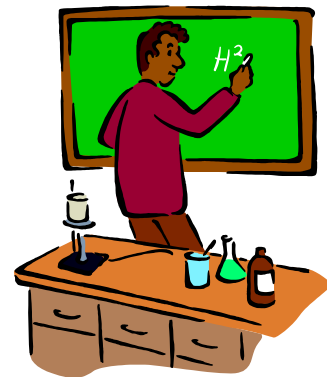


Oakland Unified School District

Evaluation Handbook

For
Classroom Teachers
Special Education Teachers
Psychologists
Counselors
Nurses



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Introduction

After much discussion during the 1999-2000 negotiation/mediation process about revising the existing teacher evaluation process and forms and what standards to use, one thing became clear. Both the Oakland Unified School District and the Oakland Education Association agreed on this basic premise: The purpose of the evaluation process is to (1) clearly communicate expectations; (2) provide a venue for effective communication between the evaluator/site administrator and the unit member (e.g., teacher, counselor, psychologist, nurse, etc.); (3) identify needed resources to support improved performance of the unit members; and (4) improve student achievement and success.

The following is an excerpt from the CALIFORNIA STANDARDS for the TEACHING PROFESSION (CSTP) published by the California Department of Education (1997). The evaluation standards and key elements are also based on these standards.

Foundations for the Standards

The *California Standards for the Teaching Profession* are based on current research and expert advice pertaining to the best teaching practice. The standards address the diversity of students and teachers in California schools today, and reflect a holistic, developmental view of teaching.

Context of Teaching in California

Professional educators in the State of California are serving the most diverse population of students in the history of education. This diversity among students can greatly enrich and enliven the educational experience. There is a critical need for teachers who are responsive to the diverse cultural, racial, religious, ethnic, linguistic, and socio-economic backgrounds of all students. The *California Standards for the Teaching Profession* support the creation of inclusive classrooms in which diverse students with varying learning styles and abilities are engaged and challenged as learners. The standards reflect an expectation that the education of diverse students is likely to be most productive when teachers use effective pedagogical principles and practices in all subject areas.

The standards also value diversity of teachers' backgrounds, perspectives, skills, knowledge, and practices. Teaching is not a profession in which a single approach to professional practice will be effective for all practitioners. Although the standards articulate a common vision of excellence in teaching, different teachers have different ways to fulfill the standards effectively. By respecting the diverse ways in which teachers pursue excellence in professional practice, schools enrich and enhance the education of diverse students.

A Holistic Vision of Teaching

A holistic view of teaching recognizes that teaching and learning include complex processes that are interdependent, occur in a variety of contexts, and are affected by many factors that are intrinsic and external to the classroom. A vision of teaching in California must therefore emphasize relationships among the multiple aspects of teaching and learning. A teacher's understanding of students, of subject matter and curriculum, and of instructional methods, strategies and styles are ultimately linked to how the teacher plans instruction and creates and assesses opportunities for student learning.

Teaching is more than methodology, Philosophical and theoretical understandings of teaching and learning empower teachers to make thoughtful, informed decisions about instructional strategies and ways to support students' learning. A teacher's practice cannot be viewed or evaluated separately from her or his professional ideas and understandings; all aspects of teaching are interdependent. The standards are broad and interconnected with each other because the professional practice of teaching needs to be seen comprehensively as a complex, dynamic process in which practical and conceptual elements are woven together as a seamless fabric.

A Developmental View of Teaching

Teachers' knowledge, skills and practices develop throughout their professional careers. The nature of teaching requires continuous growth in order to engage and challenge increasingly diverse students in a rapidly changing world. Teachers are never "finished" as professional learners, no matter how extensive or excellent their formal **education and preparation**. If the teachers' expertise, capabilities, and accomplishments are to be enriched over time, the teachers must become reflective practitioners who actively seek to strengthen and augment their professional skills, knowledge, and perspectives throughout their careers.

A developmental view of teaching gives particular attention to the early years of each teacher's career. Beginning teachers move forward in their professional practice in a variety of ways, developing at different rates in different areas of teaching, just as students develop at individual rates in different curricular areas. Support, mentoring, assessment, and advanced study during the early years of the teaching profession are essential to a beginning teacher's development and success in the profession.

Individual teachers enter the profession at varied levels of experience and expertise. The policies and practices of teacher education programs, certification bodies and school districts must be guided by clear and realistic standards regarding professional performance. The following standards describe best teaching practices at an accomplished level. Teachers entering the profession with varied levels of prior preparation and competencies will find the standards useful to guide their developing practice as they reflect on their strengths and areas for professional growth in consultation with an experienced support teacher. For these new teachers, the *California Standards for the Teaching Profession* reflect a developmental view of teaching, and are an integral part of the State's efforts to foster excellence in teaching and learning.

Legal Requirements

A uniform system of evaluation and assessment of the performance of certificated personnel is required by law. The primary purpose of such evaluation is to assist the certificated employee and the District to improve the quality of education offered in the District. The use of the *California Standards for the Teaching Profession* in the evaluation system is meant to address the development of teachers and is designed to be used by teachers to:

- Allow prompt reflection about student learning and teaching practice;
- Formulate professional goals to improve teaching practice; and
- Guide, monitor and assess the progress of a teacher's practice toward professional goals and professional-accepted benchmarks.

The Evaluation System

This section describes the evaluation process referenced in the Collective Bargaining Agreement ("CBA"). Timelines and forms noted herein are required pursuant to the **CBA (Article XIII)** and must be followed. This handbook is meant to be a guide to proper observations, evaluations and reporting consistent with the CSTP, District requirements and the CBA.

Evaluation Sequence

The evaluation sequence begins on the first day of employee's work year. For ready reference, the table on the following page indicates the activity required by the CBA, the timeline in which the activity must be initiated/completed and the appropriate form to use for the specific activity. **Observation Form A1 and Evaluation Form A2 are to be used when observing classroom teachers. Observation Form B1 and Evaluation Form B2 are to be used when observing other bargaining unit members** (nurses, psychologists, counselors, librarians, special education).

Each evaluatee shall specify his/her plan to achieve District standards and any District initiatives. Assistance in defining individual objectives may be found by reference to the *California Standards for the Teaching*

Profession, District initiatives, unit objectives, District standards, site or departmental plans, or individual job descriptions.

Tenured employees shall be evaluated at least every two years. A random method of selection shall be used to determine the evaluatees for odd and even years. **Probationary employees shall be evaluated annually, except for first-year employees who shall be evaluated twice a year.** Each year, the Human Resources Division shall distribute to the sites a list of employees at the site who must be scheduled for evaluation that year. However, this does not preclude informal observation/evaluation of tenured employees throughout the year. In fact, constructive feedback is encouraged for all employees throughout the year to improve the quality of the educational program.

Evaluation Timeline

Activity	Timeline	Documents
Administrator conducts meeting with evaluatees to inform them of the evaluation process and to provide them with access to the Evaluation Handbook.	By the 10 th workday for the evaluatee. (Article 13.1)	Evaluation Handbook, including Objectives and Standards of Performance form. (See Appendix for copy of forms)
Evaluatee provides completed Objectives and Standards of Performance form to evaluator.	By the 18 th workday after the beginning of the evaluatee's work year or the 18 th day after classes begin, whichever is later. (Article 13.4.1)	Objectives and Standards of Performance form
Initial conference between evaluator and evaluatee to review Objectives and Standards of Performance form developed by evaluatee.	By the 27 th workday after the beginning of the evaluatee's work year or the 27 th day after classes begin, whichever is later. (Article 13.4.2)	Completed Objectives and Standards of Performance form
Pre Observation Conference	Prior to the scheduled observation.	Certificated Observation Form A1 or B1.
Observations	A minimum of 3 observations is required, 2 of which must be scheduled	Certificated Observation Form A1 or B1
Post Observation Conference	Within 5 workdays of the observation. (Article 13.6.1.2.)	Certificated Observation Form A1 or B1
Completion of Evaluation: • Interim = for first year probationary teachers • Final = for all evaluatees	<ul style="list-style-type: none"> • By the 2nd Friday in December. (Article 13.7.1) • By the last workday in April. (Article 13.2.3.7.) 	Meet to review Interim Assessment Report, discuss strengths/areas of improvement Summarize information from Certificated Observation Form A1 or B1 and onto Evaluation Report for Certificated Employees A2 or B2.

Evaluation Documents

	Classroom Teacher	RSP Teacher	SDC Teacher	Counselor	Psychologist	Nurse
Objectives and Standards of Performance (2 or 3 objectives)	X	X	X	X	X	X
Observation Form A1	X					
Evaluation Form A2 Interim: December Final: April	X					
Observation Form B1		X	X	X	X	X
Evaluation Form B2 Interim: December Final: April		X	X	X	X	X

OAKLAND UNIFEED SCHOOL DISTRICT

**Objectives and Standards of Performance
for Student Progress and Professional Competence**

_____	_____	_____
Teacher's Name	School and Site	School Year
_____	_____	
Subject	Grade Level	

Because education is a process that involves the whole community, the success of the instructional program within each classroom depends not only on the teacher, but to a large extent upon the level of community support provided. Consequently, the endeavors in this area must be evaluated within the context of the support provided. In addition to the academic performance objectives, the evaluatee's responsibilities include the following:

A. Maintaining an environment which is conducive to learning:

I. EFFECTIVENESS OF STUDENT CONTROL

- A. Moving of pupils from reliance on external control towards self-discipline and self-direction.
- B. Ensuring activities of each student contribute to the learning environment.
- C. Directing students to use socially acceptable means of resolving problems.

