

CERTIFICATED EVALUATION

The purpose of evaluation is the improvement of instruction.

**EXHIBIT F**

Teacher's Name:		Course/Subject/Grade Level		School:	Date:
<input type="text"/>		<input type="text"/>		<input type="text"/>	<input type="text"/>
<input type="checkbox"/> Temporary <input type="checkbox"/> Probationary 1st Year <input type="checkbox"/> Probationary 2nd Year <input type="checkbox"/> Permanent					
Exceeds Standards	Meets Standards	Needs Strengthening	Does Not Meet Standards	<b>Part I: DOMAINS OF PROFESSIONAL RESPONSIBILITY</b> (assessed by reflection, observation, documentation, conference)	
				<b>Engaging &amp; Supporting All Students in Learning</b>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1.1 Using knowledge of students to engage them in learning	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1.2 Connecting learning to students' prior knowledge, backgrounds, life experiences and interests	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1.3 Connecting subject matter to meaningful, real-life contexts	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1.4 Using variety of instructional strategies, resources, and technologies to meet students' diverse learning needs	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1.5 Promoting critical thinking through inquiry, problem solving, and reflection	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1.6 Monitoring student learning and adjusting instruction while teaching	
<b>Creating &amp; Maintaining Effective Environments for Student Learning</b>					
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2.1 Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2.2 Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2.3 Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2.4 Creating a rigorous learning environment with high expectations and appropriate support for all students	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2.5 Developing, communicating, and maintaining high standards for individual and group behavior	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2.6 Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2.7 Using instructional time to optimize learning	
<b>Understanding &amp; Organizing Subject Matter for Student Learning</b>					
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3.1 Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3.2 Applying knowledge of student development and proficiencies to ensure student understanding of subject matter	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3.3 Organizing curriculum to facilitate student understanding of the subject matter	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3.4 Utilizing instructional strategies that are appropriate to the subject matter	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3.5 Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3.6 Addressing the needs of English learners and students with special needs to provide equitable access to the content	

<b>Planning Instruction &amp; Designing Learning Experiences for All Students</b>				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>4.1</b> Using Knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>4.2</b> Establishing and articulating goals for student learning
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>4.3</b> Developing and sequencing long-term and short-term instructional plans to support student learning
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>4.4</b> Planning instruction that incorporates appropriate strategies to meet the learning needs of all students
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>4.5</b> Adapting instructional plans and curricular materials to meet the assessed learning needs of all students
<b>Assessing Student Learning</b>				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>5.1</b> Applying knowledge of the purposes, characteristics, and uses of different types of assessments
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>5.2</b> Collecting and analyzing assessment data from a variety of sources to inform instruction
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>5.3</b> Reviewing data, both individually and with colleagues, to monitor student learning
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>5.4</b> Using assessment data to establish learning goals and to plan, differentiate, and modify instruction
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>5.5</b> Involving all students in self-assessment, goal setting, and monitoring progress
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>5.6</b> Using available technologies to assist in assessment, analysis, and communication of student learning
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>5.7</b> Using assessment information to share timely and comprehensible feedback with students and their families
<b>Developing As a Professional Educator</b>				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>6.1</b> Reflecting on teaching practice in support of student learning
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>6.2</b> Establishing professional goals and engaging in continuous and purposeful professional growth and development
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>6.3</b> Collaborating with colleagues and the broader professional community to support teacher and student learning
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>6.4</b> Working with families to support student learning
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>6.5</b> Engaging local communities in support of the instructional program
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>6.6</b> Managing professional responsibilities to maintain motivation and commitment to all students
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>6.7</b> Demonstrating professional responsibility, integrity, and ethical conduct

**\*Evaluator summary in Part III shall include specific written recommendations for all items checked "Needs Strengthening" and/or "Does Not Meet Standards."**

Los Banos Unified School District

**PART II: SUMMARY OF GOALS CONFERENCE (STULL BILL)**

GOALS ATTACHED

GOALS NOT ATTACHED

STULL BILL MEETING HELD ON:

**PART III: SUMMATIVE REVIEW (COMMENDATION/ RECOMMENDATION)**

Dates of Observations:

**PART IV: OVERALL EVALUATION**

Meets Standards

Does Not Meet Standards-Referred to PAR

\_\_\_\_\_  
Administrator's Signature

\_\_\_\_\_  
Date

TEACHER'S COMMENTS - NOTICE IS HEREBY GIVEN PURSUANT TO EDUCATION CODE SECTION 44031 THAT FIVE (5) WORKDAYS FROM RECEIPT OF THIS DOCUMENT THE DISTRICT INTENDS TO ENTER A COPY OF SUCH DOCUMENT IN YOUR PERSONNEL FILE. YOU HAVE THE RIGHT TO REVIEW AND ATTACH YOUR COMMENTS TO SUCH DOCUMENTS.

I acknowledge being apprised of the above evaluation at a personal conference.

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

\_\_\_\_\_  
Date

I have the right to attach a statement:

Teacher's Initials \_\_\_\_\_