

**FRESNO UNIFIED SCHOOL DISTRICT
CERTIFICATED EVALUATION
2011-2012**

Preliminary Evaluation

Summary Evaluation

AFFIX LABEL HERE	Course/Subject/Grade Level	School/Department	Date
<input type="checkbox"/> Intern <input type="checkbox"/> Temporary <input type="checkbox"/> Probationary I <input type="checkbox"/> Probationary II <input type="checkbox"/> Permanent			

FRESNO UNIFIED SCHOOL DISTRICT PROFESSIONAL RESPONSIBILITIES
(Assessed by reflection, observation, documentation, conference)

NOTE: THE EVALUATOR MAY ATTACH PAGES AS NEEDED TO COMPLETE NARRATIVE/COMMENT SECTIONS.

STANDARD I: ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING

- Using knowledge of students to engage them in learning
- Connecting learning to students' prior knowledge, backgrounds, life experience, and interests
- Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs
- Promoting critical thinking through inquiry, problem solving, and reflection
- Facilitating learning experiences that promote autonomy, interaction, and choice
- Monitoring student learning and adjusting instruction while teaching

Meet Standards Proficient
 Meet Standards Minimally
 Does Not Meet Standards

STANDARD II: CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING

- Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully
- Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students
- Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe
- Creating a rigorous learning environment with high expectations and appropriate support for all students
- Developing, communicating, and maintaining high standards for individual and group behavior
- Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn
- Using instructional time to optimize learning

Meet Standards Proficient
 Meet Standards Minimally
 Does Not Meet Standards

STANDARD III: UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING

- Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks
- Applying knowledge of student development and proficiencies to ensure student understanding of subject matter
- Organizing curriculum to facilitate student understanding of subject matter
- Using instructional strategies that are appropriate to the subject matter
- Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students
- Addressing the needs of English Learners and students with special needs to provide equitable access to the content

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STANDARD IV: PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS

- Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instructional
- Establishing and articulating goals for student learning
- Developing and sequencing long-term and short-term instructional plans to support student learning
- Planning instruction that incorporates appropriate strategies to meet the learning needs of all students
- Adapting instructional plans and curricular materials to meet the assessed learning needs of all students

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STANDARD V: ASSESSING STUDENT LEARNING

- Applying knowledge of the purposes, characteristics, and uses of different types of assessments
- Collecting analyzing assessment data from a variety of sources to inform instruction

- Reviewing data, both individually and with colleagues, to monitor student learning
- Using assessment data to establish learning goals and to plan, differentiate, and modify instruction
- Involving all students in self-assessment, goal setting, and monitoring progress
- Using available technologies to assist in assessment, analysis, and communication of student learning
- Using assessment information to share timely and comprehensible feedback with students and their families

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 Does Not Meet Standards

STANDARD VI: DEVELOPING AS A PROFESSIONAL EDUCATOR

- Reflecting on teaching practice in support of student learning
- Establishing professional goals and engaging in continuous and purposeful professional growth and development
- Collaborating with colleagues and the broader professional community to support teacher and student learning
- Working with families to support student learning
- Engaging local communities in support of the instructional program
- Managing professional responsibilities to maintain motivation and commitment to all students
- Demonstrating professional responsibility, integrity, and ethical conduct

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 Does Not Meet Standards

DATA SOURCES ON WHICH EVALUATION IS BASED: (e.g., reflection, documentation, observations, (formal and informal) lesson plans, student work, conferences:

EVALUATOR'S OVERALL COMMENTS:

CSTP 1-Engaging and Supporting ALL Students in Learning-
CSTP 2-Creating and Maintaining Effective Environments for Student Learning-
CSTP 3-Understanding and Organizing Subject Matter for Student Learning-
CSTP 4-Planning Instruction and Designing Learning Experiences for ALL Students-
CSTP 5-Assessing Students for Learning-
CSTP 6-Developing as a Professional Educator-

If the Preliminary Evaluation for a permanent Bargaining Unit member indicates that said member is not meeting standards he/she shall choose one of the following options:

See Collective Bargaining Agreement

Option 1 Option 2 Option 3

Article 16, Section 1(5) (c)

PRIMARY EVALUATOR'S SIGNATURE:	DESIGNATED EVALUATOR'S SIGNATURE:	EVALUATEE'S SIGNATURE:
EVALUATOR'S ID NUMBER:	EVALUATOR'S ID NUMBER:	PRINT NAME:
DATE:	DATE:	DATE:

The evaluatee's signature does not indicate agreement. A written response may be submitted within ten (10) days. (Revised 12-02-07)