

Santee School District



Certificated Non-Management Evaluation Guidelines

2016

Santee School District

Certificated Non-Management Evaluation Guidelines

Board of Education

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CERTIFICATED NON-MANAGEMENT GUIDELINES INTRODUCTION

A joint committee of Santee Teachers Association members and Santee District Management Team members has developed these evaluation procedures and forms.

Purpose

The purpose of the evaluation process is to provide an on going process based on formal and informal observation, pre- and post-conferences, and performance of other professional responsibilities.

Goal

The goal of the evaluation process shall be to improve instruction and promote professional growth. Performance of all certificated non-management employees shall be evaluated on the basis of the Santee School District Teacher Expectations and the California Standards for the Teaching Profession.

Employees to be Evaluated

Permanent certificated non-management employees shall be evaluated no less than the following schedule:

Level 1: Years 1-3 (Probationary and first tenured year)	Annually
Level 2: Years 5, 7, 9	Every two (2) years
Level 3: Years 10 and over	Every five (5) years

Additionally, employees transferring to a new site or position will be evaluated the first year of the new assignment before moving to Level 2 or Level 3 based upon years in the district. An Administrator may choose to evaluate a certificated non-management employee outside of this schedule based upon need.

If a permanent certificated non-management employee is evaluated during a year in which he or she shares a contract with another teacher and the employment period is during the second semester, the employee will be notified by the supervisor of intent to evaluate within five (5) days upon return to work. Second semester observations and final evaluation timelines will be followed.

Any employee who does not receive a satisfactory evaluation will be evaluated the following year.

Evaluators

The evaluator is usually the evaluatee's immediate supervisor. However, district management may designate a management employee other than the immediate supervisor to serve as an evaluator for certificated non-management employees. If an evaluatee moves to another assignment during the school year, modifications in the evaluation plan may be made.

Tracks

All temporary and probationary certificated non-management employees will use Track I Guidelines. All permanent certificated non-management employees receiving satisfactory

evaluations as measured against the Santee School District Teacher Expectations and the California Standards for the Teaching Profession and previous evaluations will use Track II observations or the Alternative Evaluation System Guidelines. The use of the Track II Alternative Evaluation System will be mutually agreed upon. All permanent certificated non-management employees who have documented problems and/or are in need of assistance will use the Assistance Plan.

Goal Setting

The Santee School District Teacher Expectations and the California Standards for the Teaching Profession will serve as a standard to evaluate all certificated non-management employees. The evaluatee and evaluator will mutually identify standards and develop criteria for measuring progress toward meeting the goals that will promote student learning and professional competence.

If mutual agreement cannot be reached, the evaluator will select two (2) standards or goals and the evaluatee will select two (2) standards or goals. The goals, and criteria for measuring progress toward the goals, will be recorded on the Pre-Evaluation Form.

The Mid-Year Evaluation- Track I and Assistance Plan Employees

Prior to December 15, a mid-year conference will be held with the evaluatee and evaluator to discuss the evaluatee's progress in attaining goals. The evaluator will discuss formal and informal observations and the performance of other professional responsibilities as related to the Santee School District Teacher Expectations and the California Standards for the Teaching Profession with the evaluatee. The Mid-Year Evaluation Form containing the summary of the evaluator's formal and informal observations, appraisals and observations related to the performance of other professional responsibilities, and recommendations for improvement will be given to the evaluatee. Any employee who is not satisfactorily meeting Santee School District Teacher Expectations will be informed, and specific recommendations will be given on the Mid-Year Evaluation Form. The employee may attach a statement to the Mid-Year Evaluation Form.

The Final Evaluation Report

Prior to March 1 for Probationary and Temporary employees and May 20 for Permanent Track II employees, the evaluatee and the evaluator will hold a final conference to discuss the attainment of the mutually agreed upon goals. The Final Evaluation Report Form, including dates of formal observations, evaluator's summative report, and recommendations, if needed, will be given to the employee. The summative report will include a summary of:

- Evaluator's formal and informal observations (including dates of formal observations);
- Evaluator's appraisals;
- Evaluatee's performance of other professional responsibilities; and
- Recommendations, if needed.