II. EFFECTIVENESS OF STAFF-TEACHER RELATIONSHIPS: Working cooperatively with site personnel.

III. EFFECTIVENESS OF PARENT-TEACHER RELATIONSHIPS: Working cooperatively with parents to improve student learning.

IV. SUITABILITY OF THE LEARNING ENVIRONMENT: Using of instructional devices, room arrangements, various techniques and materials to promote pupil interest in learning.

V. ATTENTION TO SAFTY AND HEALTH STANDARDS

VI. PUPIL ATTENDANCE AND TARDINESS AND ATTEMPTS TO REDUCE ABSENCES AND TARDINESS

VII. OTHER: _____

B. Performance Objectives: By April _____,

as measured by: _____

Action Plan (How will objective be met?)

Support Requirements:

Mitigating Factors (If applicable):

Agreement reached on: _____
Date Administrator's Signature Teacher's Signature

Progress Towards Meeting Objective (to be completed by Teacher, reviewed by Administrator):

Degree of achievement as of:

1st observation: _____

2nd observation: _____

3rd observation: _____

4th observation: _____

5th observation: _____

Modifications (if applicable):

Implementation of Evaluation System

Administrator's Responsibilities

It shall be the administrator's responsibility to:

- Advise each certificated employee of the specific assignment for which they will be evaluated and to designate who will be the evaluator of the unit member;
- Hold one or more staff meetings to review evaluation policies and procedures, and to review the evaluation calendar for the year.

Evaluator's Responsibilities

It shall be the evaluator's responsibility to:

- Meet with the evaluatee to initiate the evaluation process;
- Meet with the evaluatee to establish the specific plan for the evaluation program. For new teachers (first and second year teachers) the evaluator shall assist the evaluatee in identifying a primary focus on two (first year teacher) or three (second year teacher) of the standards in order to target support necessary for the evaluatee. **Note: *First and second year teachers shall be evaluated on all standards, however, it is the responsibility of the evaluator to assist the first and second year teacher to focus on two or three standards for the year.***
- Review and approve the Objectives and Standards of Performance form submitted by the evaluatee;
- Provide assistance to the evaluatee to achieve agreed upon objectives as stated in the Objectives and Standards of Performance form, including providing support to new teachers / evaluatees in the targeted areas identified in the Objectives and Standards of Performance form.
- Make scheduled and unscheduled observations, and meet with the evaluatee for post-observation conferences and completion of the observation forms and evaluation report.
- Meet legal and district calendar dates as they relate to staff evaluation.
- Provide assistance to the evaluatee to help achieve agreed upon objectives as stated in the Objectives and Standards of Performance form.

Evaluatee's Responsibilities

It shall be the evaluatee's responsibility to:

- Meet with the evaluator as scheduled.
- Meet with the evaluator to establish the specific plan for the evaluation program. The plan should include specific performance standards and concomitant criteria that address the standards as described herein (and are also noted on the observation forms). **For new teachers/evaluatees; (first and second year teachers) the plan should have a primary focus on two (first year teachers) or three (second year teachers) of the standards in order to target support necessary for the evaluatee.**

- Submit tentatively complete Objectives and Standards of Performance form, review the stated standards of performance and objectives and relate them to District standard, objectives, and participate in the scheduled conferences with the evaluator.
- Conduct appropriate programs for meeting standards of performance and completing the activities.
- Meet legal and district calendar dates as they related to the evaluation.
- Seek assistance from evaluator to achieve agreed upon objectives as stated in the Objectives and Standards of Performance form.

Joint Responsibilities

It shall be the joint responsibility of evaluator and evaluatee to:

- Meet and review the evaluation process to be followed and to reach an agreement.
- Meet periodically to assess progress.
- Meet and review in detail the final evaluation report.

Observation Procedure: A Formative Process

Pre-Observation Conference

The primary purpose of the pre-observation conference is to set the proper tone of open communication, reflection, and coaching for improvement during the entire observation/evaluation process.

The first observation should be a scheduled observation agreed upon by the evaluator and evaluatee. A scheduled observation requires a pre-observation conference between the evaluator and evaluatee to discuss the objective(s) and strategies of the lesson to be observed. The evaluator should determine that the strategies identified by the evaluatee are aligned with the expected outcomes of the lesson.

If the strategies do not appear to be aligned with the objectives, the evaluator should coach the evaluatee to reflect and realign objectives and strategies accordingly. The evaluator should not simply rewrite the lesson plan or strategies for the evaluatee. Similarly, the evaluator should not simply criticize the strategies.

Using the Observation Form

When evaluating the teacher's performance, the evaluator should observe the lesson for a minimum of thirty (30) minutes. The evaluator should use the appropriate observation form (Certificated Observation Form AI for classroom teachers and the appropriate Form B1 for other certificated positions) and make notes on the form during the observation. Contemporaneous notes are preferable to notes recorded after the observation as the feedback to the evaluatee is more meaningful and relevant. Contemporaneous notes tend to be a more accurate reflection of what actually was observed, versus what the evaluator remembered observing if the notes are not recorded during the observation.

There should be a minimum of three observations (two of which must be scheduled) during the evaluation period in order to address all the key elements and to observe a range of an evaluatee's performance. For temporary and probationary status teachers, it is recommended that three observations occur during the first evaluation period to provide feedback for the interim evaluation report and then two additional observations after the interim evaluation and before the final evaluation.

Observation Categories for Classroom Teachers

The observation categories and key observation elements are aligned with the standards and elements contained in the *California Standards for the Teaching Profession*. The first five categories relate to instruction; the sixth category to out-of-classroom work.

The goal is that all key elements be observed at some time. It may not be possible to observe all the key elements in one lesson or observation. In that case, the evaluator should arrange additional observation times. Additional formal evaluations do not need to be scheduled. The following standards, key elements and criterion are as described in the *California Standards for the Teaching Profession*.

I. ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING

Key Element: Connecting students' prior knowledge, life experience, and interests with learning goals.

As teachers develop, they may ask, "how do I . . ." or "why do I . . ."

- help students see the connections between what they already know and the new material?
- help students connect classroom learning to their life experiences and cultural understandings?
- support all students to use first and second language skills to achieve learning goals?
- open a lesson or unit to capture student attention and interest?
- build on students' comments and questions during a lesson to extend their understanding?
- make "on the spot" changes in their teaching based on students' interest and questions?

Key Element. Using a variety of instructional strategies and resources to respond to students' diverse needs.

As teachers develop, they may ask, "how do I . . ." or "why do I . . ."

- engage students in a variety of learning experiences that accommodate the different ways they learn?
- use a variety of strategies to introduce, explain, and restate subject matter concepts and processes so that all students understand?
- choose strategies that make the complexity and depth of subject matter understandable to all students? use strategies that support subject matter learning for second language learners?
- modify material and resources and use appropriate adaptive equipment to support each students' fullest participation?
- use technology to enhance student learning?
- vary instructional strategies to increase students' active participation in learning?
- ask questions or facilitate discussions to clarify or extend students' thinking?
- make use of unexpected events to augment student learning?
- recognize when a lesson is falling apart and what do I do about it?

Key Element: Facilitating learning experiences that promote autonomy, interaction, and choice.

As teachers develop, they may ask, "how do I . . ." or "why do I . . ."

- use the classroom environment to provide opportunities for independent and collaborative learning?
- provide a variety of grouping structures to promote student interactions and learning?
- participate in and promote positive interactions between all students?

- support and monitor student autonomy and choice during learning experiences?
- support and monitor student collaboration during learning activities?
- help students make decisions about managing time and materials during learning activities?

Key Element: Engaging students in problem solving critical thinking and other activities that make subject matter meaningful.

As teachers develop, they may ask, "how do I . . ." or "why do I . . ."

- provide opportunities for all students to think, discuss, interact, reflect and evaluate content?
- help all students to learn, practice, internalize and apply subject-specific learning strategies and procedures?
- support all students in critically investigating subject matter concepts and questions?
- engage all students in problem solving activities and encourages multiple approaches and solutions?
- encourage all students to ask critical questions and consider diverse perspectives about subject matter?
- provide opportunities for all students to learn and practice skills in meaningful contexts?
- help all students to analyze and draw valid conclusions about content being learned?

Key Element: Promoting self-directed reflective learning for all students.

As teachers develop, they may ask, "how do I . . ." or "why do I . . ."

- motivate all students to initiate their own learning and to strive for challenging learning goals?
- encourage all students to describe their own learning processes and progress?
- explain clear learning goals for all students of each activity or lesson?
- engage all students in opportunities to examine and evaluate their own work and to learn from the work of their peers?
- help all students to develop and use strategies for knowing about, reflecting on, and monitoring their own learning?
- help all students to develop and use strategies for accessing knowledge and information?

II. CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING

Key Element: Creating a physical environment that engages all students.

As teachers develop, they may ask, "how do I . . ." or "why do I . . ."

- arrange the room to facilitate positive classroom interactions?
- arrange and adapt classroom seating to accommodate individual and group learning needs?
- manage student and teacher access to material, technology, and resources to promote learning?
- create a classroom environment that reflects and promotes student learning?
- make the classroom environment safe and accessible for all students?

Key Element: Establishing a climate that promotes fairness and respect.

As teachers develop, they may ask, "how do I . . ." or "why do I . . ."

- help all students become respectful of others who may be different from them?

