APPENDIX: Evaluation

Four Point Rubric for Teacher Evaluation

Unsatisfactory/Does Not Meet Standard	Developing/ Professional Support Needed	Effective	Highly Effective/Innovating
Performance is clearly unacceptable, does not meet standards, and needs to be improved immediately.	Teachers are not expected to remain at this level; performance has deficiencies which must be addressed. A professional support plan will be implemented to meet standards.	Describes solid, expected professional performance which meets or exceeds standards. Areas for growth will be identified.	This level is reserved for truly outstanding teaching that meets very demanding criteria and exceeds standards. Includes teacher leadership at the school or district level. Areas for growth will be identified.

Teacher Evaluation Components/Documents/Timeline/Purpose

Teacher: _____   Evaluator: _____

School: _____   Evaluation Year: _____

Grade Level/Subject(s): _____   Evaluation Date: _____

	Component	Document	Timeline	Purpose
❑	Notification of evaluation process		By September 15	
❑	Teacher completes self-assessment	P/CSTP Self-Assessment	By October 15	Teacher reflects upon her/his teaching through a self-assessment based on the Piedmont/California Standards for the Teaching Profession (P/CSTP)
❑	Teacher/Administrator identify Classroom Visitation or Action Research Model	Classroom Visitation and Action Research Descriptions	By October 15	Teacher and the Administrator identify which type of evaluation process would be most meaningful for her/his current practice.
❑	Teacher/Administrator set goals for the year	Goal Setting Conference Agreement	By October 15	Teacher and Administrator identify goals for the year based on student needs (student learning goal), instructional needs (instructional and assessment goals), and teacher self-assessment.
❑	Teacher/Administrator meet for pre-observation conference(s)	Pre-Observation Conference Questions	October-April	A set of questions to guide the conversation during the pre-observation conference. The questions are meant to support the reflection/thinking process for both teacher and administrator.
❑	Administrator Observes in the Classroom		October-April	A minimum of 3 formal observations for the Classroom Visitation Model. A minimum of 1 formal observation for the Action Research Model.
❑	Teacher/Administrator meet for post-observation conference(s) and develop improvement plan (if needed)	Post-Observation Conference Questions	October-April	A set of questions to guide the conversation during the post-observation conference. The questions are meant to support the reflection/thinking process for both teacher and administrator. Any concerns and follow-up will be shared at this time,

❏	Teacher/Administrator reflect upon student assessment data	Assessing for Student Learning, Standardized Test Results, Common Assessments (Student Data Reflection Process, Student Data Reflection Form)	October-April	Teacher and Administrator reflect upon student learning using student assessment data and elements of Standard 5, Assessing Students for Learning.
❏	Teacher observes peer(s)	Self-Reflection Using Observation of Peer	October-April	Teacher observes another teacher and reflects on the observation in terms of how the observation moves her/his practice forward. Form stays with observing teacher.
❏	Notification of possible *Unsatisfactory* rating		End of First Semester	
❏	Notification of Teachers Engaged in Active Mentoring (TEAM) support program referral Notification of possible *Developing* rating		March 31	
❏	Teacher solicits student feedback/ Reflects upon student feedback	Student Surveys, Certificated Reflection on Student Responses	Mid-Year/End of Year	Teacher reflects on student feedback in terms of how to use the feedback to move her/his practice forward.
❏	Teacher solicits parent feedback/Reflects upon parent feedback	Parent/Guardian Surveys, Certificated Reflection on Parent/Guardian Responses	Mid-Year/End of Year	Teacher reflects on parent feedback in terms of how to use the feedback to move her/his practice forward and to enhance communication with parents.
❏	Administrator completes and gives final evaluation form to the teacher	Certificated Teacher Evaluation Report	30 calendar days prior to last day of school	Administrator summarizes the evaluation process and teacher growth.
❏	Teacher/Administrator complete final conference		Prior to last day of school	Teacher and administrator reflect upon the evaluation process and teacher growth.

