

# CALIFORNIA FEDERATION of TEACHERS

TOM MARTIN, CFT REPRESENTATIVE

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AFL-CIO

*file (TOM) EVALUATION*

June 2, 1983

**RECEIVED**  
JUN - 7 1983  
CAL. FED. OF TEACHERS

Raoul Teilhet, President, CFT  
Miles Myers, Vice President, CFT  
Bob Salley, QuEST Chairperson, CFT

Dear brothers:

Enclosed is a proposed teacher evaluation plan developed by Richard Manatt of Iowa State University as consultant to the Novato Unified School District. Year No. 1 resulted in the document before you. Next year is to be a "pilot program" year in which teachers "voluntarily" participate in the program. Year No. 3 ('84-85) is supposed to be the year of implementation.

The local in Novato has not engaged the District on this matter until recently - particularly as teacher apprehension became vocal. We are presently asking the District to enter into a memorandum of understanding regarding any variation from the contract with regard to evaluation procedures as well as outlining the "voluntary" character of teacher participation in the coming school year.

As I read this document and after Carey McCarthy and I met with Manatt for an hour or so, it appears to be another snake oil approach to evaluation. The problem is that neither the local nor the CFT have alternative approaches to suggest to teachers. Since we would appear in a bad light to oppose evaluation per se, we need a teacher directed evaluation system to hold up as an alternative model.

There are many approaches open to us in a given district, but it would be helpful to have a CFT QuEST model, position paper, or teacher evaluation plan of action to assist locals when grappling with these questions.

More later....

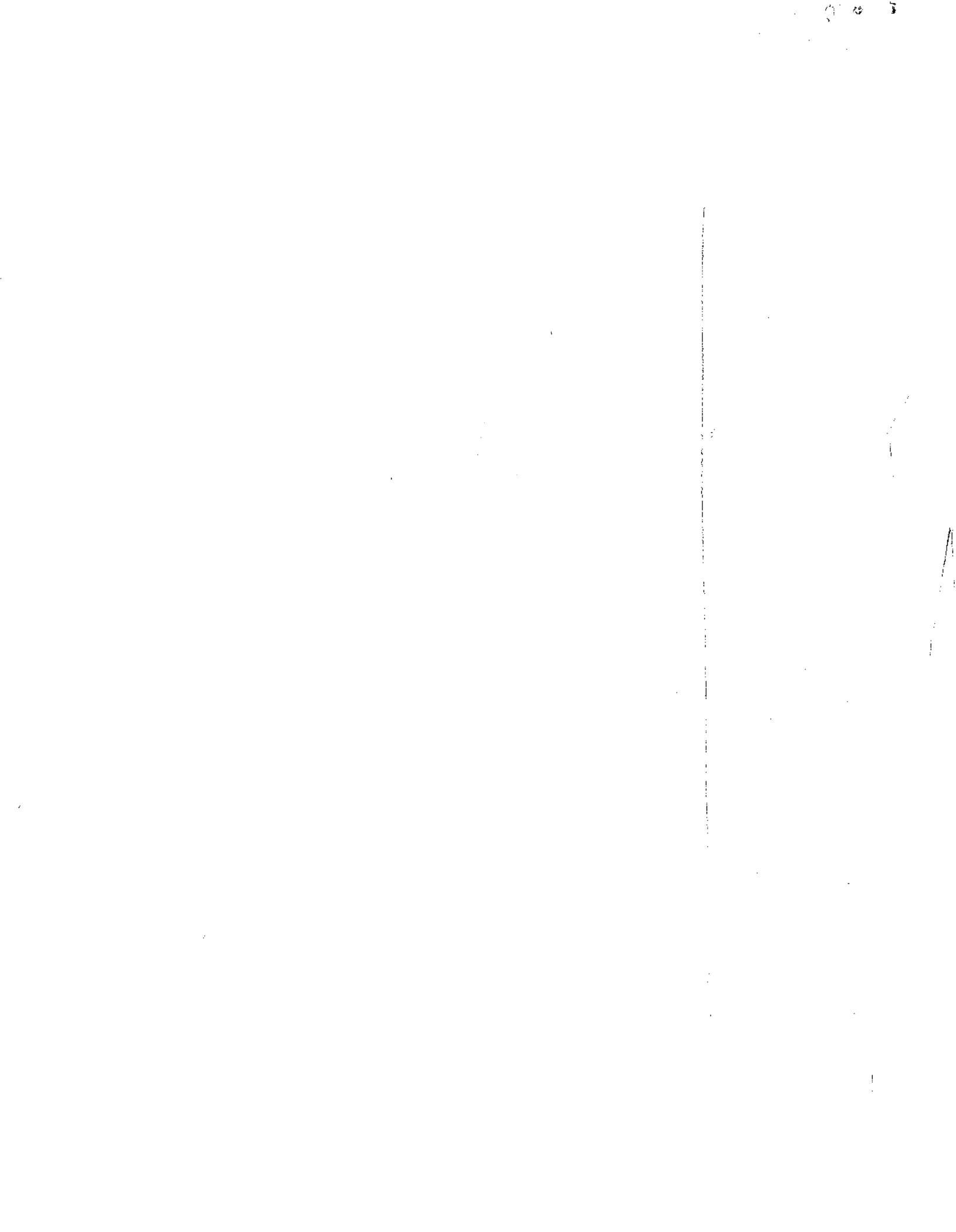
In unity,

*Tom*

Tom Martin, Representative

cc: Carey Mc Carthy, President, AFT Local 1986

p.s. Is now the time to start showing the Teilhet-Stull debate film again?  
Manatt does appear to be Stull revisited with additional paper work.



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Novato Unified School District  
1015 Seventh Street  
Novato, California 94947

Preobservation Conference  
Classroom Observation  
Postobservation Conference  
Job Improvement Targets

Consultants: Richard P. Manatt  
Sally J. Frudden  
Kenneth F. Palmer

3



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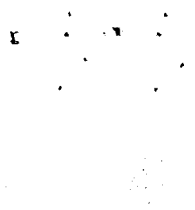
Alicia Pansky

Carey Ann Skarshaug

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## Philosophy of Education

The Novato Unified School District is committed to preparing all students to become successful, contributing adults to society through an effective instructional program that includes all of the following:

- mastery of basic skills,
- problem solving and critical thinking,
- knowledge of, and respect for, our democratic form of government,
- appreciation for the fine arts,
- knowledge and appreciation of the sciences and technology,
- tolerance and respect for our country's diversity,
- concern for mental and physical well being, and
- preparation for the work world.

Within this context, the intellectual, emotional, social and physical needs of each student will be met and challenged.

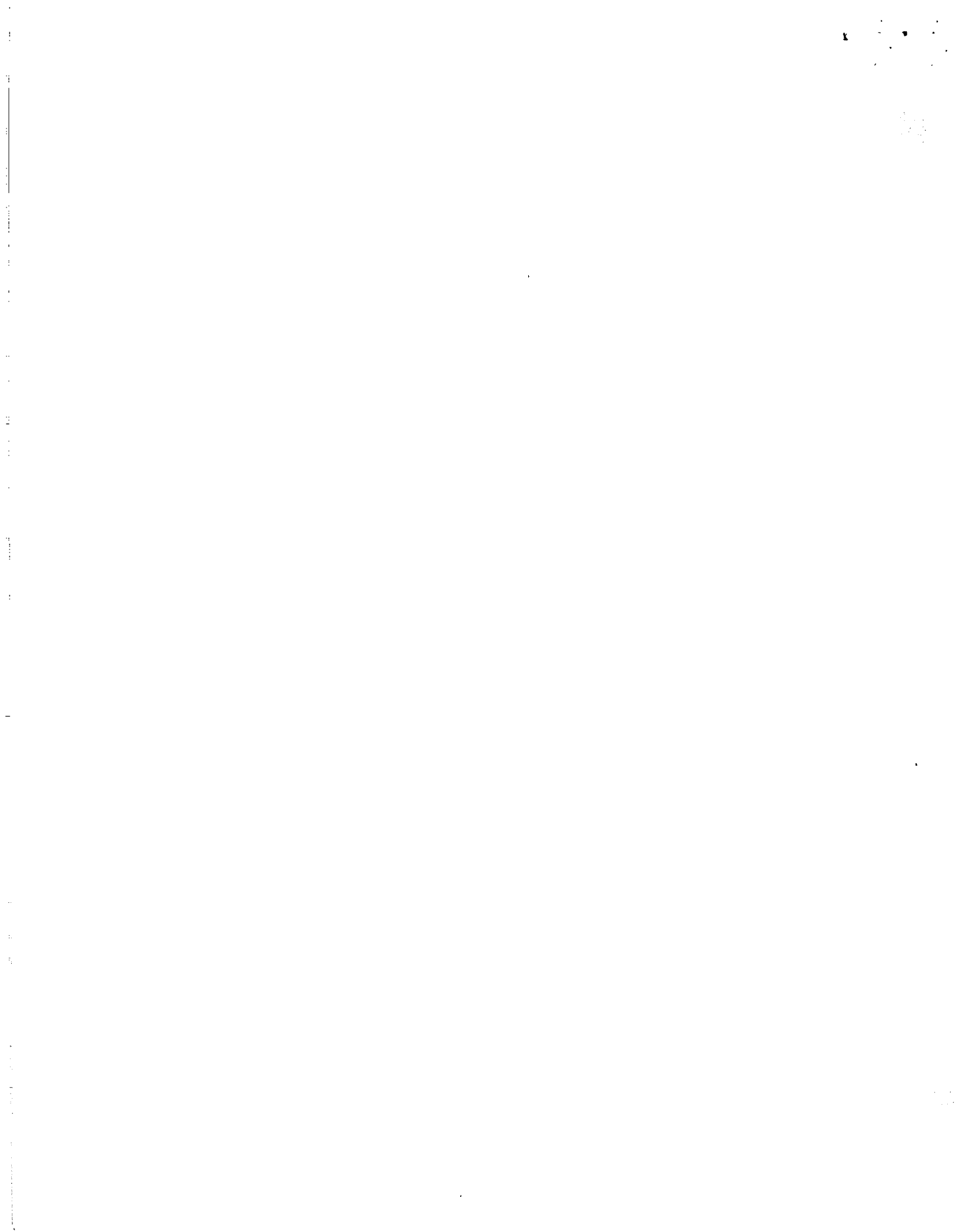
Additional goals of the educational program are:

- monitoring trends to maintain curricula that enable students to function successfully in the future,
- creating awareness of conservation practices that will contribute to the preservation of the world's resources for the use of future generations,
- developing skills that increase students' ability to live in a complex and rapidly changing world,
- providing models of acceptable behavior and appropriate values,
- nurturing of excitement for life-long learning,
- responding to community needs and working to communicate with and involve its members, most particularly parents, in the educational process, and

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- assessing the educational process on a continuous basis to improve and stay current with the best and most effective educational practices.

The Novato Unified School District believes that the effectiveness of the instructional program rests with the administration and the classroom teachers. It is the administration's role to create an atmosphere in which the philosophy and goals of the district can be implemented. It is the teacher's role to use the most appropriate instructional techniques, to control and manage the classroom, to monitor student progress and to promote learning.



### Philosophy of Personnel Evaluation

The Novato Unified School District recognizes that the purpose of evaluation is to improve instruction and to promote professional growth through a cooperative, continuous and constructive process. The components of the evaluation system shall include:

- joint planning and development of job improvement targets,
- observation, recording and collection of data and work samples,
- coaching and counseling,
- recognition of individual differences, and
- opportunity for disagreement and rebuttal.

The evaluation system should be viewed as a means for recognizing good performance and identifying areas needing improvement. A humane and sensitive approach to the evaluation process and the self-worth of the evaluatee need to be maintained while implementing the district's philosophy and goal of improved student learning through improved performance of all personnel.



NOVATO UNIFIED SCHOOL DISTRICT  
TEACHER PERFORMANCE EVALUATION  
PROCEDURES

I. INTRODUCTION

The purposes of evaluation are to improve instruction and promote professional growth. In concert with the contract provisions for evaluation\* these procedures are designed to insure that:

- A. a cooperative and constructive plan is established by the evaluator and evaluatee,
- B. there is continuity between evaluation cycles,
- C. guidance and assistance are integral to the process, and
- D. due process is followed.

Periodic training sessions will be conducted so that evaluators are knowledgeable about the evaluation procedures and instruments, observation techniques and data collection.

II. EVALUATION CYCLE

In accordance with the contract, permanent teachers are formally evaluated at least every two years\*\* which must include a minimum of one formal observation. Probationary teachers are evaluated annually which must include a minimum of two formal observations.

*add line to the contract*  
A teacher may be evaluated more frequently if there has been:

- A. a new assignment or significant change in the teacher's program,
- B. an unsatisfactory written evaluation in the previous cycle, or
- C. a decline in the teacher's performance since the last evaluation.

A. Preplanning/Goal Setting Conference

Timeline

by  
October 15  
(Probationary)

The principal or assistant principal will set up a conference with the teacher to review:

- 1. evaluation procedures and instruments;
- contract provisions,

\* Contract between the Governing Board of the Novato Unified School District and the Novato Federation of Teachers, July 1, 1983- June 30, 1986. Article V,B.

\*\* In years when formal evaluation is not scheduled, all procedures are followed except the formal evaluation.





December 15 annually  
(Permanent)

- 2. past performance,
- 3. district and school goals for the school year,
- 4. short- and long-range job improvement targets (see Section III), and
- 5. observation and evaluation dates.

B. Formal Observations

Timeline

by  
November 15  
February 15  
(Probationary)

March 15 annually  
(Permanent)

- 1. A preobservation conference must be scheduled at least two working days before the observation to discuss:
  - a) lesson plans for the class sessions to be observed,
  - b) Teacher Preobservation Report to be completed by the teacher, and
  - c) other planning data as desired.
- 2. The observation must cover the entire lesson/class period as defined in the conference.
- 3. The written Postobservation Report based on data collected must be given to the teacher not later than five working days after the observation. Within 10 working days after the observation, a conference must be held. The conference should cover curriculum content teaching strategies, interpersonal relationships in terms of:
  - a) strengths,
  - b) areas needing improvement, and
  - c) review and/or revision of job improvement targets.
- 4. The Pre- and Postobservation Reports shall be signed and dated by both parties with a copy for each. The teacher's signature on the Postobservation Report signifies awareness of the content, not necessarily agreement. The teacher has seven working days to file a written response (clarification, information, opinion) if desired. The reports are placed in the permanent personnel file.
- 5. Teachers who need improvement shall be entitled, upon request, to subsequent prearranged observations, written reports and conferences.



C. Informal Observations

Unlimited informal observations may be used and are encouraged to assist in obtaining a complete picture of a teacher's performance. Written suggestions for improvement may be made by the evaluator whenever deemed necessary.

D. Summative Evaluation

Timeline

by  
March 1  
(Probationary)

April 1 biannually  
(Permanent)

1. Written Report

The teacher may submit any data (work samples, documentation from colleagues or others, etc.) believed to be pertinent.

In addition to the observation(s), the evaluator may use appropriate, documented input from supervisors, consultants, staff, and others familiar with the teacher's work. Information or material from parents or citizens may be used only if a discussion has been held between the teacher and the source, the data are in writing, or the teacher so requests that the data be used.

A copy of the Summative Evaluation Report shall be available upon request prior to the conference.

2. Conference

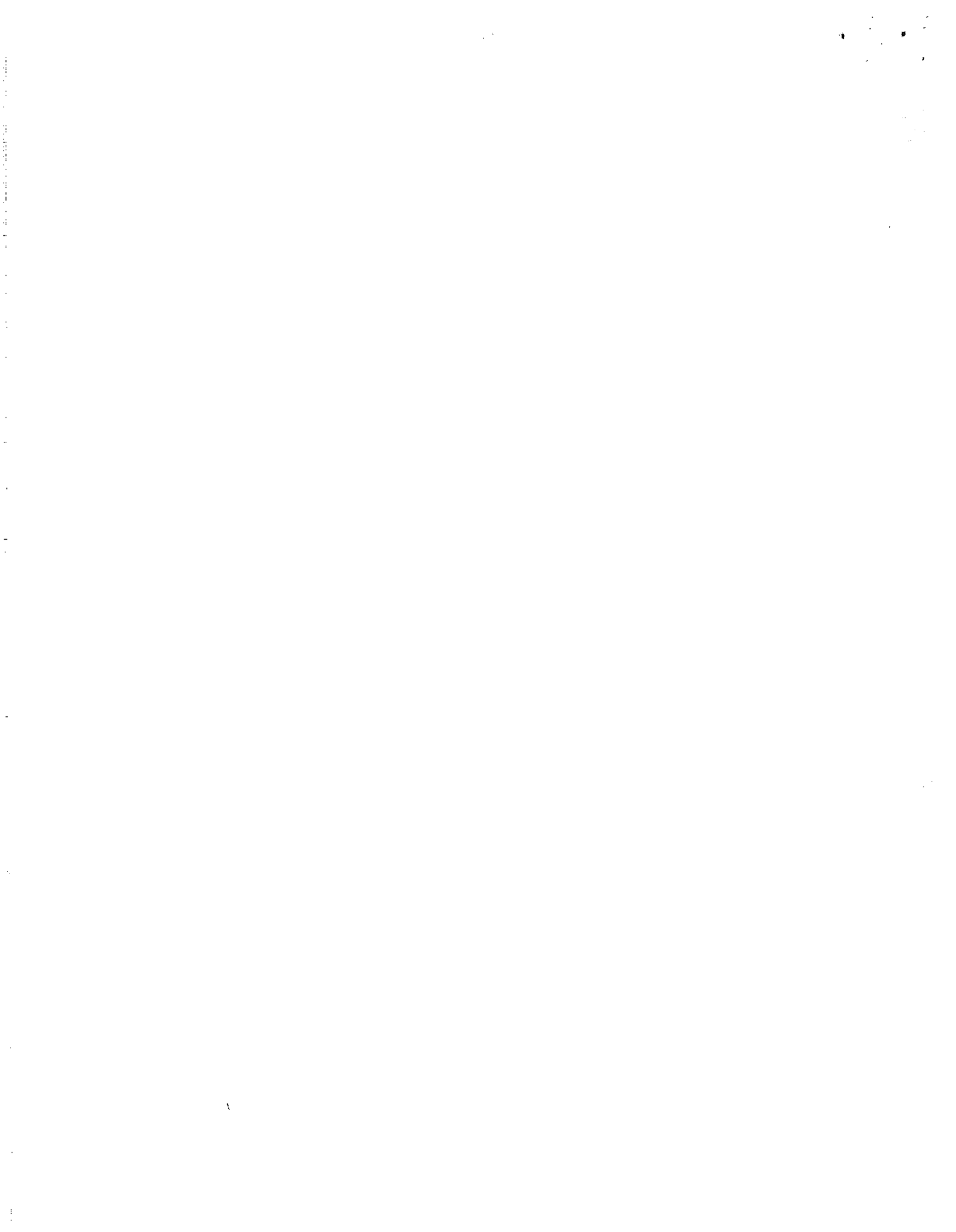
The purpose of the conference is to:

- a) review all pertinent evaluative data,
- b) review job improvement targets, and
- c) discuss short- and long-range job improvement targets to be addressed in the next performance appraisal cycle.

3. File

The Summative Evaluation Report is to be signed by both parties with a copy to each. The teacher's signature signifies awareness of content, not necessarily agreement. The teacher has seven working days to file a written response if desired.

All formative and summative evaluation reports and teacher comments are placed in the employee's personnel file. These data are confidential and are available only to the Board of Trustees, the administration and the teacher.



### III. JOB IMPROVEMENT TARGETS

The purpose of job improvement targets is to improve individual performance. They are mutually planned by evaluator and teacher; the final decision rests with the evaluator. At least one job improvement target will be required for every teacher. The target(s) can be short- and/or long-range and must be in writing on the Job Improvement Target Form. They should specify:

*Handwritten notes:*  
The purpose of job improvement targets is to improve individual performance. They are mutually planned by evaluator and teacher; the final decision rests with the evaluator. At least one job improvement target will be required for every teacher. The target(s) can be short- and/or long-range and must be in writing on the Job Improvement Target Form. They should specify:

- A. objectives or expected outcomes,
- B. plan of action,
- C. resources needed (people, materials, inservice), and
- D. evaluation/monitoring methods.

Job improvement targets are a basis for planning individual staff development and should also be used in the formulation of school-wide inservice programs. The latter should be jointly planned by the administrator and faculty.

### IV. DUE PROCESS

Due process is an integral part of the evaluation system. It is provided for as follows:

- A. Teachers are informed about the system and procedures through conferences (group and individual).
- B. Teachers are given copies of the appropriate procedures and forms.
- C. Teachers have the opportunity to file responses to the formal written observation and evaluation reports.
- D. Teachers have access to their personnel file which is maintained in the district personnel office.

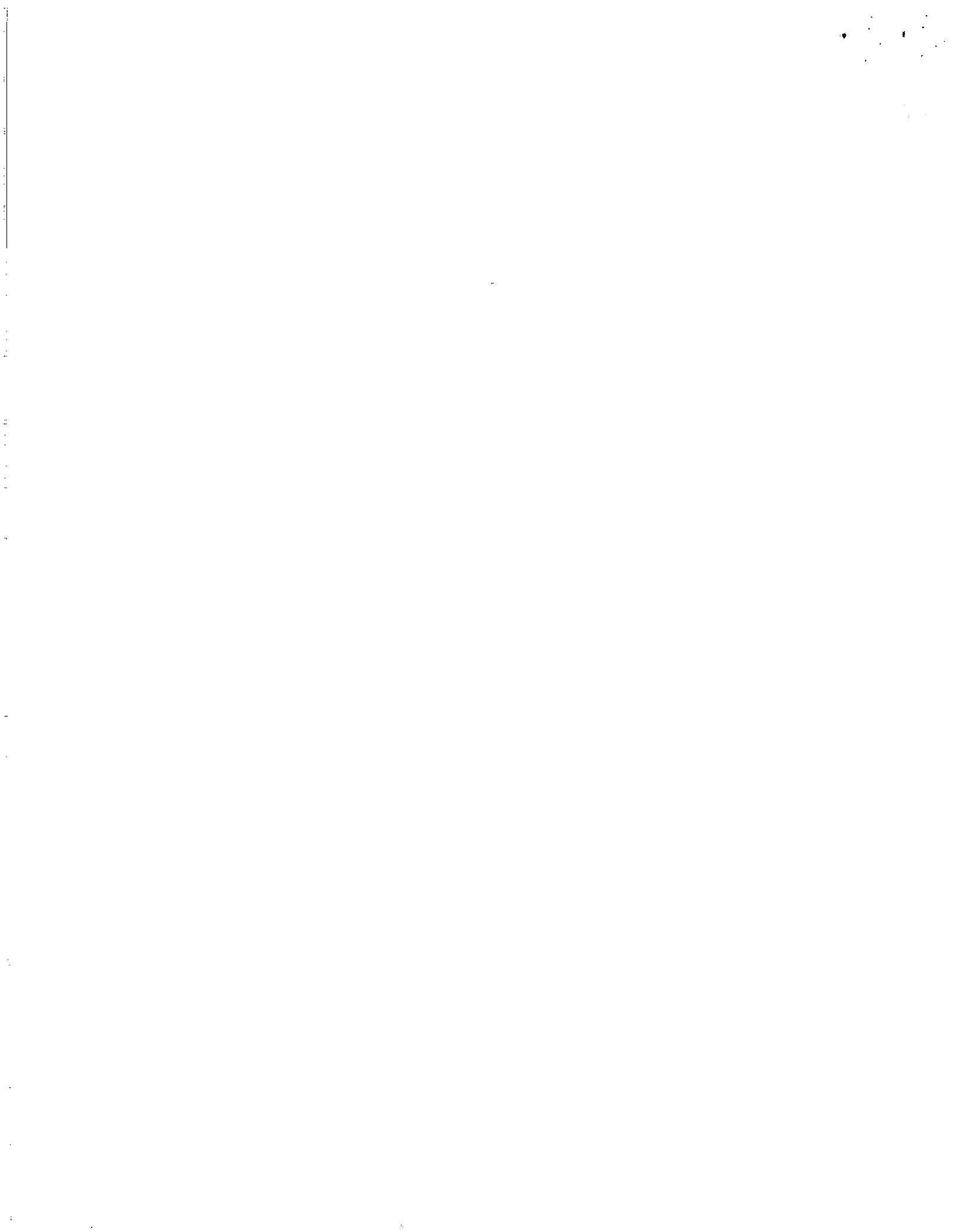
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Now there is a section on file

### V. PROCEDURES IN THE EVENT OF AN UNSATISFACTORY EVALUATION

- A. When there is an unsatisfactory evaluation, the evaluator will make specific recommendations for improvement and suggestions of available sources of assistance.
- B. Subsequently, one or more conferences shall be held with the employee to assist in correcting the deficiencies previously noted. A record of such conferences shall be included on the observation report and a copy given to the employee.
- C. Additional formal evaluations may be made at the request of either the employee or the evaluator. In the event the employee disagrees with the evaluation, the employee shall have the right to a review of the evaluation by the Assistant Superintendent.



- D. The evaluator may recommend to the Assistant Superintendent that an employee who has received an unfavorable evaluation receive an additional evaluation. This evaluation may be done by the Assistant Superintendent or a designee.
- E. If the evaluator and the Assistant Superintendent agree that an employee's performance is unsatisfactory, the employee must show a strict adherence to the recommendations for improvement as enumerated by the evaluators.
- F. The employee shall be given a reasonable amount of time to improve. During this period, re-evaluations will be made.
- G. At the time of each re-evaluation, the employee must show, in writing, the means used to improve. These means should include such processes as: consultations, observations, courses or workshops. Any cost related to the improvement during this period shall be paid by the employee. No units acquired as part of this improvement period shall be credited toward class advancement.