- model and promote fairness, equity, and respect in the classroom?
- encourage, support, and recognize the achievements and contributions of all students?
- encourage students to take risks and be creative?
- understand and respond to inappropriate behaviors in a fair, equitable way?

Key Element: Promoting social development and group responsibility.

As teachers develop, they may ask, "how do I . . ." or "why do I . . ."

- help all students accept and respect different experiences, ideas, backgrounds, feelings, and points of view?
- group students to promote social development and learning?
- facilitate the development of each students' self esteem?
- create opportunities for all students to communicate and work with one another?
- teach leadership skills and provide opportunities for all students to use them?
- use classroom rules to support all students in assuming responsibility for themselves and one another?
- create opportunities for all students to become self-directed learners?

Key Element: Establishing and maintaining standards for student behavior.

As teachers develop, they may ask, "how do I . . ." or "why do I . . ."

- understand the reasons for student behavior?
- establish and consistently maintain standards for behavior that reflect the students' developmental and personal needs?
- intervene when student behavior does not meet agree-upon classroom standards?
- facilitate student participation in classroom decision-making?
- help all students to learn to solve problems and resolve conflicts?
- support all students as they develop responsibility for their own behavior?
- work collaboratively with families to maintain standards for student behavior?

Key Element. Planning and implementing classroom procedures and routines that support student learning.

As teachers develop, they may ask, "how do I . . ." or "why do I . . ."

- develop a daily schedule, timelines, classroom routines, and classroom rules?
- involve all students in the development of classroom procedures and routines?
- support students to internalize classroom rules, routines, and procedures and to become self-directed learners?
- develop classroom procedures and routines that promote and maintain a climate of fairness and respect?
- make decisions about modifying procedures and rules to support student learning?

Key Element: Using instructional time effectively.

As teachers develop, they may ask, "how do I . . ." or "why do I . . ."

- structure time with students to support their learning?
- help students move from one instructional activity to the next?
- pace and adjust instructional time so that all students remain engaged?
- redirect student behavior in the most productive and time effective way?
- ensure that adequate time is provided for all students to complete learning activities?
- provide time for all students to reflect on their learning and process of instruction?
- structure time for day to day managerial and administrative tasks?

III. UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING

Key Element: Demonstrating knowledge of subject matter content and student development.

As teachers develop, they may ask, "how do I . . ." or "why do I . . ."

- identify and understand the key concepts and underlying themes and relationships in the subject area(s) to be taught?
- ensure that my knowledge of the subject matter incorporates different perspectives?
- continue to keep my subject matter knowledge current?
- ensure that my subject matter knowledge is sufficient to support student learning?
- build on understanding of my students' cognitive and linguistic development?
- build understanding of their students' social, emotional, and physical development?

Key Element: Organizing curriculum to support student understanding of subject matter.

As teachers develop, they may ask, "how do I . . ." or "why do I . . ."

- use my knowledge of development to organize and sequence the curriculum to increase student understanding?
- use my knowledge of the subject to plan units and instructional activities that demonstrate key concepts and their relationships?
- organize subject matter effectively to reveal and value different cultural perspectives?
- incorporate subject or grade level expectations and curriculum frameworks in organizing subject matter?
- organize curriculum to ensure that students develop a deep understanding of core concepts in each subject matter area?
- effectively use District accepted textbooks and courses of study?

Key Element: Interrelating ideas and information within and across subject matter areas.

As teachers develop, they may ask, "how do I . . ." or "why do I . . ."

- identify and integrate key concepts and relationships across subject matter areas?
- help all students to relate subject matter concepts to previous lessons and the students' lives?
- help all students to see the relationships and connections across subject matter areas?
- help all students apply learning from different curricular areas to solve problems?
- develop units and lessons that highlight themes within and across subject matter areas?

Key Element: Developing student understanding through instructional strategies that are appropriate to the subject matter.

As teachers develop, they may ask, "how do I . . ." or "why do I . . ."

- develop and use a repertoire of instructional strategies well suited to teaching a particular subject matter?
- use my knowledge of subject matter to help students construct their own knowledge?
- challenge all students to think critically in each subject area?
- build on student life experience, prior knowledge, and interests to make the content relevant and meaningful to them?
- use a variety of instructional strategies and approaches to illustrate a concept and its connections within and across subject areas?
- help all students develop enthusiasm for and a deep knowledge of the subject matter?

Key Element: Using materials, resources, and technologies to make subject matter accessible to students.

As teachers develop, they may ask, "how do I . . ." or "why do I . . ."

- use subject matter resources, materials, and technologies to organize the curriculum?
- select and use instructional materials and resources that promote students' understanding of subject matter?
- select and use learning materials and resources that reflect the diversity in the classroom?
- use technology to convey key concepts in the subject matter area?
- help all students gain access to useful materials, resources, and technologies to support their learning of subject matter?

IV. PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS

Key Element: Drawing on and valuing students' backgrounds interests and developmental learning needs.

As teachers develop, they may ask, "how do I . . ." or "why do I . . ."

- incorporate students' knowledge and experience in the curriculum and instructional planning?
- use knowledge about students' lives and their families and communities to inform the planning of curriculum and instruction?
- recognize and incorporate student diversity as an integral part of the planning?
- plan lessons and units that promote access to academic content for all students?
- design lessons that promote subject matter knowledge and language development for second language learners?
- use what I know about cognitive and linguistic development to plan instruction and makes appropriate adaptations to meet students unique needs?
- design lessons that challenge students in their own developmental levels?

Key Element: Establishing and articulating goals for student learning.

As teachers develop, they may ask, "how do I . . ." or "why do I . . ."

- establish short-term and long-term goals for student learning? ensure that each instructional activity is related to learning goals?
- build on strengths, interests, and needs of all students to establish high expectations for learning?
- establish learning goals that address all students' language, experience, and home and school expectations?
- design instructional activities so that all students participate in setting and achieving learning goals?
- ensure that goals for student learning promote critical thinking and problem solving.

Key Element: Developing and sequencing instructional activities and materials for student learning.

As teachers develop, they may ask, "how do I . . ." or "why do I . . ."

- sequence subject matter concepts to support student learning?
- use formal and informal student assessment in short-term and long-term planning?
- use curriculum embedded assessments?
- plan to use instructional strategies appropriate to the complexity of the lesson content and student learning needs?
- select and sequence curriculum to promote understanding and critical thinking for all students?

- sequence instruction to help students see relationships and connections across subject matter areas?
- choose and adapt instructional materials to make subject matter relevant to students' experience and interests?
- develop and sequence instruction that support students' second language learning and subject matter knowledge?

Key Element: Designing short-term and long-term plans to foster student learning.

As teachers develop, they may ask, "how do I . . ." or "why do I . . ."

- develop short-term and long-term plans that build on and extend students' understanding of subject matter?
- make decisions about organizing curriculum to allow enough time for student learning, review, and assessment?
- think ahead toward long-term goals for student learning?
- use my knowledge of subject matter and the students' to plan and pace instructional activities over time?
- plan to ensure access to challenging, diverse, academic content for all students?
- provide opportunities for all students to learn at their own pace in the daily, weekly, and unit plans?
- incorporate diverse subject matter perspectives in the planning?

Key Element: Modifying instructional plans to adjust for student needs.

As teachers develop, they may ask, "how do I . . ." or "why do I . . ."

- adjust the lesson plan to make content relevant and accessible to each student?
- revise plans based on formal and informal student assessment?
- adjust my plans to allow enough time for student learning?
- modify plans to ensure opportunities for all students to learn and synthesize information?
- reflect on my teaching to inform short-term and long-term planning?

V. ASSESSING STUDENT LEARNING

Key Element: Establishing and communicating learning goals for all students.

As teachers develop, they may ask, "how do I . . ." or "why do I . . ."

- Use subject matter standards from district, state, and other sources to guide establishing learning goals for each student?
- involve all students and families in establishing goals for learning?
- review and revise learning goals with every student over time?
- ensure that student learning goals reflect the key subject matter concepts, skills, and applications?
- ensure that goals for learning are appropriate to students' development, language acquisition, or other special needs?
- ensure that my grading system reflects goals for student learning?
- work with other educators to establish learning goals and assessment tools that promote student learning?

Key Element: Collecting and using multiple sources of information to assess student learning.

As teachers develop, they may ask, "how do I . . ." or "why do I . . ."

- use a variety of assessments, including curriculum embedded assessments, to determine what student know and are able to do?

- select, design, and use assessment tools appropriate to what is being assessed?
- Knows that the assessment tools I use are matched to and support goals for student learning?
- collect, select and reflect upon evidence of student learning?
- work with families to gather information about all students and their learning
- ensure that grades are based on multiple sources of information?
- assess students to support student learning goals, district standards and initiatives, and family expectations?
- use standardized tests, diagnostic tools, and developmental assessments to understand student progress?
- use a range of assessment strategies to implement, monitor, and improve individualized student learning goals (including IEP goals)?

Key Element: Involving and guiding all students in assess their own learning.

As teachers develop, they may ask, "how do I . . ." or "why do I . . ."

- make assessments integral to the learning process?
- model assessment strategies for all students?
- develop and use tools and guidelines that help students assess their own work?
- help all students to build their skills in self-reflection?
- develop intervention strategies to improve learning and achieve learning goals?
- provide opportunities for all students to engage in peer discussion of their work?
- help all students to understand and monitor their own learning goals **and development and implement** intervention strategies when necessary?
- provide opportunities for all students to demonstrate and reflect on their learning inside and outside of the classroom?

Key Element: Using the results of assessments to guide instruction.

As teachers develop, they may ask, "how do I . . ." or "why do I . . ."

- use assessments to guide planning?
- use informal assessments of student learning to adjust instruction while teaching?
- use assessment data to plan more effective ways of teaching subject matter concepts and processes?
- use assessment information to determine when and how to revisit content that has been taught?
- use assessment data to meet students' individual needs?
- use assessment results to plan instruction to support students' individual educational plans (IEP)?

Key Element: Communicating with student5 families and other audiences about student progress.

As teachers develop, they may ask, "how do I . . ." or "why do I . . ."

- provide all students with information about their progress as they engage in learning activities?
- provide opportunities for all students to share their progress with others?
- communicate learning goals to all students and their families?
- initiate and maintain regular contact with families and resource providers about student progress?
- communicate the results of assessments with students and their families?
- involve families as partners in the assessment process?

VI. DEVELOPING AS A PROFESSIONAL EDUCATOR

Key Element: Reflecting on teaching practice and planning professional development.

As teachers develop, they may ask, "how do I . . ." or "why do I . . ."

- assess my growth as a teacher over time?
- learn about teaching as I observe and interact with students?
- reflect on my instructional successes and dilemmas to move my practice forward?
- analyze my teaching to understand what contributes to student learning?
- formulate professional development plans that are based on my reflection and analysis?

Key Element: Establishing professional goals and pursuing opportunities to grow professionally.

As teachers develop, they may ask, "how do I . . ." or "why do I . . ."

- maintain an attitude of lifelong learning?
- learn more about own professional roles and responsibilities?
- establish goals and seeks out opportunities for professional growth and development?
- use professional literature, district, and other professional development opportunities to increase own understanding for teaching and learning?
- continue to seek out and refine approaches that make the curriculum accessible to every student?
- expand my knowledge of new instructional methods and technologies?
- benefit from and contributes to professional organizations to improve my teaching?

Key Element: Working with communities to improve professional practice.

As teachers develop, they may ask, "how do I . . ." or "why do I . . ."

- increase my understanding of the cultures and dynamics of students' communities?
- promote collaboration between school and community
- value and respect the students' community and appreciates its role in student learning?
- identify and use school, district, and local community social service resources to benefit students and their families?
- seek out and use resources from the local community and businesses to support student learning?
- provide my students with community-based experiences that support their learning?
- interact with students in activities outside the classroom?

Key Element: Working with families to improve professional practice.

As teachers develop, they may ask, "how do I . . ." or "why do I . . ."

- value and respect students' families and appreciate their role in student learning?
- develop an understanding of families' racial, cultural, linguistic, and socioeconomic backgrounds?
- engage families as sources of knowledge about students' linguistic and social backgrounds?
- promote positive dialogue and interactions with all families, and responds to their concerns about student progress?
- ensure that communication with all students and their families is understood?
- provide opportunities for all families to participate in the classroom and school community?
- present the educational program to all families?

Key Element: Working with colleagues to improve professional practice.

As teachers develop, they may ask, "how do I . . ." or "why do I . . ."

- create opportunities to collaborate with colleagues?
- collaborate with teachers, administrators, education specialists, and paraprofessionals to ensure that all students' diverse learning needs are met?
- engage in thoughtful dialogue and reflection with colleagues to solve teaching- related problems?
- participate in making and implementing school-wide decisions?
- contribute to school-wide events and learning activities?
- establish and maintain relationships with other school staff to become a visible and valued member of the school community?
- use observations of colleagues to improve my teaching?
- prevent and resolve personal and professional conflicts with colleagues?
- contribute to the learning of other educators?

<i>Key Element: Balancing professional responsibilities and maintaining motivation.</i>

As teachers develop, they may ask, "how do I . . ." or "why do I . . ."

- reduce stress and maintain a positive attitude with students and colleagues?
- challenge myself intellectually and creatively throughout their career?
- deal with the isolation of teaching?
- find support to balance professional responsibilities with personal needs?
- demonstrate professional conduct and integrity in the classroom and school community?
- extend knowledge about professional and legal responsibilities for students' learning, behavior, and safety?

Rating Categories on the Observation Form

The evaluator records one of the following rating number in the boxes next to the key elements observed.

1. DOES NOT MEET STANDARDS: UNSATISFACTORY

The evaluator observes that the evaluatee's performance meets the criterion as described less than half of the time. This rating requires evaluator recommendations for improvement.

2. DOES NOT MEET STANDARD: DEVELOPING

The evaluator observes that at least half of the time the evaluatee's performance meets the criterion as described. This rating requires evaluator recommendations.

3. MEETS DISTRICT STANDARDS

The evaluator observes that the evaluatee's performance meets the criterion as described.

4. EXCEEDS STANDARDS

The evaluator observes that the evaluatee's performance could serve as a model for other teachers. This rating requires evaluator commendations.

Observation Notes

The evaluator may use photocopies of the observation form (A1 for classroom teachers, B1 for other unit members) for taking notes during the observation and then transfer the notes and ratings to the formal observation form. As previously noted, contemporaneous notes should be recorded rather than attempting to recall what was observed at a later time for recording on the observation form.

Observation dates

The evaluator records the date of each pre-observation conference, observation, and post-observation conference in the space provided on the Certificated Observation Form.

Post-Observation Conference

The post-observation conferences must occur within five (5) workdays of the observations. The evaluator confers with the evaluatee about what was observed during the observation and guides the evaluatee to reflect on the strengths and/or weaknesses of the lesson. The evaluator starts with what the evaluatee is doing well and then identifies areas to improve. The evaluator provides descriptive details from the observation in support of the evaluator's ratings. Specific feedback in the various areas of the observation form will increase the evaluatee's awareness of strengths and desire to develop ways to improve.

The emphasis of the post-observation conference is on improving. With a positive approach, the evaluatee should clearly understand the expectations, feel free to ask for and receive support, and immediately implement strategies discussed during the post-observation conference. The evaluator allows time for the evaluatee to respond, to explain, and to discuss mitigating circumstances and to identify effective improvement strategies.

After discussing the observation, the evaluatee shall be given the opportunity to respond in writing and is asked to sign the observation form. If the evaluatee refuses to sign the observation form, the evaluator should have someone witness that the unsigned form was provided to the evaluatee. A notation that the evaluatee refused to sign shall be recorded on the form. After the witness signs the observation form, a copy of the form with the evaluator's notation and the witness' signature shall be provided to the evaluatee.

OAKLAND UNIFIED SCHOOL DISTRICT
CERTIFICATED EVALUATION OBSERVATION FORM A-1
TEACHER

Name of Evaluatee _____ Period Covered _____ to _____

Name of Evaluator _____ School / Site _____

Grade/Subject _____

- Temporary Contract Permanent PAR Participant
 Probationary 1 Substitute
 Probationary 2

Interim Evaluation: Required for First Year Probationary Teachers

- Must be completed by the 2nd Friday in December.

Final Evaluation: Required for Evaluatees

- Must be completed by the last working day in April.

RATING CODES		
Code	Description	Directions
1	Does not meet Standards: Unsatisfactory	Any 1 ratings must have specific recommendations for improvement.
2	Does not meet Standards: Developing	Any 2 ratings must have specific recommendations for improvement.
3	Meets Standards	
4	Exceed Standards	Any 4 ratings must have specific commendations.

	Dates: (A minimum of 3 observations must be conducted.)				
	1 st Obs.*	2 nd Obs.	3 rd Obs.	4 th Obs.	5 th Obs.
Pre-Observation Conferences					
Observations					
Post-Observation Conferences (within 5 days of observation)					

*First observation must be scheduled (*Evaluation Handbook pg. 9*)

I. Standard for Engaging and Supporting All Students in Learning

Ratings for each observation

		1 st	2 nd	3 rd	4 th	5 th	Notes	Summary
A	Connecting students' prior knowledge, life experience, and interests with learning goals							
B	Using a variety of instructional strategies and resources to respond to students' diverse needs.							
C	Facilitating learning experiences that promote autonomy, interaction and choice.							
D	Promoting self-directed, reflective learning for all students.							
E	Engaging students in problem solving, critical thinking, and other activities that make subject matter meaningful.							

Summative Rating for Standard I

II. Standard for Creating and Maintaining Effective Environments for Student Learning

Ratings for each observation

		1 st	2 nd	3 rd	4 th	5 th	Notes	Summary
A	Creating a physical environment that engages all students.							
B	Establishing a climate that promotes fairness and respect.							
C	Promoting social development and group responsibility.							
D	Establishing and maintaining standards for student behavior.							
E	Planning and implementing classroom procedures and routines that support student learning.							
F	Using instructional time effectively.							

Summative Rating for Standard II

III. Standard for Understanding and Organizing Subject Matter for Student Learning

Ratings for each observation

		1 st	2 nd	3 rd	4 th	5 th	Notes	Summary
A	Demonstrating knowledge of subject matter content student development.							
B	Organizing curriculum to support student understanding of subject matter.							
C	Interrelating ideas and information within and across subject matter areas.							
D	Developing student understanding through instructional strategies that are appropriate to the subject matter.							
E	Using materials, resources, and technologies to make subject matter accessible to students							
Summative Rating for Standard III								

IV. Standard for Planning Instruction and Designing Learning Experiences for All Students

Ratings for each observation

		1 st	2 nd	3 rd	4 th	5 th	Notes	Summary
A	Drawing on and valuing students' backgrounds, interests, and developmental learning needs.							
B	Establishing and articulating goals for student learning.							
C	Developing and sequencing instructional activities and materials for student learning.							
D	Designing short-term and long-term plans to foster student learning.							
E	Modifying instructional plans to adjust for student needs.							
Summative Rating for Standard IV								

V. Standard for Assessing Student Learning

Ratings for each observation

		1 st	2 nd	3 rd	4 th	5 th	Notes	Summary
A	Establishing and communicating learning goals for all students.							
B	Collecting and using multiple sources of information to assess student learning.							
C	Involving and guiding all students in assessing their own learning.							
D	Using the results of assessments to guide instruction.							
E	Communicating with students, families, and other audiences about student progress.							
Summative Rating for Standard V								

VI. Standard for Developing as a Professional Educator
*(*Evaluated through observations and interviews)*

Ratings for each observation

		1 st	2 nd	3 rd	4 th	5 th	Notes	Summary
A	Reflecting on teaching practice and planning professional development.							
B	Establishing professional goals and pursuing opportunities to grow professionally.							
C	Working with communities to improve professional practice.							
D	Working with families to improve professional practice.							
E	Working with colleagues to improve professional practice.							
F	Balancing professional responsibilities and maintains motivation.							
Summative Rating for Standard VI								

COMMENDATIONS AND RECOMMENDATIONS

Use additional pages as needed.

OBSERVATION 1 SUMMARY _____

EVALUATEE'S RESPONSE (including mitigating circumstances): _____

Evaluatee's Signature _____

Date _____

OBSERVATION 2 SUMMARY

EVALUATEE'S RESPONSE (including mitigating circumstances): _____

Evaluatee's Signature _____

Date _____

OBSERVATION 3 SUMMARY

EVALUATEE'S RESPONSE (including mitigating circumstances): _____

Evaluatee's Signature _____

Date _____

COMMENDATIONS AND RECOMMENDATIONS

Use additional pages as needed.

OBSERVATION 4 SUMMARY _____

EVALUATEE'S RESPONSE (including mitigating circumstances): _____

Evaluatee's Signature _____

Date _____

OBSERVATION 5 SUMMARY _____

EVALUATEE'S RESPONSE (including mitigating circumstances): _____

Evaluatee's Signature _____

Date _____

Participation in PAR is required when a unit member receives two or more "unsatisfactory" ratings in any one of the first five Standards as reflected on the summative evaluation on Form A2.

Distribution of completed form:

- Original: Retained by Evaluator
- After Each Observation: Copy to Evaluatee

OAKLAND UNIFIED SCHOOL DISTRICT
CERTIFICATED EVALUATION OBSERVATION FORM B-1
TEACHERS/SPECIALISTS: PROGRAMS EXCEPTIONAL CHILDREN

Name of Evaluatee _____ Period Covered _____ to _____

Name of Evaluator _____ School / Site _____

Grade/Subject _____ ***Programs for Exceptional Children***

- Temporary Contract Permanent
 Probationary 1 Substitute
 Probationary 2

Interim Evaluation: Required for First Year Probationary Teachers

- Must be completed by the 2nd Friday in December.

Final Evaluation: Required for Evaluatees

- Must be completed by the last working day in April.

RATING CODES

Code*	Description	Directions
1	Meeting district standards	Any 1 rating may have specific commendations
2	Needs to improve	All 2 ratings must have specific recommendations
3	Not meeting standards	All 3 ratings must have specific recommendations

* Please note rating scale is inverted from the regular classroom teacher observation form (A1)

	Dates		
	1 st Obs.*	2 nd Obs.	3 rd Obs.
Observation Date			

I. Direct Instruction

	Evaluation Criteria	Obervation Ratings			Commendations / Recommendations	Summary Ratings
		1 st	2 nd	3 rd		
A	Teacher /specialist will provide an educational program that meets the academic, career, social and emotional needs of each student as identified in his/her IEP					
B	Each teacher/specialist will maintain ongoing written documentation of specific instructional objectives for individual students based on each student's IEP goals and objectives (such as traditional lesson plan book, wall charts, blackboard charting, students' work packets, students' work contracts, logs, etc.).					
C	Teacher/specialist will use a variety of materials and teaching techniques that relate directly to students' strengths and weaknesses as identified in the IEP					
D	Teacher /specialist will maintain student involvement in appropriate learning activities as related to the IEP goals and objectives.					
E	Teacher /specialist will maintain an appropriate instructional environment which stimulates student achievement.					
F	Based on the goals and objectives stated in each student's IEP, the teacher/ specialist will maintain written documentation of all students' interim, as well as summative, progress including pre- and post-tests.					
G	Teacher /specialist will employ an articulated and consistent grading policy.					

II. Management

	Evaluation Criteria	Obervation Ratings			Commendations / Recommendations	Summary Ratings
		1 st	2 nd	3 rd		
A	Teacher/specialist will maintain and implement an articulated system of student discipline and classroom control.					
B	Teacher /specialist will keep accurate timely records and provide requested data from					

	them.				
C	Teacher/specialist will make appropriate use of available resources and support personnel.				
D	Teacher /specialist will provide supervision and direction for paraprofessionals, student intern/trainees, and volunteers.				
E	Teacher/specialist will coordinate services, materials, and resources necessary to implement the IEP process from pre-referral through implementation.				

III. Assessment

Evaluation Criteria	Obervation Ratings			Commendations / Recommendations	Summary Ratings
	1 st	2 nd	3 rd		
A	Teacher /specialist will conduct appropriate assessments in accordance with district guidelines and legally established state and federal Regulations.				
B	Teacher/specialist will report assessment findings in writing in a timely manner according to procedures established by Programs for Exceptional Children.				

IV. Communication

Evaluation Criteria	Obervation Ratings			Commendations / Recommendations	Summary Ratings
	1 st	2 nd	3 rd		
A	Teacher/specialist will communicate with students, staff, and community/agency personnel in a timely, professional, and effective manner in accordance with district policy.				
B	Teacher/specialist will make reasonable attempts to maintain ongoing contact with parents regarding students' attendance, educational, and social progress, including proficiency standards and career/vocational goals.				
C	Teacher/specialist will communicate to students, as appropriate, the district, school, and department/grade level regulations and policies, such as uniform discipline policy, proficiency standards, graduation requirements,				

attendance policy, etc.				
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V. IEP Process

	Evaluation Criteria	Obervation Ratings			Commendations / Recommendations	Summary Ratings
		1 st	2 nd	3 rd		
A	Teacher/specialist will demonstrate knowledge of state and federal regulations regarding the IEP process, including the eligibility criteria.					
B	Teacher/specialist receives and evaluates written referrals.					
C	Teacher/specialist, when appropriate, will obtain a Release of Information and coordinate the receipt of all educationally relevant information (academic, medical, psychological, and developmental) to assess the appropriateness of the referral and/or to provide information to facilitate the IEP process.					
D	Teacher/specialist will maintain all timeline activities with ongoing documentation, according to federal and state regulations and district procedures.					
E	Teacher/specialist will coordinate the development of an assessment plan when appropriate.					
F	Teacher/specialist will obtain informed consent from parent/guardian to conduct proposed assessments following an explanation of all assessment instruments proposed and after an explanation of parent rights, low cost legal services, and program options within the legally allowable time frame.					
G	Teacher/specialist will coordinate informal and formal assessments conducted by various professionals.					
H	Teacher/specialist will coordinate the development of all assessment results from all appropriate multidisciplinary team members, including regular classroom teachers when appropriate, within the legally allowable time frame.					
I	Teacher/specialist will					

	coordinate the convening of the IEP team with all legally appropriate members.					
J	Teacher/specialist will attend and participate in IEP team meetings, recommending appropriate goals and objectives based upon assessment results.					
K	Teacher/specialist, when chairperson of IEP team meeting, will conduct the meeting according to legally established procedures.					
L	Teacher/specialist, when chairperson of IEP team meeting, will base determination for special education eligibility and, if eligible, will base appropriate program and services on assessment results and state and federal eligibility guidelines.					
M	Teacher/specialist, when appropriate, will complete and organize an IEP file according to established procedures and will forward it to the appropriate program manager in a timely manner.					
N	Teacher /specialist, when appropriate, will maintain an ongoing duplicate file of IEP documents according to standards set by each program in order to implement the instructional program.					
O	Teacher/specialist will consult with the appropriate program manager in preparation for placement or, when authorized, will recommend placement.					
P	Teacher/specialist will serve as a liaison to parents in helping them understand placement recommendations.					
Q	Teacher/specialist will assist the appropriate program manager in the placement of students by serving as a liaison among the manager, parent, and receiving school's administrator and special education teacher.					
R	Teacher/specialist, when directed, will participate in mediation conferences, complaint hearings, and administrative hearings.					

VI. Inservice / Consultation

Obervation Ratings

Summary

	Evaluation Criteria	Obervation Ratings			Commendations / Recommendations	Ratings
		1 st	2 nd	3 rd		
A	Based upon a needs assessment or written request, teacher/specialist will provide individual, small group, or large group inservice programs about individuals with exceptional needs, special education laws, and services available.					
B	Teacher/specialist will attend required inservice training and/or meetings in accordance with district policy.					
C	Teacher/Specialist will facilitate an instructional program for individual with exceptional needs by providing assistance to students, staff, parents, communities, and/or agencies.					