GOAL SETTING CONFERENCE AGREEMENT

Teacher: ____Classroom Visitation Model
Administrator: ____Action Research Model

Indicate the California Standards for the Teaching Profession on which you will focus:

1. Engaging and Supporting All Students in Learning
2. Creating and Maintaining Effective Environments for Student Learning
3. Understanding and Organizing Subject Matter

4. Planning Instruction & Designing Learning Experiences for All Students
5. Assessing Students for Learning
6. Developing as a Professional Educator

Goal: Student Learning – an area of student growth
What do I want my students to know and/or be able to do?

INSTRUCTIONAL – your teaching practice *What specific practice(s) am I going to change or add to my repertoire to achieve the student learning goal stated above?*	**ASSESSMENT – an aspect of student assessment** *How will I know that my students can do what I proposed in the student learning goal stated above?*
ESSENTIAL ACTIVITIES: *What will I be doing to enable students to attain the learning goal?*	**ESSENTIAL ACTIVITIES:** *What will I be doing to enable students to attain the learning goal?*
DOCUMENTATION: *What kinds of evidence or documentation will I provide?*	**DOCUMENTATION:** *What kinds of evidence or documentation will I provide?*

Piedmont/California Standards for the Teaching Profession
(based on the California Standards for the Teaching Profession)

Standard 1: Engaging and Supporting All Students in Learning

1.1	Using knowledge of students to engage them in learning.
1.2	Connecting learning to students' prior knowledge, culture, backgrounds, life experiences, and interests.
1.3	Connecting subject matter to meaningful, and 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.

Standard 2: Creating and Maintaining Effective Environments for Student Learning

2.1	Models and communicates expectations for fair and respectful behavior to support social development.
2.2	Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students.
2.3	Establishing and maintaining learning environments 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.

Standard 3: Understanding and Organizing Subject Matter for Student Learning

3.1	Demonstrating knowledge of subject matter academic content standards.
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 instructional materials, including adopted materials, to make subject matter accessible to all students.
3.6(a)	Addressing the needs of English Learners to provide equitable access to the content.
3.6(b)	Addressing the needs of students with special needs to provide equitable access to the content.

Piedmont/**C**alifornia **S**tandards for the **T**eaching **P**rofession
(based on the California Standards for the Teaching Profession)

Standard 4: Planning Instruction and Designing Learning Experiences for All Students

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 incorporates 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.

Standard 5: Assessing Students for Learning

5.1	Monitors student progress and adapts instruction in response to assessed needs.
5.2	Uses a variety of assessment techniques to evaluate student learning.
5.3	Assessment tasks are based on instruction and learning objectives for the unit.
5.4	Maintains clear oral and written communication with students regarding high expectations, grades, and behavior.
5.5	Provides meaningful and timely feedback to students and parents about performance on assignments and assessment tasks.
5.6	Teaches students how to accurately self-assess and reflect upon their own learning at a developmentally appropriate level, set new goals and monitor progress.
5.7	Employs a grading system that accurately reflects student learning, performance, and progress.
5.8	Maintains accurate, detailed records of student performance.
5.9	Collaboratively administers, scores, reports (within the central district data system) and analyzes common/benchmark assessments according to agreed upon standards and procedures.
5.10	Records and reports common/benchmark assessments within the central district data system / uses available technology.

Standard 6: Developing as a Professional Educator

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.

Piedmont/California Standards for the Teaching Profession
Self-Assessment
Continuum of Teaching Practice

Standard 1 P/CSTP: Engaging and Supporting All Students in Learning

Evidence of Practice: Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date

Element	Unsatisfactory/Does Not Meet Standard	Developing/ Professional Support Needed	Effective/Proficient	Highly Effective/Innovating
1.1 Using knowledge of students to engage them in learning. *Evidence:*	Gathers insufficient knowledge of individual students. Many students are not engaged in learning.	Learns about students through data provided by the school and/or through district assessments, but does so inconsistently and/or does not apply the knowledge effectively to instruction. Some students are engaged in learning, but others do not respond to instructional strategies focused on the class as a whole.	Uses data from a variety of formal and informal sources to learn about students and guide selection of instructional strategies to meet diverse learning needs**.** Students engage in learning through the use of adjustments in instruction to meet their needs.	Uses comprehensive knowledge of students to make ongoing accommodations in instruction. Students actively utilize a variety of instructional strategies and technologies in learning that ensure equitable access to the curriculum. As appropriate, students take ownership of their learning by choosing from a wide range of methods that further their learning and that are responsive to their diverse learning needs.

