



Coronado Unified School District

TEACHER EVALUATION AND REFLECTION FORM - PROB/TEMP/IP

Evaluatee Name:		School Year:	Educator Status: (Mark all that apply)	
Site/Assignment:		Course/Subject/Grade Level:		<input type="checkbox"/> Temporary <input type="checkbox"/> Probationary (Year 1) <input type="checkbox"/> Probationary (Year 2) <input type="checkbox"/> Improvement Plan

Evaluator Name & Position:

PART 1: EVALUATION PLAN

Coronado Unified School District Governing Board Goals

Learning: Integrate personalized learning with assessment methods that will prepare all students for academic and vocational success.	Communication: Communicate openly, freely, and accurately to engage and involve all shareholders.	Support: Maintain safe and supportive schools where students and staff thrive.
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School Site(s)' Focus

Domain:	Focus Statement:
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Goals

- **Temporary/Probationary (Years 1-2 in the district)** develop three (3) goals – Written goals and conference due September 30th. Will be evaluated every year.
- **Improvement Plan** develop three (3) goals that pertain to areas of improvement needed - Written goals and conference due September 30th.

* Please note that staff members who work at multiple sites will collaborate with department members to develop goals related to the site(s)' focus
 * For reference, SMART Goal(s) = Specific, Measurable, Attainable, Relevant and Time-Bound; not necessarily based upon student achievement data

Goal 1 Related to Site Focus	Goal 2 Personal Learning Goal	Goal 3 Domain 5: Classroom Environment and Culture (Prob/Temp)
Domain: Sub-Area:	Domain: Sub-Area:	Sub Area(s):
SMART Goal:	SMART Goal:	SMART Goal:
Baseline: <i>Where are you now?</i>	Baseline: <i>Where are you now?</i>	Baseline: <i>Where are you now?</i>
Action Plan: <i>What steps will you take to reach this goal?</i>	Action Plan: <i>What steps will you take to reach this goal?</i>	Action Plan: <i>What steps will you take to reach this goal?</i>

Evidence: <i>What evidence will you use to show growth?</i>	Evidence: <i>What evidence will you use to show growth?</i>	Evidence: <i>What evidence will you use to show growth?</i>

Observation Cycle

Temporary/Probationary (Years 1-2): 1st Observation due October 30th, 2nd Observation due 2nd Friday in December, 3rd Observation due April 15th, Final Evaluation Summary and Conference due March 1st (3rd Observation of evaluatee can be Formal or Informal).
Improvement Plan: 1st Observation due October 30th, 2nd Observation due 2nd Friday in December, 3rd Observation due February 15th, Final Evaluation Summary and Conference due March 1st.

Agreement

Signatures below indicate evaluator and evaluatee have both agreed upon the goals

Evaluator's Signature:	Position:	Date:
Evaluatee's Signature:	Position:	Date:

PART 2: PRE-OBSERVATION / OBSERVATION / POST-OBSERVATION FORM

PRE-OBSERVATION

Evaluatee will complete at least 3 duty days prior to the scheduled observation for all formal observations

Observation #1: Goal Focus:	Learning/Activity Objective: Student Success Criteria: <i>What am I learning?</i> <i>Why am I learning this?</i> <i>How will I know that I have learned it?</i>	Do you have any special requests/look fors?
Observation #2: Goal Focus:	Learning/Activity Objective: Student Success Criteria: <i>What am I learning?</i> <i>Why am I learning this?</i> <i>How will I know that I have learned it?</i>	Do you have any special requests/look fors?
Observation #3 (if formal): Goal Focus:	Learning/Activity Objective: Student Success Criteria: <i>What am I learning?</i> <i>Why am I learning this?</i> <i>How will I know that I have learned it?</i>	Do you have any special requests/look fors?

