

BONSALL UNIFIED SCHOOL DISTRICT
Final/Self-Reflection Evaluation

Employee Name	Site
Title/Subject/Grade Level	Employment Status: (Check One) <input type="checkbox"/> Temporary <input type="checkbox"/> Probationary (<input type="checkbox"/> Prob 1 <input type="checkbox"/> Prob 2) <input type="checkbox"/> Permanent
<input type="checkbox"/> Self-Reflection <input type="checkbox"/> Final Evaluation	Evaluating Administrator

Section 1: **EVALUATION OF PERFORMANCE**

Rating Scale: U=Unsatisfactory D=Developing M=Meets

Standard I – Engaging and Supporting All Students in Learning	**Unsatisfactory	*Developing	Meets
Rating: <input type="checkbox"/> U <input type="checkbox"/> D <input type="checkbox"/> M 1. Using knowledge of students to engage them in learning.			
2. Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests.			
3. Connecting subject matter to meaningful, real-life contexts.			
4. Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs.			
5. Promoting critical thinking through inquiry, problem solving and reflection.			
6. Monitoring student learning and adjusting instruction while teaching.			
Data/Evidence related to Standard:			
Standard II – Creating and Maintaining Effective Environments for Student Learning Rating: <input type="checkbox"/> U <input type="checkbox"/> D <input type="checkbox"/> M 1. Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully.	**Unsatisfactory	*Developing	Meets

2. Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students.			
3. Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe.			
4. Creating a rigorous learning environment with high expectations and appropriate support for all students.			
5. Developing, communicating, and maintaining high standards for individual and group behavior.			
6. Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn.			
7. Using instructional time effectively.			
Data/Evidence related to Standard:			
Standard III – Understanding and Organizing Subject Matter for Student Learning Rating: <input type="checkbox"/> U <input type="checkbox"/> D <input type="checkbox"/> M	**Unsatisfactory	*Developing	Meets
1. Demonstrating knowledge of subject matter academic content standards, and curriculum frameworks.			
2. Applying knowledge of student development and proficiencies to ensure student understanding of content.			
3. Organizing curriculum to facilitate student understanding of the subject matter.			
4. Utilizing instructional strategies that are appropriate to the subject matter.			
5. Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students.			
6. Addressing the needs of English learners and students with special needs to provide equitable access to the content.			

Data/Evidence related to Standard:			
Standard IV – Planning Instruction and Designing Learning Experiences for All Students Rating: <input type="checkbox"/> U <input type="checkbox"/> D <input type="checkbox"/> M	**Unsatisfactory	*Developing	Meets
1. Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction.			
2. Establishing and articulating goals for student learning.			
3. Developing and sequencing long-term and short-term instructional plans to support student learning.			
4. Planning instruction that incorporates appropriate strategies to meet the learning needs of all students.			
5. Adapting instructional plans and curricular materials to meet the assessed learning needs of all students.			
Data/Evidence related to Standard:			
Standard V – Assessing Student Learning Rating: <input type="checkbox"/> U <input type="checkbox"/> D <input type="checkbox"/> M	**Unsatisfactory	*Developing	Meets
1. Applying knowledge of the purposes, characteristics, and uses of different types of assessment.			
2. Collecting and analyzing assessment data from a variety of sources to inform instruction.			
3. Reviewing data, both individually and with colleagues, to monitor student learning.			
4. Using assessment data to establish learning goals and to plan, differentiate, and modify instruction.			
5. Involving all students in self-assessment, goal setting, and monitoring progress.			
6. Using available technologies to assist in assessment, analysis, and communication of student learning.			
7. Using assessment information to share timely and comprehensible feedback with students and their families.			

Data/Evidence related to Standard:			
Standard VI – Developing as a Professional Educator	**Unsatisfactory	*Developing	Meets
Rating: <input type="checkbox"/> U <input type="checkbox"/> D <input type="checkbox"/> M			
1. Reflecting on teaching practice in support of student learning.			
2. Establishing professional goals and engaging in continuous and purposeful professional growth and development.			
3. Collaborating with colleagues and the broader professional community to support teacher and student learning.			
4. Working with families to support student learning.			
5. Engaging local communities in support of the instructional program.			
6. Managing professional responsibilities to maintain motivation and commitment to all students.			
7. Demonstrating professional responsibility, integrity, and ethical conduct.			
Data/Evidence related to Standard:			

Section 2: RATING OF STANDARDS

1. A teacher who receives “Meets” for all elements under any one standard shall receive a rating of Meets for that standard.
2. A teacher who receives three or more “Developing” or two “Unsatisfactory” in elements of any one standard shall receive a Developing rating for that standard with an improvement plan.
3. A teacher who receives three or more “Unsatisfactory” in an element under any one standard shall receive a rating of Unsatisfactory for that standard.
4. A teacher who receives a rating of Unsatisfactory on any one standard on the Final Evaluation shall be referred for PAR participation.

*A teacher who receives three or more “Developing” or two “Unsatisfactory” in elements of any one standard shall receive a Developing rating for that standard with an **improvement plan**.

** A teacher who receives a rating of Unsatisfactory on any one standard on the Final Evaluation shall be referred for **PAR participation**.

Section 3: COMMENDATIONS/RECOMMENDATIONS

Section 4: COMMENTS BY EVALUATEE

Evaluatee may also attach additional written response. If additional comments are attached, check here .
Comments must be submitted in writing within (10) working days.

I certify that this report has been discussed with me. I understand that my signature does not necessarily indicate agreement.

Evaluator's Signature

Date

Evaluatee's Signature

Date

Distribution: ____Administration ____Teacher ____Personnel File