Standard 1 P/CSTP: Engaging and Supporting All Students in Learning

Evidence of Practice: Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date

Element	Unsatisfactory/Does Not Meet Standard	Developing/ Professional Support Needed	Effective/Proficient	Highly Effective/Innovating
1.2 Connecting learning to students' prior knowledge, culture, backgrounds, life experiences, and interests *Evidence:* .	Develops insufficient awareness of individual students' prior knowledge, backgrounds, life experiences, and interests. Most students cannot connect learning activities to their own lives.	Develops limited awareness of prior knowledge, culture, backgrounds, life experience, and interests represented among students and/or does not consistently use this awareness to support learning. Some but not all students connect learning activities to their own lives.	Uses gathered information, school resources and family contacts to expand understanding of students' prior knowledge, cultural backgrounds, life experiences, and interests to connect to student learning. Students make connections between curriculum and their prior knowledge, backgrounds, life experiences, and interests.	Develops and systematically uses extensive information regarding students' cultural backgrounds, prior knowledge, life experiences, and interests. Students are enthusiastically engaged in curriculum which relates their prior knowledge, experiences, and interests. Students can articulate the relevance and impact of lessons on their lives and society.

Standard 1 P/CSTP: Engaging and Supporting All Students in Learning

Evidence of Practice: Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date

Element	Unsatisfactory/Does Not Meet Standard	Developing/ Professional Support Needed	Effective/Proficient	Highly Effective/Innovating
1.3 Connecting subject matter to meaningful, and real-life contexts *Evidence:* .	Does not connect subject matter to meaningful, real-life contexts. Most students cannot connect subject matter to their own lives.	Makes insufficient use of real life connections during instruction as identified in curriculum. Some but not most students relate subject matter to real-life.	Includes connections from subject matter to meaningful, real-life contexts, including those specific to students' family and community. Students utilize real-life connections regularly to develop understandings of subject matter.	Consistently engages students in actively making connections to relevant, meaningful, and real-life contexts throughout subject matter instruction. Students routinely integrate subject matter into their own thinking and make relevant applications of subject matter during learning activities.

Standard 1 P/CSTP: Engaging and Supporting All Students in Learning

Evidence of Practice: Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date

Element	Unsatisfactory/Does Not Meet Standard	Developing/ Professional Support Needed	Effective/Proficient	Highly Effective/Innovating
1.4 Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs *Evidence:*	Does not use a variety of instructional strategies, resources, and technologies. Students' diverse learning needs are not met.	Uses a limited number of instructional strategies, resources, and technologies as provided by school and/or district. Some students participate in instructional strategies, using resources and technologies provided.	Utilizes a variety of strategies including culturally responsive pedagogy, resources, and technologies during ongoing instruction to meet students' diverse learning needs. Students participate in instruction using strategies, resources, and technologies matched to their learning needs.	Continually creates, adapts, integrates and refines an extensive repertoire of strategies, resources, and technologies into instruction designed to meet students' diverse learning needs. Students enthusiastically engage in instruction and take responsibility for using a wide range of strategies, resources, and technologies that successfully advance their learning.

Standard 1 P/CSTP: Engaging and Supporting All Students in Learning

Evidence of Practice: Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date

Element	Unsatisfactory/Does Not Meet Standard	Developing/ Professional Support Needed	Effective/Proficient	Highly Effective/Innovating
1.5 **Promoting critical thinking through inquiry, problem solving, and reflection** *Evidence:*	Does not promote critical thinking through inquiry, problem solving, and reflection. Students do not respond to questions regarding facts and comprehension.	Asks only questions that focus on factual knowledge and comprehension. Some students respond to questions regarding facts and comprehension.	Guide students to think critically through use of questioning strategies, posing / solving problems, and reflection on issues in content. Students respond to complex questions and problems posed by the teacher and begin to pose and solve problems of their own related to the content.	Facilitates systematic opportunities for students to initiate critical thinking by designing structured inquiries into complex problems. Students pose and answer a wide range of complex questions and problems, reflect and communicate understandings based on in-depth analysis of content learning.

