

ADDENDUM J

**MADERA UNIFIED SCHOOL DISTRICT
TEACHER EVALUATION INSTRUMENT
(Based on the California Standards for the Teaching Profession)**

Name: _____ School: _____
 Grade Level: _____ Assignment: _____
 School Year: 20____ - 20____ Evaluating Supervisor _____
 Date of Hire: _____

Probationary 0 Temporary 1st Year Probationary 2nd Year Probationary Tenured

TEACHER PERFORMANCE STANDARD RATING

D= Distinguished
 S = Skilled
 E = Emerging
 I = Ineffective practice that is not consistent with standard expectations

- Unsatisfactory ratings must include a Recommendation & Assistance statement by the evaluating supervisor in Section VI

FACTORS	RATING (D,S,E,I)	COMMENTS (Use additional pages if needed)
Standard 1: Engaging and Supporting All Students in Learning		
The teacher:		
A. Connects prior knowledge, life experience, and interests		
B. Uses a variety of instructional strategies and resources		
C. Facilitates learning experiences-autonomy, interaction, and choice		

FACTORS	RATING (D,S,E,I)	COMMENTS (Use additional pages if needed)
Standard 1 –continued-		
D Engages students in problem solving & critical thinking		
E. Promotes self-directed, reflective learning for all students		

FACTORS	RATING (D,S,E,I)	COMMENTS (Use additional pages if needed)
Standard 2: Creating and Maintaining Effective Environments for Student Learning		
The teacher:		
A. Creates a physical environment that engages all students		
B. Establishes a climate of fairness and respect		
C. Promotes social development and responsibility		
D. Establishes and maintains standards for student behavior		
E. Plans and implements procedures and routines		
F. Uses instructional time effectively		

FACTORS	RATING (D,S,E,I)	COMMENTS (Use additional pages if needed)
STANDARD 3: Understanding and Organizing Subject Manner for Student Learning.		
The Teacher:		
A. Demonstrates knowledge of the subject matter & student development.		

B. Organizes curriculum to support student understanding		
C. Interrelates ideas and information within & across subjects		
D. Use appropriate instructional strategies to develop understanding		
E. Uses materials, resources and technologies		

FACTORS	RATING (D,S,E,I)	COMMENTS (Use additional pages if needed)
STANDARD 4: Planning Instruction and Designing Learning Experiences for All Students		
The teacher:		
A. Draws on and values student's backgrounds, interests, and developmental learning needs		
B. Establishes and articulates goals for student learning.		
C. Develops and sequences instructional activities & materials		
D. Designs short-term and long-term plan to foster learning		
E. Modifies instructional plans for student needs		

FACTORS	RATING (D,S,E,I)	COMMENTS (Use additional pages if needed)
STANDARD 5: Assessing Student Learning		
The teacher:		
A. Establishes and communicates learning goals for all students		
B. Collects and uses multiple sources of information to assess student learning		

C. Involves and guides students in assessing their own learning		
D. Uses the results assessments to guide instruction		
E. Communicates student progress to students and families		
F. The teachers students demonstrates progress towards the attainment of grade-level academic standards as evidence by results from multiple performance measures		

FACTORS	RATING (D,S,E,I)	COMMENTS (Use additional pages if needed)
STANDARD 6: Developing as a Professional Educator		
The teacher:		
A. Reflects on teaching and plans professional development.		
B. Establishes and pursues professional goals		
C. Works with communities to improve professional practice		
D. Works with families to support student learning		
E. Works with colleagues to improve professional practice		

FACTORS	RATING (D,S,E,I)	COMMENTS (Use additional pages if needed)
STANDARD 7: Professional Behavior		
The teacher:		
A. Assumes responsibility for assigned duties.		

B. Adheres to the rules and regulations of the school and District including the Collective Bargaining Agreement		
C. Tactfully discusses issues with students, parents and colleagues		

* The overall rating for a standard will be determined by the predominate rating of its sub-standards.

*Analysis of student performance assessments takes into account mitigating factors such as student attendance, entry-level achievement, special program membership and other measurable variables that influence student achievement.

1. Teachers who receive a majority of ineffective ratings in the components of a Standard shall be rated ineffective in that Standard.
2. In order to receive an overall ineffective evaluation, a teacher must receive a minimum of two ineffective ratings in Standard numbers 1-5.

Evaluator's Summary Comments
Commendations
Recommendations & Assistance

Overall Performance Evaluation

- Distinguished /exceeds Standards
- Skilled/ meets standards
- Emerging/ needs improvement time
- Ineffective practice that is not consistent with standard expectation

Probationary Teachers

- Recommended for rehire
- Not recommended for rehire
- withhold judgment at this

PERMANENT TEACHERS

- Referred to Peer Assistance and Review due to overall ineffective

Evaluatee's Comments:

I have received and read a copy of the foregoing performance evaluation report and have had an opportunity to discuss it with my evaluating supervisor. My signature does not constitute endorsement of this document.

Employee Signature

Date

Supervisor Signature

Date

Original: Evaluatee
Copy: Evaluator
Copy: Personnel File