Any Track II employee who has not satisfactorily met the expectations as stated in the Santee School District Teacher Expectations and the California Standards for the Teaching Profession will be informed that he or she will be re-evaluated the following year. The employee may attach a statement to the Final Evaluation Report.

Personnel File

All evaluation documents will be placed in the employee's personnel file after the employee has had an opportunity to review and comment on the contents of the document.

SANTEE SCHOOL DISTRICT

Teacher Evaluation System

Track I

Temporary, Probationary and 1st Year Tenured Teachers

Temporary Employees	Satisfactory Competency in all six standards	Unsatisfactory Not recommended for continued employment
Probationary Employees Years 1 & 2	Satisfactory Competency in all six standards	Unsatisfactory Not recommended for continued employment
1 st Year Tenured Teachers	Satisfactory Competency in all six standards	Unsatisfactory Placed on an Assistance Plan

Track II

Tenured Teachers

Evaluation Year	Satisfactory Competency in all six standards	Unsatisfactory Not meeting all six standards Placed on an Assistance Plan
Off Year(s)	Satisfactory Competency in all six standards	Unsatisfactory Not meeting all six standards Referred to the evaluation process for specific standards or to the Assistance Plan process

Assistance Plan

Tenured Teachers

Needs to be implemented as soon as possible	Implemented at or after the start of the school year	FOR The remainder of that school year
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THE CALIFORNIA STANDARDS FOR THE TEACHING PROFESSION

<p>Standard One: Engaging & Supporting All Students in Learning</p> <ol style="list-style-type: none"> 1.1 Using knowledge of students to engage them in learning. 1.2 Connecting learning to students' prior knowledge, backgrounds, life experiences, and interest. 1.3 Connecting subject matter to meaningful, real-life contexts 1.4 Using a variety of instructional strategies, resources, and technologies to meet students' diverse needs. 1.5 Promoting critical thinking through inquiry, problem solving, and reflection. 1.6 Monitoring student learning and adjusting instruction while teaching. 	<p>Standard Two: Creating & Maintaining Effective Environments for Student Learning</p> <ol style="list-style-type: none"> 2.1 Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully. 2.2 Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students. 2.3 Establish and maintain learning environments that are physically, intellectually, and emotionally safe. 2.4 Creating a rigorous learning environment with high expectations and appropriate support for all students. 2.5 Developing, communicating, and maintaining high standards for individual and group behavior. 2.6 Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn. 2.7 Using instructional time to optimize learning.
<p>Standard Three: Understanding & Organizing Subject Matter for Student Learning</p> <ol style="list-style-type: none"> 3.1 Demonstrating knowledge of subject matter and academic content standards. 3.2 Applying knowledge of student development and proficiencies to ensure student understanding of subject matter. 3.3 Organizing curriculum to facilitate student understanding of the subject matter. 3.4 Utilizing instructional strategies that are appropriate to the subject matter. 3.5 Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students. 3.6 Addressing the needs of <u>English Learners</u> and students with special needs to provide equitable access to the content. 	<p>Standard Four: Planning Instruction & Designing Learning Experiences for All Students</p> <ol style="list-style-type: none"> 4.1 Using knowledge of students' academic readiness, language proficiency, cultural backgrounds, and individual development to plan instruction. 4.2 Establishing and articulating goals for student learning. 4.3 Developing and sequencing long-term and short-term instructional plans to support student learning. 4.4 Planning instruction that incorporates appropriate strategies to meet the learning needs of all students. 4.5 Adapting instructional plans and curricular materials to meet the assessed learning needs of all students.
<p>Standard Five: Assessing Student Learning</p> <ol style="list-style-type: none"> 5.1 Applying knowledge of the purposes, characteristics, and uses of different types of assessments. 5.2 Collecting and analyzing assessment data from a variety of sources to inform instruction. 5.3 Reviewing data, both individually and with colleagues, to monitor student learning. 5.4 Using assessment data to establish learning goals and to plan, differentiate, and modify instruction. 5.5 Involving all students in self-assessment, goal setting, and monitoring progress. 5.6 Using available technologies to assist in assessment, analysis, and communication of student learning. 5.7 Using assessment information to share timely and comprehensible feedback with students and their families. 	<p>Standard Six: Developing as a Professional Educator</p> <ol style="list-style-type: none"> 6.1 Reflecting on teaching practice in support of student learning. 6.2 Establishing professional goals and engaging in continuous and purposeful professional growth and development. 6.3 Collaborating with colleagues and the broader professional community to support teacher and student learning. 6.4 Working with families to support student learning. 6.5 Engaging local communities in support of the instructional program. 6.6 Managing professional responsibilities to maintain motivation and commitment to all students. 6.7 Demonstrating professional responsibility, integrity, and ethical conduct.



