

**ARTICLE XIV**  
**EVALUATION**

**A. Evaluation Program**

**1. Frequency of Evaluation**

- a. Probationary and temporary employees shall be evaluated each year.
- b. Permanent employees who have been employed by the district for less than ten (10) years shall be evaluated at least every other year. If the most recent evaluation reflects an Unsatisfactory ranking in any element, the employee may be evaluated the subsequent year.
- c. Permanent employees who have been employed by the District for at least ten (10) years may be evaluated every three years instead of every other year if:
  - 1) the employee received a satisfactory evaluation during the previous evaluation cycle.
  - 2) the employee is deemed highly qualified under the No Child Left Behind Act.
  - 3) the evaluator and the employee consent to the three-year cycle.

By request of the evaluator or the employee, the employee will be returned to the evaluation cycle of every other year. Upon receipt of a non-satisfactory evaluation, the employee will be returned to the annual evaluation cycle.

**2. Evaluation Standards, Elements, and Ratings – Temporary and Probationary**

**Employees**

- a. SPERS 166a and 166b, Certificated Professional Evaluation: Objectives and Observations/Probationary and Temporary employees, shall be used by all employees in probationary or temporary status.
- b. All Elements in each Standard shall be addressed during the evaluation period.
- c. The evaluator shall determine, in consultation with the employee, the order and timing of the introduction of elements as the year progresses.
- d. The Elements are the foundation of the observations and feedback, and cumulatively, for the Summative evaluations. They are intended to be observed in the classroom and other appropriate observational environments, and do not constitute projects for the employee to develop outside of the instructional process.
- e. At the mid-point of the employee's school year, the evaluator shall meet with the employee to discuss the status of progress in achieving elements, standards, and other evaluative criteria. The midyear assessment will be formalized using SPERS 166a.
- f. If a probationary employee's employment status is in question, the immediate supervisor shall request that the PAR Panel provide to the employee the assistance of a consulting teacher. This provision shall not supplant the statutory right of the Board of Trustees to make its final determination of retention or non-reemployment of the probationary employee. However, the employee may opt to submit a resignation from his/her position for consideration by the Board.
- g. For the final evaluation, the evaluator shall rate each element in each Standard. The summary of such ratings shall constitute the rating of each Standard.
- h. Ratings consist of the following, which are defined on Rubrics which shall be given to each employee: 1. Practice Not Consistent with Standard Expectations, 2. Developing Beginning Practice, 3. Maturing Beginning Practice, 4. Experienced Practice that Exemplifies the Standard.
- i. A rating of 1 (Practice Not Consistent with Standard Expectations) in two elements in a Standard will result in a rating of Practice Not Consistent with Standard Expectation in the overall Standard. SPERS 166a shall be used for the Midyear/Final Evaluations.

3. Evaluation Standards, Elements, and Ratings – Permanent Employees
- a. SPERS 166a and 166b, Certificated Professional Evaluation: Objectives and Observations/Permanent Employee, shall be used by all employees in permanent status except XIV D.
  - b. Elements 5.6, 6.5 and 6.6 are mandatory for all evaluatees. In addition, each evaluatee shall be responsible for selecting a minimum of one (1) element within Standards 1 through 4. In specific situations, based upon an individual evaluatee's performance, nothing herein shall prevent the evaluator, after collaboration with the employee, from including additional elements. Under those circumstances a maximum of 15 elements which includes the 3 mandatory elements 5.6, 6.5, and 6.6 may be identified on which the Summative evaluation will take place.
  - c. The Elements are the foundation of the observations and feedback, and cumulatively for the Summative evaluations. They are intended to be observed in the classroom and other appropriate observational environments, and do not constitute projects for the teacher to develop outside of the instructional process.
  - d. During the course of the evaluation period, mitigating circumstances may arise which require modification of the Elements selected (i.e., adding additional Elements to reflect exemplary practice or areas of need for focus.) The evaluator may determine additional elements after collaboration with the evaluatee.
  - e. At the mid-point of the employee's school year, the evaluator may meet with the employee to discuss the status of progress in achieving Elements and Standards and other evaluative criteria.
  - f. When a permanent employee experiences performance difficulties the supervisor may suggest to the employee the option of voluntarily participating in PAR.
  - g. In the development of the Summative, year-end evaluation, the evaluator shall rate the employee's performance on the Elements selected, including those required and those added during the year, and shall use those ratings to rate each Standard.
  - h. Ratings consist of: 1. Unsatisfactory, 2. Need Improvement, 3. Meets District Standards, 4. Exemplifies Standards.
  - i. A rating of Unsatisfactory in two Elements in a Standard shall result in the overall Standard being rated as unsatisfactory.
  - j. An unsatisfactory rating of three or more Standards shall result in an overall unsatisfactory evaluation. If the three unsatisfactory ratings are in Standards one through five for a total of any six elements in Standards one through five are rated as unsatisfactory, the evaluation shall be referred to the Peer Assistance and Review Panel for required participation in PAR the following year.
4. Evaluation Timelines:
- a. Each employee who is to be evaluated shall be furnished a copy of the evaluation forms and procedures, including the Rubrics which describe the Elements in each Standard and the ratings thereof, and be notified of the identity of their primary evaluator, no later than the tenth (10th) contractual day of the year in which the evaluation is to take place. In case of a multiple-campus assignment, the District shall designate an evaluator for such employee. Such employees may be observed by the supervisor at any site served, and said observation shall be included in the year-end evaluation.
  - b. Within fifteen (15) contractual working days of the beginning of the individual employee's school year, each employee who is being evaluated shall propose to the evaluator specific Elements within each Standard to begin with (probs and temps) or to be the foundation for the evaluation (permanent teachers).
  - c. Within thirty (30) contractual days of the beginning of the individual employee's school year, the evaluator and evaluatee shall meet to discuss and finalize the Elements as discussed in (3c) above.

