



SAN PASQUAL VALLEY UNIFIED SCHOOL DISTRICT

CERTIFICATED EVALUATION

Based on the California Standards for Teaching Profession 2024

TEACHER NAME	COURSE	SCHOOL				DATE
TEACHER ID NUMBER	TEMPORARY	PROBATIONARY YEAR				PERMANENT
	☐	1	☐	2	☐	☐

Rubric

Exemplary model of the Teaching Standard	Meets the Teaching Standard	Meets the Teaching Standard with Growth Recommendation	Does not meet the Teaching Standard
4 – Exemplary	3 - Proficient	2 - Developing	1 - Learning
The teacher exceeds expectations, showing leadership and innovation . Instruction reflects deep expertise, positively influences others, and serves as a model of best practice.	The teacher consistently demonstrates effective practices aligned with the standard. Instruction is clear, intentional, and responsive to students' needs.	The teacher meets some expectations but needs continued support and development to apply the standard consistently and effectively across all areas.	The teacher demonstrates limited practice or understanding of the standard. Instruction and classroom practices require significant improvement to meet expectations.

Standard 1: Engaging and Supporting All Students in Learning

Element	4	3	2	1
1.A Plans and implements a student-centered learning perspective that frames diversity as an educational asset and supports each student in relevant and challenging experiences that explore students' identities and extend their learning.	☐	☐	☐	☐
1.B Elicits and solicits knowledge of each student's assets and needs, including cognitive, cultural and linguistic, social-emotional, and physical and developmental capacities, in the service of increasing active engagement in learning.	☐	☐	☐	☐
1.C Meaningfully engages and forms partnerships with families, guardians, and caregivers in addressing each student's learning needs, health, and well-being and are responsive to the range of economic, social, cultural, linguistic, and community factors that affect student development and learning.	☐	☐	☐	☐
1.D Responsive to students' diverse experiences, cultures, languages, identities, interests, strengths, and needs and apply evidence-based principles that intentionally cultivate equitable access, opportunities, and positive outcomes for each student.	☐	☐	☐	☐

Administrator's
Initials _____

Teacher's
Initials _____

Summary on page 1 shall include written recommendation for all items checked "Does Not Meet Teaching Standard"

Commendations:	Recommendations:

Standard 2: Creating and Maintaining Effective Environments for Student Learning

Element	4	3	2	1
2.A Guides learning through mutually respectful, supportive, and challenging experiences that result in each student's academic and social-emotional growth.	☐	☐	☐	☐
2.B Communicates, models, practices, and sustains high standards of individual and group behavior that reflect, affirm, and respect diversity, and facilitate productive interactions to maximize opportunities for each student to learn and thrive.	☐	☐	☐	☐
2.C Organizes and manages learning structures, processes, resources, and supports in order to provide a safe and productive learning environment in which each student can grow and thrive.	☐	☐	☐	☐
2.D Builds on students' assets—students' abilities and talents, prior learning and peer and social group interactions, languages and cultures, and family and community experiences— to ensure that students' identities are included in classroom interactions and future learning experiences.	☐	☐	☐	☐
Commendations:	Recommendations:			

Standard 3: Understanding and Organizing Subject Matter

Element	4	3	2	1
3.A Identifies, organizes, and teaches key concepts, underlying themes, and relationships that address pre-K–12 state content standards and local subject- and grade-level expectations, and also promote students' social-emotional and language development.	☐	☐	☐	☐
3.B Engages students in real-world applications and leverage students' unique backgrounds, perspectives, and cultural identities to make learning authentic, relevant, and meaningful.	☐	☐	☐	☐

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Summary on page 2 shall include written recommendation for all items checked "Does Not Meet Teaching Standard"

3.C Designs and implements content and resources that enable equitable access for every learner, including those with more complex needs, to essential academic and social– emotional concepts, to promote each learner’s growth.	☐	☐	☐	☐
3.D Elevates learning experiences enabling students to apply knowledge and skills across content areas to identify issues, explore proposed solutions, and examine relevant, complex subject matter.	☐	☐	☐	☐
3.E Selects, uses, and adapts standards-aligned instructional materials, evidence-based resources, and varied technologies to increase content and social–emotional learning options that are accessible, equitable, and culturally responsive and sustaining for each student.	☐	☐	☐	☐
Commendations:	Recommendations:			

