

Name \_\_\_\_\_ Date \_\_\_\_\_

**PRE CONFERENCE QUESTIONS:**

What will you be doing in this lesson?

What are your goals for your students?

What exactly will you and your students be doing in your lesson?

How will you know if your lesson is successful?

What are you curious about or want to learn about in this lesson?

What, specifically, would you like me to observe for?

How can I best gather information for you?

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<b>CALIFORNIA STANDARDS FOR THE TEACHING PROFESSION</b>	
<b><u>Engaging and supporting all students in learning designing learning experiences for all</u></b>	<b><u>Planning instruction and</u></b>
<input type="checkbox"/> Prior knowledge, life experience, and interests interests & developmental learning needs	<input type="checkbox"/> Students' background,
<input type="checkbox"/> Variety of instructional strategies and resources	<input type="checkbox"/> Goals for student learning
<input type="checkbox"/> Learning experiences--autonomy, interaction & choice sequencing instructional activities	<input type="checkbox"/> Developing and
<input type="checkbox"/> Subject matter, problem solving, critical thinking & skills short term plans	<input type="checkbox"/> Designing long and
<input type="checkbox"/> Self-directed, reflective learning for all students needs	<input type="checkbox"/> Modifying for student
<b><u>Creating &amp; maintaining an effective environment for all</u></b>	<b><u>Assessing Student Learning</u></b>
<input type="checkbox"/> Organizing the physical environment for all students	<input type="checkbox"/> Establishing learning goals

\_\_Planning and implementing procedures and routines information to assess

\_\_Fairness and respect students assessing their own learning

\_\_Social development and responsibility assessments to guide instruction

\_\_Standards for student behavior students & families about student progress

\_\_Using instructional time effectively

**Understanding&organizing subject matter knowledge educator**

\_\_Knowledge of subject matter learning

\_\_Organizing curriculum to support student understanding learning

\_\_Integrating ideas and information student learning

\_\_Developing student understanding-instructional strategies to improve teaching and learning

\_\_Using materials, resources, and technologies contribute and grow professionally

\_\_Multiple sources of

\_\_Involving & guiding

\_\_Using the results of

\_\_Communicating with

**Developing as a professional**

\_\_Reflecting on teaching and

\_\_Engage families in student

\_\_Community resources to support

\_\_Working with colleagues

\_\_Pursuing opportunities to

\_\_Balancing professional

responsibilities

Observation Date:\_\_\_\_\_ Post Conference Date:\_\_\_\_\_

Evaluator\_\_\_\_\_Date\_\_\_\_\_

Evaluatee:\_\_\_\_\_Date\_\_\_\_\_

Name\_\_\_\_\_Date\_\_\_\_\_

**POST CONFERENCE QUESTIONS:**

How do you think the lesson went? Did the lesson go as you had planned? Would you like to see the data I gathered? How does this data match your expectations or surprise you? How do you think the \_\_\_\_\_ might have affected the \_\_\_\_\_? How does this data help you as a teacher? If you were to reteach this lesson, is there anything you would do differently? Is there anything we should consider changing when we work together again?

What Worked? Concerns	Current Focus - Challenges -
Teacher's Next Steps:	Administrator's Next Steps:

**CALIFORNIA STANDARDS FOR THE TEACHING PROFESSION**

**Engaging and supporting all students in learning  
designing learning experiences for all**

\_\_ Prior knowledge, life experience, and interests  
interests & developmental learning needs

\_\_ Variety of instructional strategies and resources

\_\_ Learning experiences--autonomy, interaction & choice  
sequencing instructional activities

\_\_ Subject matter, problem solving, critical thinking & skills  
short term plans

\_\_ Self-directed, reflective learning for all students  
needs

**Creating & maintaining an effective environment for all**

\_\_ Organizing the physical environment  
for all students

**Planning instruction and**

\_\_ Students' background,

\_\_ Goals for student learning

\_\_ Developing and

\_\_ Designing long and

\_\_ Modifying for student

**Assessing Student Learning**

\_\_ Establishing learning goals

\_\_Planning and implementing procedures and routines information to assess

\_\_Fairness and respect students assessing their own learning

\_\_Social development and responsibility assessments to guide instruction

\_\_Standards for student behavior students & families about student progress

\_\_Using instructional time effectively

**Understanding&organizing subject matter knowledge educator**

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\_\_Organizing curriculum to support student understanding learning

