FORM 2 - FORMATIVE (CSTP) BASED OBSERVATIONS FOR CERTIFICATED EMPLOYEES

NAME	SUBJECTS and/or GRADE LEVELS	SCHOOL and/or DEPARTMENT	SCHOOL YEAR

All formal and informal observations will be documented on this summative form. The Summative Observation Form provides a continuous summary of observations extending throughout an entire school year.

OBSERVATIONS AND COMMUNICATION/FEEDBACK	STATUS OF TEACHER	CONTINUUM OF TEACHING PRACTICE RATINGS
Date of Observation _____ Type of Communication (conference, e-mail, etc.) _____Date _____ Date of Observation _____ Type of Communication (conference, e-mail, etc.) _____Date _____ Date of Observation _____ Type of Communication (conference, e-mail, etc.) _____Date _____ Date of Final Evaluation/Conference_____	☐ TEMPORARY ☐ PROBATIONARY 1 ☐ PROBATIONARY 2 ☐ INTERMEDIATE (3-6 years) ☐ EXPERIENCED (7+ years) ☐ TRANSITION IN ASSIGNMENT ☐ IMPROVEMENT PLAN ☐ PAR YEAR 1 ☐ PAR YEAR 2	• Emerging • Exploring • Applying • Integrating • Innovating • Not Observed • Unsatisfactory Unsatisfactory requires an Improvement Plan – Form 3 Ed Code 44664

INSTRUCTIONS: Using observation data, document the Continuum of Teaching Practice (CTP) rating which best describes the performance of the employee for each standard of the California Standards for the Teaching Profession (CSTP). If the standard is marked unsatisfactory, documented evidence and comments must be included.

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Standard One: Engaging and Supporting All Students in Learning	CTP Rating	Evidence Dates and Description
CSTP Elements for Standard One		
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		

Standard Two: Creating and Maintaining Effective Environments For Student Learning	CTP Rating	Evidence Date and Description
CSTP Elements for Standard Two		
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, communication, 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		

Standard Three: Understanding and organizing Subject matter For Student Learning	CTP Rating	Evidence Date and Description
CSTP's for Standard Three		
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		

Standard Four: Planning Instruction and Designing Learning Experiences For All Students	CTP Rating	Evidence Date and Description
CSTP's for Standard Four		
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		

Standard Five: Assessing Students For Learning	CTP Rating	Evidence Date and Description
CSTP's for Standard Five		
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 student 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		

Standard Six: Developing as a Professional Educator	CTP Rating	Evidence Date and Description
CSTP's for Standard Six		
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		

A copy of this document will be placed in the employee's personnel file. The employee shall have a right to respond in writing to this evaluation. This response shall be attached to the evaluation prior to it being placed in the employee's personnel file if received within ten (10) working days after the receipt of the evaluation. If response is received more than ten (10) days after receipt of the evaluation, it will be added to the personnel file when received by the District.

Evaluator's Signature_____   Date_____

Evaluatee's Signature _____   Date_____