Standard 4: Planning Instruction and Designing Learning Experiences

Element	4	3	2	1
4.A Shapes instructional plans that are informed by student goals, curriculum, evidence-based teaching strategies, materials, and resources attuned to the broad range of students’ identities, prior knowledge, areas for growth, and interests.	☐	☐	☐	☐
4.B Uses varied instructional practices to craft effective learning experiences focused on the students they serve and the curriculum they teach.	☐	☐	☐	☐
4.C Advances student learning by employing varied instructional strategies and supports that help build students’ knowledge and skills and that facilitate student engagement, well-being, and efficacy.	☐	☐	☐	☐
4.D Varies their instructional practices to differentiate the kinds of student learning activities and levels of support needed to address the breadth of students’ identified assets and needs.	☐	☐	☐	☐
Commendations:	Recommendations:			

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Summary on page 3 shall include written recommendation for all items checked “Does Not Meet Teaching Standard”

Standard 5: Assessing Students for Learning

Element	4	3	2	1
5.A Understands different assessment types and purposes and use multiple methods of assessing students to intentionally collect, analyze, and interpret information directed toward supporting each student's achievement and well-being.	☐	☐	☐	☐
5.B Applies varied data sources to access meaningful information for planning and differentiating student learning experiences, determining developmentally appropriate instructional practices, and improving processes that equitably guide the growth of each student's academic and social-emotional learning.	☐	☐	☐	☐
5.C Engages with students, families, and guardians, along with other teachers and specialists, to share student strengths and areas of improvement gathered from assessments and reach common understanding about how to apply the information to support improvement goals and student progress.	☐	☐	☐	☐
5.D Individually and collaboratively, evaluates and improves assessment methods to ensure equitable access, opportunities, resources, and outcomes for student learning and growth.	☐	☐	☐	☐
Commendations:	Recommendations:			

Standard 6: Developing as a Professional Educator

Element	4	3	2	1
6.A Continuously examines and evaluates their own practice to intentionally use new understandings and perspectives as opportunities for professional growth and effectiveness.	☐	☐	☐	☐
6.B Amplifies their expertise with ongoing professional learning experiences that address subject-matter content, instruction and assessment, social-emotional support, and equitable practices, that enable each student—including historically and persistently underserved students—to reach identified goals.	☐	☐	☐	☐
6.C Collaborates with colleagues in developing a common understanding of effective practices for students' academic and social-emotional development. This common understanding informs teaching and supports practices that meet students' diverse learning interests, strengths, and needs.	☐	☐	☐	☐
6.D Collaborates with families, guardians, and community partners to develop and use a common language, strategies, and communication around in-school and out-of-school learning experiences and to align services and initiatives that affect each student's growth and well-being.	☐	☐	☐	☐

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Summary on page 4 shall include written recommendation for all items checked "Does Not Meet Teaching Standard"

6.E Demonstrates honesty, trustworthiness, and integrity in their professional behavior and decision-making as they conduct their responsibilities with a focus on each student's learning and well-being.	☐	☐	☐	☐
6.F Strives to eradicate barriers to student access, engagement, opportunities and positive outcomes by acting with integrity and fairness so that every student has the quality experiences necessary to learn and thrive.	☐	☐	☐	☐
6.G Cultivates and sustains personal motivation, commitment, energy, and health by balancing continuous professional growth with their own physical and emotional wellness.	☐	☐	☐	☐
Commendations:		Recommendations:		

Observation Date & Post Conference		Observation Date & Post Conference		PART II: FORMAL OBSERVATIONS

Exemplary model of the Teaching Standard	Meets the Teaching Standard	Meets the Teaching Standard with Growth Recommendation	Does not meet the Teaching Standard <i>Refer to PAR</i>	PART III: OVERALL EVALUATION
☐	☐	☐	☐	
Summary				

Administrator's Initials _____

Teacher's Initials _____

Summary on page 5 shall include written recommendation for all items checked "Does Not Meet Teaching Standard"

ADMINISTRATOR'S SIGNATURE

DATE

I acknowledge that this report has been discussed with me. I understand that my signature does not necessarily indicate agreement. I also understand that I have the right to respond to this report in writing within five (10) working days, and such response will be attached to and become a permanent part thereof.

I acknowledge being apprised of the above evaluation in a personal conference.

TEACHER'S SIGNATURE

DATE

I HAVE ATTACHED A STATEMENT

YES

NO

☐☐

FOR ADMINISTRATION USE ONLY

DATE RECIEVED

Administrator's
Initials _____

Teacher's
Initials _____

Summary on page 6 shall include written recommendation for all items
checked "Does Not Meet Teaching Standard"