OBSERVATION

Observation #1

Date:

Descriptive Evidence During Observation:

Observation #2

Date:

Descriptive Evidence During Observation:

Observation #3

Date:

Descriptive Evidence During Observation:**OBSERVATION EVALUATION OF SET GOALS**

U = Unsatisfactory, D = Developing, P = Proficient, E = Exemplary
 (Indicate the date observed in the corresponding letter box)

Standards Based Evidence of Practice	U	D	P	E
Domain 1: PLANNING & PREPARATION				
1. Learning target(s) connected to standards and communicated to students				
2. Lessons connected to previous and future lessons, broader purpose and transferable skill				
3. Designing coherent lessons and performance tasks				
4. Alignment of instructional materials and tasks				
5. Success criteria				
Domain 2: STUDENT ENGAGEMENT				
1. Quality of questioning				
2. Ownership of learning				
3. Capitalizing on students' strengths				
4. Opportunity and support for participation and depth of knowledge				
5. Student talk				
Domain 3: CURRICULUM & PEDAGOGY				
1. Teacher knowledge of content				
2. Purposeful grouping of students				
3. Discipline-specific teaching approaches				
4. Differentiated instruction for students				
5. Lesson structure and pacing				
Domain 4: ASSESSMENT FOR STUDENT LEARNING				
1. Continual student self-assessment and reflection				
2. Quality of formative assessment methods				
3. Teacher use of formative assessments				
4. Data collection and documentation				
Domain 5: CLASSROOM ENVIRONMENT & CULTURE				
1. Establishing a community climate that promotes fairness and respect				
2. Classroom arrangement and resources				
3. Establish and use of norms for learning				
4. Learning routines				
5. Use of learning time				
6. Managing student behavior				
Domain 6: PROFESSIONAL GROWTH, COLLABORATION, & COMMUNICATION				
1. Collaboration with peers and administrators to improve student learning				
2. Communication and collaboration with parents and guardians				

3. Communication within the school community about student progress				
4. Support of school, district and state curricula, policies, and initiatives				
5. Growing and developing professionally				

Evaluator Commendations and Recommendations:

Observation #1:

Observation #2:

Observation #3:

Evaluatee Reflections:

Observation #1:

Observation #2:

Observation #3:

POST-OBSERVATION CONFERENCE

Evaluator and Evaluatee Collaborative Notes:	Action Steps:
Observation #1:	Observation #1 Steps:

Evaluator's Signature:	Position:	Date:
Evaluatee's Signature:	Position:	Date:
Observation #2:	Observation #2 Steps:	
Evaluator's Signature:	Position:	Date:
Evaluatee's Signature:	Position:	Date:
Observation #3:	Observation #3 Steps:	
Evaluator's Signature:	Position:	Date:
Evaluatee's Signature:	Position:	Date:
<p>All written summaries and observations shall be delivered to the evaluatee within three (3) duty days following the observation so that the evaluatee has time for self-reflection within (2) duty days. The post-observation conference will be held within six (6) duty days following the evaluatee's observation. The evaluatee has the right to respond to the post-observation conference in writing, and the response shall be attached to the Evaluation and Reflection Form.</p>		

PART 3: FINAL EVALUATION SUMMARY AND CONFERENCE

Evaluatee Reflection Completion Date (3 duty days prior to meeting):

Meeting Date:

Evaluatee:

1. **Reflect on your progress from this school year toward implementing your action plans and meeting your goals. Include your evidence below.**

Goal 1:

Goal 2:

Goal 3:

2. **Using specific examples, reflect on two highlights from this school year. What are you looking forward to next year? What are a couple of next steps?**

Evaluator Narrative Summary (Commendations & Recommendations):

Evaluator's Signature:

Date:

Evaluatee's Comments: After the summary conference concludes, the evaluatee shall have a right to respond to the evaluation in writing. This response shall be attached to the evaluation prior to it being placed in the evaluatee's personnel file. The evaluatee has ten (10) duty days after the receipt of the evaluation to provide a written response.

I acknowledge being apprised of the above evaluation on a personal conference.

I have attached a statement: Yes No

Evaluatee's Signature:

Date: