

**STOCKTON UNIFIED SCHOOL DISTRICT
2020-2021 Final Evaluation Report:**

Employee: _____ **Date:** _____

School: _____ **Grade/Subject:** _____

Dates of Observations: _____

Dates of Post Observation Feedback: _____

Evaluator Name: _____

C-Commendable, S-Satisfactory, NI-Needs Improvement

T/E	Standard One: Engaging and supporting all students in learning	C	S	NI
	1-1 Using knowledge of students to engage them in learning	<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"/>
	1-3 Connecting subject matter to meaningful, real-life contexts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1-4 Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs	<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"/>
	1-6 Monitoring student learning and adjusting instruction while teaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T/E	Standard Two: Creating and maintaining effective environments for student learning	C	S	NI
	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"/>
	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"/>
	2-3 Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe	<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"/>
	2-5 Developing, communicating, and maintaining high standards for individual and group behavior	<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"/>
	2-7 Using instructional time to optimize learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

T/E	Standard Three: Understanding and organizing subject matter for student learning	C	S	NI
	3-1 Demonstrating knowledge of subject matter academic content standards	<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"/>
	3-3 Organizing curriculum to facilitate student understanding of the subject matter	<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"/>
	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"/>
	3-6 Addressing the needs of English Learners and students with special needs to provide equitable access to the content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T/E	Standard Four: Planning instruction and designing learning experiences for all students	C	S	NI
	4-1 Using knowledge of student's academic readiness, language proficiency, cultural background, and individual development to plan instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	4-2 Establishing and articulating goals for student learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	4-3 Developing and sequencing long term and short term instructional plans to support student learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	4-4 Planning instruction that incorporates appropriate strategies to meet the learning needs of all students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	4-5 Adapting instructional plans and curricular materials to meet the assessed learning needs of all students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T/E	Standard Five: Assessing student learning	C	S	NI
	5-1 Applying knowledge of the purposes, characteristics, and uses of different types of assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	5-2 Collecting and analyzing assessment data from a variety of sources to inform instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	5-3 Reviewing data, both student learning individually and with colleagues, to monitor student learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	5-4 Using assessment data to establish learning goals and to plan, differentiate, and modify instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	5-5 Involving all students in self-assessment, goal setting, and monitoring progress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	5-6 Using available technologies to assist in assessment, analysis, and communication of student learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	5-7 Using assessment information to share timely and comprehensible feedback with students and their families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T/E	Standard Six: Developing as a professional educator	C	S	NI
	6-1 Reflecting on teaching practice in support of student learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	6-2 Establishing professional goals and engaging in continuous and purposeful professional growth and development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	6-3 Collaborating with colleagues and the broader professional community to support teacher and student learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	6-4 Working with families to support student learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	6-5 Engaging local communities in the support of the instructional program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	6-6 Managing professional responsibilities to maintain motivation and commitment to all students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	6-7 Demonstrating professional responsibility, integrity and ethical conduct	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Evidence Considered:

Final Evaluation Summary: Commendable Satisfactory Needs Improvement

Commendations:

Recommendations:

 Evaluator's Signature

 Date

 Teacher's Signature

 Date

The evaluation and assessment of the performance of each certificated employee shall be made on a continuing basis. The next scheduled evaluation shall occur:

- At least every five years for personnel with permanent status who have been employed at least 10 years with the school district, are highly qualified, if those personnel occupy positions that are required to be filled by a highly qualified professional by the federal No Child Left Behind Act of 2001, and whose previous evaluation rated the employee as meeting or exceeding standards, if the evaluator and certificated employee being evaluated agree. The certificated employee or the evaluator may withdraw consent at any time.
- The District shall not evaluate the employee in the next school year. Instructional concerns will instead be addressed through coaching &/or other instructional, non-evaluative methods. *(This applies regardless of whether the employee was evaluated as Needs Improvement, Satisfactory, or Commendable.)*
- The District shall evaluate this employee again in the next school year. This option shall only be selected for employees receiving a final evaluation of 'Needs Improvement' and only when the evaluator additionally has heightened concerns about teacher performance suggesting a need for a high level of ongoing support.

 Evaluator's Initials/Date

 Teacher's Initials/Date

 Evaluator's Employee ID #

 Teacher's Employee ID #