Santee School District Strategic Plan

Vision, Mission, Belief Statements, and Goals Adopted May 1, 2012

Mission

Santee School District assures a quality education, empowering students to achieve academic excellence and to develop life skills needed for success in a diverse and changing society.

Vision

Santee School District will be an innovative leader in education, inspiring students to realize their unique potential.

Rallying Cry

"Where Young Minds Meet Open Doors"

Belief Statements

Children are our first priority. Therefore we believe...

1. All students can learn.
2. Student growth, academic performance, and positive personal development are the highest measures of student and district success.
3. Trust, integrity, respect, citizenship, honesty, responsibility, commitment, and pride are the foundations on which our district is built.
4. Students should understand and respect the origin of the nation, the law of the land, and the principles of our democracy.
5. Parent and community involvement in our schools is crucial to the academic success of our students.
6. Knowledgeable, motivated, and inspired employees assure the success of our students.
7. Everyone has the right to learn and work in a safe, healthy, orderly, and clean environment.
8. The district operates efficiently and effectively through focused leadership, fiscal responsibility, and open communication, with a strong academic program as the top priority.

Goals

Educational Achievement

Assure the highest level of educational achievement for all students.

Learning Environment

Provide a safe, engaging environment that promotes creativity, innovation, and personalized learning.

Fiscal Accountability

Financially support the vision, mission, and goals of the District by maximizing resources, controlling expenses, and managing assets to ensure fiscal solvency and flexibility.

Staff Development

Implement a staff development plan as the cornerstone of employee performance and growth.

Student Well-Being

Provide social, emotional, and health service programs, integrated with community resources, to foster student character and personal well-being.

Goals Inclusive of Core Strategies

Educational Achievement

- Foreign Language ▪ Quality Curriculum and Instruction

Staff Development

Student Well Being

- Community Connections

Fiscal Accountability

Learning Environment

- Facilities ▪ Technology ▪ Class Size

SANTEE SCHOOL DISTRICT

Certificated Evaluation

Year at a Glance

TASK	To be completed by:				
	Track I	Track II Level 2	Track II Level 3	Alternative Plan	Assistance Plan
Distribution of Teacher Standards & Evaluation Packet And Notification of intent to evaluate	Oct 1	Oct 1	Oct 1	Oct 1	When Needed or Teacher Prep Week
Initiate or Review Assistance Plan (Assistance Plan can be initiated at any time, however, if known before the beginning of the school year, this date should be met.)					Sept 15
Pre-evaluation Conference & Forms and Alternative Project Proposal & Conference	Oct 15	Oct 30	Oct 30	Oct 15	
Formal Observations 1 & 2	Dec 15	Jan 31			Dec 15
Formal Observation 1			Jan 31		
Mid-Year Evaluation	Dec 15				Jan 31
Mid-Year Reflection				Jan 31	
Formal Observations 3 & 4	March 1	May 20			May 20
Formal Observation 2			May 20		
Final Evaluation & Conference	March 1	May 20	May 20	May 20	May 20

Note: If a date falls upon a weekend or a holiday, the due date is the first working day following that date.