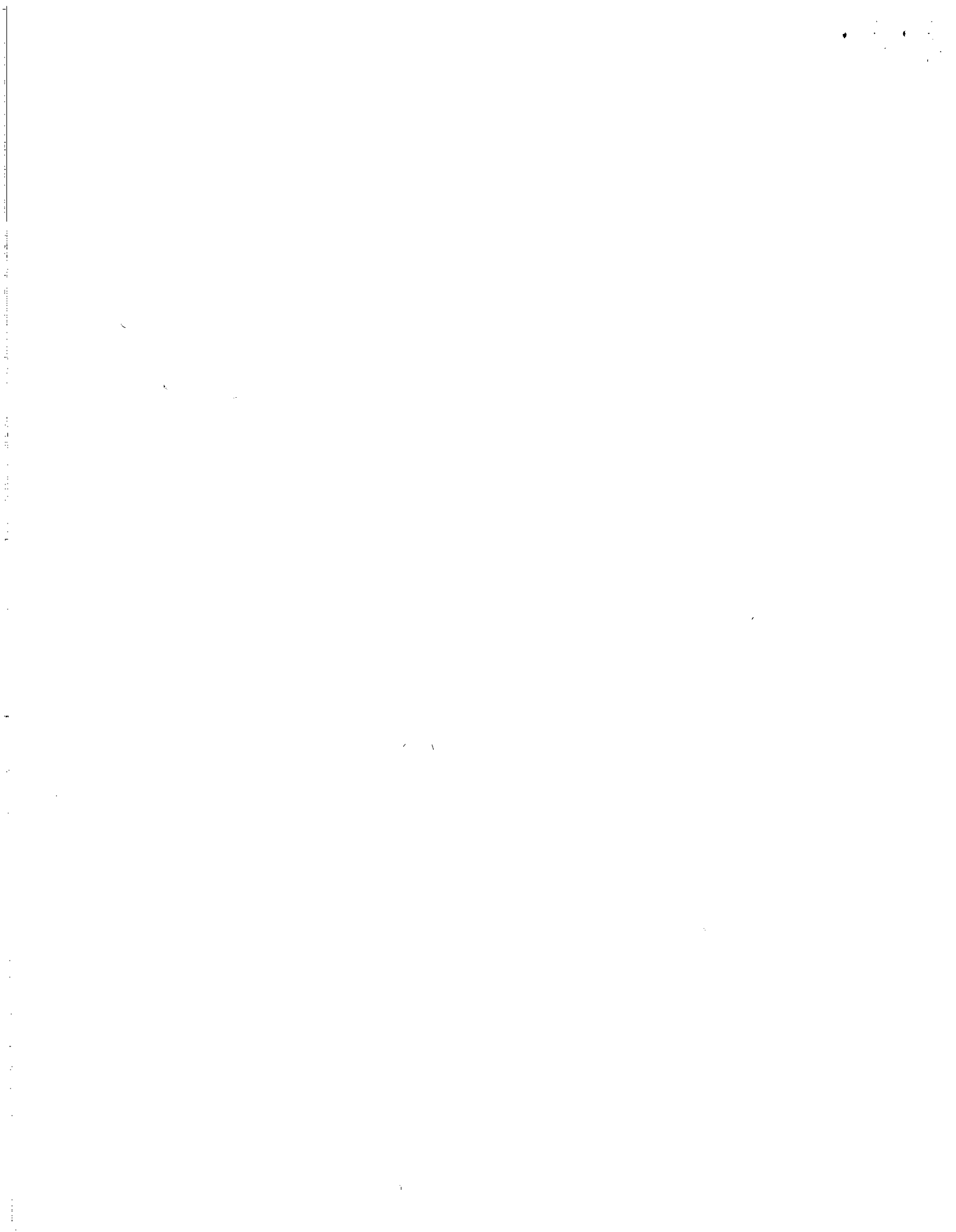


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Novato Unified School District  
Novato, California

TEACHER EVALUATION: PERFORMANCE AREAS, CRITERIA AND DESCRIPTORS

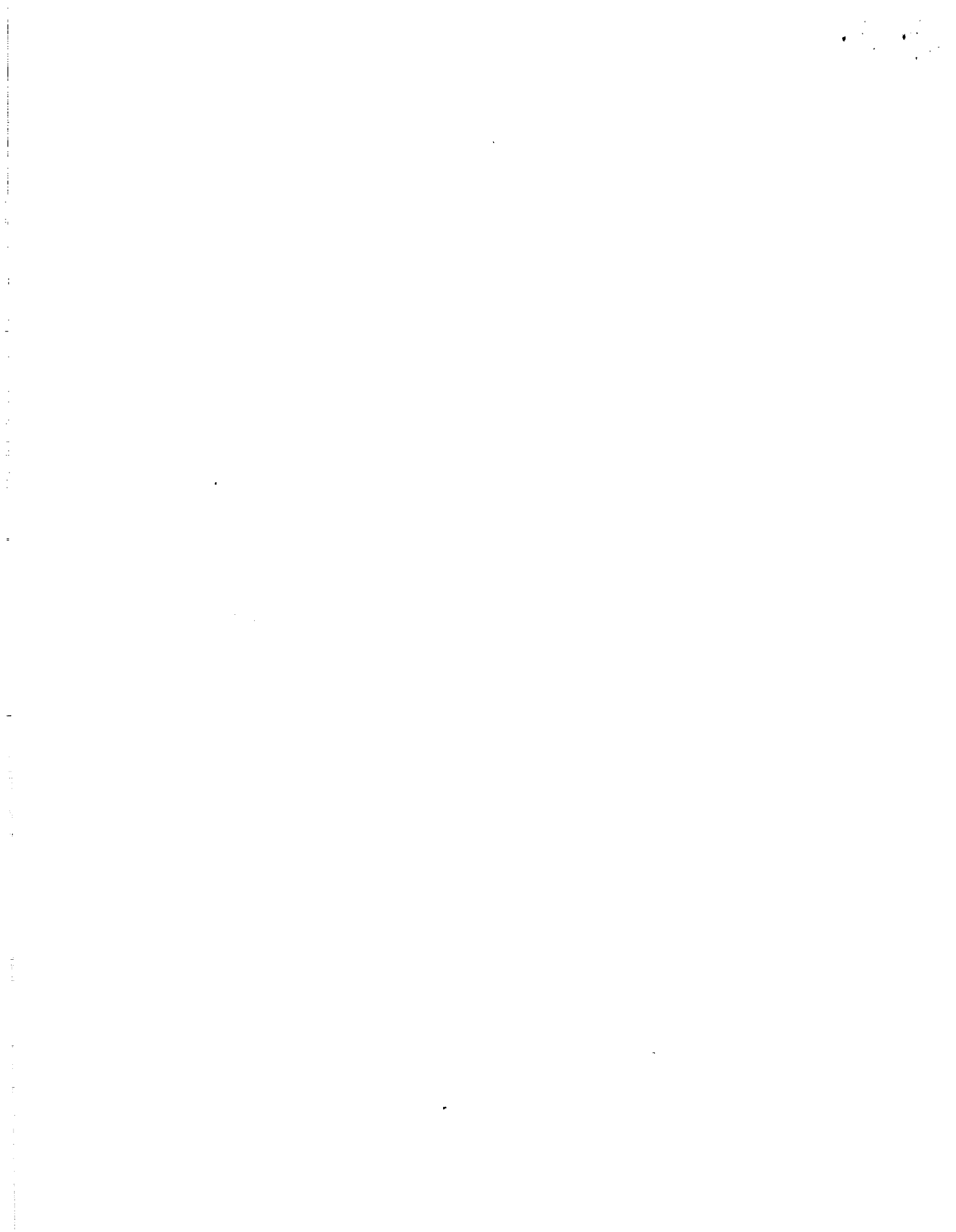
- I. Productive teaching techniques.
  - A. Develops appropriate instructional objectives.
    1. States expected student behaviors.
    2. States the learning to be achieved.
    3. States the level of acceptable performance.
    4. Selects content and materials reflecting the Board-adopted Essential Learnings and the school curriculum based on knowledge of curriculum and subject matter.
  - B. Teaches to the stated instructional objectives.
    1. Designs lessons relevant to the objectives that are clear, consistent and sequential.
    2. Organizes activities relevant to the objectives.
    3. Provides instruction relevant to the objectives.
    4. Asks questions relevant to the objectives.
  - C. Communicates effectively with students.
    1. States learning objectives to students.
    2. Gives clear, explicit directions.
    3. Presents accurate and complete information.
    4. Uses a variety of verbal and nonverbal teaching strategies.
    5. Uses correct grammar and vocabulary suited to the level of the students.
    6. Elicits and responds to student questions before proceeding.
    7. Summarizes effectively.
    8. Praises students.
  - D. Motivates students.
    1. Communicates challenging expectations to students.
    2. Provides opportunities for planning, questioning, analyzing, summarizing, and evaluating.
    3. Uses a variety of teaching techniques (e.g. lecture, individual, small group).
    4. Uses multi-sensory approaches (i.e., tactile, visual, auditory) to learning.
    5. Explains or demonstrates with the use of instructional materials.
    6. Is resourceful in finding and using appropriate supplementary materials to aid instruction.
    7. Helps students develop work and study habits.
    8. Relates current lessons to previous learning.
    9. Provides opportunities for students to explore problems, to weigh alternatives in decisions making (critical thinking).
    10. Demonstrates enthusiasm for and knowledge of the subject.
  - E. Provides students with specific, evaluative feedback.
    1. Utilizes the information provided with formal test results to evaluate the classroom instructional program.
    2. Uses diagnostic and prescriptive techniques to evaluate individual student learning.
    3. Interprets standardized test data to students.



