



**Appendix E  
FINAL EVALUATION**

**Employment Status:**

- Temporary
- Probationary Prob 0, Prob 1, Intern
- Probationary 2nd Year
- Permanent

Teacher's Name \_\_\_\_\_ Employee ID# \_\_\_\_\_ Date \_\_\_\_\_

School \_\_\_\_\_ Assignment \_\_\_\_\_ Grade(s) \_\_\_\_\_ Subject(s) \_\_\_\_\_

Special Conditions (including type of class)

Evaluator's Name \_\_\_\_\_ Evaluator's Employee ID# \_\_\_\_\_

The Teacher shall pick one element from each of the six standards to be evaluated. A "T" shall be entered in the appropriate box to indicate the Teacher's selection.

The Evaluator shall pick one element from each of the six standards to be evaluated. A "E" shall be entered in to the appropriate box to indicated the Evaluator's selection.

T/E	Standard I- Engaging and Supporting All Students in Learning	4	3	2	1
	1.1 Using knowledge of students to engage them in learning	○	○	○	○
	1.2 Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests	○	○	○	○
	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 learning needs	○	○	○	○
	1.5 Promoting critical thinking through inquiry, problem solving, and reflection	○	○	○	○
	1.6 Monitoring student learning and adjusting instruction while teaching	○	○	○	○

Evidence of how Standard was met or not met

**Summary**

- |   |                     |
|---|---------------------|
| 4. Experienced Practice that Exemplifies the Standard | (Commendable)       |
| 3. Maturing Beginning Practice                        | (Satisfactory)      |
| 2. Developing Beginning Practice                      | (Needs Improvement) |
| 1. Practice Not Consistent with Standard Expectations | (Unsatisfactory)    |

Comments

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T/E	Standard II – Creating and Maintaining Effective Environments for Student Learning	4	3	2	1
	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 Establishing and maintaining 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				

Evidence of how Standard was met or not met

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Summary

- |   |                     |
|---|---------------------|
| 4. Experienced Practice that Exemplifies the Standard | (Commendable)       |
| 3. Maturing Beginning Practice                        | (Satisfactory)      |
| 2. Developing Beginning Practice                      | (Needs Improvement) |
| 1. Practice Not Consistent with Standard Expectations | (Unsatisfactory)    |

Comments

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T/E	Standard III – Understanding and Organizing Subject Matter for Learning	4	3	2	1
	3.1 Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks				
	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 English learners and students with special needs to provide equitable access to the content				

Evidence of how Standard was met or not met

Summary

- |   |                     |
|---|---------------------|
| 4. Experienced Practice that Exemplifies the Standard | (Commendable)       |
| 3. Maturing Beginning Practice                        | (Satisfactory)      |
| 2. Developing Beginning Practice                      | (Needs Improvement) |
| 1. Practice Not Consistent with Standard Expectations | (Unsatisfactory)    |

Comments

T/E	Standard IV – Planning Instruction and Designing Learning Experiences for All Students	4	3	2	1
	4.1 Using knowledge of students’ academic readiness, language proficiency, cultural background, 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				

Evidence of how Standard was met or not met

Summary

- |   |                     |
|---|---------------------|
| 4. Experienced Practice that Exemplifies the Standard | (Commendable)       |
| 3. Maturing Beginning Practice                        | (Satisfactory)      |
| 2. Developing Beginning Practice                      | (Needs Improvement) |
| 1. Practice Not Consistent with Standard Expectations | (Unsatisfactory)    |

Comments

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T/E	Standard V – Assessing Students for Learning	4	3	2	1
	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				

Evidence of how Standard was met or not met

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Summary

- |   |                     |
|---|---------------------|
| 4. Experienced Practice that Exemplifies the Standard | (Commendable)       |
| 3. Maturing Beginning Practice                        | (Satisfactory)      |
| 2. Developing Beginning Practice                      | (Needs Improvement) |
| 1. Practice Not Consistent with Standard Expectations | (Unsatisfactory)    |

Comments

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T/E	Standard VI – Developing as a Professional Educator	4	3	2	1
	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 commitments to all students				
	6.7 Demonstrating professional responsibility, integrity, and ethical conduct				

Evidence of how Standard was met or not met

Summary

- |   |                     |
|---|---------------------|
| 4. Experienced Practice that Exemplifies the Standard | (Commendable)       |
| 3. Maturing Beginning Practice                        | (Satisfactory)      |
| 2. Developing Beginning Practice                      | (Needs Improvement) |
| 1. Practice Not Consistent with Standard Expectations | (Unsatisfactory)    |

Comments

Performance of other duties adjunct to the teacher’s assignment.  
Adjunct duties are contractual responsibilities in addition to classroom teaching.

Comments and Examples:

**FINAL EVALUATION SUMMARY**

Commendable	Satisfactory	Needs Improvement	Unsatisfactory
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Summary of Final Evaluation

Specific Plan for Improvement (required if final evaluation is checked "Needs Improvement" or "Unsatisfactory")

Teacher's Comments\*

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 once each school year for probationary personnel or if a permanent, certificated employee has received a final evaluation of Unsatisfactory shall be evaluated in the subsequent year.
  
- At least every other year for personnel with permanent status.
  
- 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.

(Signed) \_\_\_\_\_  
Evaluator Title Date

I have received a copy of the above report. (Signed) \_\_\_\_\_  
Teacher Date

\*Additional comments may be written and attached within five (5) working days.