\_\_Integrating ideas and information student learning

\_\_Developing student understanding--instructional strategies to improve teaching and learning

\_\_Using materials, resources, and technologies contribute and grow professionally

responsibilities

\_\_Multiple sources of

\_\_Involving & guiding

\_\_Using the results of

\_\_Communicating with

**Developing as a professional**

\_\_Reflecting on teaching and

\_\_Engage families in student

\_\_Community resources to support

\_\_Working with colleagues

\_\_Pursuing opportunities to

\_\_Balancing professional

Pre Conference Date:\_\_\_\_\_

Evaluator\_\_\_\_\_Date\_\_\_\_\_

Evaluatee:\_\_\_\_\_Date\_\_\_\_\_

**Name\_\_\_\_\_ Date\_\_\_\_\_**

**Teacher Focus for this observation\_\_\_\_\_**

**Evidence (during observation)**

**CALIFORNIA STANDARDS FOR THE TEACHING PROFESSION**

**Engaging and supporting all students in learning   Planning instruction and designing learning experiences for all**

- Prior knowledge, life experience, and interests
- Variety of instructional strategies and resources
- Learning experiences--autonomy, interaction & choice
- Subject matter, problem solving, critical thinking & skills
- Self-directed, reflective learning for all students
- Students' background, interests & developmental learning needs
- Goals for student learning
- Developing and sequencing instructional activities
- Designing long and short term plans
- Modifying for student needs

**Creating&maintaining an effective environ for all   Assessing Student Learning**

- Organizing the physical environment
- Planning and implementing procedures and routines
- Fairness and respect
- Social development and responsibility
- Standards for student behavior
- Using instructional time effectively
- Establishing learning goals for all students
- Multiple sources of information to assess
- Involving & guiding students assessing their own learning
- Using the results of assessments to guide instruction
- Communicating with students & families about student progress

**Understanding&organizing subj. matter knowledge   Developing as a professional educator**

- Knowledge of subject matter
- Organizing curriculum to support student understanding
- Integrating ideas and information
- Developing student understanding--instructional strategies
- Using materials, resources, and technologies
- Reflecting on teaching and learning
- Engage families in student learning
- Community resources to support student learning
- Working with colleagues to improve teaching and learning
- Pursuing opportunities to contribute and grow professionally
- Balancing professional responsibilities

Evaluator: \_\_\_\_\_ Date: \_\_\_\_\_ Evaluatee: \_\_\_\_\_  
Date: \_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_

**PRE CONFERENCE QUESTIONS:**

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<b><u>Engaging and supporting all students in learning</u></b>	<b><u>Planning instruction and</u></b>
<b><u>designing learning experiences for all</u></b>	
__Prior knowledge, life experience, and interests interests & developmental learning needs	__Students' background,
__Variety of instructional strategies and resources	__Goals for student learning
__Learning experiences--autonomy, interaction & choice sequencing instructional activities	__Developing and
__Subject matter, problem solving, critical thinking & skills short term plans	__Designing long and
__Self-directed, reflective learning for all students needs	__Modifying for student
<b><u>Creating &amp; maintaining an effective environment for all</u></b>	<b><u>Assessing Student Learning</u></b>

\_\_Organizing the physical environment for all students

\_\_Establishing learning goals

\_\_Planning and implementing procedures and routines information to assess

\_\_Multiple sources of

\_\_Fairness and respect students assessing their own learning

\_\_Involving & guiding

\_\_Social development and responsibility assessments to guide instruction

\_\_Using the results of

\_\_Standards for student behavior students & families about student progress

\_\_Communicating with

\_\_Using instructional time effectively

**Understanding&organizing subject matter knowledge educator**

**Developing as a professional**

\_\_Knowledge of subject matter learning

\_\_Reflecting on teaching and

\_\_Organizing curriculum to support student understanding learning

\_\_Engage families in student

\_\_Integrating ideas and information student learning

\_\_Community resources to support

\_\_Developing student understanding-instructional strategies to improve teaching and learning