4. Interprets test and evaluation data to parents.
  5. Uses pre- and posttests to measure student progress.
  6. Tests students regularly on content presented in class using teacher-made tests and textbook (publisher's) tests.
  7. Returns student work as quickly as possible with written comments as well as grades or scores.
  8. Consults with students on test results as a group and individually.
  9. Utilizes effective verbal feedback.
  10. Emphasizes the positive aspects of the students' performance as well as pointing out the areas needed to improve.
- F. Provides for individual differences.
1. Groups students for instruction according to their needs when appropriate.
  2. Uses a variety of cognitive levels in questioning strategies.
  3. Uses knowledge of individual students to design educational experiences.
  4. Organizes activities with student involvement.
  5. Presents subject matter which is appropriate to the abilities and interests of the students.
  6. Meets with students individually.

## II. Classroom management.

- A. Organizes the educational setting effectively.
1. Insures that materials and information are organized, and can be read and/or seen by the students,
  2. Maintains a functional classroom environment and knows how and when to change setting.
  3. Seats students appropriate to the learning situation.
  4. Adjusts physical arrangements and modifies noise levels to account for a variety of learning styles and activities.
  5. Uses class time efficiently.
  6. Maintains proper care of instructional equipment and materials.
  7. Shows evidence of satisfactory lesson preparation.
  8. Uses classroom procedures that are flexible within an overall plan.
  9. Makes sure materials are readily available to the students.
  10. Organizes students for effective instruction.
- B. Manages the noninstructional aspects of the classroom.
1. Maintains an atmosphere conducive to good health and safety.
  2. Follows and expects students to use democratic procedures.
  3. Consistently follows disciplinary procedures in accordance with administrative regulations, school board policies, and legal requirements.
  4. Keeps an accurate account of student attendance.
  5. Establishes and clearly communicates parameters of expected student behavior.
  6. Promotes self-discipline and responsibility.



III. Interpersonal Relations.

- A. Reacts with sensitivity to the needs and feelings of students.
  - 1. Is available to all students.
  - 2. Acknowledges the rights of students to hold differing views or values.
  - 3. Gives constructive criticism and appropriate praise.
  - 4. Makes an effort to know each student as an individual.
  - 5. Shows trust in students.
  - 6. Uses discretion in handling confidential information and difficult situations.
  - 7. Encourages relationships that are mutually respectful and friendly.
  - 8. Displays nonsexist/multicultural attitudes in teaching style.
  - 9. Demonstrates understanding and acceptance of different ethnic, cultural, and religious groups.
  - 10. Makes appropriate referrals.
- B. Promotes self-awareness and positive self-concept in students.
  - 1. Recognizes constructive behavior.
  - 2. Provides opportunities for each student to be successful.
  - 3. Promotes student self-control.
  - 4. Promotes positive self-image in students.
- C. Maintains effective relationships with the school community, administration, and students.
  - 1. Uses support services as needed.
  - 2. Shares ideas, materials, and methods with other teachers.
  - 3. Encourages community involvement in the school.
  - 4. Cooperates with parents in the best interest of the students.
  - 5. Supports and participates in parent/teacher/student activities.
  - 6. Keeps open communication between teacher and parent.
  - 7. Keeps the administration informed of student problems, successes and special classroom events.



IV. Professional responsibilities.

- A. Demonstrates a sense of responsibility.
  - 1. Makes a timely response to parental concerns.
  - 2. Carries out professional duties.
  - 3. Is punctual and meets deadlines.
  - 4. Provides accurate data to the school and district as requested.
  - 5. Participates in staff meetings.
- B. Participates in professional growth activities.
  - 1. Keeps abreast of educational literature.
  - 2. Participates in courses, workshops, conferences and other professional activities.
  - 3. Is aware of current events and cultural trends.
  - 4. Takes advantage of opportunities to learn from colleagues, students, parents, and community.
- C. Assumes school-related responsibilities.
  - 1. Carries out necessary noninstructional responsibilities.
  - 2. Helps to manage student behavior on the campus.
- D. Supports and follows school regulations and Board policies.
  - 1. Exhibits ethical conduct and works cooperatively with school and district personnel and the community.
  - 2. Uses appropriate channels to resolve concerns/problems.
  - 3. Strives to stay informed on policies and regulations.
  - 4. Presents balanced viewpoints on controversial topics.

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Novato Unified School District

Class Taught \_\_\_\_\_

Grade \_\_\_\_\_

Period \_\_\_\_\_

Teacher \_\_\_\_\_

PREOBSERVATION REPORT	POSTOBSERVATION REPORT	COMMENTS
1. What topic/unit will be taught? Is this new, practice, review, or a diagnostic lesson?	1. Indicate topic and type of lesson.	
2. What are the objectives for this lesson?	2. Were the objectives observed during the lesson?	
3. What teaching activities will be used to accomplish the objectives?	3. Were the teaching activities implemented? Were they effective?	
4. What learning activities will be used?	4. Were the learning activities implemented as planned? Were they effective?	
5. Which particular criterion/criteria do you want monitored?  Performance Area I Criteria—A. Develops objectives B. Teaches to objectives C. Communicates effectively D. Motivates students E. Provides evaluative feedback F. Recognizes individual differences	5. Indicate pertinent data gathered relevant to the criteria and any other behaviors that should be noted.	



COMMENTS:

Performance Area II

- Criteria--A. Organizes setting
- B. Manages classroom

Performance Area III

- Criteria--A. Is sensitive to students
- B. Promotes self-concept
- C. Relates effectively with staff, community and students

Performance Area IV

- Criteria--A. Has sense of responsibility
- B. Participates in professional growth activities.
- C. Assumes responsibilities
- D. Supports school regulations

6. How are you going to evaluate student mastery of the objective?

6. Was the student's mastery of the objectives evaluated? Did the students master the objective(s)?

7. Are there any group or individual characteristics which the evaluator needs to know?

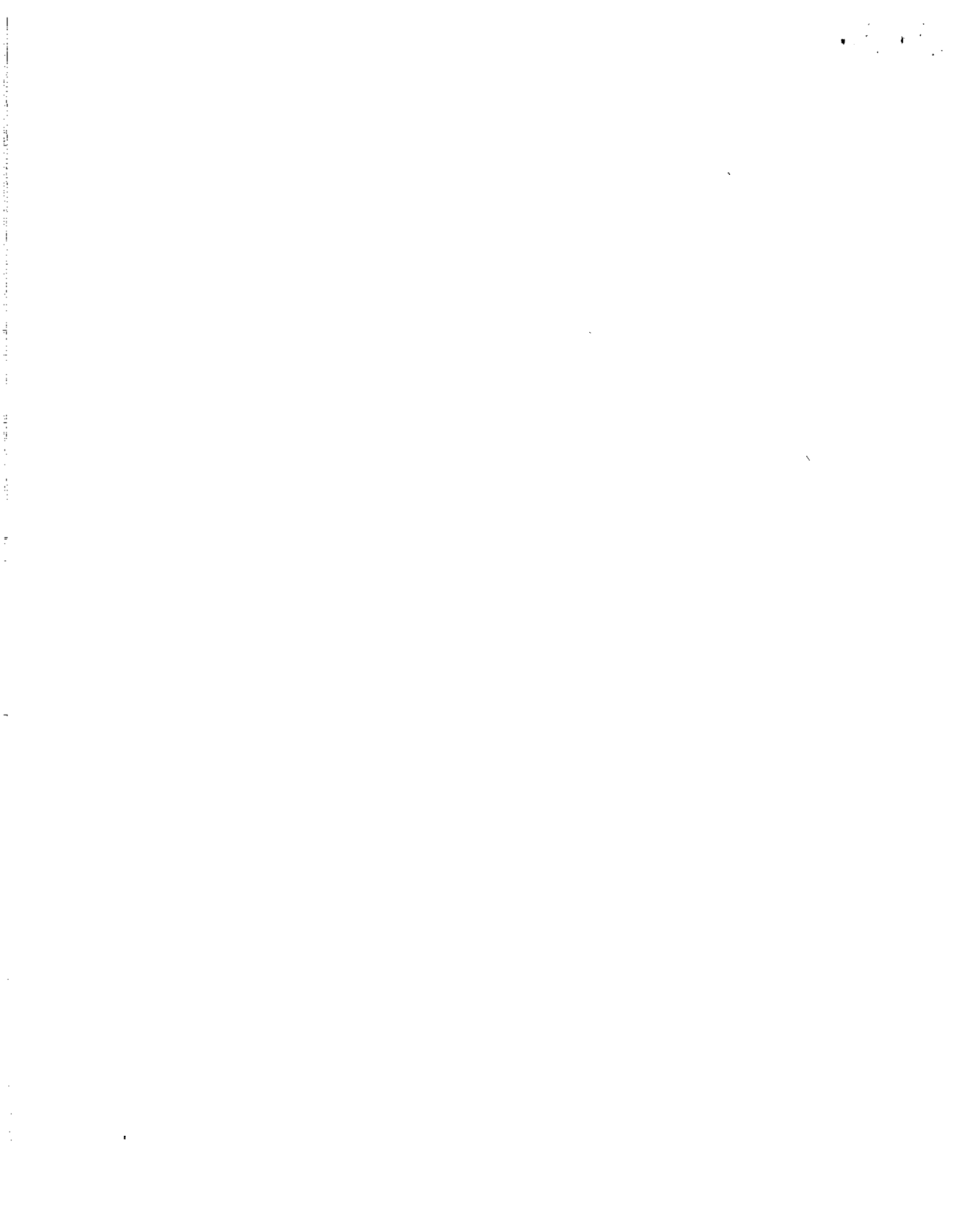
7. Was there responsiveness to the characteristics identified?