Standard 1 P/CSTP: Engaging and Supporting All Students in Learning

Evidence of Practice: Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date

Element	Unsatisfactory/Does Not Meet Standard	Developing/ Professional Support Needed	Effective/Proficient	Highly Effective/Innovating
1.6 **Monitoring student learning and adjusting instruction while teaching.** *Evidence:*	Does not monitor student learning and/or does not adjust instruction while teaching. Students do not receive individual assistance during instruction.	Implements lesson following curriculum guidelines, but does not adequately monitor and respond to student learning. Some students receive limited individual assistance during instruction.	Makes ongoing adjustments to instruction based on observation of student engagement and regular checks for understanding. Students successfully participate and stay engaged in learning activities.	Flexibly and effectively makes adjustments to extend learning opportunities and provide assistance to students in mastering the context. Students are able articulate and monitor their level of understanding and use teacher guidance to meet their needs during instruction.

Standard 2 P/CSTP: Creating and Maintaining Effective Environments for Student Learning

Evidence of Practice: Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date

Element	Unsatisfactory/Does Not Meet Standard	Developing/ Professional Support Needed	Effective/Proficient	Highly Effective/Innovating
2.1 **Models and communicates expectations for fair and respectful behavior to support social development.** *Evidence:*	Fails to model and/or communicate expectations for fair and respectful behavior to support social development.	Makes limited efforts to model and communicate expectations for fair and respectful behavior to support social development. Some students share in responsibility for the classroom community.	Reinforces positive, responsible, and respectful student interaction. Assists students in resolving conflicts. Incorporate cultural awareness to develop a positive classroom climate. Students demonstrate efforts to be positive, accepting, and respectful of differences.	Facilitates student self-reflection and ongoing improvement of the caring community based on respect, fairness, and the value of all members. Students take responsibility / leadership in resolving conflict and creating a fair and respectful classroom community where student's home culture is included and valued. Students communicate with empathy and understanding in interaction with one another.

Standard 2 P/CSTP: Creating and Maintaining Effective Environments for Student Learning

Evidence of Practice: Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date

Element	Unsatisfactory/Does Not Meet Standard	Developing/ Professional Support Needed	Effective/Proficient	Highly Effective/Innovating
2.2 **Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students.** *Evidence:*	Does not create physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students.	Is aware of the importance of the physical and/or virtual learning environments that support student learning, but makes limited efforts to implement them. Is aware that structured interaction between students can support learning, but makes limited efforts to enable them. Some students use available resources in learning environments during instruction.	Develops physical and/or virtual learning environments that reflect student diversity and provide a range of resources for learning. Utilizes a variety of structures for interaction during learning activities that ensure a focus on and completion of learning tasks. Students use a variety of resources and learning environments and interact in ways that deepen their understanding of the content, and develop constructive social and academic interactions.	Maintains and adapts physical and/or virtual learning environments flexibly to facilitate access to a wide range of resources that engage students in learning. Ensures that environments enhance learning and reflect diversity within and beyond the classroom. Selects from a repertoire of structures for interaction to ensure accelerated learning for the full range of students. Students participate in monitoring and changing the design of learning environments and structures for interaction.

Standard 2 P/CSTP: Creating and Maintaining Effective Environments for Student Learning

Evidence of Practice: Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date

Element	Unsatisfactory/Does Not Meet Standard	Developing/ Professional Support Needed	Effective/Proficient	Highly Effective/Innovating
2.3 **Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe.** *Evidence:*	Does not establish and maintain learning environments that are physically, intellectually, and emotionally safe.	Adheres to policies and laws regarding safety that are required by the site, district, and state. Responds to behaviors that impact student safety as they arise. Students are aware of required safety procedures and the school and classroom rationale for maintaining safety.	Anticipates and reduces risk to physical, intellectual, and emotional safety using multiple strategies that include examining biases in the learning environment and curriculum. Models and provides instruction on skills that develop resiliency and support intellectual and emotional safety. Students take risks, offer opinions, and share alternative perspectives.	Shares responsibility with the students for the establishment and maintenance of a safe physical, intellectual, and emotional environment focused on high quality and rigorous learning. Engages in reflection on their own language and behavior that contributes to intellectual and emotional safety in the classroom. Students demonstrate resiliency and perserverance for academic achievement. Students maintain intellectual and emotional safety for themselves and others in the classroom.