SANTEE SCHOOL DISTRICT

Track I Evaluation

Purpose

Track I is designed to provide teachers with a specific focus in their efforts to develop and strengthen their skills in teaching. The Santee School District Teacher Standards reflect the goals and standards for teacher excellence and sound educational practice as prescribed in the California Standards for the Teaching Profession. These standards assure that quality education is provided for all students and offer an opportunity for continual professional growth for teachers.

Eligibility

- Temporary employee
- Probationary employee
- First Year Tenured employee

Desired Evaluation Outcomes

- Student learning
- Self reflection
- Continued professional development
- Collegiality and collaboration as an effective team member
- Instructional improvement
- Demonstration of Competency

Evaluation Process

The final evaluation is an accumulation of data including, but not limited to:

- Established goals
- Classroom visitations
- Formal and informal observations
- Teacher/supervisor dialogues and conferences
- Evidence/artifacts demonstrating progress toward teacher standards

Mid Year Evaluation

The mid year evaluation is an opportunity for teacher and supervisor to reflect on progress to date, identify areas of strength and make recommendations for further growth. In addition to the data accumulated for the final evaluation, the mid year evaluation includes a formal conference between teacher and supervisor.

Final Evaluation

The final evaluation is an opportunity for teacher and supervisor to reflect on progress for the year, identify areas of strength and make recommendations for further growth. In addition to the data accumulated, the final evaluation includes a formal conference between teacher and supervisor.

SANTEE SCHOOL DISTRICT

Pre-Evaluation Form

Plan to Demonstrate Competency

Track I

Complete four (4) forms, one for each of four (4) State standards

Name	Assignment/ Grade Level	Date
Site		(Include current year) <input type="checkbox"/> Temporary _____ years <input type="checkbox"/> Probationary _____ years <input type="checkbox"/> 1 st Year Tenured

Specific goal(s) addressed by this plan:

Plan for implementation (includes strategies for teacher, timelines, resources or support):

Plan for monitoring progress:

State Standard:

- Engaging and supporting all students in learning - *Standard 1*
- Creating and maintaining effective environments for student learning - *Standard 2*
- Understanding and organizing subject matter for student learning - *Standard 3*
- Planning instruction and designing learning experiences for all students - *Standard 4*
- Assessing student learning - *Standard 5*
- Developing as a professional educator - *Standard 6*

Implementation signatures:

Teacher's Signature: _____ Date _____

Supervisor's Signature: _____ Date _____

Four (4) Pre-Evaluation forms Due Oct 15

FORM 1

Distribution: Evaluator, Evaluatee & Personnel file

SANTEE SCHOOL DISTRICT

Formal Certificated Observation

Track I

To be completed at least four (4) times during the evaluation year

Teacher		Date	
Site	Day: M T W Th F	Beginning Time	Duration of Observation
Lesson Objective		Subject of Activity Observed	

Observed: It is not anticipated that each area will necessarily be observed in any given observation. Check item if observed. Check specific elements if appropriate.

- Engaging and supporting all students in learning - *Standard 1*
- Creating and maintaining effective environments for student learning - *Standard 2*
- Understanding and organizing subject matter for student learning - *Standard 3*
- Planning instruction and designing learning experiences for all students - *Standard 4*
- Assessing student learning - *Standard 5*
- Developing as a professional educator - *Standard 6*

Supervisor's comments:

Teacher analysis & reflection of student learning:

Post conference comments: _____

Teacher's Signature: _____ Date _____

Supervisor's Signature: _____ Date _____

Evaluatee's signature does not constitute endorsement of evaluator's comments, but acknowledges that an observation has taken place.