\_\_\_\_\_  
Teacher's Signature Date  
Preobservation Conference

\_\_\_\_\_  
Teacher's Signature Date  
Postobservation Conference

\_\_\_\_\_  
Evaluator's Signature Date  
Preobservation Conference

\_\_\_\_\_  
Evaluator's Signature Date  
Postobservation Conference



Novato Unified School District  
Novato, California

Teacher  
Summative Evaluation Report

Teacher's Name \_\_\_\_\_

Years Experience in District \_\_\_\_\_

Building \_\_\_\_\_

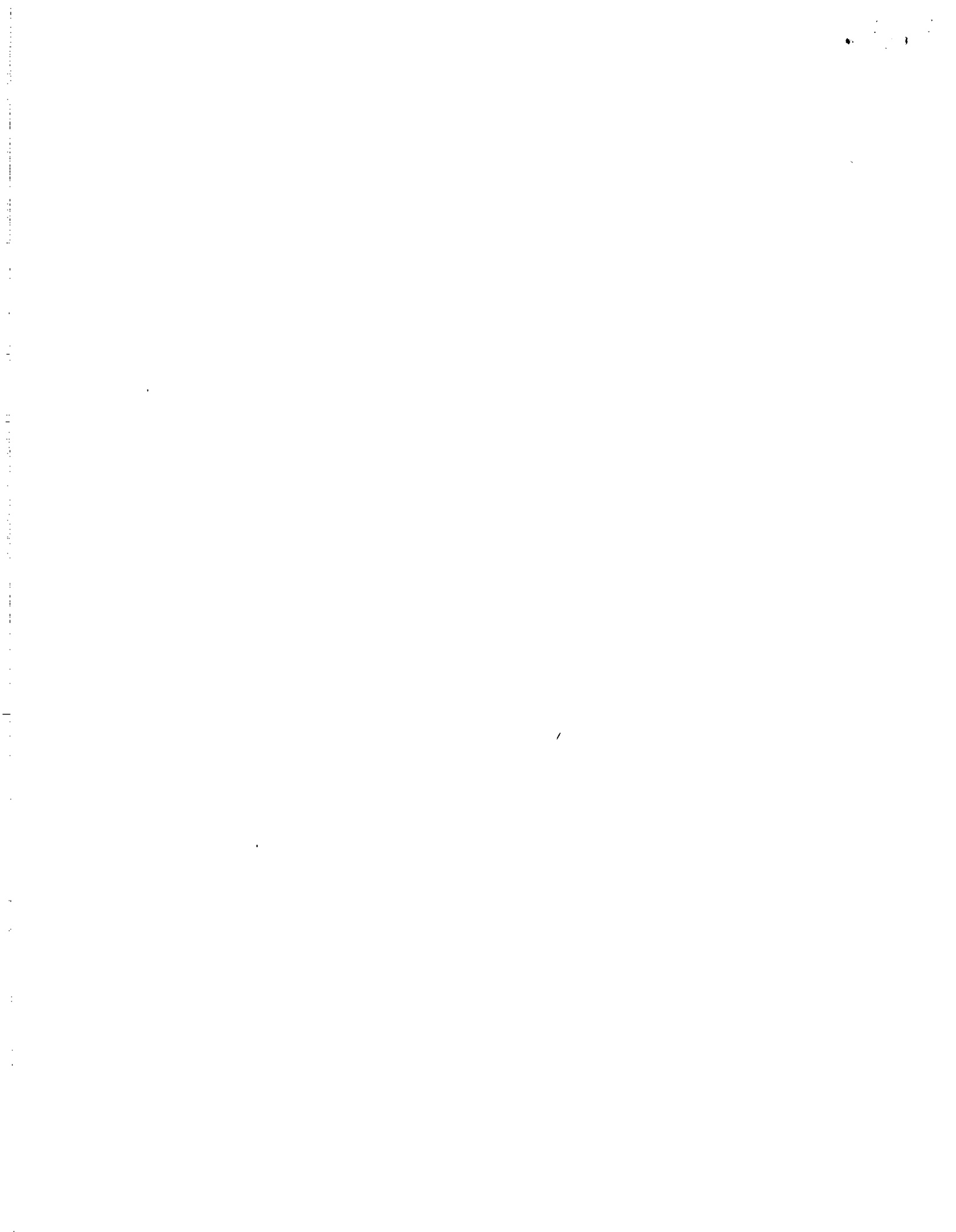
Grade/Subject Taught \_\_\_\_\_

Evaluator's Signature \_\_\_\_\_

\_\_\_\_\_  
(Date)

Evaluatee's Signature \_\_\_\_\_

\_\_\_\_\_  
(Date)



DIRECTIONS

Beside each criterion, please check the phrase which best describes the evaluatee's performance on that item.

Each item must be completed. At the end of each performance area section supporting statement space is provided.

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PERFORMANCE AREA I: PRODUCTIVE TEACHING TECHNIQUES

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CRITERIA

DESCRIPTORS

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- |  |   |
|--|---|
| A. The teacher develops appropriate instructional objectives by . . .  | <ol style="list-style-type: none"><li>1. stating expected student behaviors.</li><li>2. stating the learning to be achieved.</li><li>3. stating the level of acceptable performance.</li><li>4. selecting content and materials reflecting the Board-adopted <u>Essential Learnings</u> and the school curriculum based on knowledge of curriculum and subject matter.</li></ol>  |
| B. The teacher teaches to the stated instructional objectives by . . . | <ol style="list-style-type: none"><li>1. designing lessons relevant to the objectives that are clear, consistent and sequential.</li><li>2. organizing activities relevant to the objectives.</li><li>3. providing instruction relevant to the objectives.</li><li>4. asking questions relevant to the objectives.</li></ol>  |
| C. The teacher communicates effectively with students by . . .         | <ol style="list-style-type: none"><li>1. stating learning objectives to students.</li><li>2. giving clear, explicit directions.</li><li>3. presenting accurate and complete information.</li><li>4. using a variety of verbal and nonverbal teaching strategies.</li><li>5. using correct grammar and vocabulary suited to the level of the students.</li><li>6. eliciting and responding to student questions before proceeding.</li><li>7. summarizing effectively.</li><li>8. praising students.</li></ol> |



PERFORMANCE AREA I: PRODUCTIVE TEACHING TECHNIQUES

CRITERIA	LEVELS OF PERFORMANCE				
	Not Observed	Does Not Meet	Needs Improvement	Meets	Exceeds
	STANDARD				
A. Develops appropriate instructional objectives.	Not Observed	No objectives	Objectives are sometimes relevant and sometimes behaviorally stated.	All objectives are relevant and behaviorally stated.	All objectives are relevant, behaviorally stated and referenced with appropriate activities and evaluation.
COMMENTS:					
B. Teaches to the stated instructional objectives.	Not Observed	Instructional input does not relate to the stated objectives.	Instructional input marginally relates to the stated objectives.	The teacher clearly provides instructional input to the stated objectives.	In addition to meeting the standard, the input is innovative and creative.
COMMENTS:					
C. Communicates effectively with students.	Not Observed	Communications from the teacher are frequently unclear; students often appear confused.	Communications from the teacher are usually clear but student input is not encouraged.	Communications from the teacher are clear. Relevant dialogue is encouraged.	In addition to meeting the standard, the teacher is extremely skillful in using a variety of verbal and nonverbal communications.
COMMENTS:					