Standard 2 P/CSTP: Creating and Maintaining Effective Environments for Student Learning

Evidence of Practice: Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date

Element	Unsatisfactory/Does Not Meet Standard	Developing/ Professional Support Needed	Effective/Proficient	Highly Effective/Innovating
2.4 **Creating a rigorous learning environment with high expectations and appropriate support for all students.** *Evidence:*	Does not create a rigorous learning environment with high expectations and appropriate support for all students.	Focuses the rigor of the learning environment on accuracy of answers and completion of learning tasks. Is aware of the importance of maintaining high expectations for students, but does not consistently hold students to those standards. Some students ask for teacher support to understand or complete learning tasks.	Develops a rigorous learning environment that includes accuracy, analysis, problem-solving and appropriate levels of challenge. Holds high expectations for students. Has an understanding of achievement patterns and uses scaffolds to address achievement gaps. Students engage in a variety of differentiated supports and challenges in ways that promote their accuracy, analysis, and problem-solving in learning.	Facilitate a rigorous learning environment in which students take leadership in learning. Fosters extended studies, research, analysis, and purposeful use of learning. Supports students to utilize an extensive repertoire of differentiated strategies (including technologies) to meet high expectations. Students take responsibility to fully utilize teacher and peer support to achieve consistently high levels of factual and analytical learning.

Standard 2 P/CSTP: Creating and Maintaining Effective Environments for Student Learning

Evidence of Practice: Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date

Element	Unsatisfactory/Does Not Meet Standard	Developing/ Professional Support Needed	Effective/Proficient	Highly Effective/Innovating
2.5 **Developing, communicating, and maintaining high standards for individual and group behavior.** *Evidence:*	Does not develop, communicate, and maintain high standards for individual and group behavior.	Establishes expectations, rules and consequences for individual and group behavior, but does not adequately enforce them. Refers to standards for behavior and applies consequences as needed, but does so inconsistently or ineffectively. Students are aware of classroom rules and consequences but often do not act accordingly.	Uses multiple strategies including culturally responsive instruction to develop and maintain high standards for individual and group behavior. Utilizes routine references to standards for behavior prior to and during individual and group work. Students follow behavior expectations, accept consequences, and increase positive behaviors.	Facilitates a positive environment using systems that ensure students take an active role in monitoring nad maintaining high standards for individual and group behaviors. Students demonstrate positive behavior, consistent participation, and are valued for their unique identities.

Standard 2 P/CSTP: Creating and Maintaining Effective Environments for Student Learning

Evidence of Practice: Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date

Element	Unsatisfactory/Does Not Meet Standard	Developing/ Professional Support Needed	Effective/Proficient	Highly Effective/Innovating
2.6 **Employing classroom routines, procedures, norms and supports for positive behavior to ensure a climate in which all students can learn.** *Evidence:*	Does not employ classroom routines, procedures, norms and supports for positive behavior to ensure a climate in which all students can learn.	Establishes procedures, routines, or norms for single lessons to support student learning. Responds to disruptive behavior, but does so inconsistently or ineffectively. Students are aware of procedures, routines, and classroom norms, but often do not act accordingly.	Maintains regular use of routines and procedures that are culturally responsive and engage students in the development and monitoring of norms. Provides positive behavior supports. Responds appropriately to behaviors in ways that lessen disruption to the learning climate. Students participate in routines, procedures, and norms, and receive reinforcement for positive behaviors. Students receive timely and effective feedback and consequences for behaviors that interfere with learning.	Facilitates student participation in developing, monitoring, and adjusting routines and procedures; focuses on maximizing learning. Classroom climate integrates school standards and culturally relevant norms. Promotes positive behaviors and establishes preventions and a positive classroom climate that eliminate most disruptive behavior. Students share responsibility with teachers for monitoring, managing and maintaining a positive classroom climate that promotes learning.