VII Professional

	Evaluation Criteria	Obervation Ratings			Commendations / Recommendations	Summary Ratings
		1 st	2 nd	3 rd		
A	Teacher/specialist will be knowledgeable of regular and special education state, district, and site programs, regulations, and policies.					
B	Teacher/specialist will be familiar with the interview process and participate in assigned interviews.					
C	Teacher/specialist will engage in appropriate professional growth activities.					
D	Teacher/specialist will exhibit dependability and punctuality in completion of regularly assigned tasks.					
E	Teacher/specialist will assume his/her responsibilities and perform duties as assigned in accordance with district policy.					

COMMENDATIONS AND RECOMMENDATIONS

Use additional pages as needed.

INTERMEDIATE SUMMARY: _____

EVALUATEE'S RESPONSE (including mitigating circumstances): _____

Evaluatee's Signature _____ **Date** _____



INTERMEDIATE SUMMARY: _____

EVALUATEE'S RESPONSE (including mitigating circumstances): _____

Evaluatee's Signature _____ **Date** _____



INTERMEDIATE SUMMARY: _____

EVALUATEE'S RESPONSE (including mitigating circumstances): _____

Evaluatee's Signature _____ **Date** _____

COMMENDATIONS AND RECOMMENDATIONS

Use additional pages as needed.

SUMMATIVE STATEMENT: _____

EVALUATEE'S RESPONSE (including mitigating circumstances): _____

Evaluatee's Signature _____ **Date** _____

OAKLAND UNIFIED SCHOOL DISTRICT
CERTIFICATED EVALUATION OBSERVATION FORM B-1
COUNSELOR

Name of Evaluatee _____ Period Covered _____ to _____

Name of Evaluator _____ School / Site _____

Grade/Subject _____ **Counselor**

- | | |
|---------------------------------------------|-------------------------------------|
| <input type="checkbox"/> Temporary Contract | <input type="checkbox"/> Permanent |
| <input type="checkbox"/> Probationary 1 | <input type="checkbox"/> Substitute |
| <input type="checkbox"/> Probationary 2 | |

Interim Evaluation: Required for First Year Probationary Teachers

- Must be completed by the 2nd Friday in December.

Final Evaluation: Required for Evaluatees

- Must be completed by the last working day in April.

RATING CODES

Code*	Description	Directions
1	Meeting district standards	Any 1 rating may have specific commendations
2	Needs to improve	All 2 ratings must have specific recommendations
3	Not meeting standards	All 3 ratings must have specific recommendations

*Please note rating scale is inverted from the regular classroom teacher observation form (A1)

Observation Date	Dates		
	1 st Obs.*	2 nd Obs.	3 rd Obs.

I. SERVICES TO STUDENTS: ACADEMIC - The counselor is responsible for making students aware of resources and choices available to them.

Evaluation Criteria	Observation Ratings			Commendations / Recommendations	Summary Ratings
	1 st	2 nd	3 rd		
A	The counselor has assisted in providing information regarding registration programs and orientation.				
B	The counselor has provided the students with educational information and has assisted in selecting course requirements, keeping projected goals in view.				
C	The counselor has reviewed and assessed the educational status of each student and has maintained accurate and complete records.				
D	The counselor has participated in the administration of tests required by the district such as Proficiency Tests, CTBS, and CAP.				
E	The counselor at the high school level has provided information regarding available sources of scholarship and financial aid and has encouraged and assisted students to complete all documents and to meet deadlines.				
F	The counselor has made available to students information on admission requirements for colleges, universities, and other post- secondary educational institutions.				

II. SERVICES TO STUDENTS: PERSONAL/CAREER - The counselor is responsible for making students aware of resources and choices available to them

Evaluation Criteria	Observation Ratings			Commendations / Recommendations	Summary Ratings
	1 st	2 nd	3 rd		
A	The counselor has provided students with the opportunity for individual and/or group counseling.				
B	The counselor has interpreted standardized test scores and has used the information to assist students in making realistic educational/career choices.				
C	The counselor has identified students with special abilities or needs who may require special				

	services and has made appropriate referrals.					
D	The counselor has provided students with a means of developing career awareness. The counselor has helped students to recognize their potential, their strengths, and their limitations.					
E	The counselor has provided all students, by the end of their sophomore year (or by age 16), a thorough review of their records and has advised them of all available options which will assist their progress toward high school graduation and the subsequent realization of their post-secondary goals.					
F	The counselor has written letters of recommendation to other institutions or to prospective employers.					
G	The counselor has taken an active and/or verbal role as a liaison or advocate on behalf of the student.					

III. SERVICES TO TEACHERS, ADMINISTRATORS AND OTHER SUPPORT STAFF: The counselor acts as a consultant and resource person to teachers and administrators.

Evaluation Criteria	Observation Ratings			Commendations / Recommendations	Summary Ratings
	1 st	2 nd	3 rd		
A	The counselor has consulted with teachers upon request.				
B	The counselor has provided information regarding the individual student's test scores and other academically related needs.				
C	The counselor has coordinated with the teacher on specific steps to be taken concerning referrals or special services.				
D	The counselor has arranged conferences for teachers, students, and/or parents to discuss school related problems.				
E	The counselor has provided services to administrators that cover all aspects of the counseling and guidance program				

IV. SERVICES TO PARENTS: The counselor acts as a consultant and resource person to parents and members of the community.

	Evaluation Criteria	Obervation Ratings			Commendations / Recommendations	Summary Ratings
		1 st	2 nd	3 rd		
A	The counselor has provided parents with information regarding the educational program of the school.					
B	The counselor has conferred with parents regarding the academic progress of their students.					
C	The counselor has provided parents with information regarding alternative educational programs.					

COMMENDATIONS AND RECOMMENDATIONS

Use additional pages as needed.

INTERMEDIATE SUMMARY: _____

EVALUATEE'S RESPONSE (including mitigating circumstances): _____

Evaluatee's Signature _____ **Date** _____



INTERMEDIATE SUMMARY: _____

EVALUATEE'S RESPONSE (including mitigating circumstances): _____

Evaluatee's Signature _____ **Date** _____



INTERMEDIATE SUMMARY: _____

EVALUATEE'S RESPONSE (including mitigating circumstances): _____

Evaluatee's Signature _____ **Date** _____

COMMENDATIONS AND RECOMMENDATIONS

Use additional pages as needed.

SUMMATIVE STATEMENT: _____

EVALUATEE'S RESPONSE (including mitigating circumstances): _____

Evaluatee's Signature _____ **Date** _____

OAKLAND UNIFIED SCHOOL DISTRICT
CERTIFICATED EVALUATION OBSERVATION FORM B-1
SCHOOL PSYCHOLOGIST

Name of Evaluatee _____ Period Covered _____ to _____

Name of Evaluator _____ School / Site _____

Grade/Subject _____ **School Psychologist**

- | | |
|---------------------------------------------|-------------------------------------|
| <input type="checkbox"/> Temporary Contract | <input type="checkbox"/> Permanent |
| <input type="checkbox"/> Probationary 1 | <input type="checkbox"/> Substitute |
| <input type="checkbox"/> Probationary 2 | |

Interim Evaluation: Required for First Year Probationary Teachers

- Must be completed by the 2nd Friday in December.

Final Evaluation: Required for Evaluatees

- Must be completed by the last working day in April.

RATING CODES

Code*	Description	Directions
1	Meeting district standards	Any 1 rating may have specific commendations
2	Needs to improve	All 2 ratings must have specific recommendations
3	Not meeting standards	All 3 ratings must have specific recommendations

*Please note rating scale is inverted from the regular classroom teacher observation form (A1)

Observation Date	Dates		
	1 st Obs.*	2 nd Obs.	3 rd Obs.

I. PSYCHOMETRIC SERVICES

	Evaluation Criteria	Observation Ratings			Commendations / Recommendations	Summary Ratings
		1 st	2 nd	3 rd		
A	Evaluatee demonstrates an understanding of the use and purpose of the most commonly used tests in the field.					

II. PSYCHODIAGNOSTIC SERVICES

	Evaluation Criteria	Observation Ratings			Commendations / Recommendations	Summary Ratings
		1 st	2 nd	3 rd		
A	Evaluatee demonstrates an understanding and applies learning in areas of abnormal psychology, learning disorders, developmental disabilities, and other disorders encountered by psychologists in their assessment of children. Person develops an appropriate treatment plan based on information from all sources.					

III. CONSULTATION SERVICES

	Evaluation Criteria	Observation Ratings			Commendations / Recommendations	Summary Ratings
		1 st	2 nd	3 rd		
A	Evaluatee consults with staff and parents regarding test results, classroom management, and correction of learning and behavior disorders.					

IV. COUNSELING SERVICES

	Evaluation Criteria	Observation Ratings			Commendations / Recommendations	Summary Ratings
		1 st	2 nd	3 rd		
A	Evaluatee has knowledge of various counseling approaches and their appropriateness for different problems. Person assists in the solution of problems through counseling and/or referrals to agencies.					

V. ADJUNCTIVE SERVICES

	Evaluation Criteria	Observation Ratings			Commendations / Recommendations	Summary Ratings
		1 st	2 nd	3 rd		
A	Evaluatee is knowledgeable regarding outside agencies serving children and is able to recommend and arrange appropriate referrals for students and families.					

VI. PLANNING AND ORGANIZATION

Evaluation Criteria	Observation Ratings			Commendations / Recommendations	Summary Ratings
	1 st	2 nd	3 rd		
A Evaluatee arrives and leaves work on time, submits legible reports in a timely manner, attends staff meetings and other meetings as required and completes necessary paperwork including time sheets and absence forms.					