\_\_Working with colleagues

\_\_Using materials, resources, and technologies contribute and grow professionally

\_\_Pursuing opportunities to

\_\_Balancing professional

responsibilities

Observation Date:\_\_\_\_\_ Post Conference Date:\_\_\_\_\_

Evaluator\_\_\_\_\_Date\_\_\_\_\_

Evaluatee:\_\_\_\_\_Date\_\_\_\_\_

Name\_\_\_\_\_Date\_\_\_\_\_

**POST CONFERENCE QUESTIONS:**

How do you think the lesson went? Did the lesson go as you had planned? Would you like to see the data I gathered? How does this data match your expectations or surprise you? How do you think the \_\_\_\_\_ might have affected the \_\_\_\_\_? How does this data help you as a teacher? If you were to reteach this lesson, is there anything you would do differently? Is there anything we should consider changing when we work together again?

What Worked? Concerns	Current Focus - Challenges -
Teacher's Next Steps:	Administrator's Next Steps:

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**Engaging and supporting all students in learning  
designing learning experiences for all**

- Prior knowledge, life experience, and interests interests & developmental learning needs
- Variety of instructional strategies and resources
- Learning experiences--autonomy, interaction & choice sequencing instructional activities
- Subject matter, problem solving, critical thinking & skills short term plans
- Self-directed, reflective learning for all students needs

**Creating & maintaining an effective environment for all**  
 Organizing the physical environment for all students

**Planning instruction and**

- Students' background,
- Goals for student learning
- Developing and
- Designing long and
- Modifying for student needs

**Assessing Student Learning**

- Establishing learning goals

\_\_Planning and implementing procedures and routines information to assess

\_\_Fairness and respect students assessing their own learning

\_\_Social development and responsibility assessments to guide instruction

\_\_Standards for student behavior students & families about student progress

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\_\_Multiple sources of

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\_\_Using the results of

\_\_Communicating with

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\_\_Reflecting on teaching and

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\_\_Community resources to support

\_\_Working with colleagues

\_\_Pursuing opportunities to

\_\_Balancing professional

responsibilities

Pre Conference Date: \_\_\_\_\_

Evaluator \_\_\_\_\_ Date \_\_\_\_\_

Evaluatee: \_\_\_\_\_ Date \_\_\_\_\_

**Name** \_\_\_\_\_ **Date** \_\_\_\_\_

**Teacher Focus for this observation**

**Evidence (during observation)**

**CALIFORNIA STANDARDS FOR THE TEACHING PROFESSION**

**Engaging and supporting all students in learning   Planning instruction and designing learning experiences for all**

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- Goals for student learning
- Developing and sequencing instructional activities
- Designing long and short term plans
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**Creating&maintaining an effective environ for all   Assessing Student Learning**

- Organizing the physical environment
- Planning and implementing procedures and routines
- Fairness and respect
- Social development and responsibility
- Standards for student behavior
- Using instructional time effectively
- Establishing learning goals for all students
- Multiple sources of information to assess
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**Understanding&organizing subj. matter knowledge   Developing as a professional educator**

- Knowledge of subject matter
- Organizing curriculum to support student understanding
- Integrating ideas and information
- Developing student understanding--instructional strategies
- Using materials, resources, and technologies
- Reflecting on teaching and learning
- Engage families in student learning
- Community resources to support student learning
- Working with colleagues to improve teaching and learning
- Pursuing opportunities to contribute and grow professionally
- Balancing professional responsibilities

Evaluator \_\_\_\_\_ Date \_\_\_\_\_

Evaluatee: \_\_\_\_\_

## Pre-Tenure Mid-year Recommendation

Evaluatee: \_\_\_\_\_ Evaluator: \_\_\_\_\_ School: \_\_\_\_\_ Date: \_\_\_\_\_

This report will serve as the basis for advancement to either second-year probationary or tenure status. It is based on evidence of demonstrated skills as defined by the District's Professional Standards and will be reviewed with the Board of Trustees before advancement.