Standard 2 P/CSTP: Creating and Maintaining Effective Environments for Student Learning

Evidence of Practice: Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date

Element	Unsatisfactory/Does Not Meet Standard	Developing/ Professional Support Needed	Effective/Proficient	Highly Effective/Innovating
2.7 **Using instructional time to optimize learning.** *Evidence:*	Does not use instructional time to optimize learning.	Paces instruction based on curriculum guidelines, but does not adapt pacing to student needs. Develops awareness of how transitions and classroom management impact pacing and lessons, but does not adequately implement this knowledge. Some students complete learning activities in time allotted.	Paces instruction with students to provide adequate time for instruction, checking for understanding, completion of learning activities and closure. Students participate in and complete a variety of learning activities in the time allotted with options for extension and review.	Paces, adjusts and fluidly facilitates instruction and daily activities in response to student learning. Students monitor their own time, are engaged in accomplishing learning goals, and participate in reflection, self-assessment and goal-setting.

Standard 3 P/CSTP: Understanding and Organizing Subject Matter for Student Learning

Evidence of Practice: Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date

Element	Unsatisfactory/Does Not Meet Standard	Developing/ Professional Support Needed	Effective/Proficient	Highly Effective/Innovating
3.1 **Demonstrating knowledge of subject matter academic content standards** *Evidence:*	Has basic knowledge of subject matter, related academic language and academic content standards but lacks necessary depth.	Examines concepts in subject matter and academic language, to identify connections between academic content standards and instruction, but does not articulate them clearly or effectively for students.	Understands and effectively explains the relationship between essential subject matter concepts, academic language and academic content standards.	Uses extensive knowledge of subject matter, concepts, current issues, academic language and research to make relevant connections to standards during instruction and extend student learning.

Standard 3 P/CSTP: Understanding and Organizing Subject Matter for Student Learning

Evidence of Practice: Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date

Element	Unsatisfactory/Does Not Meet Standard	Developing/ Professional Support Needed	Effective/Proficient	Highly Effective/Innovating
3.2 **Applying knowledge of student development and proficiencies to ensure student understanding of subject matter.** *Evidence:*	Does not have knowledge of student development and proficiencies.	Has basic knowledge of student stages of development and some awareness of differences in students' understanding of subject matter. Teaches subject specific vocabulary following curriculum guidelines, but does not adapt adequately to student needs.	Adapts instruction in response to knowledge of student development and proficiencies to meet students' diverse learning needs. Ensures understanding of subject matter including related academic language. Provides explicit teaching of essential vocabulary, idioms, key words with multiple meanings, and academic language in ways that engage students in accessing subject matter text or learning activities.	Utilizes comprehensive knowledge of all students to guide all students to develop proficiencies, understand subject matter including related academic language. Engages students at all levels of vocabulary, academic language and proficiency in self-directing goal-setting, monitoring and improvement. Guides all students in using analysis strategies that provide equitable access and deep understanding of subject matter.

Standard 3 P/CSTP: Understanding and Organizing Subject Matter for Student Learning

Evidence of Practice: Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date

Element	Unsatisfactory/Does Not Meet Standard	Developing/ Professional Support Needed	Effective/Proficient	Highly Effective/Innovating
3.3 **Organizing curriculum to facilitate student understanding of the subject matter.** *Evidence:*	Does not organize curriculum to facilitate student understanding of the subject matter.	Follows organization of curriculum as provided by the site and district, but does not adapt as needed to support student understanding of subject matter.	Uses knowledge of curriculum and student readiness to organize and adjust the curriculum to ensure student understanding.	Uses extensive knowledge of curriculum and related resources to flexibly and effectively organize and adjust instruction. Ensures student comprehension and facilitate student articulation about what they do and don't understand.