- d. The evaluator and evaluatee shall confer about problem areas in the employee's performance within ten (10) contractual days of said problem identification and prior to any negative comments or judgments related to routine classroom deficiencies being included in the final evaluation.
  - e. Not later than forty-five (45) calendar days prior to the end of the employee's school year, the evaluatee shall verify the status of achieving a demonstration of the Elements identified for that year.  
In preparing the final evaluation rating for placement in the employee's personnel file, the evaluator shall rely primarily upon data collected and documented through classroom observations and observation/evaluation or performance conferences that have been previously presented to the unit member in writing in either memo or letter form or on the copy of the "Objectives and Observation" form. Any deficiencies, which may have been presented to the employee in writing, may be reflected in the rating of the relevant Elements. Those that have been corrected or improved shall be so reflected in the ratings.
  - f. Final evaluation ratings shall be summarized and presented to the employee at an evaluation conference no later than thirty (30) calendar days prior to the end of the instructional school year.
5. The Association and the District will meet outside of negotiations to address changes to evaluation documents for nurses and counselors.  
The revised evaluation forms for School Psychologist, Resource Specialists, Designated Instruction Service Providers, Itinerant Teachers, and Teachers on Special Assignment will be implemented beginning with the 2005-06 school year. The Association and District agree to review and modify outside of current negotiations, during the 2004-05 school year, evaluation documents currently utilized by Nurses and Counselors.

**B. Observations**

1. Probationary and temporary employees shall be formally observed at least twice annually. Permanent employees who are being formally evaluated shall be formally observed at least one (1) time annually. Formal observations shall be based on no fewer than fifteen (15) minutes of consecutive classroom time.
2. In the event that deficient performance is noted in an observation of fewer than fifteen (15) minutes, such circumstances will be quickly brought to the employee's attention. If deemed serious, the matter shall be provided in writing to the employee and shall result in a formal observation by the administrator within five (5) contractual days.
3. In the case of a negative observation(s), the evaluator shall meet with the employee within five (5) contractual days to discuss the observation. If deemed serious, the matter shall be provided in writing to the employee. This written statement shall include but not be limited to the following:
  - a. Specific recommendations for improvement.
  - b. Direct assistance to implement such recommendations including additional observations.
  - c. Techniques to measure improvement.
  - d. Released time to visit and observe other employees.
  - e. A time schedule to monitor progress.

The employee shall be entitled to one (1) formal follow-up observation. Such follow-up observation shall be scheduled by the evaluator to occur no sooner than seven (7) contractual days after the conference and no later than twenty (20) contractual days after the conference. By mutual consent of the evaluator and the evaluatee, this timeline may be adjusted.

**C. Alternative Evaluation Program**

1. Participation is strictly voluntary and is available to employees who have completed at least three (3) years consecutive experience in the Escondido Union School District and have achieved permanent status. This is in lieu of the standard evaluation form.
  - a. The discussion regarding an employee's participation may originate with either the immediate supervisor or the employee.

- b. The decision as to whether or not the employee may voluntarily participate in the alternative evaluation program is solely that of the immediate supervisor, and is not subject to grievance.
  - c. Alternative Evaluation form, see Article XIV.
2. Alternate evaluation goals and objectives may be limited to a specific area in which the employee has a desire to focus in order to enhance professional growth and positively impact student learning.
    - a. The Alternative Objectives form will be filled out by the employee and will reflect the mutual agreement of the employee and the immediate supervisor as to the focus, criteria, and means of evaluation of the employee's objectives.
    - b. The time lines for the development of the Goals and Objectives as well as the number of observations, midyear and final evaluations shall remain the same as the standard evaluation.
  3. An employee who participates in the Alternative Evaluation Program will be encouraged to meet and share their project with other district employees at least once during the evaluation procedure.

**D. Maintenance of Data Related to Evaluation**

1. The District shall not base any adverse action against an employee upon derogatory materials which are not contained in such employee's personnel file. Moreover, the District shall not base any adverse action against an employee upon materials which are contained in such employee's personnel file or evaluation folder unless the employee has been notified in writing at such time that the materials were being placed in his/her file or folder.
2. Employees shall not have the right to review personnel file *materials*, which include ratings, reports or records which:
  - a. were obtained prior to the employment of the employee,
  - b. were prepared by identifiable examination committee members, or
  - c. were obtained in connection with a promotional examination.
3. Before information of a negative or derogatory nature is placed in his/her personnel file, the employee shall be given notice. The employee shall be provided reasonable release time, without salary reduction to review and to prepare a written response to such material. The written response shall be attached to the material.
4. Upon written authorization by the employee, a representative shall be permitted to examine and/or obtain copies of materials in such employee's personnel file.
5. The person or persons who draft and/or place material in an employee's personnel file shall sign the material signifying the date on which such material was drafted for placement in the file.
6. District administration access to personnel files shall be limited to the Superintendent and the employee's immediate or prospective supervisor(s) unless otherwise agreed to by the employee. Board of Education members may request the review of an employee's file at a personnel session of the Board of Education. The contents of all personnel files shall be kept in the strictest confidence.
7. The District shall maintain the employee's personnel files at the District's central office. The evaluator may maintain anecdotal information at the job site in between summative evaluations and will annually review anecdotal information that may be removed from the file. Anecdotal information not included in the year-end evaluation following the incident, may not be used in a subsequent year-end evaluation.

**E. Personal Freedom and the Freedom to Teach Related to Evaluation**

1. The personal life of an employee shall not be a subject for evaluation except as it may directly affect the employee's job performance.
2. The exercise of the right to free speech shall not be a subject for evaluation except as it may affect the employee in the performance of his/her assigned functions. The evaluation process recognizes that academic freedom is essential to the fulfillment of the purpose of the District, and it acknowledges the fundamental need to protect employees from censorship or *restraint*, which might interfere with their obligation to pursue truth in the performance of their job role in the District.

**F. Public Charges**

1. No public charge against an employee shall be considered unless it is in writing by the identified complainant. Such charge shall be provided to the employee within ten (10) contractual days.
2. The Superintendent or designee shall determine if an investigation of the complaint is warranted. Should the Superintendent or designee decide an investigation is warranted, the employee shall be entitled to offer evidence in his/her own defense.
3. The unit member may be accompanied by another unit member or CTA representative of his/her choice at any meeting he/she attends during the investigation.
4. Complaints shall not be placed in the *employee's personnel* file without first being investigated by the District. The complaint shall not be placed in the employee's personnel file unless the District confirms the accuracy of the alleged facts.
5. The employee shall be notified if the complaint is to be placed in the personnel file and given an opportunity to attach a written statement thereto.

**G. Commission of Professional Competence**

The District shall release employees who are chosen to serve on the Commission of Professional Competence in accordance with the Education Code. Such service shall be considered a professional responsibility and the rights and duties of the employee rendering such service shall be those contained in the Education Code.