FORM 2

Distribution: Evaluator, Evaluatee & Personnel file

SANTEE SCHOOL DISTRICT

Track I

Mid-Year Evaluation

Name		Date
Site	Assignment/ Grade Level	(Include current year) <input type="checkbox"/> Temporary _____ years <input type="checkbox"/> Probationary _____ years <input type="checkbox"/> 1 st Year Tenured

Feedback and recommendations of supervisor:

Satisfactory_____ **Making Progress**_____ **Unsatisfactory**_____

Teacher's Signature: _____ Date _____

You have the option to attach employee comments to this evaluation form.

Supervisor's Signature: _____ Date _____

Form due: December 15

FORM 3

Distribution: Evaluator, Evaluatee & Personnel file

SANTEE SCHOOL DISTRICT

Track I

Final Evaluation

Name		Date
Site	Assignment/ Grade Level	(Include current year) <input type="checkbox"/> Temporary _____ years <input type="checkbox"/> Probationary _____ years <input type="checkbox"/> 1 st Year Tenured

Feedback and recommendations of supervisor:

Satisfactory _____ **Making Progress** _____ **Unsatisfactory** _____

Teacher's Signature: _____ Date _____

You have the option to attach employee comments to this evaluation form.

Supervisor's Signature: _____ Date _____

Form due: March 1

Distribution: Evaluator, Evaluatee & Personnel file

FORM 4

SANTEE SCHOOL DISTRICT

Track II Evaluation

Purpose

Track II is designed to provide teachers with a specific focus in their efforts to develop and strengthen their skills in teaching. The Santee School District Teacher Standards reflect the goals and standards for teacher excellence and sound educational practice as prescribed in the California Standards for the Teaching Profession. These standards assure that quality education is provided for all students and offer an opportunity for continual professional growth for teachers.

Eligibility

- Permanent Employees not on an Assistance Plan
- Beyond 1st Year Tenured Employee

Desired Evaluation Outcomes

- Student learning
- Self reflection
- Continued professional development
- Collegiality and collaboration as an effective team member
- Instructional improvement
- Continued demonstration of competency

Evaluation Process

The final evaluation is an accumulation of data including, but not limited to:

- Classroom visitations
- Formal and informal observations
- Teacher/supervisor dialogues and conferences
- Evidence/artifacts demonstrating progress toward teacher standards

Final Evaluation

The final evaluation is an opportunity for teacher and supervisor to reflect on progress for the year, identify areas of strength and make recommendations for further growth. In addition to the data accumulated, the final evaluation includes a formal conference between teacher and supervisor.

SANTEE SCHOOL DISTRICT

Pre-Evaluation Form

Plan to Demonstrate Competency

Track II

Level 2 – Complete four (4) forms, one for each of 4 State standards

Level 3 – Complete two (2) forms, one for each of 2 State standards

Name	Date
Site	Assignment/ Grade Level

Specific goal(s) addressed by this plan:

Plan for implementation (includes strategies for teacher, timelines, resources or support):

Plan for monitoring progress:

State Standard:

- Engaging and supporting all students in learning - *Standard 1*
- Creating and maintaining effective environments for student learning - *Standard 2*
- Understanding and organizing subject matter for student learning - *Standard 3*
- Planning instruction and designing learning experiences for all students - *Standard 4*
- Assessing student learning - *Standard 5*
- Developing as a professional educator - *Standard 6*

Implementation signatures:

Teacher's Signature: _____ Date _____

Supervisor's Signature: _____ Date _____

Level 2 Four (4) Pre-Evaluation forms Due Oct 30

Level 3 Two (2) Pre-Evaluation forms Due Oct 30

FORM 5

Distribution: Evaluator, Evaluatee & Personnel file

SANTEE SCHOOL DISTRICT

Formal Certificated Observation

Track II

To be completed at least four (4) times during the evaluation year - Level 2
 To be completed at least two (2) times during the evaluation year - Level 3

Name			Date
Site	Day: M T W Th F	Beginning Time	Duration of Observation
Lesson Objective			Subject of Activity Observed

Observed: It is not anticipated that each area will necessarily be observed in any given observation. Check item if observed. Check specific elements if appropriate. The four previously identified standards for the year should be checked at least once during the year.

