**Certificated Staff**

**Self-Evaluation Form**

By my signature below, I certify that I have completed a self-evaluation using the criteria listed on Form SERF001. I understand that the actual self-evaluation may be shared with my evaluator at my discretion (optional), but will not be retained in the Data Collection File.

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**Employee’s Name *(Please type or Print)* Social Security No.**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Employee’s Signature**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Date**

SEF001

***Original: Personnel Department Copy: Employee Copy: Personnel File***

**CERTIFICATED**

**SUMMATIVE EVALUATION REPORT FORM**

**DIRECTIONS:** Place a check mark on the appropriate line for the rating of each criterion. A comment space has been provided. Use of this space is encouraged. When a Distinguished or Unsatisfactory rating is given, comments must be written. Each criterion is to be rated.

**DEFINITIONS**: **Distinguished:** There is evidence that this effective behavior and/or professional responsibilities exceeds expectations.

**Accomplished:** There is evidence that this effective behavior and/or professional responsibilities is consistently exhibited.

**Growth Area**: There is evidence that many of the components of effective behavior and/or professional responsibilities have not been met yet, growth is needed.

**Unsatisfactory:** There is evidence that this effective behavior and/or professional responsibilities is not exhibited with any degree of quality.

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| **Criteria** | **Levels of Performance *(mark one)*** | | | | | | | |
| **Performance Area I: planning** | **Distinguished** | **X** | **Accomplished** | **X** | **Growth Area** | **X** | **Unsatisfactory** | **X** |
| 1. Demonstrates effective planning skills. | Demonstrates flexibility and creativity within an overall plan. |  | Plans the use of teaching resources including time, materials, and equipment effectively. |  | Plans the use of teaching resources ineffectively. |  | Does not plan the use of teaching resources. |  |
| Comments: | | | | | | | |  |
| 2. Displays a thorough knowledge of prescribed curriculum. | Shows initiative and leadership in the review and development of curriculum. |  | Learning content relates to approved curriculum |  | Learning content is marginally related to approved curriculum. |  | Learning content does not reflect approved curriculum. |  |
| Comments: | | | | | | | |  |
| 3. Provides opportunities for individual differences. | Diagnoses individual student learning styles and provides instruction accordingly. |  | Provides for individual rates of learning and student capabilities. |  | Shows little concern for individual differences. |  | Does not provide for individual differences. |  |
| Comments: | | | | | | | |  |
| 4. Sets high expectations for student achievement. | Uses student achievement data daily for setting high expectations for student achievement. |  | Effectively sets high expectations for student achievement. |  | Uses data about student achievement which is marginal when setting expectations. |  | Does not set high expectations for student achievement. |  |
| Comments: | | | | | | | |  |
| **Performance Area II Instruction** | **Distinguished** | **X** | **Accomplished** | **X** | **Growth Area** | **X** | **Unsatisfactory** | **X** |
| 5. Implements the lesson plan. | Implements the lesson plan in a manner that could serve as an exemplary model. |  | Implements the lesson plan effectively. |  | Marginally implements the lesson plan. |  | Inappropriately implements the lesson plan. |  |
| Comments: | | | | | | | |  |

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| 6. Motivates students. | Motivates students to achieve beyond previous performance levels. |  | Clearly motivates students to perform assigned tasks according to their abilities. |  | Inconsistently requires students to perform according to their abilities. |  | Unrealistic expectations dissuade students from performing to their abilities. |  | | | |
| Comments: | | | | | | | |  | | | |
| 7. Communicates effectively with the students. | Uses a variety of verbal and nonverbal techniques effectively |  | Communications are clear and relevant dialogue is encouraged. |  | Communications are clear but student input is not encouraged. |  | Communications are unclear; students appear confused. |  | | | |
| Comments: | | | | | | | |  | | | |
| **Performance Area III Management** | **Distinguished** | **X** | **Accomplished** | **X** | **Growth Area** | **X** | **Unsatisfactory** | **X** | | | |
| 8. Organizes the classroom for effective use of instructional time and resources. | Demonstrates exemplary individual and collaborative use of time, materials, and resources |  | Utilizes carefully structured instructional practices to organize the classroom environment. |  | Organization is evident only occasionally. |  | Organization is ineffective. |  | | | |
| Comments: | | | | | | | | | | |
| 9. Sets high standards for student behavior. | Promotes student self-management. |  | Establishes rules which are fair. |  | Inconsistently sets high standards for student behavior. |  | Does not set high standards for student behavior. |  | |  |
| Comments: | | | | | | | | | | |
| 10. Meets established standards for student performance. | Concentrates on high standards for all students to meet. |  | Challenges all students to meet performance standards. |  | Occasionally meets established standards for student performance. |  | Does not attempt to meet established standards. |  |  | |
| Comments: | | | | | | | | | | |
| **Performance Area IV Positive Interpersonal Relations** | **Distinguished** | **X** | **Accomplished** | **X** | **Growth Area** | **X** | **Unsatisfactory** | **X** |  | |
| 11. Demonstrates effective interpersonal relationships | Involves students in activities to create an understanding and acceptance of all individuals. |  | Maintains effective interpersonal relationships with others. |  | Intermittently demonstrates effective interpersonal relationships. |  | Does not demonstrate effective interpersonal relationships. |  |  | |
| Comments: | | | | | | | | | | |
| **Performance Area V Professional Responsibilities** | **Distinguished** | **X** | **Accomplished** | **X** | **Growth Area** | **X** | **Unsatisfactory** | **X** |  | |
| 12. Promotes positive self-concept, responsibility, and self-discipline in students. | Encourages all students to demonstrate responsible behaviors in a wide variety of settings. |  | Provides opportunities for students to demonstrate positive self-concept, responsibility, and self-discipline. |  | Inconsistently provides opportunities for students to demonstrate positive self-concept, responsibility, and self-discipline. |  | Discourages students from being self-disciplined through constant exposure to activities requiring supervision. |  |  | |
| Comments: | | | | | | | | | | |
| **Performance Area V Professional Responsibilities** | **Distinguished** | **X** | **Accomplished** | **X** | **Growth Area** | **X** | **Unsatisfactory** | **X** |  | |
| 13. Demonstrates collegial teamwork and collaboration. | Promotes collegial teamwork and collaboration with others |  | Regularly participates as a team member. |  | Habitually needs to be reminded about collegial teamwork and collaboration. |  | Does not participate in teamwork activities. |  |  | |
| Comments: | | | | | | | | | | |
| 14. Supports organizational regulations and policies. | Informs, participates, and assists in the development and review of regulations and policies. |  | Supports all regulations and policies. |  | Intermittently supports regulations and policies. |  | Openly refuses to comply with regulations and policies. |  |  | |
| Comments: | | | | | | | | | | |
| 15. Effectively utilizes professional growth opportunities. | Initiates and encourages other staff members to utilize professional growth opportunities. |  | Seeks out and voluntarily participates in relevant professional growth opportunities. |  | Is involved in professional growth opportunities when directed. |  | Shows no interest in professional growth opportunities. |  |  | |
| Comments: | | | | | | | | | | |

**Evaluatee’s Signature:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(Note: A signature on this performance appraisal does not mean that the employee agrees with the opinions expressed, but merely indicates that the employee has read the performance appraisal and has been given the opportunity for discussion and written comment. The employee has the right to initiate a written rebuttal to all or part of the performance appraisal within five (5) working days. Such response shall become a permanent attachment to the employee’s personnel file.)

**Evaluator’s Signature:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reviewer’s Signature:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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