**CERTIFICATED PROFESSIONAL EVALUATION**

CERTIFICATED EMPLOYEE \_\_\_\_\_ School \_\_\_\_\_ Grade \_\_\_\_\_

Assignment \_\_\_\_\_ Track \_\_\_\_\_

Temporary  Probationary 1  Probationary 2  Permanent

**PERMANENT EMPLOYEE RATING SCALE**

- 1. U (Unsatisfactory)
- 2. NI (Needs Improvement)
- 3. MS (Meets Standard)
- 4. ES (Exemplifies Standard)

**NON PERMANENT EMPLOYEE RATING SCALE**

- 1. PN (Practice Not Consistent with Standard Expectation)
- 2. DP (Developing Practice)
- 3. MP (Maturing Practice)
- 4. EP (Experienced Practice)

Beginning of the year Conference \_\_\_\_\_ Midyear Conference \_\_\_\_\_ Final Conference \_\_\_\_\_  
 Date (required for Temps/Probs) Date Date

Formal Observation Date(s): \_\_\_\_\_

CIRCLE IDENTIFIED ELEMENTS OF FOCUS	MIDYEAR (required for Temps/Probs)				FINAL			
	1	2	3	4	1	2	3	4
<b>STANDARD I – Engaging and Supporting All Students in Learning</b>								
1.1 Connect students' prior knowledge, life experience, and interests with learning goals								
1.2 Use a variety of instructional strategies and resources to respond to students' diverse needs								
1.3 Facilitate learning experiences that promote autonomy, interaction, and choice								
1.4 Engage students in problem solving, critical thinking, and other activities that make subject matter meaningful								
1.5 Promote self-directed, reflective learning for all students								
<b>STANDARD II – Creating and Maintaining Effective Environment for Student Learning</b>								
2.1 Create a physical environment that engages all students								
2.2 Establish a climate that promotes fairness and respect								
2.3 Promote social development and group responsibility								
2.4 Establish and maintain standards for student behavior								
2.5 Plan and implement classroom procedures and routines that support student learning								
2.6 Using instructional time effectively								
<b>STANDARD III – Understanding &amp; Organizing Subject Matter for Student Learning</b>								
3.1 Demonstrate knowledge of subject matter content and student development								
3.2 Organize curriculum to support student understanding of subject matter								
3.3 Interrelate ideas and information within and across subject matter areas								
3.4 Develop student understanding through instructional strategies that are appropriate to subject matter								
3.5 Use materials, resources and technologies to make subject matter accessible to students								
<b>STANDARD IV – Planning Instruction &amp; Designing Learning Experiences for All Students</b>								
4.1 Draw on and value students' backgrounds, interests, and developmental learning needs								
4.2 Establish and articulate goals for student learning								
4.3 Develop and sequence instruction, activities, and materials for student learning								
4.4 Design short-term and long-term plans to foster student learning								
4.5 Modify instructional plans to adjust for student needs and respond to ongoing assessments								
<b>STANDARD V – Assessing Student Learning</b>								
5.1 Establish and communicate learning goals for all students								
5.2 Collect and use multiple sources of information to assess student learning								
5.3 Involve and guide students in assessing their own learning								
5.4 Use results of assessments to guide instruction								
5.5 Communicate with students, families, and other audiences about student progress								
5.6 Students demonstrate progress towards the attainment of grade level academic standards								
<b>STANDARD VI – Developing as a Professional Educator</b>								
6.1 Reflect on teaching practice and plan professional development								
6.2 Establish professional goals and pursue opportunities to grow professionally								
6.3 Work with communities to enhance professional practice								
6.4 Work with colleagues to improve professional practice								
6.5 Assumes adjunct duties as equitably assigned to the staff								
6.6 Adheres to the rules and regulations of the school and district								

S PERS 166A (Revised 2001-02)

**OVERALL RANKING BY STANDARD:** 2 or more elements rated as "U" or "PN" will result in an overall standard rating of "U" or "PN;" 3 or more standards 1-6 rated as "U" or "PN" will result in an overall rating of "U" or "PN." For permanent staff, assignment to PAR will result with 3 or more standards 1-5 rated as "U" or a total of 6 elements in Standards 1- 5 rated as "U" as per Side Letter 02-03.

**MIDYEAR EVALUATION** (required for temps/probs)

Standard 1 \_\_\_\_ Standard 2 \_\_\_\_ Standard 3 \_\_\_\_ Standard 4 \_\_\_\_ Standard 5 \_\_\_\_ Standard 6 \_\_\_\_

**OVERALL EVALUATION** \_\_\_\_\_

Midyear Evaluation Comments:

\_\_\_\_\_  
Evaluater's Signature                      Date                      Evaluator's Signature                      Date

- Check if employee is possible non-reelection (non permanent only)
- Check if recommended for voluntary participation in PAR. PAR information provided to employee. Employee is responsible for contacting PAR panel.

**FINAL EVALUATION** (required for all employees being evaluated)

Standard 1 \_\_\_\_ Standard 2 \_\_\_\_ Standard 3 \_\_\_\_ Standard 4 \_\_\_\_ Standard 5 \_\_\_\_ Standard 6 \_\_\_\_

**OVERALL EVALUATION** \_\_\_\_\_

Final Evaluation Comments:

\_\_\_\_\_  
Evaluater's Signature                      Date                      Evaluator's Signature                      Date

- Check if assigned to PAR due to unsatisfactory ranking (permanent only)
- Check if recommended for voluntary participation in PAR. PAR information provided to employee. Employee is responsible for contacting PAR panel.

OK to file \_\_\_\_\_                      Data Entry \_\_\_\_\_                      Notification to PAR \_\_\_\_\_

**PROFESSIONAL EVALUATION FOR SPECIAL EDUCATION SERVICE PROVIDER**

CERTIFICATED EMPLOYEE \_\_\_\_\_ School \_\_\_\_\_ Grade \_\_\_\_\_

Assignment:

- Speech and Language Pathologist
- Adaptive PE Specialist
- Resource Specialist
- Itinerant Services for Visually Impaired
- Itinerant Services for Hearing Impaired
- School Psychologist

Temporary  Probationary 1  Probationary 2  Permanent

PERMANENT EMPLOYEE RATING SCALE

NON PERMANENT EMPLOYEE RATING SCALE

- 1. U (Unsatisfactory)
- 2. NI (Needs Improvement)
- 3. MS (Meets Standard)
- 4. ES (Exemplifies Standard)

- 1. PN (Practice Not Consistent with Standard Expectation)
- 2. DP (Developing Practice)
- 3. MP (Maturing Practice)
- 4. EP (Experienced Practice)

Beginning of the year Conference \_\_\_\_\_ Date \_\_\_\_\_ Midyear Conference \_\_\_\_\_ Date \_\_\_\_\_ Final Conference \_\_\_\_\_ Date \_\_\_\_\_  
 (required for Temps/Probs)