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PERFORMANCE AREA I: PRODUCTIVE TEACHING TECHNIQUES (continued)

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CRITERIA	DESCRIPTORS
D. The teacher motivates students by . . .	<ol style="list-style-type: none"><li>1. communicating challenging expectations to students.</li><li>2. providing opportunities for planning, questioning, analyzing, summarizing, and evaluating.</li><li>3. using a variety of teaching techniques (e.g., lecture, individual, small group).</li><li>4. using multi-sensory approaches (i.e., tactile, visual, auditory) to learning.</li><li>5. explaining or demonstrating with the use of instructional materials.</li><li>6. being resourceful in finding and using appropriate supplementary materials to aid instruction.</li><li>7. helping students develop work and study habits.</li><li>8. relating current lessons to previous learning.</li><li>9. providing opportunities for students to explore problems, to weigh alternatives in decision making (critical thinking).</li><li>10. demonstrating enthusiasm for and knowledge of the subject.</li></ol>
E. The teacher provides students with specific, evaluative feedback by . . .	<ol style="list-style-type: none"><li>1. utilizing the information provided with formal test results to evaluate the classroom instructional program.</li><li>2. using diagnostic and prescriptive techniques to evaluate individual student learning.</li><li>3. interpreting standardized test data to students.</li><li>4. interpreting test and evaluation data to parents.</li><li>5. using pre- and posttests to measure student progress.</li><li>6. testing students regularly on content presented in class using teacher-made tests and textbook (publisher's) tests.</li><li>7. returning student work as quickly as possible with written comments as well as grades or scores.</li><li>8. consulting with students on test results as a group and individually.</li><li>9. utilizing effective verbal feedback.</li><li>10. emphasizing the positive aspects of the students' performance as well as pointing out the areas needed to improve.</li></ol>
F. The teacher provides for individual differences by . . .	<ol style="list-style-type: none"><li>1. grouping students for instruction according to their needs when appropriate.</li><li>2. using a variety of cognitive levels in questioning strategies.</li><li>3. using knowledge of individual students to design educational experiences.</li><li>4. organizing activities with student involvement.</li><li>5. presenting subject matter which is appropriate to the abilities and interests of the students.</li><li>6. meeting with students . . . individually.</li></ol>

PERFORMANCE AREA I: PRODUCTIVE TEACHING TECHNIQUES (continued)

CRITERIA	LEVELS OF PERFORMANCE				
	Not Observed	Does Not Meet	Needs Improvement	Meets	Exceeds
	STANDARD				
D. Motivates students.	Not Observed	The teacher's unrealistic expectations dissuade students from performing according to their abilities.	The teacher usually motivates students to perform assigned tasks, but inconsistently requires students to perform according to their abilities.	The teacher clearly expects and motivates students to perform assigned tasks according to their abilities.	In addition to meeting the standard, the teacher motivates students to achieve beyond previous performance levels.
COMMENTS:					
E. Provides students with specific, evaluative feedback.	Not Observed	The teacher gives no student evaluative feedback.	The teacher is inconsistent in giving student evaluative feedback.	The teacher gives specific student evaluative feedback.	In addition to meeting the standard, the teacher gives feedback with reinforcement and encouragement to the student.
COMMENTS:					
F. Provides for individual differences.	Not Observed	The teacher does not provide for individual rates of learning and student capabilities.	The teacher intermittently provides for individual rates of learning and student capabilities.	The teacher provides for individual rates of learning and student capabilities.	In addition to meeting the standard, the teacher diagnoses individual learning styles and provides instruction accordingly.
COMMENTS:					



PERFORMANCE AREA I: PRODUCTIVE TEACHING TECHNIQUES (continued)

EVALUATOR'S COMMENTS:

EVALUATEE'S COMMENTS:

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PERFORMANCE AREA II: CLASSROOM MANAGEMENT

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CRITERIA

DESCRIPTORS

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- |   |  |
|---|--|
| A. The teacher organizes the educational setting effectively by . . .         | <ol style="list-style-type: none"><li>1. insuring that materials and information are organized, and can be read and/or seen by the students.</li><li>2. maintaining a functional classroom environment and knowing how and when to change setting.</li><li>3. seating students appropriate to the learning situation.</li><li>4. adjusting physical arrangements and modifying noise levels to account for a variety of learning styles and activities.</li><li>5. using class time efficiently.</li><li>6. maintaining proper care of instructional equipment and materials.</li><li>7. showing evidence of satisfactory lesson preparation.</li><li>8. using classroom procedures that are flexible within an overall plan.</li><li>9. making sure materials are readily available to the students.</li><li>10. organizing students for effective instruction.</li></ol> |
| B. The teacher manages the noninstructional aspects of the classroom by . . . | <ol style="list-style-type: none"><li>1. maintaining an atmosphere conducive to good health and safety.</li><li>2. following and expecting students to use democratic procedures.</li><li>3. consistently following disciplinary procedures in accordance with administrative regulations, school board policies, and legal requirement.</li><li>4. keeping an accurate account of student attendance.</li><li>5. establishing and clearly communicating parameters of expected student behavior.</li><li>6. promoting self-discipline and responsibility.</li></ol>   |

PERFORMANCE AREA II: CLASSROOM MANAGEMENT

CRITERIA	LEVELS OF PERFORMANCE				
	Not Observed	Does Not Meet	Needs Improvement	Meets	Exceeds
	<u>STANDARD</u>				
A. Organizes the educational setting effectively.	Not Observed	The teacher displays little or no skill in organizing the educational setting into a functional classroom environment.	The educational setting is ineffectively managed, i.e., the teacher inconsistently or ineffectively organizes the use of teaching resources.	A functional classroom environment is maintained.	In addition to meeting the standard, the teacher demonstrates flexibility and imagination within one overall plan.
COMMENTS:					
B. Manages the noninstructional aspects of the classroom.	Not Observed	The teacher displays little or no skill in organizing the noninstructional aspects of the classroom.	The teacher inconsistently or ineffectively organizes the noninstructional aspects of the classroom.	A safe, well-structured, efficiently-run classroom is maintained.	In addition to meeting the standard, students participate in carrying out the efficiency of classroom routine.
COMMENTS:					
EVALUATOR'S COMMENTS:	EVALUATEE'S COMMENTS:				

