



Oxnard Union High School District

Certificated Employee Observation/Evaluation Report Form- General Education

Name: _____ Site: _____

Administrator: _____ Grade/Subject: _____

Type of Observation: Formal Informal

Employment Status: Temporary Probationary I Probationary II Permanent

Pre Conference 1 2 3 Date _____

Identify the specific Student-Teacher behaviors that will demonstrate achievement of the Area of Investigation. State specifically what will be observed.

California Standards for the Teaching Profession to be Evaluated:
(Check only those standards that were observed during the observation session)

Observation 1 2 3 Date _____

1. Engaging and Supporting All Students in Learning		<input type="checkbox"/> Standard Met	<input type="checkbox"/> Standard Not Met
		Observed	Not Observed
1.1 Using knowledge of students to engage them in learning			
1.2 Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests			
1.3 Connecting subject matter to meaningful, real-life contexts			
1.4 Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs			
1.5 Promoting critical thinking through inquiry, problem solving, and reflection			
1.6 Monitoring student learning and adjusting instruction while teaching			
Comments (Including recommendations/commendations):			

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2. Creating and Maintaining Effective Environments for Student Learning <input type="checkbox"/> Standard Met <input type="checkbox"/> Standard Not Met		
	Observed	Not Observed
2.1 Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully		
2.2 Creating physical or virtual learning environment that promote student learning, reflect diversity, and encourage constructive and productive interactions among students		
2.3 Establishing and maintaining learning environment that are physically, intellectually, and emotionally safe		
2.4 Creating a rigorous learning environment with high expectations and appropriate support for all students		
2.5 Developing, communicating, and maintaining high standards for individual and group behavior		
2.6 Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn		
2.7 Using instructional time to optimize learning		
Comments (Including recommendations/commendations):		

3. Understanding and Organizing Subject Matter for Student Learning <input type="checkbox"/> Standard Met <input type="checkbox"/> Standard Not Met		
	Observed	Not Observed
3.1 Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks		
3.2 Applying knowledge of student development and proficiencies to ensure student understanding of subject matter		
3.3 Organizing curriculum to facilitate student understanding of the subject matter		
3.4 Utilizing instructional strategies that are appropriate to the subject matter		
3.5 Using and adapting resources, technologies, and standards-aligned adopted instructional materials, to make subject matter accessible to all students		
3.6 Addressing the needs of English learners and students with special needs to provide equitable access to the content		
Comments (Including recommendations/commendations):		

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4. Planning Instruction and Designing Learning Experiences for All Students <input type="checkbox"/> Standard Met <input type="checkbox"/> Standard Not Met		
	Observed	Not Observed
4.1 Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction		
4.2 Establishing and articulating goals for student learning		
4.3 Developing and sequencing long-term and short-term instructional plans to support student learning		
4.4 Planning instruction that incorporate appropriate strategies to meet the learning needs of all students		
4.5 Adapting instructional plans and curricular materials to meet the assessed learning needs of all students		
Comments (Including recommendations/commendations):		

5. Assessing Students for Learning <input type="checkbox"/> Standard Met <input type="checkbox"/> Standard Not Met		
	Observed	Not Observed
5.1 Applying knowledge of the purposes, characteristics, and uses of different types of assessments		
5.2 Collecting and analyzing assessment data from a variety of sources to inform instruction		
5.3 Reviewing data, both individually and with colleagues, to monitor student learning		
5.4 Using assessment data to establish learning goals and to plan, differentiate, and modify instruction		
5.5 Involving all students in self-assessment, goal setting, and monitoring progress		
5.6 Using available technologies to assist in assessment, analysis, and communication of student learning		
5.7 Using assessment information to share timely and comprehensible feedback with students and their families		
Comments (Including recommendations/commendations):		

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6. Developing as a Professional Educator <input type="checkbox"/> Standard Met <input type="checkbox"/> Standard Not Met		
	Observed	Not Observed
6.1 Reflecting on teaching practice in support of student learning		
6.2 Establishing professional goals and engaging in continuous and purposeful professional growth and development		
6.3 Collaborating with colleagues and the broader professional community to support teacher and student learning		
6.4 Working with families to support student learning		
6.5 Engaging local communities in support of the instructional program		
6.6 Managing professional responsibilities to maintain motivation and commitment to all students		
6.7 Demonstrating professional responsibility, integrity, and ethical conduct		
Comments (Including recommendations/commendations):		

Post Conference 1 2 3 Date_____

After sharing the observation data, compare what happened with what was desired. Reflect on what helped and what hindered and why.

Next Steps

Improvements/New Strategies

Administrator Comments:

Signature of Evaluator:_____

Date:_____

Signature of Teacher:_____

Date:_____

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