Formal Observation Date(s): \_\_\_\_\_

GOALS/ASSESSMENTS	MIDYEAR (required for Temps/Probs)				FINAL			
	1	2	3	4	1	2	3	4
GOAL I – The service provider identifies and evaluates students with a suspected disability in the area of specialty.								
Assessment - Maintain documentation in screening, referral, or SST logs, evaluation plus/reports IEP notices, and IEPs.								
GOAL II – The service provider provides appropriate designated instruction and services/special education services pursuant to assigned students' individual education programs (IEP).								
Assessment - Maintain service schedule, therapy logs, and progress reports.								
GOAL III – The service provider implements the IDEA consistent with district procedures and policies regarding the provision of assigned designated instruction and services/special education services.								
Assessment - Maintain records/files for assigned students containing all pertinent and legally required information.								
GOAL IV – The service provider provides consultations and support to parents and staff in the area of specialty.								
Assessment - Document consultations/communications with parents and staff regarding goals, service, and progress of assigned students.								
GOAL V – The service provider participates in professional growth opportunities offered by the district, SELPA, or agencies.								
Assessment - Maintain documentation of participation in staff development activities.								
GOAL VI – The service provider adheres to school and district rules and regulations.								
<b>SCHOOL PSYCHOLOGIST (Assessments same as 1-5 above.)</b>								
GOAL I – The school psychologist identifies and evaluates students with a suspected disability.								
GOAL II – The school psychologist provides/monitors designated instruction and services pursuant to assigned students' individual education programs (IEP).								
GOAL III – The school psychologist implements the IDEA consistent with district procedures and policies regarding the provision of special education services.								
GOAL IV – The school psychologist provides consultations and support to parents and staff in the areas of intervention, preventive crisis management, and students' social-emotional needs.								
GOAL V – The school psychologist participates in professional growth opportunities offered by the district, SELPA, or agencies.								
GOAL VI – The school psychologist adheres to school and district rules and regulations.								



OVERALL RANKING BY GOAL: 3 or more goals 1-6 rated as "U" or "PN" will result in an overall rating of "U" or "PN." For permanent staff, assignment to PAR will result with 2 or more goals 1-5 rated as "U"

**MIDYEAR EVALUATION** (required for temps/probs)

Goal 1 \_\_\_\_ Goal 2 \_\_\_\_ Goal 3 \_\_\_\_ Goal 4 \_\_\_\_ Goal 5 \_\_\_\_ Goal 6 \_\_\_\_

**OVERALL EVALUATION** \_\_\_\_\_

Midyear Evaluation Comments:

\_\_\_\_\_  
Evaluatee's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Evaluator's Signature

\_\_\_\_\_  
Date

Check if employee is possible non-reelection (non permanent only)

Check if recommended for voluntary participation in PAR. PAR information provided to employee. Employee is responsible for contacting PAR panel.

**FINAL EVALUATION** (required for all employees being evaluated)

Goal 1 \_\_\_\_ Goal 2 \_\_\_\_ Goal 3 \_\_\_\_ Goal 4 \_\_\_\_ Goal 5 \_\_\_\_ Goal 6 \_\_\_\_

**OVERALL EVALUATION** \_\_\_\_\_

Final Evaluation Comments:

\_\_\_\_\_  
Evaluatee's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Evaluator's Signature

\_\_\_\_\_  
Date

Check if assigned to PAR due to unsatisfactory ranking (permanent only)

Check if recommended for voluntary participation in PAR. PAR information provided to employee. Employee is responsible for contacting PAR panel.

OK to file \_\_\_\_\_

Data Entry \_\_\_\_\_

Notification to PAR \_\_\_\_\_

**CERTIFICATED PROFESSIONAL EVALUATION**  
Teachers on Special Assignment

CERTIFICATED EMPLOYEE \_\_\_\_\_ School \_\_\_\_\_ Grade \_\_\_\_\_

Assignment \_\_\_\_\_ Track \_\_\_\_\_

Temporary  Probationary 1  Probationary 2  Permanent

**PERMANENT EMPLOYEE RATING SCALE**

- 1. U (Unsatisfactory)
- 2. NI (Needs Improvement)
- 3. MS (Meets Standard)
- 4. ES (Exemplifies Standard)

**NON PERMANENT EMPLOYEE RATING SCALE**

- 1. PN (Practice Not Consistent with Standard Expectation)
- 2. DP (Developing Practice)
- 3. MP (Maturing Practice)
- 4. EP (Experienced Practice)

Beginning of the year Conference \_\_\_\_\_ Date \_\_\_\_\_ Midyear Conference \_\_\_\_\_ Date \_\_\_\_\_ Final Conference \_\_\_\_\_ Date \_\_\_\_\_  
(required for Temps/Probs)

Formal Observation Date(s): \_\_\_\_\_

CIRCLE IDENTIFIED ELEMENTS OF FOCUS	MIDYEAR (required for Temps/Probs)				FINAL			
	1	2	3	4	1	2	3	4
<b>STANDARD I – Facilitate instructors to engage and support all students in learning</b>								
1.1 Connect instructor's prior knowledge, life experiences, and interests with learning goals								
1.2 Use a variety of instructional strategies and resources that correspond to student diverse learning needs.								
1.3 Facilitate learning experiences that promote autonomy, interaction, and choice								
1.4 Engage instructor's in problem solving, critical thinking, and other activities that make subject matter meaningful								
1.5 Promote self-directed, reflective learning for all instructors of students.								
<b>STANDARD II – Facilitate instructors to create and maintain an effective environment for student learning.</b>								
2.1 Facilitate instructors to create an effective environment that engages all students.								
2.2 Facilitate instructors to establish a climate that promotes fairness and respect								
2.3 Facilitate instructors to promote social development and group responsibility								
2.4 Facilitate instructors to establish and maintain standards for student behavior								
2.5 Facilitate and plan classroom procedures and routines that support student learning with instructors								
<b>STANDARD III – Understanding &amp; Organizing Subject Matter for Teacher Learning</b>								
3.1 Demonstrate knowledge of subject matter content and teacher development								
3.2 Organize curriculum to support teacher understanding of subject matter								
3.3 Interrelate ideas and information within and across subject matter areas								
3.4 Develop teacher understanding through instructional strategies that are appropriate to subject matter								
3.5 Use materials, resources and technologies to make subject matter accessible to teachers								
<b>STANDARD IV – Planning Instruction &amp; Designing Learning Experiences for All Teachers</b>								
4.1 Draw on and value teacher backgrounds, interests, and developmental learning needs								
4.2 Establish and articulate goals for teacher learning								
4.3 Develop and sequence instruction, activities, and materials for teacher learning								
4.4 Design short-term and long-term plans to foster teacher learning								
4.5 Modify instructional plans to adjust for teacher needs and respond to ongoing assessments								
<b>STANDARD V – Assessing Teacher Learning</b>								
5.1 Establish and communicate learning goals for teacher								
5.2 Collect and use multiple sources of information to assess teacher learning								
5.3 Involve and guide teacher in assessing their own learning								
5.4 Use results of assessments to guide instruction								
5.5 Communicate with teacher and other audiences about teacher progress								
5.6 Teacher demonstrates progress towards the attainment of academic standards								
<b>STANDARD VI – Developing as a Professional Educator</b>								
6.1 Reflect on teaching practice and plan professional development								
6.2 Establish professional goals and pursue opportunities to grow professionally								
6.3 Work with communities to enhance professional practice								
6.4 Work with colleagues to improve professional practice								
6.5 Assumes adjunct duties as equitably assigned								
6.6 Adheres to the rules and regulations of the department and school district								