-24-

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PERFORMANCE AREA III: INTERPERSONAL RELATIONS

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CRITERIA

DESCRIPTORS

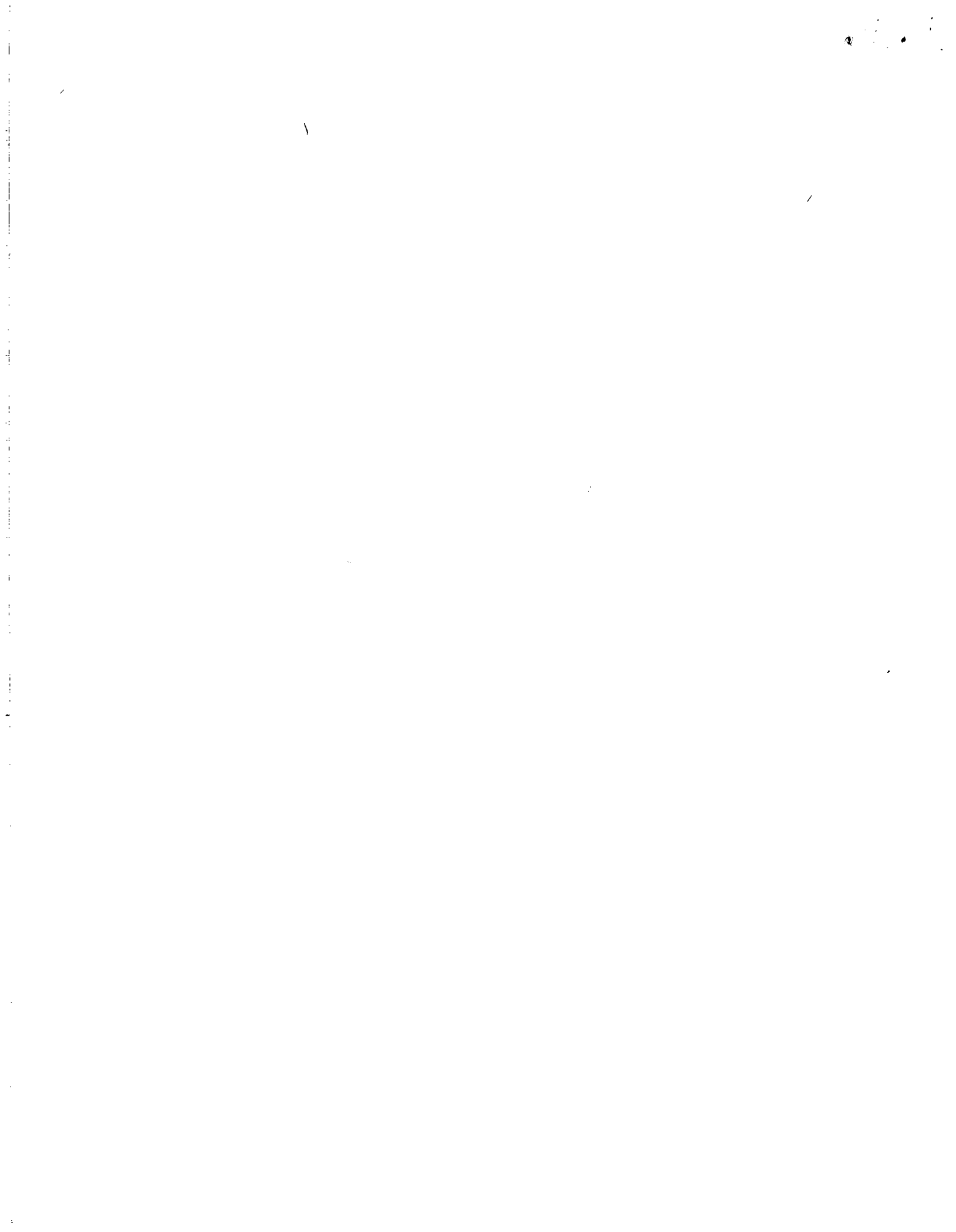
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- A. The teacher reacts with sensitivity to the needs and feelings of students by . . .
1. being available to all students.
  2. acknowledging the rights of students to hold differing views or values.
  3. giving constructive criticism and appropriate praise.
  4. making an effort to know each student as an individual.
  5. showing trust in students.
  6. using discretion in handling confidential information and difficult situations.
  7. encouraging relationships that are mutually respectful and friendly.
  8. displaying nonsexist/multi-cultural attitudes in teaching style.
  9. demonstrating understanding and acceptance of different ethnic, cultural, religious groups.
  10. making appropriate referrals.
- B. The teacher promotes self-awareness and positive self-concept in students by . . .
1. recognizing constructive behavior.
  2. providing opportunities for each student to be successful.
  3. promoting student self-control.
  4. promoting positive self-image in students.
- C. The teacher maintains effective relationships with the school community, administration, and students by . . .
1. using support services as needed.
  2. sharing ideas, materials, and methods with other teachers.
  3. encouraging community involvement in the school.
  4. cooperating with parents in the best interest of the students.
  5. supporting and participating in parent/teacher/student activities.
  6. keeping open communication between teacher and parent.
  7. keeping the administration informed of student problems, successes and special classroom events.



PERFORMANCE AREA III: INTERPERSONAL RELATIONS

CRITERIA	LEVELS OF PERFORMANCE				
	Not Observed	Does Not Meet	Needs Improvement	Meets	Exceeds
STANDARD					
A. Reacts with sensitivity to the needs and feelings of students.	Not Observed	The teacher demonstrates no awareness of student development levels. Fails to recognize student integrity and dignity.	Demonstrates minimal awareness of students' developmental levels and fails to take such development into account in day-to-day classroom activities.	Is aware of students' emotional and physical developmental levels and provides appropriate learning opportunities and guidance toward the development of positive work habits.	In addition, the teacher encourages active student participation, discussion and sharing of individual concerns and encourages relationships that are mutually respectful and friendly.
COMMENTS:					
E. Promotes self-awareness and positive self-concept in students.	Not Observed	The teacher damages self-concept by using negative responses.	The teacher shows inconsistency in developing positive self-image for all students; does not provide opportunities for some students.	The teacher promotes positive self-image by providing opportunities for success for all students.	In addition, the teacher provides opportunities for all students to achieve recognition for constructive behavior.
COMMENTS:					
C. Maintains effective relationships with the school community, administration, and students.	Not Observed	The teacher does not interact with staff, students, parents, school community, and administrators.	The teacher intermittently cooperates/communicates with staff, students, parents, school community and administrators.	The teacher cooperates/communicates with staff, students, parents, school community, and administrators in implementing the educational program.	In addition, appropriate input and participation is sought from parents, students, school community and educational personnel in the students' education.
COMMENTS:					



PERFORMANCE AREA III: INTERPERSONAL RELATIONS (continued)

EVALUATOR'S COMMENTS:

EVALUATEE'S COMMENTS:

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PERFORMANCE AREA IV: PROFESSIONAL RESPONSIBILITIES

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CRITERIA	DESCRIPTORS
A. The teacher demonstrates a sense of responsibility by . . .	1. making a timely response to parental concerns. 2. carrying out professional duties. 3. being punctual and meeting deadlines. 4. providing accurate data to the school and district as requested. 5. participating in staff meetings.
B. The teacher participates in professional growth activities by . . .	1. keeping abreast of educational literature. 2. participating in courses, workshops, conferences and other professional activities. 3. being aware of current events and cultural trends. 4. taking advantage of opportunities to learn from colleagues, students, parents, and community.
C. The teacher assumes school-related responsibilities by . . .	1. carrying out necessary noninstructional responsibilities. 2. helping to manage student behavior on the campus.

PERFORMANCE AREA IV: PROFESSIONAL RESPONSIBILITIES

CRITERIA	LEVELS OF PERFORMANCE				
	Not Observed	Does Not Meet	Needs Improvement	Meets	Exceeds
A. Demonstrates a sense of responsibility.	Not Observed	The teacher does not fulfill expected organizational responsibilities.	The teacher frequently needs to be reminded to meet organizational responsibilities.	The teacher fulfills organizational responsibilities.	In addition to meeting the standard, the teacher is self-motivated and encourages organizational responsibility of fellow staff members.
COMMENTS:					
B. Participates in professional growth activities.	Not Observed	The teacher does not show an interest in professional growth activities.	When directed, the teacher participates in professional growth activities.	The teacher seeks out and voluntarily participates in relevant professional growth activities.	In addition, the teacher assists other staff members in professional growth activities.
COMMENTS:					
C. Assumes school-related responsibilities.	Not Observed	The teacher does not fulfill expected school-related responsibilities.	The teacher frequently needs to be reminded to meet school-related responsibilities.	The teacher fulfills school-related responsibilities.	In addition, the teacher is self-motivated and promotes school-related responsibilities in fellow staff members.
COMMENTS:					

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PERFORMANCE AREA IV: PROFESSIONAL RESPONSIBILITIES (continued)

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CRITERIA	DESCRIPTORS
D. The teacher supports and follows school regulations and Board policies by . . .	<ol style="list-style-type: none"><li>1. exhibiting ethical conduct and working cooperatively with school and district</li><li>2. using appropriate channels to resolve concerns/problems.</li><li>3. striving to stay informed on policies and regulations.</li><li>4. presenting balanced viewpoints on controversial topics.</li></ol>

PERFORMANCE AREA IV: PROFESSIONAL RESPONSIBILITIES (continued)

CRITERIA	LEVELS OF PERFORMANCE				
	Not Observed	Does Not Meet	Needs Improvement	Meets	Exceeds
D. Supports and follows school regulations and Board policies.	Not Observed	The teacher is unaware of or unconcerned with applicable policies and regulations.	The teacher habitually must be reminded to adhere to applicable policies and regulations.	The teacher is informed about applicable policies and regulations and implements them.	In addition, the teacher is highly ethical and professional in implementing rules, regulations and policies.

COMMENTS:

EVALUATOR'S COMMENTS:

EVALUATEE'S COMMENTS:





NOVATO UNIFIED SCHOOL DISTRICT

TEACHER JOB IMPROVEMENT TARGET FORM

Name	Subject or Grade	School	Date
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PERFORMANCE AREA: (check one)

Productive Teaching Techniques

Classroom Management

Interpersonal Relations

Professional Responsibilities

Criterion from Summative Evaluation on which TARGET is based:

I. GOAL (general intent)

II. OBJECTIVES OR EXPECTED OUTCOMES (What will be done?)

III. PLAN OF ACTION (How will it be done?)  
Steps:

When to be accomplished

IV. RESOURCES NEEDED (People, materials, inservice)

V. PROGRESS CHECKS: (How is it going?)

EVALUATOR'S COMMENTS:



DOCUMENTATION/APPRaisal METHOD FOR FINAL ACCOMPLISHMENT OF TARGET:  
(How do you know it was done?)

Written evidence

Appraisal method

Standard(s)

The target was:

EVALUATOR'S COMMENTS:

Not accomplished

Partially accomplished

Fully accomplished

EVALUATEE'S COMMENTS:

Signature

Date

Signature

Date

