

**MURRIETA VALLEY UNIFIED SCHOOL DISTRICT  
PERFORMANCE EVALUATION FOR CERTIFICATED EMPLOYEES**

Name of Employee: \_\_\_\_\_ Date of Evaluation: \_\_\_\_\_

Grade/Assignment: \_\_\_\_\_ School: \_\_\_\_\_

Evaluation Period: From \_\_\_\_\_ To \_\_\_\_\_ School Year: \_\_\_\_\_

Name and Title of Evaluator: \_\_\_\_\_

Employee Status:  Tenured  Probationary / Year  One (1) or  Two (2)  Temporary

**INSTRUCTIONS: Print one of the ratings for each factor**

**KEY:**      **E = Exceeds Expectations**  
                 **M = Meets Expectations**  
                 **NI = Needs Improvement**  
                 **U = Unsatisfactory**

**Descriptors are available and must be used as a reference to establish ratings for each area.  
Ratings of "U" or "NI" must be accompanied by specific suggestions for improvement.**

**Specific comments are required for performance that Exceeds Expectations.**

<b>STANDARD ONE Engaging and Supporting All Students in Learning</b>	<b>Rating</b>	<b>Comments</b>	<b>Overall Rating</b>
1. Connects students' prior knowledge, life experience, and interests with learning goals.			
2. Uses a variety of instructional strategies and resources to respond to students' diverse needs.			
3. Facilitates learning experiences that promote autonomy, interaction, and choice.			
4. Engages students in problem solving, critical thinking, and other activities that make subject matter meaningful.			
5. Promotes self-directed, reflective learning for all students.			

<b>STANDARD TWO Creating and Maintaining Effective Environments for Student Learning</b>	<b>Rating</b>	<b>Comments</b>	<b>Overall Rating</b>
1. Creates a physical environment that engages all students.			
2. Establishes a climate that promotes fairness and respect.			
3. Promotes social development and group responsibility.			
4. Establishes and maintains standards for student behavior.			
5. Plans and implements classroom procedures and routines that support student learning.			
6. Uses instructional time effectively.			

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<b>STANDARD THREE Understanding and Organizing Subject Matter for Student Learning</b>	<b>Rating</b>	<b>Comments</b>	<b>Overall Rating</b>
1. Demonstrates knowledge of subject matter content and student development.			
2. Organizes curriculum to support student understanding of subject matter.			
3. Inter-relates ideas and information within and across subject matter areas.			
4. Develops student understanding through instructional strategies that are appropriate to the subject matter.			
5. Uses materials, resources, and technologies to make subject matter accessible to students.			

<b>STANDARD FOUR Planning Instruction and Design Learning Experiences for All Students</b>	<b>Rating</b>	<b>Comments</b>	<b>Overall Rating</b>
1. Draws on and values students' backgrounds, interests, and developmental learning needs.			
2. Establishes and articulates goals for student learning.			
3. Develops and sequences instructional activities and materials for student learning.			
4. Designs short-term and long-term plans to foster student learning.			
5. Modifies instructional plans to adjust for student needs.			

<b>STANDARD FIVE Assessing Student Learning</b>	<b>Rating</b>	<b>Comments</b>	<b>Overall Rating</b>
1. Establishes and communicates learning goals for all students.			
2. Collects and uses multiple sources of information to assess student learning.			
3. Involves and guides all students in assessing their learning.			
4. Uses the results of assessments to guide instruction.			
5. Communicates with students, families, and other audiences about student progress.			
6. Students demonstrate progress towards the attainment of grade-level academic standards or IEP goals as evidenced by results from multiple performance measures. *			

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STANDARD SIX Developing as a Professional Educator	Rating	Comments	Overall Rating
1. Reflects on teaching practice and plans professional development.			
2. Establishes professional goals and pursues opportunities to grow professionally.			
3. Works with communities to improve professional practice.			
4. Works with families to improve professional practice.			
5. Works with colleagues to improve professional practice.			
6. Balances professional responsibilities and maintains motivation.			

- Employees who receive three (3) or more Unsatisfactory ratings within a Standard shall be rated as overall Unsatisfactory in that standard.
- Employees who receive one (1) Unsatisfactory or three (3) Needs to Improve ratings shall be rated as an overall Needs to Improve in that Standard.
- Permanent employees who receive two (2) or more overall ratings of Unsatisfactory within Standards one through five (1-5) shall be referred to the District Peer Assistance and Review (PAR) program.
- \* Analysis of student performance assessments takes into account mitigating factors such as student attendance, entry-level achievement, special program membership and other measurable variables that influence student achievement in accordance with the provisions of MVUSD/MTA Article 17.5.4.

**COMMENDATIONS (Additional pages may be attached)**

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Employee Name: \_\_\_\_\_ Date: \_\_\_\_\_

**RECOMMENDATIONS (Additional pages may be attached)**

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**TEACHER COMMENTS (Additional pages may be attached. See note below.)**

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- OVERALL RATING:**
- Exceeds District Standards
  - Meets District Standards
  - Needs Improvement
  - Unsatisfactory

Refer to PAR Program

Evaluated by: \_\_\_\_\_ Title: \_\_\_\_\_ Date: \_\_\_\_\_  
(Signature)

**NOTE:** Signature of the evaluatee indicates this performance evaluation was discussed with evaluatee and does not necessarily indicate agreement on the part of the evaluatee. If the evaluatee disagrees with this performance evaluation, he/she may submit a written statement within ten (10) working days from receipt to the evaluator, which will be attached to this performance appraisal.

Employee Signature: \_\_\_\_\_ Date: \_\_\_\_\_