OVERALL RANKING BY STANDARD: 2 or more elements rated as "U" or "PN" will result in an overall standard rating of "U" or "PN;" 3 or more standards 1-6 rated as "U" or "PN" will result in an overall rating of "U" or "PN." For permanent staff, assignment to PAR will result with 3 or more standards 1-5 rated as "U" or a total of 6 elements in Standards 1- 5 rated as "U" as per Side Letter 02-03.

**MIDYEAR EVALUATION** (required for temps/probs)

Standard 1 \_\_\_\_ Standard 2 \_\_\_\_ Standard 3 \_\_\_\_ Standard 4 \_\_\_\_ Standard 5 \_\_\_\_ Standard 6 \_\_\_\_

OVERALL EVALUATION \_\_\_\_\_

Midyear Evaluation Comments:

\_\_\_\_\_  
Evaluatee's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Evaluator's Signature

\_\_\_\_\_  
Date

Check if employee is possible non-reelection (non permanent only)

Check if recommended for voluntary participation in PAR. PAR information provided to employee. Employee is responsible for contacting PAR panel.

**FINAL EVALUATION** (required for all employees being evaluated)

Standard 1 \_\_\_\_ Standard 2 \_\_\_\_ Standard 3 \_\_\_\_ Standard 4 \_\_\_\_ Standard 5 \_\_\_\_ Standard 6 \_\_\_\_

OVERALL EVALUATION \_\_\_\_\_

Final Evaluation Comments:

\_\_\_\_\_  
Evaluatee's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Evaluator's Signature

\_\_\_\_\_  
Date

Check if assigned to PAR due to unsatisfactory ranking (permanent only)

Check if recommended for voluntary participation in PAR. PAR information provided to employee. Employee is responsible for contacting PAR panel.

S PERS 166A-2 (Revised 2004-05)

OK to file \_\_\_\_\_

Data Entry \_\_\_\_\_

Notification to PAR \_\_\_\_\_

**OBSERVATION FORM**

Name \_\_\_\_\_ School \_\_\_\_\_ Assignment/Period \_\_\_\_\_

Date \_\_\_\_\_ Total Observation Time \_\_\_\_\_

Standard 1	Engaging and Supporting All Students in Learning					
	1.1	1.2	1.3	1.4	1.5	
Standard 2	Creating and Maintaining Effective Environment for Student Learning					
	2.1	2.2	2.3	2.4	2.5	
Standard 3	Understanding and Organizing Subject Matter for Student Learning					
	3.1	3.2	3.3	3.4	3.5	
Standard 4	Planning Instruction and Designing Learning Experiences for all Students					
	4.1	4.2	4.3	4.4	4.5	
Standard 5	Assessing Student Learning					
	5.1	5.2	5.3	5.4	5.5	<input type="checkbox"/> 5.6
Standard 6	Developing as a Professional Educator					
	6.1	6.2	6.3	6.4	<input type="checkbox"/> 6.5	<input type="checkbox"/> 6.6

For permanent employees, the evaluator will circle the elements identified in PERS 166A prior to the observation. During the observation, the evaluator will place a check mark on those elements observed.

For temporary and probationary I and probationary II employees, during an observation, the evaluator will place a check mark on those elements observed.

**See Rubric for Clarification of Elements**

Comments:

Evaluator's Signature \_\_\_\_\_

Conference Date \_\_\_\_\_

Evaluatee's Signature \_\_\_\_\_

EVALUATION DESCRIPTORS

STANDARD 1 ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING

ELEMENT	UNSATISFACTORY Practice Not Consistent with Standard Expectations	NEEDS IMPROVEMENT Developing Beginning Practice	MEETS DISTRICT STANDARD Maturing Beginning Practice	EXEMPLIFIES THE STANDARD Experienced Practice that Exemplifies the Standard
Connecting students' prior knowledge, life experience, and interests with learning goals	The teacher makes no connections between the learning goals and the students' prior knowledge, life experiences, and interests. The teacher does not elicit student questions or comments during a lesson.	The teacher makes some connections between the learning goals and the students' prior knowledge, life experiences, and interests. The teacher elicits some questions from students during a lesson to monitor their understanding.	The teacher makes substantial connections between the learning goals and the students' prior knowledge, life experiences, and interests. The teacher elicits and uses students' questions and comments during a lesson to extend their understanding.	The teacher facilitates as students connect and apply their prior knowledge, life experiences, and interests to new learning and the achievement of learning goals. The teacher builds on students' questions and comments during lessons to modify instruction.
Using a variety of instructional strategies to respond to students' diverse needs	The teacher uses instructional strategies, but they lack variety, are poorly carried out, or are inappropriate to the students or the instructional goals. No adjustments are made to respond to students' needs.	The teacher uses a selection of instructional strategies that are largely appropriate to the students and the instructional goals, but they may lack variety or may not be responsive to students' needs.	The teacher uses a variety of instructional strategies that are appropriate to the students and the instructional goals. The teacher carries these strategies out thoughtfully and makes some adjustments to respond to students' needs.	The teacher makes skillful use of a wide repertoire of instructional strategies to engage all students in learning and makes adjustments while teaching to respond to students' needs.
Facilitating learning experiences that promote autonomy, interaction, and choice	Learning experiences are directed by the teacher, permitting no student autonomy, interaction, or choice.	Learning experiences are directed by the teacher and allow limited student autonomy, interaction, and choice.	Learning experiences and support are provided for students to engage in problem solving and in investigating and analyzing the subject matter concepts and questions within subject matter areas.	Learning experiences are facilitated by the teacher and students to promote and support a variety of constructive interactions, autonomy, and choice in the pursuit of significant learning.
Engaging students in problem solving, critical thinking, and other activities that make subject matter meaningful	No learning opportunities are provided for students to engage in problem solving, analysis, or inquiry within or across subject matter areas.	Some learning opportunities are provided for students to engage in problem solving within subject matter areas, but little support is given to develop necessary skills.	Learning opportunities and support are provided for students to engage in problem solving and in investigating and analyzing subject matter concepts and questions within subject matter areas.	Learning opportunities are provided that extend student thinking and engage and support all students in problem posing, problem solving, inquiry, and analysis of subject matter concepts and questions within or across subject matter areas.
Promoting self-directed, reflective learning for all students	No opportunities are provided for students to initiate their own learning or to monitor their own work.	Students' learning is directed and monitored by the teacher, and some opportunities are provided for students to reflect on their work individually.	Students are supported in developing the skills needed to monitor their own learning during activities. Students reflect on and talk about their own work with peers.	Students take initiative for their own learning, and reflect on, talk about, and evaluate their own work with peers.

