



Pacific Grove Unified School District Mid-Year Progress Evaluation Summary

Exhibit 11h

Evaluatee: _____	School: _____	Date: _____
Evaluator: _____	Grade/Subj: _____	
Check one: <input type="checkbox"/> Probationary 1 <input type="checkbox"/> Probationary 2 <input type="checkbox"/> Temporary <input type="checkbox"/> Permanent		

Unsatisfactory is a rating that results from a significant recurring problem not showing meaningful improvement during the course of this evaluation. A supportive statement, which includes suggestions for improvement, must be included. Conditional must include a supportive statement delineating conditions that must be met to produce satisfactory results.

California Standards for the Teaching Profession Performance Areas

<input type="checkbox"/> Satisfactory/ Meets Standards <input type="checkbox"/> Conditional <input type="checkbox"/> Unsatisfactory/ Does Not Meet Standards	<p>ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING</p> <ul style="list-style-type: none"> • Using knowledge of students to engage them in learning • Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests • Using student achievement data, on a regular basis, to inform instruction for individuals and whole groups • Connecting subject matter to meaningful, real-life contexts • Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs • Promoting critical thinking through inquiry, problem solving, and reflection • Monitoring student learning and adjusting instruction while teaching
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Comments:



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<input type="checkbox"/> Satisfactory/ Meets Standards <input type="checkbox"/> Conditional <input type="checkbox"/> Unsatisfactory/ Does Not Meet Standards	<p>CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING</p> <ul style="list-style-type: none"> • Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully • Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students • Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe • Creating a rigorous learning environment with high expectations and appropriate support for all students • Developing, communicating, and maintaining high standards for individual and group behavior • Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn. • Using instructional time to optimize learning
<p>Comments:</p> 	
<input type="checkbox"/> Satisfactory/ Meets Standards <input type="checkbox"/> Conditional <input type="checkbox"/> Unsatisfactory/ Does Not Meet Standards	<p>UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING</p> <ul style="list-style-type: none"> • Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks • Applying knowledge of student development and proficiencies to ensure student understanding of subject matter • Organizing curriculum to facilitate student understanding of the subject matter • Utilizing instructional strategies that are appropriate to the subject matter • Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students • Addressing the needs of English learners and students with special needs to provide equitable access to the content •
<p>Comments:</p> 	



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<input type="checkbox"/> Satisfactory/ Meets Standards <input type="checkbox"/> Conditional <input type="checkbox"/> Unsatisfactory/ Does Not Meet Standards	<p>PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS</p> <ul style="list-style-type: none"> Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction Establishing and articulating goals for student learning Developing and sequencing long-term and short-term instructional plans to support student learning Planning instruction that incorporates appropriate strategies to meet the learning needs of all students Adapting instructional plans and curricular materials to meet the assessed learning needs of all students
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Comments:

<input type="checkbox"/> Satisfactory/ Meets Standards <input type="checkbox"/> Conditional <input type="checkbox"/> Unsatisfactory/ Does Not Meet Standards	<p>ASSESSING STUDENTS FOR LEARNING</p> <ul style="list-style-type: none"> Applying knowledge of the purposes, characteristics, and uses of different types of assessments Collecting and analyzing assessment data from a variety of sources to inform instruction Reviewing data, both individually and with colleagues, to monitor student learning Using assessment data to establish learning goals and to plan, differentiate, and modify instruction Involving all students in self-assessment, goal setting, and monitoring progress Using available technologies to assist in assessment, analysis, and communication of student learning Using assessment information to share timely and comprehensible feedback with students and their families
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Comments:



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<input type="checkbox"/> Satisfactory/ Meets Standards <input type="checkbox"/> Conditional <input type="checkbox"/> Unsatisfactory/ Does Not Meet Standards	<p>DEVELOPING AS A PROFESSIONAL EDUCATOR *</p> <ul style="list-style-type: none">• Reflecting on teaching practice in support of student learning• Establishing professional goals and engaging in continuous and purposeful professional growth and development• Collaborating with colleagues and the broader professional community to support teacher and student learning• Working with families to support student learning• Engaging local communities in support of the instructional program• Managing professional responsibilities to maintain motivation and commitment to all students• Demonstrating professional responsibility, integrity, and ethical conduct <p><i>*May not be reflected in this observation</i></p>
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Comments:

Overall Comments, Commendations, and Recommendations:



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The mid-year, overall rating of evaluation categories assessed in this evaluation for

_____ **is:**
Employee Name

- Satisfactory/Meets Standards**
- Conditional**
- Unsatisfactory/Does Not Meet Standards**

A copy of this document will be filed in your personnel file. You are entitled to review and comment upon this document and to have your own written comments attached. Any such written comments should be submitted to the personnel office within ten (10) working days of the following date.

Evaluator's Signature

Date

I have received a copy of this evaluation report. Signing this form does not necessarily mean that I agree with the ratings.

Evaluatee's Signature

Date

These criteria are based on the California Education Code and the California Standards for the Teaching Profession (CSTP). Please consult the CSTP for further elaboration in each topic area.