VII. KNOWLEDGE OF LAWS AND ETHICS

Evaluation Criteria	Observation Ratings			Commendations / Recommendations	Summary Ratings
	1 st	2 nd	3 rd		
A Evaluatee is familiar with rules and regulations governing special education and state and federal programs. Person is familiar with district policies and school rules and procedures. Person adheres to the accepted ethical standards of the profession.					

VIII. PROFESSIONAL GROWTH

Evaluation Criteria	Observation Ratings			Commendations / Recommendations	Summary Ratings
	1 st	2 nd	3 rd		
A Evaluatee participates in inservice meetings, is active in associated professional organizations, participates in workshops and conferences contributing to professional growth, and/or keeps skills current through reading and independent study in appropriate areas.					

COMMENDATIONS AND RECOMMENDATIONS

Use additional pages as needed.

INTERMEDIATE SUMMARY: _____

EVALUATEE'S RESPONSE (including mitigating circumstances): _____

Evaluatee's Signature _____ **Date** _____

INTERMEDIATE SUMMARY: _____

EVALUATEE'S RESPONSE (including mitigating circumstances): _____

Evaluatee's Signature _____ **Date** _____

INTERMEDIATE SUMMARY: _____

EVALUATEE'S RESPONSE (including mitigating circumstances): _____

Evaluatee's Signature _____ **Date** _____

COMMENDATIONS AND RECOMMENDATIONS

Use additional pages as needed.

SUMMATIVE STATEMENT: _____

EVALUATEE'S RESPONSE (including mitigating circumstances): _____

Evaluatee's Signature _____ **Date** _____

OAKLAND UNIFIED SCHOOL DISTRICT
CERTIFICATED EVALUATION OBSERVATION FORM B-1
NURSE

Name of Evaluatee _____ Period Covered _____ to _____

Name of Evaluator _____ School / Site _____

Grade/Subject _____ **Nurse**

- | | |
|---------------------------------------------|-------------------------------------|
| <input type="checkbox"/> Temporary Contract | <input type="checkbox"/> Permanent |
| <input type="checkbox"/> Probationary 1 | <input type="checkbox"/> Substitute |
| <input type="checkbox"/> Probationary 2 | |

Interim Evaluation: Required for First Year Probationary Teachers

- Must be completed by the 2nd Friday in December.

Final Evaluation: Required for Evaluatees

- Must be completed by the last working day in April.

RATING CODES

Code*	Description	Directions
1	Meeting district standards	Any 1 rating may have specific commendations
2	Needs to improve	All 2 ratings must have specific recommendations
3	Not meeting standards	All 3 ratings must have specific recommendations

**Please note rating scale is inverted from the regular classroom teacher observation form (A1)*

Dates			
	1 st Obs.*	2 nd Obs.	3 rd Obs.
Observation Date			

A. The health and developmental status of students is assessed and evaluated.

Evaluation Criteria	Obervation Ratings			Commendations / Recommendations	Summary Ratings
	1 st	2 nd	3 rd		
1 The school nurse obtains a general health and developmental history on kindergarten students and new enrollees.					
2 First grade students comply with the Child Health and Disability Prevention Program requirements (Health and Safety Code Section 308.5).					
3 Teacher-school nurse conferences are conducted.					
4 Mandated Program: a. Vision - screening for color vision b. Hearing c. Scoliosis					

B. The school nurse informs, and advises appropriately, regarding results of health assessments.

Evaluation Criteria	Obervation Ratings			Commendations / Recommendations	Summary Ratings
	1 st	2 nd	3 rd		
1 Results of health assessments are reported to parents and pertinent school personnel.					
2 Students with suspected health problems are referred to an appropriate source of health care and follow-up continues until the student receives care (Education Code Section 49456).					

C. The school nurse recommends necessary school adjustments for students with health problems.

Evaluation Criteria	Obervation Ratings			Commendations / Recommendations	Summary Ratings
	1 st	2 nd	3 rd		
1 The regular school program is modified to accommodate the student's individual needs: i.e., preferential seating and shortened school day.					
2 Students are referred by the school nurse for special education evaluation as needed.					
3 Arrangements are made for home/hospital instruction as					

indicated.				
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D. The school nurse periodically reviews the health status and health maintenance plans of students with health problems.

Evaluation Criteria	Obervation Ratings			Commendations / Recommendations	Summary Ratings
	1 st	2 nd	3 rd		
1a The school nurse reassesses the health status of students at least annually by: A. Consulting with the classroom teacher regarding the student's progress.					
1b B. Conferring with the parents or guardians regarding the student's health.					
1c C. Consulting with the student's source(s) of health care.					
2 The school nurse updates the student's health maintenance plans as needed.					

E. The school nurse provides individual or group health counseling to students, parents, and teachers to effect behavioral change.

Evaluation Criteria	Obervation Ratings			Commendations / Recommendations	Summary Ratings
	1 st	2 nd	3 rd		
1 The school nurse counsels students, school personnel, and families regarding health problems.					
2 Case conferences are held to assist pupils with special health problems to make the best possible personal and social adjustments.					
3 The school nurse prepares a report for the individualized education program (IEP) team.					
4 The school nurse serves on the IEP team.					
5 The school nurse participates in the review and update of the IEP at least annually.					
6 The school nurse is responsible for writing and implementing the IEP goals for "standardized procedures" (Business and Professions Code Section 2725(d)) for the administration of "specialized physical health care services" (Education Code Section 49423.5 and California					

Administrative Code, Title 5, Education, Section 3112(s), 3217, 3438, 3584, 3T73, and 3797).					
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F. The school nurse health services program includes the prevention and control of communicable disease.

Evaluation Criteria	Obervation Ratings			Commendations / Recommendations	Summary Ratings
	1 st	2 nd	3 rd		
1 All students comply with state legal requirements regarding immunizations (Health and Safety Code Sections 3380-3385 and 3400-3407), plus the new code sections in California Administrative Code, Title 17, Public Health, Subchapter 8. 6000 series.					
2 The school nurse interprets and implements policies and procedures concerning communicable diseases.					
3 The school nurse administers immunizations (Education Code Section 49403(b)) in accordance with "standardized procedures"(Business and Professions Code Section 2725(d)).					

G. The school nurse establishes and maintains standards to minimize the effects of accidents and illness in school.

Evaluation Criteria	Obervation Ratings			Commendations / Recommendations	Summary Ratings
	1 st	2 nd	3 rd		
1 Written policies and procedures for first aid and emergency care are provided to all school personnel.					
2 First aid is administered promptly to injured or ill pupils by the first person on the scene.					
3 The school nurse is available for consultation in cases of accident or illness.					
4 Phone numbers of parents and physicians are on file for each pupil to facilitate notification in cases of injury or illness.					

5	Fully equipped first-aid kits are available in strategic locations on each campus and for field trips (Education Code Section 32040).				
6	First-aid equipment, such as stretchers and splints, is readily accessible.				
7	Accidents are analyzed to determine causes, and safety hazards are reported to the appropriate administrator for remedial action.				

H. The school nurse assists in promoting the optimum health of the school staff.

Evaluation Criteria	Obervation Ratings			Commendations / Recommendations	Summary Ratings
	1 st	2 nd	3 rd		
1 The school nurse provides leadership in the development, periodic revision, and enforcement of school district policies regarding staff health and safety.					
2 The school nurse provides staff development programs on up-to-date first-aid procedures and distributes current information concerning pertinent health issues.					

I. The school nurse assists in the provision of a safe and healthful school environment.

Evaluation Criteria	Obervation Ratings			Commendations / Recommendations	Summary Ratings
	1 st	2 nd	3 rd		
1 School health personnel participate in the development and periodic revision of district policies regarding environmental health and safety.					
2 School health personnel assist administrators in achieving compliance with legal requirements.					

J. The school nurse participates in the planning and implementation of a comprehensive health education program.

	Evaluation Criteria	Obervation Ratings			Commendations / Recommendations	Summary Ratings
		1 st	2 nd	3 rd		
1	The school nurse serves on curriculum development committees.					
2	The school nurse stimulates the incorporation of health instruction in the school curriculum and in each classroom.					
3	The school nurse searches out, evaluates, and recommends new materials and community resources.					
4	The school nurse serves as a resource to teachers and presents individual lessons in the classroom as time and program permit.					

K. The school nurse serves as the school liaison to community agencies and medical and dental care providers.

	Evaluation Criteria	Obervation Ratings			Commendations / Recommendations	Summary Ratings
		1 st	2 nd	3 rd		
1	The school nurse maintains current information regarding community resources and referral procedures.					
2	The school nurse promotes cooperation, communication, and understanding among community resources and the schools.					

L. The school nurse participates as a team member in the development, implementation, and periodic evaluation of policies and procedures related to critical health issues.

	Evaluation Criteria	Obervation Ratings			Commendations / Recommendations	Summary Ratings
		1 st	2 nd	3 rd		
1	The school nurse assists in the identification and documentation of the scope of the problems.					
2	The school nurse participates in the development, review, evaluation and revision of policies and procedures that apply to critical health issues.					
3	The school nurse serves as a team member to implement the policies and procedures.					

M. The school nurse provides assistance to families by referral for social services when needed.

	Evaluation Criteria	Obervation Ratings			Commendations / Recommendations	Summary Ratings
		1 st	2 nd	3 rd		
1	The school nurse assists families in contacting local community resources obtaining appropriate health care.					

COMMENDATIONS AND RECOMMENDATIONS

Use additional pages as needed.