STANDARD 2 CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING

ELEMENT	UNSATISFACTORY Practice Not Consistent with Standard Expectations	NEEDS IMPROVEMENT Developing Beginning Practice	MEETS DISTRICT STANDARDS Maturing Beginning Practice	EXEMPLIFIES THE STANDARD Experienced Practice that Exemplifies the Standard
Creating a physical environment that engages all students	The physical environment does not support student learning. There are one or more safety hazards, and materials are difficult to access when needed.	The physical environment is arranged for safety and accessibility, and it facilitates individual student engagement in learning.	The arrangement of the physical environment ensures safety and accessibility. Most students work well individually or together as they participate in learning activities.	The arrangement of the physical environment ensures safety and accessibility, and facilitates constructive interaction and purposeful engagement for all students in learning activities.
Establishing a climate that promotes fairness and respect	The classroom climate is characterized by unfairness or disrespect, either between the teacher and students or among students. Students are unwilling to take risks. Teacher response to inappropriate behaviors is unfair or inequitable.	A climate of fairness, caring, and respect is established by the teacher for most students, but few students take risks and the teacher does little to encourage them. For the most part, the pattern of teacher response to inappropriate behavior is fair and equitable.	A climate of fairness, caring, and respect is maintained by the teacher, and students are encouraged to take risks and be creative. The pattern of teacher response to inappropriate behavior is fair and equitable.	Students ensure that a climate of equity, caring, and respect is maintained in the classroom, and students take risks and are creative. The pattern of teacher response to inappropriate behavior is fair and equitable.
Promoting social development and group responsibility	Students' social development, self-esteem, and diversity are not supported, and students have no sense of responsibility for each other.	Students respect each other's differences most of the time and work together moderately well. The teacher provides limited opportunities for students to assume responsibility.	Students respect each other's differences and work independently and collaboratively, taking responsibility for themselves and their peers.	Students work independently and collaboratively and maintain a classroom community in which they respect each other's differences, assume leadership, and are responsible for themselves and their peers.
Establishing and maintaining standards for student behavior	No standards for behavior appear to have been established, or students are confused about what the standards are.	Standards for behavior have been established by the teacher, and the teacher's response to student behavior is generally appropriate.	Standards for behavior are established, are clear to all students, and are maintained by the teacher. The teacher's response to student behavior is appropriate.	Students and teacher develop standards for behavior together, and students are responsible for helping each other maintain standards.
Planning and implementing classroom procedures and routines that support student learning	Classroom procedures and routines have not been established or are not being enforced.	Procedures and routines have been established and work moderately well, with little loss of instructional time.	Procedures and routines work smoothly, with no loss of instructional time.	Students and teacher ensure that classroom procedures and routines operate seamlessly and efficiently.
Using instructional time efficiently	Learning activities are often rushed or too long, and transitions are rough or confusing, resulting in a loss of instruction time.	Instructional time is paced so that most students complete learning activities. Transitions used to move students into new activities are generally effective.	Pacing of the lesson is appropriate to the activities and enables all students to engage successfully with the content. Transitions are smooth.	Pacing of the lesson is adjusted as needed to ensure the engagement of all students in learning activities. Transitions are seamless.

EVALUATION DESCRIPTORS

STANDARD 3 UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING

ELEMENT	UNSATISFACTORY Practice Not Consistent with Standard Expectations	NEEDS IMPROVEMENT Developing Beginning Practice	MEETS DISTRICT STANDARDS Maturing Beginning Standard	EXEMPLIFIES THE STANDARD Experienced Practice that Exemplifies the Standard
Demonstrating knowledge of subject matter and student development	The teacher's working knowledge of subject matter and student development is inconsistently evident, does not adequately support students' learning, or may not be current.	The teacher's working knowledge of subject matter and basic principles of student development reflects a single perspective, supports some students' learning, and is usually current.	The teacher's working knowledge of subject matter and basic principles of student development incorporates different perspectives, supports all students' learning, and is current.	The teacher's working knowledge of subject matter and individual students' development incorporates a broad range of perspectives, strongly supports all students' learning, and is current.
Organizing curriculum to support student understanding of subject matter	The curriculum is not organized and it rarely demonstrates concept, themes, and skills; rarely values different perspectives or rarely supports students' understanding of core concepts.	The curriculum is loosely organized, inconsistently demonstrates concepts, themes, and skills; reveals and values different perspectives; supports an understanding of core concepts for all students.	The curriculum is organized and sequenced and demonstrates concepts, themes, and skills, and the relationships between them. It reveals and values a broad range of perspectives, strongly supports all students' learning and is current.	The curriculum is organized and sequenced and demonstrates concepts, themes, and skills, and the relationships between them. It reveals and values a broad range of perspectives, strongly supports all students' learning and is current.
Interrelating ideas and information within and across subject matter areas	The teacher presents curriculum without identifying or integrating key concepts and information, or does not relate content to previous learning in order to support students' understanding.	The teacher identifies some key concepts and information within the curriculum, and attempts to relate content to previous learning without extending students' understanding.	The teacher identifies and integrates key concepts and information within the curriculum, relates content to students' lives, and uses previous learning to extend students' understanding.	The teacher facilitates students as they identify and integrate concepts and information within and across curriculum, relates content to their lives and previous learning, and uses them to extend their understanding.
Developing student understanding through instructional strategies that are appropriate to the subject matter	Instructional strategies are not appropriately matched to subject matter content or concepts, and do not encourage students to think critically or to extend their knowledge.	The teacher may use a few strategies to make the content accessible to students, and may encourage some students to think critically or to extend their knowledge of subject matter.	The teacher uses appropriate instructional strategies to make content accessible to students, to encourage them to think critically, and to extend their knowledge of subject matter.	The teacher facilitates students as they identify and integrate concepts and information within and across curriculum, relates content to their lives and previous learning, and uses this to extend their understanding.
Using materials, resources, and technologies to make subject matter accessible to students	Instructional materials, resources and technologies are either not used or used inappropriately. Materials do not accurately reflect diverse perspectives.	Instructional materials, resources, and technologies are used infrequently to convey key subject matter concepts. Materials may reflect diverse perspectives.	Instructional materials, resources, and technologies support the curriculum and promote students' understanding of content and concepts. Materials reflect diverse perspectives.	A range of instructional materials, resources, and technologies are integrated into the curriculum to extend students' understanding of content and concepts. Materials reflect diverse perspectives.

