

TULARE COUNTY OFFICE OF EDUCATION
TIM A. HIRE, SUPERINTENDENT

EVALUATION OF TEACHING PERFORMANCE
OBJECTIVES AND STANDARDS OF STUDENT PROGRESS

Employee _____ Date _____

SS# _____ - _____ - _____ Program/Assignment _____

Status of Teacher:

_____ Probationary 1 _____ Intern _____ Temporary _____ Permanent

Rating

1. Satisfactory
Meets or Exceeds Standards

2. Needs Improvement

3. Unsatisfactory
Does Not Meet Standards

A. PROFESSIONAL STANDARDS

STANDARD ONE: ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING		Notes/Evidence	RATING <input style="width: 50px; height: 20px;" type="text"/>
1-1	Connecting students' prior knowledge, life experience, and interest with learning goals.		
1-2	Using a variety of instructional strategies and resources to respond to students' diverse needs.		
1-3	Facilitating learning experiences that promote autonomy, interactions, and choice.		
1-4	Engaging students in problem solving, critical thinking, and other activities that make subject matter meaningful.		
1-5	Promoting self-directed, reflective learning for all students.		
STANDARD TWO: CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING		Notes/Evidence	RATING <input style="width: 50px; height: 20px;" type="text"/>
2-1	Creating a physical environment that engages all students.		
2-2	Establishing an environment that promotes fairness, respect, and safety.		
2-3	Promoting social development and group responsibility.		
2-4	Establishing and maintaining standards for student behavior.		
2-5	Planning and implementing classroom procedures and routines that support student learning.		
2-6	Using instructional time effectively.		
STANDARD THREE: UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING		Notes/Evidence	RATING <input style="width: 50px; height: 20px;" type="text"/>
3-1	Demonstrating knowledge of subject matter content and student development.		
3-2	Organizing curriculum to support student understanding of subject matter.		
3-3	Interrelating ideas and information within and across subject matter areas.		

3-4	Developing student understanding through instructional strategies that are appropriate to the subject matter.		
3-5	Using materials, resources, and technologies to make subject matter accessible to students.		
STANDARD FOUR: PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS		Notes/Evidence	RATING <input type="text"/>
4-1	Drawing on and valuing students' backgrounds, interests, and developmental learning needs.		
4-2	Establishing and articulating goals for student learning.		
4-3	Developing and sequencing instructional activities and materials for student learning.		
4-4	Designing short term and long term plans to foster student learning.		
4-5	Modifying instructional plans to adjust for student needs.		
STANDARD FIVE: ASSESSING STUDENT LEARNING		Notes/Evidence	RATING <input type="text"/>
5-1	Establishing and communicating learning goals for all students.		
5-2	Collecting and using multiple sources of information to assess student learning.		
5-3	Involving and guiding all students in assessing their own learning.		
5-4	Using the results of assessments to guide instruction.		
5-5	Communicating with students, families, and other audiences about student progress.		
STANDARD SIX: DEVELOPING AS A PROFESSIONAL EDUCATOR		Notes/Evidence	RATING <input type="text"/>
6-1	Reflecting on teaching practice.		
6-2	Establishing professional goals and pursuing opportunities to grow professionally.		
6-3	Working with communities to improve professional practice.		
6-4	Working with families to improve professional practice.		
6-5	Working with colleagues to improve professional practice.		
B. PROFESSIONALISM		Notes/Evidence	RATING <input type="text"/>
B-1	Consistently demonstrates appropriate staff relations.		
B-2	Consistently demonstrates appropriate administrator relations.		
B-3	Consistently demonstrates appropriate inter/intra-agency relations.		
B-4	Consistently demonstrates an ability to carry out adjunct duties.		
B-5	Consistently demonstrates an attitude that is receptive to new ideas.		
B-6	Consistently demonstrates punctuality appropriate to the position.		

B-7	Consistently demonstrates attendance appropriate to the position.	
B-8	Consistently demonstrates dress appropriate to the assignment.	
B-9	Consistently completes program specific paperwork according to Program policies, guidelines, and deadlines.	

Evaluation of Teaching Performance Objectives and Standards of Student Progress 4/00

COMMENDATIONS:

RECOMMENDATIONS:

 Evaluator's Signature (Date)

 Employee's Signature (Date)

This Report has been discussed with me in conference with the supervisor. An opportunity has been extended to me to attach comments regarding this form.

A SIGNATURE ON THIS FORM DOES NOT NECESSARILY SIGNIFY AGREEMENT WITH THE REPORT.