INTERMEDIATE SUMMARY: _____

EVALUATEE'S RESPONSE (including mitigating circumstances): _____

Evaluatee's Signature _____ **Date** _____

INTERMEDIATE SUMMARY: _____

EVALUATEE'S RESPONSE (including mitigating circumstances): _____

Evaluatee's Signature _____ **Date** _____

INTERMEDIATE SUMMARY: _____

EVALUATEE'S RESPONSE (including mitigating circumstances): _____

Evaluatee's Signature _____ **Date** _____

COMMENDATIONS AND RECOMMENDATIONS

Use additional pages as needed.

SUMMATIVE STATEMENT: _____

EVALUATEE'S RESPONSE (including mitigating circumstances): _____

Evaluatee's Signature _____ **Date** _____

Summative Evaluation

The summative evaluation is recorded on the appropriate Evaluation Report (either A or B - see sample, attached). The summative evaluation is determined from the observations of the evaluatee's performance standards identified on the Observation Forms. The ratings on the Evaluation Report reflect the ratings recorded on the Observation Form as follows:

- 1 = Does Not Meet Standards: Unsatisfactory
- 2 = Does Not Meet Standards: Developing
- 3 = Meets Standards
- 4 = Exceeds Standards

This Evaluation Report is a major part of the final Stull Evaluation.

The summary ratings reflect the strengths and improvements the evaluatee has made during the evaluation period. The emphasis is on improving the evaluatee's performance to enhance student achievement.

Guidelines for summarizing Key Elements Ratings:

	Step	Directions
1	Average Ratings	Add the rating for each observation, then divide by the total number of observations to get the average score.
2	Apply Rounding Rules <i>(if average is not a whole number)</i>	Rounding Rules: <ul style="list-style-type: none"> • If average ends in .1, .2 or .3, round down. • If average ends in .7, .8 or .9, round up. • If average ends in .4, .5 or .6, round in the direction of the last observation. If the last observation is higher than the average, round up. If the last observation is lower than the average, round down.

The summary rating written on the Evaluation Report (Form A2 or B2) is an average of the summary ratings of the items within each category. The process for determining the standards' summary ratings is similar to that used for the Key Element summary rating.

The summary ratings should reflect the development over the evaluation period. In addition to the ratings, the evaluator must record recommendations for key elements with ratings of 1 or 2 and commendation for key elements with ratings of 4. See examples, below.

EXAMPLES								
Example for Summary for Key Elements								
	Obs #1	Obs #2	Obs #3	Obs #4	Obs #5	Total	Average	Final Rating
A	3	2	2	2	1	10	2	2
B	1	1	1	2	2	7	1.4	<i>2 (apply rounding rules: round up because last observation higher than average)</i>
C	1	2	2	3	3	11	2.2	2
<p>Example for Summative Rating for Standard</p> <p style="margin-left: 40px;">Final April Summary Ratings for Key Elements: A = 2; B = 2; C = 3; D = 3; E = 2</p> <p style="margin-left: 40px;">Subtotal for the Standard = 12</p> <p style="margin-left: 40px;">Overall performance rating = 2 (12 ÷ 5 = 2.4)</p>								

Evaluation Forms

Check one:
 Permanent
 Probationary 1 2
 Temporary Contract
 Substitute ST LT

Oakland Unified School District

EVALUATION REPORT FOR CERTIFICATED EMPLOYEES – Classroom Teachers Form 2A

Evaluatee Name _____ Employee ID _____
 School Year _____ Assignment _____ School/Site _____
 Classification _____

Objectives _____ Date Submitted _____ Conference Date _____ Agreement Date _____

Evaluator's Signature _____ Evaluatee's Signature _____

Procedure when agreement on objectives cannot be reached, if applicable (refer to collective bargaining agreement)

- 1 Evaluator and Evaluatee confer by the 30th workday of the evaluatee _____
- 2 Evaluator/Site Administrator and Evaluatee confer by the 33rd workday _____
- 3 Optional. Evaluator, evaluatee and two conferees meet _____
- 4 Evaluator submits written report to Superintendent's designee _____
- 5 Superintendent's designee responds in writing by 37th workday _____

Evaluatee's Signature _____ Date _____

Observations	Obs. #1	Obs. #2	Obs. #3	Obs. #4	Obs. #5
Pre-Observation Conference Dates					
Observation Dates					
Post Observation Conference Dates					

Comments on evaluation plan, review of progress, changes in objectives, etc _____

Evaluation Interim Final **Summative Ratings**

		Does not meet standards: unsatisfactory (1)*	Does not meet standards: developing (2)*	Meets standards (3)	Exceeds standards (4)**
I	Engaging & supporting all students in learning				
II	Creating & maintaining effective student learning environment				
III	Understanding & organizing subject matter for learning				
IV	Planning & designing instruction/learning experiences for all students				
V	Assessing student learning				
VI	Developing as a professional educator				

*Recommendations required for ratings 1 and 2; **Commendations required for rating 4 (Use additional pages)

Recommendation
 Continued Employment Continued Evaluation Dismissal Other Refer to PAR

Evaluator's Signature _____ Date _____ Evaluatee's Signature* _____ Date _____
 *Signature does not imply agreement

Procedure to review unsatisfactory rating (refer to collective bargaining agreement)

- 1 Evaluator and Evaluatee confer by 5th work day in May.
- 2 Evaluator/Site Administrator and Evaluatee confer by 10th work day in May.
- 3 Evaluatee submits letter of rebuttal to HRD by 15th work day in May.
- 4 Superintendent's designee responds within 10 workdays from receiving letter of rebuttal.

Evaluation Report: Approved Disapproved

By _____ Date _____

Check one:
 Permanent
 Probationary 1 2
 Temporary Contract
 Permanent

Oakland Unified School District

EVALUATION REPORT FOR CERTIFICATED EMPLOYEES – Other OEA Employees Form 2B

Evaluatee Name _____ Employee ID _____
 School Year _____ Assignment _____ School/Site _____
 Classification _____

Objectives Date Submitted _____ Conference Date _____ Agreement Date _____

Evaluator's Signature _____ Evaluatee's Signature _____

Procedure when agreement on objectives cannot be reached, if applicable (refer to collective bargaining agreement)

- 1 Evaluator/Evaluatee: Conference Date _____
- 2 Evaluator/Evaluatee/Site Administrator: Conference Date _____
- 3 Evaluator/Evaluatee/Two Conferees: Conference Date _____
- 4 Written Response by Associate Superintendent/Superintendent _____

Evaluatee's Signature _____ Date _____

Observations	Obs. #1	Obs. #2	Obs. #3
Observation Dates			
Post Observation Conference Dates			

Comments on evaluation plan, review of progress, changes in objectives, etc. _____

Evaluation Interim Assessment Report (Probationary First Year) Final

Employee Type				Check appropriate category		
Counselor	Certificated Staff for Exceptional Children	Nurse	Psychologist	Meeting district standards (1)	Needs to improve (2)	Not meeting district standards (3)
Student Academics	Instructional/Mngmt	A-B-C-D	Psychometr./ Psychometr. Diag.			
Personal/Career	Assess. /Commun.	E-F-G	Consult./Counsel			
Services: Staff	IEP	H-I-J	Adjunct/Planning			
Services: Parents	Inservice/Profess.	K-L-M	Knowledge/Profess.			

*Recommendations required for ratings 2 and 3; **Commendations required for rating 1 (Use additional pages)

Personnel Action Recommended
 Continued Employment Continued Evaluation Dismissal Other

Evaluator's Signature _____ Date _____ Evaluatee's Signature* _____ Date _____
 *Signature does not imply agreement

Procedure to review unsatisfactory rating (refer to collective bargaining agreement)

- 1 Evaluator/Evaluatee: Conference Date: _____
- 2 Evaluatee/Evaluator/Site Administrator: Conference Date: _____
- 3 Evaluatee/Evaluator/Site Administrator: Conference Date: _____
- 4 Response by Assistance Superintendent/Superintendent: _____

Evaluation Report: Approved Disapproved

By _____ Date _____

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Evaluation of Substitutes

A site administrator may evaluate a substitute using the Certificated Evaluation Report Form A2 and check the box in the upper right hand corner indicating "substitute." If the substitute being evaluated is a short term substitute (seventeen consecutive days or less), circle "ST" as well as checking the "substitute" box. **A substitute teacher who has served in the same assignment for eighteen (18) or more consecutive days must be evaluated - this includes STIP (Substitute Teacher Incentive Plan) substitutes.** Circle "LT" as well as checking the "substitute" box on Evaluation Form A2.

Peer Assistance and Review Program (PAR)

The Peer Assistance and Review Program (PAR) has been established pursuant to the State Education Code and the Collective Bargaining Agreement. The purpose of PAR is to ensure that K-12 classroom teachers who are experiencing difficulties with their performance can benefit from the assistance and review of colleagues. Peer assistance may be provided to a beginning teacher or a permanent teacher who volunteers and is accepted into the program.

An evaluator who issues two (2) or more "unsatisfactory" ratings in any of the first five standards of the CSTP as identified in the Evaluation Form shall refer the permanent teacher to PAR. The evaluator shall provide the PAR Joint Committee a copy of the unsatisfactory evaluation and appropriate documentation.

A permanent teacher with an unsatisfactory evaluation and who is referred to PAR is required to participate in PAR as an intervention. A teacher who is referred to PAR and objects to such participation may request to appear before the PAR Joint Committee to explain the teacher's point of view regarding the procedurally inappropriate unsatisfactory evaluation.