EVALUATION DESCRIPTORS

STANDARD 4 PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS

ELEMENT	UNSATISFACTORY Practice Not Consistent with Standard Expectations	NEEDS IMPROVEMENT Developing Beginning Practice	MEETS DISTRICT STANDARDS Maturing Beginning Practice	EXEMPLIFIES THE STANDARD Experienced Practice that Exemplifies the Standard
Drawing on and valuing students' backgrounds, interests, and developmental learning needs	Instructional plans do not match or reflect students' backgrounds, experiences, interests, and developmental needs, and do not support students' learning.	Instructional plans are partially drawn from information about students' backgrounds, experiences, interests, and developmental needs to support students' learning.	Instructional plans reflect students' backgrounds, experiences, interests, and developmental needs to support students' learning.	Instructional plans build on students' backgrounds, experiences, interests, and developmental needs to support all students' learning.
Establishing and articulating goals for student learning	Instructional goals are not established or do not address students' language, experience, or home and school expectations. Expectations for students are low.	Some instructional goals address students' language, experience, and/or home and school expectations. Expectations for students are inconsistent.	Short-term and long-term instructional goals are based on students' language, experiences, or home and school expectations. Goals are appropriately challenging for most students and represent valuable learning. Expectations for students are generally high.	Short-term and long-term instructional goals are set by teacher and students, and integrate students' language, experience, and home and school expectations. Goals are appropriately challenging for all students and represent valuable learning. Expectations for students are consistently high.
Developing and sequencing instructional activities and materials for student learning	Instructional activities and materials are not appropriate to the students, and the instructional goals do not engage students in meaningful learning. Activities are not logically sequenced.	Instructional activities and materials are partially appropriate to students and the learning goals, and engage some students in meaningful learning. Some activities are logically sequenced within individual lessons.	Instructional activities and materials are appropriate to students and the learning goals, make content and concepts relevant, and engage most students in meaningful learning. Activities are logically sequenced within individual lessons.	Instructional activities and materials are differentiated to reflect individual students' interests and developmental needs, and engage all students in meaningful learning. Activities support the learning goals and are logically sequenced to clarify content and concepts.
Designing short-term and long-term plans to foster student learning	Individual lesson plans have little or no relation to long term goals, and a unit plan has little recognizable structure.	Long-term plans have a recognizable structure, although the sequence of individual lessons is uneven and only partially helps students develop conceptual understanding.	Long-term plans have a coherent structure, with learning activities in individual lessons well sequenced to promote understanding of concepts.	Long-term plans are highly coherent. Learning sequences are responsive to the needs of individual students and promote understanding of complex concepts.
Modifying instructional plans to adjust for student needs	Instructional plans are not modified, in spite of evidence that modifications would improve student learning.	Modifications to instructional plans address only superficial aspects of the lesson.	Instructional plans are modified as needed to enhance student learning based on formal and informal assessment.	Instructional plans are modified, as needed, based on formal and informal assessment and students' suggestions to ensure deeper conceptual understanding by all students.



EVALUATION DESCRIPTORS

STANDARD 5 ASSESSING STUDENT LEARNING

ELEMENT	UNSATISFACTORY Practice Not Consistent with Standard Expectations	NEEDS IMPROVEMENT Developing Beginning Practice	MEETS DISTRICT STANDARDS Maturing Beginning Practice	EXEMPLIFIES THE STANDARD Experienced Practice that Exemplifies the Standard
Establishing and communicating learning goals for all students	Few or no learning goals are established. Learning goals are not revised or clearly communicated to students or families.	Learning goals are established to meet school and district expectations. Goals are communicated to all students without revision.	Learning goals are established in relation to students' needs and the curriculum, and meet district and state expectations. Goals are communicated to all students and their families, and are revised as needed.	Learning goals are established by the teacher, students, and families; are appropriate to students' needs and the curriculum; meet district and state expectations. Goals are communicated to all students and families, and are revised as needed.
Collecting and using multiple sources of information to assess student learning	The teacher uses no consistent sources of information to assess student learning and/or uses assessment strategies that are not appropriate to students' learning.	The teacher uses one or two sources of information to assess student learning and one or two assessment strategies to understand student progress.	The teacher uses a variety of sources to collect information about student learning and several appropriate strategies to understand student progress.	The teacher uses a variety of sources to collect information about student learning and a wide range of appropriate assessment strategies to understand student progress.
Involving and guiding all students in assessing their own learning	The teacher does not encourage students to reflect on or assess their own work.	Student reflection is encouraged and guided by the teacher during some activities. Opportunities are provided for students to discuss work with peers.	Student reflection and self-assessment are included in most learning activities. The teacher models skills and assessment strategies to help students understand their own work and discuss it with peers.	Ongoing student reflection and self-assessment are integrated into the learning process. Students demonstrate assessment strategies and discuss work with peers.
Using the results of assessment to guide instruction	Information about student learning is inappropriate or not used by the teacher to plan, guide, or adjust instruction.	Information from a limited range of assessments is used to plan learning activities and may support class needs and achievement. Assessments are not used to adjust instruction while teaching.	Information from a variety of assessments is used to plan and modify learning activities, as well as to meet class and individual student needs and achievement. Assessments are occasionally used to adjust instruction while teaching.	Information from a variety of ongoing assessments is used to plan and modify learning activities, and to support class and individual student needs and achievement. Assessments are used to adjust instruction while teaching in response to student needs.
Communicating with students, families, and other audiences about student progress	The teacher provides some information about learning to students, families and support personnel, but the information is incomplete or unclear.	The teacher provides information about student learning to students, families and support personnel to promote understanding and academic progress.	The teacher regularly exchanges information about student learning with students, families, and support personnel in ways that improve understanding and encourage academic progress.	Students participate with the teacher to exchange information about their learning with families and support personnel in ways that improve understanding and encourage academic progress.

