>Element Rating</b> (Based on objective and observable evidence)
• Creating a physical environment that engages all students	
• Establishing a climate that promotes fairness and respect	
• Promoting social development and group responsibility	
• Establishing and maintaining standards for student behavior	
• Planning and implementing classroom procedures and routines that support student learning	
• Using instructional time effectively	
<b>STANDARD RATING:</b>	
<b>Cite objective and observable evidence (G and U ratings) / Comments: (E ratings)</b>	

<b>STANDARD 3: Understanding and Organizing Subject Matter for Student Learning</b>	<b>Element Rating</b> (Based on objective and observable evidence)
• Demonstrating knowledge of subject matter content and student development	
• Organizing curriculum to support student understanding of subject matter	
• Interrelating ideas and information within and across subject matter areas	
• Developing student understanding through instructional activities and strategies that are appropriate to the subject matter	
• Using materials, resources, and technologies to make subject matter accessible to students	
<b>STANDARD RATING:</b>	
<b>Cite objective and observable evidence (G and U ratings) / Comments: (E ratings)</b>	

<b>STANDARD 4: Planning Instruction and Designing Learning Experiences for All Students</b>	<b>Element Rating</b> (Based on objective and observable evidence)
• Drawing on and valuing students' backgrounds, interests, and developmental learning needs	
• Establishing and articulating goals for student learning	
• Developing and sequencing instructional activities and materials for student learning	
• Designing short-term and long-term plans to foster student learning	

**KEY:** NA: Not Applicable or Not Observed, E: Exceeds Element Expectation(s), M: Meets Element Expectation(s), G: Meets Element Expectation(s) with Growth Recommended, U: Element Expectation(s) Not Met

## Teacher Evaluation Form with Rubric p. 3

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

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

<b>STANDARD 6: Developing as a Professional Educator</b>	<b>Element Rating</b> (Based on objective and observable evidence)
<ul style="list-style-type: none"> <li>Reflecting on teaching practices and planning professional development</li> <li>Establishing professional goals and pursuing opportunities to grow professionally</li> <li>Working with communities to improve professional practice</li> <li>Working with families to improve professional practice</li> <li>Working with colleagues to improve professional practice</li> </ul>	
<b>STANDARD RATING:</b>	
<b>Cite objective and observable evidence (G and U ratings) / Comments: (E ratings)</b>	

Evaluator's Signature \_\_\_\_\_

Date \_\_\_\_\_

Teacher's Signature \_\_\_\_\_

Date \_\_\_\_\_

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

**KEY:** **NA:** Not Applicable or Not Observed, **E:** Exceeds Element Expectation(s), **M:** Meets Element Expectation(s), **G:** Meets Element Expectation(s) with Growth Recommended, **U:** Element Expectation(s) Not Met