- Engaging and supporting all students in learning - *Standard 1*
- Creating and maintaining effective environments for student learning - *Standard 2*
- Understanding and organizing subject matter for student learning - *Standard 3*
- Planning instruction and designing learning experiences for all students - *Standard 4*
- Assessing student learning - *Standard 5*
- Developing as a professional educator - *Standard 6*

Evaluator's comments:

Teacher's reflections regarding depth of student learning:

Post conference comments: _____

Teacher's Signature: _____ Date _____

Supervisor's Signature: _____ Date _____

Evaluatee's signature does not constitute endorsement of evaluator's comments, but acknowledges that an observation has taken place.

FORM 6

Distribution: Evaluator, Evaluatee & Personnel file

SANTEE SCHOOL DISTRICT
Track II
Final Evaluation

Name	Date
Site	Assignment/ Grade Level

Feedback and recommendations of supervisor:

Satisfactory _____ **Making Progress** _____ **Unsatisfactory** _____

Teacher's Signature: _____ Date _____

You have the option to attach employee comments to this evaluation form.

Supervisor's Signature: _____ Date _____

This form will be placed in the personnel file.

Form due: May 20

Distribution: Evaluator, Evaluatee & Personnel file

FORM 7

SANTEE SCHOOL DISTRICT

Alternative Project Evaluation

System

Purpose

The Alternative Evaluation process is designed to be a positive experience for teachers who have a desire to develop their own professional growth process by exploring areas of learning that may not be addressed as effectively in a more traditional evaluation process.

Eligibility

- Track II teachers 5 years or a Level II or Level III teacher in the Santee School District
- A mutually agreed upon project between teacher and supervisor that supports the California Standards for the Teaching Profession
- Teachers on an assistance plan are not eligible

Desired Evaluation Outcomes

- Student learning
- Self reflection
- Continued professional development
- Collegiality and collaboration as an effective team member
- Instructional improvement
- Continued demonstration of competency

Project Components

- Mid-Year reflection
- Evidence of student learning
- Project evidence such as:
 - Portfolios
 - Artifacts
 - Videos
 - Web Design
 - Supervisor(s) Observations
 - Etc.

Examples

Some examples might be:

- Integration of technology into daily instruction
- Development and implementation of strategies to help students with special needs
- Curriculum development for self, site or district
- Advanced educational degree/certification
- PLC

SANTEE SCHOOL DISTRICT
Alternative Evaluation System
Mid-Year Reflection

Name	Date
Site	Assignment/ Grade Level

Personal reflections:

Supervisor's reflections:

Teacher's Signature: _____ Date _____

Supervisor's Signature: _____ Date _____

Form Due: January 31

Distribution: Evaluator, Evaluatee & Personnel file

FORM 9

**SANTEE SCHOOL DISTRICT
Alternative Evaluation System
Final Evaluation**

Name	Date
Site	Assignment Grade Level

Feedback and recommendations of supervisor (Include response to all of the project components):

Satisfactory_____ Unsatisfactory_____

Teacher's Signature: _____ Date _____

You have the option to attach employee comments to this evaluation form.

Supervisor's Signature: _____ Date _____

Conference and Form Due: May 20

FORM 10

Distribution: Evaluator, Evaluatee & Personnel file

SANTEE SCHOOL DISTRICT

Assistance Plan

Purpose

The Assistance Plan is designed to provide teachers with specific needs a clear focus and assistance in their efforts to improve and strengthen their skills in teaching. The Santee School District Teacher Standards reflect the goals and standards for teacher excellence and sound educational practice as prescribed in the California Standards for the Teaching Profession. These standards assure that quality education is provided for all students and offer an opportunity for continual professional growth for teachers.

Eligibility

Permanent Employees not meeting all six (6) standards as documented through the evaluation process.

