



**MT. DIABLO UNIFIED SCHOOL DISTRICT**  
**CERTIFICATED PERSONNEL EVALUATION**

Copy 1 – Personnel  
 Copy 2 – Evaluator  
 Copy 3 – Evaluatee

- INTERIM**  
 **FINAL**

1936 Carlotta Drive, Concord, CA 94519

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Evaluatee \_\_\_\_\_ Position \_\_\_\_\_ School \_\_\_\_\_

Employee ID # \_\_\_\_\_ Standards Selected (at least 2) \_\_\_\_\_

Evaluator \_\_\_\_\_ Position \_\_\_\_\_ School Year \_\_\_\_\_

Status:     Provisional     Temporary/Probationary I     Probationary II     Permanent

Peer Assistance and Review (PAR) Program     Yes     No

DEV=Developing (may only be used for 1<sup>st</sup> year teacher–someone new to the profession)

Rating:    U=Unsatisfactory    NI=Needs Improvement    ME=Meets Expectations    D=Distinguished

<b>STANDARD I – Engaging and Supporting All Students in Learning</b>	<b>Rating</b>	<b>COMMENDATIONS / RECOMMENDATIONS / EVIDENCE</b>
<ul style="list-style-type: none"> <li>• Using knowledge of students to engage them in learning.</li> <li>• Connecting learning to students’ prior knowledge, back-grounds, life experiences and interests.</li> <li>• Connecting subject matter to meaningful, real life contexts.</li> <li>• Using a variety of instructional strategies, resources, and technologies to meet students’ diverse learning needs.</li> <li>• Promoting critical thinking through inquiry, problem solving and reflection.</li> <li>• Monitoring student learning and adjusting instruction while teaching.</li> </ul>		

Evaluatee \_\_\_\_\_  
School Year \_\_\_\_\_

STANDARD II – Creating and Maintaining Effective Environments for Student Learning	Rating	COMMENDATIONS / RECOMMENDATIONS / EVIDENCE
<ul style="list-style-type: none"> <li>• Promoting social development and responsibility within a caring community in which each student is treated fairly and respectfully.</li> <li>• Creating physical or virtual learning environments that promote student learning, reflect diversity and encourage productive interactions among students.</li> <li>• Establishing and maintaining a physically, intellectually, and emotionally safe learning environment.</li> <li>• Creating a rigorous learning environment with high expectations and appropriate support for all students.</li> <li>• Developing, communicating and maintaining high standards for individual and group behavior.</li> <li>• Employing classroom routines, procedures, norms and supports for positive behavior to ensure a climate in which all students can learn.</li> <li>• Using instructional time to optimize learning.</li> </ul>		

<b>STANDARD III – Understanding and Organizing Subject Matter for Student Learning</b>	<b>Rating</b>	<b>COMMENDATIONS / RECOMMENDATIONS / EVIDENCE</b>
<ul style="list-style-type: none"> <li>• Demonstrating knowledge of subject matter academic content and standards.</li> <li>• Applying knowledge of student development and proficiencies to ensure student understanding of subject matter.</li> <li>• Organizing curriculum to facilitate student understanding of subject matter.</li> <li>• Utilizing instructional strategies that are appropriate to the subject matter.</li> <li>• Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to students.</li> <li>• Addressing the needs of English Learners and Students with Special Needs to provide equitable access to the content.</li> </ul>		

Evaluatee \_\_\_\_\_  
School Year \_\_\_\_\_

<b>STANDARD IV – Planning Instruction and Designing Learning Experiences for All Students</b>	<b>Rating</b>	<b>COMMENDATIONS / RECOMMENDATIONS / EVIDENCE</b>
<ul style="list-style-type: none"> <li>• Using knowledge of students’ academic readiness, language proficiency, cultural background and individual development to plan instruction.</li> <li>• Establishing and articulating goals for student learning.</li> <li>• Developing and sequencing long-term and short-term instructional plans to support student learning.</li> <li>• Planning instruction that incorporates appropriate strategies to meet the learning needs of all students.</li> <li>• Adapting instructional plans and curricular material to meet the assessed learning needs of all students.</li> </ul>		

Evaluatee \_\_\_\_\_  
School Year \_\_\_\_\_

STANDARD V – Assessing Student Learning	Rating	COMMENDATIONS / RECOMMENDATIONS / EVIDENCE
<ul style="list-style-type: none"> <li>• Applying knowledge of the purposes, characteristics and uses of different types of assessments.</li> <li>• Collecting and analyzing assessment data from a variety of sources to inform instruction.</li> <li>• Reviewing data both individually and with colleagues to monitor student learning.</li> <li>• Using assessment data to establish learning goals and to plan, differentiate, and modify instruction.</li> <li>• Involving all students in self-assessment, goal setting, and monitoring progress.</li> <li>• Using available technologies to assist in assessment, analysis, and communication of student learning.</li> <li>• Using assessment data to establish learning goals and to plan, differentiate and modify instruction.</li> </ul>		

Evaluatee \_\_\_\_\_  
School Year \_\_\_\_\_

STANDARD VI – Developing as a Professional Educator	Rating	COMMENDATIONS / RECOMMENDATIONS / EVIDENCE
<ul style="list-style-type: none"> <li>• Reflecting on teaching practice in support of student learning.</li> <li>• Establishing professional goals and engaging in continuous and purposeful professional growth and development.</li> <li>• Collaborating with colleagues and the broader professional community to support teacher and student learning.</li> <li>• Working with families to support student learning.</li> <li>• Engaging local communities in support of the instructional program.</li> <li>• Managing professional responsibilities to maintain motivation and commitment to all students.</li> <li>• Demonstrating professional responsibility, integrity and ethical conduct.</li> </ul>		
Additional Comments/Evaluatee		Additional Comments/Evaluator

Additional Pages May Be Used

\_\_\_\_\_ Date

\_\_\_\_\_ Evaluatee Signature

\_\_\_\_\_ Date

\_\_\_\_\_ Evaluator Signature