'AUATION DESCRIPTORS

ANDARD 5 ASSESSING STUDENT LEARNING

ELEMENT 5.6	UNSATISFACTORY Practice Not Consistent with Standard Expectations	NEEDS IMPROVEMENT Developing Beginning Practice	MEETS DISTRICT STANDARDS Maturing Beginning Practice	EXEMPLIFIES THE STANDARD Experienced Practice that Exemplifies the Standard
<p>Students demonstrate progress toward the attainment of grade-level academic standards as evidenced by results from multiple performance measures.</p>	<p>Few students demonstrate progress towards the attainment of grade-level standards according to assessment results. In self-contained settings, students in general show limited or no progress in core academic areas of reading/language arts and mathematics. There may be significant discrepancies between assigned grades and performance measures (e.g. high grades and low performance measures). Record keeping on assessment results may be incomplete and/or the teacher may not have administered assessments on a consistent basis according to established guidelines.</p>	<p>While the teacher has administered all required assessments and maintained records of progress, students do not demonstrate a general pattern of progress towards attainment of standards in core academic areas or the subject area(s) taught. While some students may demonstrate measurable and significant progress, a large number of students may have demonstrated marginal gains or regressed. In particular, students whose baseline scores demonstrated average or above average performance may have progressed, while students with lower baseline assessment scores may have shown little or no progress. In self-contained settings, students may have demonstrated uniform growth in one core academic area, yet show inconsistent growth in another.</p>	<p>Students demonstrate a general pattern of progress towards the attainment of grade-level standards according to performance measures. There is a general pattern of agreement or correlation between grades and scores on performance measures. There is evidence that students who are members of special populations (e.g. ELL, RSP, etc.) are making progress in academic content areas or the subject area(s), though growth may be less, on the average, than students who are not members of a special population. In self-contained settings, there is not a large discrepancy in overall student progress between subject areas.</p>	<p>Students demonstrate a uniform pattern of progress towards the attainment of grade-level standards in subject area(s) taught. Students who are members of special populations demonstrate growth according to assessment results and may show increases in excess of normal expectations. The pattern of uniform progress is consistent among subject area(s) and the correlation between grades and assessment results is strong.</p>

EVALUATION DESCRIPTORS

STANDARD 6 DEVELOPING AS A PROFESSIONAL EDUCATOR

ELEMENT	UNSATISFACTORY Practice Not Consistent with Standard Expectations	NEEDS IMPROVEMENT Developing Beginning Practice	MEETS DISTRICT STANDARDS Maturing Beginning Practice	EXEMPLIFIES THE STANDARD Experienced Practice that Exemplifies the Standard
Reflecting on teaching practice and planning professional development	The teacher may reflect on specific problems or areas of concern in his or her teaching practice, but rarely uses reflection to assess growth over time or to plan professional development.	The teacher reflects on some lessons and areas of concern in his or her teaching practice, assesses growth in these areas with assistance, and may use reflection to plan professional development.	The teacher reflects on his or her teaching practice in relation to areas of concern and student learning, assesses growth over time, and may use reflection to plan professional development.	The teacher reflects on his or her teaching practice in relation to student learning and instructional goals, assesses growth over time, and plans professional development based on reflection.
Establishing professional goals and pursuing opportunities to grow professionally	Professional goals are not established to guide practice. The teacher rarely pursues opportunities to develop new knowledge or skills, or to participate in the professional community.	Professional goals are established with assistance. The teacher pursues opportunities to acquire new knowledge and skills, but infrequently participates in the professional community.	Professional goals are developed and the teacher pursues opportunities to acquire new knowledge and skills, and participates in the professional community.	Professional goals are extended and the teacher purposely pursues opportunities to expand knowledge and skills, and participates in and contributes to the professional community.
Working with communities to improve professional practice	The teacher has limited knowledge of students' communities or of how to access them to provide learning experiences for students or to promote collaboration.	The teacher understands the importance of students' communities, but is not sure how to apply this to benefit students and families, provide experiences to support learning, or promote collaboration with the school.	The teacher values students' communities and develops knowledge of them to benefit students and families, provide some experiences to support student learning, and support collaboration between school and community.	The teacher values students' communities and uses knowledge of them to benefit students and families, provide students with experiences that support their learning, and promote collaboration between school and community.
Working with colleagues to improve professional practice	The teacher rarely converses with colleagues, rarely seeks out other staff to meet student needs, and rarely participates in school or district events or learning activities.	The teacher engages in dialogue with some colleagues, seeks out staff to help meet students' needs, and participates in some school-wide events.	The teacher engages in dialogue with colleagues, collaborates with staff to meet students' needs, and participates in school-wide events.	The teacher engages in dialogue and reflection with colleagues, collaborates with staff to meet students' needs, and contributes to school-wide and district-wide decision making events, and professional development.

ESCONDIDO UNION SCHOOL DISTRICT  
**CERTIFICATED STAFF ALTERNATIVE EVALUATION  
PROPOSAL/DOCUMENT**

Evaluatee's Name \_\_\_\_\_ Site/Dept. \_\_\_\_\_  
Grade Level \_\_\_\_\_  
Job Title \_\_\_\_\_ School Year \_\_\_\_\_

Are you eligible certificated staff members proposing to participate in the same evaluation project?  
 Yes       No

If yes, name(s) \_\_\_\_\_

The following is proposed as an alternative evaluation project for my regular evaluation: (use additional paper if needed)

My objectives are proposed as follows:

The following are the anticipated outcomes:

The outcomes will be measured for success in the following ways:

I recognize that participation is strictly voluntary and the decision whether or not this is approved is solely that of the immediate supervisor, and does not preclude the evaluator from including other information in the final evaluation as long as it conforms with Article XIV Evaluation B. Observation and C. Final Evaluation.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

Mid-year Objectives Review \_\_\_\_\_

Year-end Objectives Review \_\_\_\_\_

S. PERS 216 (7/00)