Desired Assistance Plan Outcomes

(Check all that apply)

- Engaging and supporting all students in learning - *Standard 1*
- Creating and maintaining effective environments for student learning - *Standard 2*
- Understanding and organizing subject matter for student learning - *Standard 3*
- Planning instruction and designing learning experiences for all students - *Standard 4*
- Assessing student learning - *Standard 5*
- Developing as a professional educator - *Standard 6*

Evaluation Process

The final evaluation is an accumulation of data including, but not limited to:

- Classroom visitations
- Formal and informal observations
- Teacher/supervisor dialogues and conferences
- Evidence/artifacts demonstrating progress toward teacher standards

Mid-Year Evaluation

The mid year evaluation is an opportunity for teacher and supervisor to reflect on progress to date, identify areas of strength and make recommendations for further assistance. In addition to the data accumulated for the final evaluation, the mid year evaluation includes a formal conference between teacher and supervisor.

Final Evaluation

The final evaluation is an opportunity for teacher and supervisor to reflect on progress for the year, identify areas of strength, and make recommendations for further growth. In addition to the data accumulated, the final evaluation includes a formal conference between teacher and supervisor.

SANTEE SCHOOL DISTRICT
Certificated Evaluation
Assistance Plan

Complete one (1) form for each area of concern

Name	Date
Site	Assignment/ Grade Level

The Assistance Plan below identifies the area of concern:

Specific goal(s) for improvement:

Plan for assistance (includes strategies for teacher, timelines, resources or support):

Plan for monitoring progress:

Evaluation Criteria/Evidence of Standard attainment:

Standard:

- Engaging and supporting all students in learning - *Standard 1*
- Creating and maintaining effective environments for student learning - *Standard 2*
- Understanding and organizing subject matter for student learning - *Standard 3*
- Planning instruction and designing learning experiences for all students - *Standard 4*
- Assessing student learning - *Standard 5*
- Developing as a professional educator - *Standard 6*

Implementation signatures:

Teacher's Signature: _____ Date _____

Supervisor's Signature: _____ Date _____

Distribution: Evaluator, Evaluatee & Personnel file

FORM 11

SANTEE SCHOOL DISTRICT

Formal Certificated Observation Assistance Plan

To be completed at least four (4) times during the evaluation year

Name			Date
Site	Day: M T W Th F	Beginning Time	Duration of Observation
Lesson Objective			Subject of Activity Observed

Observed: It is not anticipated that each area will necessarily be observed in any given observation. Check item if observed. Check specific elements if appropriate.

- Engaging and supporting all students in learning - *Standard 1*
- Creating and maintaining effective environments for student learning - *Standard 2*
- Understanding and organizing subject matter for student learning - *Standard 3*
- Planning instruction and designing learning experiences for all students - *Standard 4*
- Assessing student learning - *Standard 5*
- Developing as a professional educator - *Standard 6*

Supervisor's comments:

Teacher's analysis and reflections of student learning:

Post conference comments: _____

Teacher's Signature: _____ Date _____

Supervisor's Signature: _____ Date _____

Evaluatee's signature does not constitute endorsement of evaluator's comments but acknowledges that an observation has taken place.

FORM 12

Distribution: Evaluator & Evaluatee

SANTEE SCHOOL DISTRICT
Assistance Plan
Mid-Year Evaluation

Name	Date
Site	Assignment/ Grade Level

Feedback and recommendations of supervisor:

Satisfactory_____ Making Progress_____ Unsatisfactory_____

Teacher's Signature: _____ Date _____

You have the option to attach employee comments to this evaluation form.

Supervisor's Signature: _____ Date _____

Form due: January 31

Distribution: Evaluator, Evaluatee & Personnel file

FORM 13

SANTEE SCHOOL DISTRICT
Assistance Plan
Final Evaluation

Name	Date
Site	Assignment/ Grade Level

Feedback and recommendations of supervisor:

Satisfactory_____ Making Progress_____ Unsatisfactory_____

Teacher's Signature: _____ Date_____

You have the option to attach employee comments to this evaluation form.

Supervisor's Signature: _____ Date_____

Form due: May 20

Distribution: Evaluator, Evaluatee & Personnel file

FORM 14