Cite evidence of the standard achieved in each of the following:

**Standard 1 - Engaging and Supporting All Students in Learning**

**Standard 2 - Creating and Maintaining an Effective Environment for All**

**Standard 3 - Understanding and Organizing Subject Matter Knowledge**

**Standard 4 - Planning Instruction and Designing Learning Experiences for All**

**Standard 5 - Assessing Student Learning**

**Standard 6 - Developing as a Professional Educator**

**Summary Comments:**

I certify that \_\_\_\_\_ has met all the Professional Standards of the Pajaro Valley Unified School District and is recommended for advancement to tenure status.

I certify that \_\_\_\_\_ is progressing satisfactorily in meeting the Professional Standards of the Pajaro Valley Unified School District and is recommended for advancement to Probationary 2 status.

I certify that \_\_\_\_\_ is progressing satisfactorily in meeting the Professional Standards of the Pajaro Valley Unified School District.

\_\_\_\_\_ has not met the Professional Standards of the Pajaro Valley Unified School District and is not recommended for advancement.

Evaluatee:\_\_\_\_\_ Evaluator:\_\_\_\_\_ Date:\_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_

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<input type="checkbox"/> Prior knowledge, life experience, and interests interests & developmental learning needs	<input type="checkbox"/> Students' background,
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<input type="checkbox"/> Learning experiences--autonomy, interaction & choice sequencing instructional activities	<input type="checkbox"/> Developing and
<input type="checkbox"/> Subject matter, problem solving, critical thinking & skills short term plans	<input type="checkbox"/> Designing long and
<input type="checkbox"/> Self-directed, reflective learning for all students needs	<input type="checkbox"/> Modifying for student needs

**Creating & maintaining an effective environment for all**

- Organizing the physical environment for all students
- Planning and implementing procedures and routines
- Information to assess
- Fairness and respect
- students assessing their own learning
- Social development and responsibility
- assessments to guide instruction
- Standards for student behavior
- students & families about student progress
- Using instructional time effectively

**Understanding & organizing subject matter knowledge educator**

- Knowledge of subject matter learning
- Organizing curriculum to support student understanding
- learning
- Integrating ideas and information
- student learning
- Developing student understanding-instructional strategies
- to improve teaching and learning
- Using materials, resources, and technologies
- contribute and grow professionally

responsibilities

Observation Date: \_\_\_\_\_ Post Conference Date: \_\_\_\_\_

Evaluator \_\_\_\_\_ Date \_\_\_\_\_

Evaluatee: \_\_\_\_\_ Date \_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_

**Assessing Student Learning**

- Establishing learning goals
- Multiple sources of
- Involving & guiding
- Using the results of
- Communicating with

**Developing as a professional**

- Reflecting on teaching and learning
- Engage families in student learning
- Community resources to support student learning
- Working with colleagues
- Pursuing opportunities to contribute and grow professionally
- Balancing professional responsibilities

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Teacher's Next Steps:	Administrator's Next Steps:

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**Planning instruction and**

- Students' background,
- Goals for student learning
- Developing and
- Designing long and
- Modifying for student needs

**Creating & maintaining an effective environment for all**

- Organizing the physical environment for all students
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- students & families about student progress
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**Understanding & organizing subject matter knowledge**  
**educator**

- Knowledge of subject matter learning
- Organizing curriculum to support student understanding
- Integrating ideas and information
- student learning
- Developing student understanding--instructional strategies
- to improve teaching and learning
- Using materials, resources, and technologies
- contribute and grow professionally

responsibilities

Pre Conference Date: \_\_\_\_\_

Evaluator \_\_\_\_\_ Date \_\_\_\_\_

Evaluated: \_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_

**Teacher Focus for this observation**

\_\_\_\_\_

**Evidence (during observation)**

**Assessing Student Learning**

- Establishing learning goals
- Multiple sources of
- Involving & guiding
- Using the results of
- Communicating with

**Developing as a professional**

- Reflecting on teaching and learning
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**CALIFORNIA STANDARDS FOR THE TEACHING PROFESSION**

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Evaluator \_\_\_\_\_ Date \_\_\_\_\_ Evaluatee \_\_\_\_\_  
\_\_\_\_\_ Date \_\_\_\_\_