



Division of Personnel Services

Certificated Performance Review

Name:		Site/Program:		Conference Date:	
Review Period From: _____ To: _____		Status: <input type="checkbox"/> Probationary 1 <input type="checkbox"/> Probationary 2 <input type="checkbox"/> CTE/ROP <input type="checkbox"/> Permit <input type="checkbox"/> Emergency <input type="checkbox"/> Permanent			
Ratings:	N/A – Element is Not Applicable	1 - Unsatisfactory	2 - Needs to Improve	3 - Meets or Exceeds Standards	

Teaching Standard 1

ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING (Assessed by one or more of the following: reflection, observation, documentation, or conferences)	N/A	1	2	3
Element 1.1 Using knowledge of students to engage them in learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Element 1.2 Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Element 1.3 Connecting subject matter to meaningful, real-life contexts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Element 1.4 Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Element 1.5 Promoting critical thinking through inquiry, problem solving, and reflection	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Element 1.6 Monitoring student learning and adjusting instruction while teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall Standard Rating (based on majority of applicable Elements' ratings)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SUMMARY (activities and evidence)				

Teaching Standard 2

CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING (Assessed by one or more of the following: reflection, observation, documentation, or conferences)	N/A	1	2	3
Element 2.1 Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Element 2.2 Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Element 2.3 Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Element 2.4 Creating a rigorous learning environment with high expectations and appropriate support for all students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Element 2.5 Developing, communicating, and maintaining high standards for individual and group behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Element 2.6 Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Element 2.7 Using instructional time to optimize learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall Standard Rating (based on majority of applicable Elements' ratings)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SUMMARY (activities and evidence)				

Teaching Standard 3

UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING (Assessed by one or more of the following: reflection, observation, documentation, or conferences)	N/A	1	2	3
Element 3.1 Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Element 3.2 Applying knowledge of student development and proficiencies to ensure student understanding of subject matter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Element 3.3 Organizing curriculum to facilitate student understanding of the subject matter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Element 3.4 Utilizing instructional strategies that are appropriate to the subject matter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Element 3.5 Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Element 3.6 Addressing the needs of English learners and students with special needs to provide equitable access to the content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall Standard Rating (based on majority of applicable Elements' ratings)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SUMMARY (activities and evidence)

Teaching Standard 4

PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS (Assessed by one or more of the following: reflection, observation, documentation, or conferences)	N/A	1	2	3
Element 4.1 Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Element 4.2 Establishing and articulating goals for student learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Element 4.3 Developing and sequencing long-term and short-term instructional plans to support student learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Element 4.4 Planning instruction that incorporates appropriate strategies to meet the learning needs of all students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Element 4.5 Adapting instructional plans and curricular materials to meet the assessed learning needs of all students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall Standard Rating (based on majority of applicable Elements' ratings)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SUMMARY (activities and evidence)				

Teaching Standard 5

ASSESSING STUDENTS FOR LEARNING (Assessed by one or more of the following: reflection, observation, documentation, or conferences)	N/A	1	2	3
Element 5.1 Applying knowledge of the purposes, characteristics, and uses of different types of assessments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Element 5.2 Collecting and analyzing assessment data from a variety of sources to inform instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Element 5.3 Reviewing data, both individually and with colleagues, to monitor student learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Element 5.4 Using assessment data to establish learning goals and to plan, differentiate, and modify instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Element 5.5 Involving all students in self-assessment, goal setting, and monitoring progress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Element 5.6 Using available technologies to assist in assessment, analysis, and communication of student learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Element 5.7 Using assessment information to share timely and comprehensible feedback with students and their families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall Standard Rating (based on majority of applicable Elements' ratings)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SUMMARY (activities and evidence)				

Teaching Standard 6

DEVELOPING AS A PROFESSIONAL EDUCATOR (Assessed by one or more of the following: reflection, observation, documentation or conferences)	N/A	1	2	3
Element 6.1 Reflecting on teaching practice in support of student learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Element 6.2 Establishing professional goals and engaging in continuous and purposeful professional growth and development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Element 6.3 Collaborating with colleagues and the broader professional community to support teacher and student learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Element 6.4 Working with families to support student learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Element 6.5 Engaging local communities in support of the instructional program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Element 6.6 Managing professional responsibilities to maintain motivation and commitment to all students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Element 6.7 Demonstrating professional responsibility, integrity, and ethical conduct	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall Standard Rating (based on majority of applicable Elements' ratings)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SUMMARY (activities and evidence)				

General Employee Expectations <i>(Does not apply to Peer Assistance and Review (PAR) program referrals)</i>	1	2	3
Complies with RCOE established rules, regulations, policies, contracts, and laws (Does not apply to PAR program referrals)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SUMMARY:			

OVERALL EVALUATION
1: <input type="checkbox"/> Unsatisfactory: Growth Objective(s) will be required on Teacher Performance Agreement
2: <input type="checkbox"/> Needs to Improve: Growth Objective(s) will be required on Teacher Performance Agreement
3: <input type="checkbox"/> Meets or Exceeds Standards: Developmental Objective(s) will be required on Teacher Performance Agreement
Refer to PAR joint Committee: Employee performance is rated as "Unsatisfactory" in one or more Standard or employee has received "Needs to Improve" rating in two (2) or more Standards for two (2) consecutive years.

<u>Guide to the Ratings</u>
❖ Determining Element Ratings: Refer to RCOE "Examples of Performance" rubric for guidance on the rating of Elements.
❖ Determining Standards Ratings:
<u>Unsatisfactory:</u> The majority of applicable Elements contained within a Standard are rated "Unsatisfactory."
<u>Needs to Improve:</u> The majority of applicable Elements contained within a Standard are rated "Needs to Improve" or "Unsatisfactory."
<u>Meets or Exceeds Standards:</u> The majority of applicable Elements within a Standard are rated "Meets or Exceeds Standards."
❖ Determining Overall Ratings:
<u>Unsatisfactory:</u> One or more Standards are rated "Unsatisfactory."
<u>Needs to Improve:</u> One or more Standards are rated "Needs to Improve" and no Standard is rated "Unsatisfactory."
<u>Meets or Exceeds Standards:</u> All Standards are rated "Meets or Exceeds Standards."

Evaluator comments and recommendations:

Next Review Due:
 One (1) year Two (2) years Other, specify:

Evaluator Name (please print)

Evaluator Signature

Date

Evaluatee Signature

Date

Note: Signature of evaluatee indicates the above Performance Review was discussed with the evaluator and does not necessarily indicate agreement on the part of the evaluatee. The evaluatee may submit to the supervisor and Director/Division Head a written statement in response for attachment to the Performance Review.

Division Head Signature

Date