Element	Unsatisfactory/Does Not Meet Standard	Developing/ Professional Support Needed	Effective/Proficient	Highly Effective/Innovating
3.4 **Utilizing instructional strategies that are appropriate to the subject matter.** *Evidence:*	Does not utilize instructional strategies that are appropriate to the subject matter.	Uses instructional strategies that are provided in the curriculum, but does not adapt to student needs.	Selects and adapts a variety of instructional strategies to ensure student understanding of academic language appropriate to subject matter and that addresses students' diverse learning needs.	Uses an extensive repertoire of instructional strategies to develop enthusiasm, metacognitive abilities, and to support and challenge the full range of students toward a deep knowledge of subject matter.

Standard 3 P/CSTP: Understanding and Organizing Subject Matter for Student Learning

Evidence of Practice: Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date

Element	Unsatisfactory/Does Not Meet Standard	Developing/ Professional Support Needed	Effective/Proficient	Highly Effective/Innovating
3.5 **Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students.** *Evidence:*	Does not use and adapt resources, technologies, and standards-aligned instructional materials, to make subject matter accessible to all students.	Makes limited use of available instructional materials, resources, and technologies for specific lessons to make subject matter accessible to students.	Selects, adapts, and utilizes appropriate instructional materials, resources, and technologies for concept and skill development in subject matter. Resources reflect the diversity of the classroom and support differentiated learning of subject matter. Guides and assists students in using available print, electronic, and online subject matter resources based on individual needs.	Engages students in identifying and adapting resources, technologies, and standards-aligned instructional materials to extend student understanding and critical thinking about subject matter. Ensures that students are able to obtain equitable access to a wide range of technologies through ongoing links to outside resources and support.

Standard 3 P/CSTP: Understanding and Organizing Subject Matter for Student Learning

Evidence of Practice: Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date

Element	Unsatisfactory/Does Not Meet Standard	Developing/ Professional Support Needed	Effective/Proficient	Highly Effective/Innovating
3.6 (a) **Addressing the needs of <u>English Learners</u> to provide equitable access to the content.** *Evidence:*	Does not address the needs of English Learners.	Is aware of students' primary language and English language proficiency based on available assessment data, but does not adequately make use of this knowledge to provide equitable access to the content. Makes limited efforts to provide adaptive materials to help English Learners access content.	Identifies language proficiencies and English Learner strengths in the study of language and content. Differentiates instruction using one or more components of English Language development to support English Learners. Creates and implements scaffolds to support standards-based instruction using literacy strategies, SDAIE, and content level English language development in order for students to develop language proficiencies and to understand content.	Engages English learners in assessment of their progress in English language development and in meeting content standards. Supports students to establish and monitor language and content goals. Is resourceful and flexible in the design, adjustment, and elimination of scaffolds based on English Learners' proficiencies, knowledge, and skills in content.

Standard 3 P/CSTP: Understanding and Organizing Subject Matter for Student Learning

Evidence of Practice: Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date

Element	Unsatisfactory/Does Not Meet Standard	Developing/ Professional Support Needed	Effective/Proficient	Highly Effective/Innovating
3.6 (b) **Addressing the needs of <u>students with special needs*</u> to provide equitable access to the content.** **(* The full range of students with "special needs" includes students with IEPs, 504 plans, and advanced learners.)** *Evidence:*	Does not address the needs of students with special needs.	Has an awareness of the full range of students identified as special needs students through data provided by the school, but does not adequately act on that knowledge. Attends required meetings with resource personnel and families, but may not effectively or consistently implement suggestions. Learns about referral processes for students with special needs, but does not make adequate use of them.	Utilizes information on the full range of students identified with special needs to assess strengths and competencies to provide appropriate challenge and accommodations in instruction. Communicates and cooperates regularly with resource personnel, para-educators and families as needed to ensure that student services are provided and progress is made in accessing appropriate content. Refers students as needed in a timely and appropriate manner, supported with documented data over time, including interventions tried previous to referral.	Guides and supports the full range of students with special needs to actively engage in assessing and monitoring their own strengths, learning needs, and achievements in accessing content. Communicates and collaborates with resource personnel, para-educators, family, leadership, and students in creating a coordinated program to optimize success of the full range of students with special needs. Takes leadership at the site / district and collaborates with resource personnel to ensure the smooth and effective implementation of referral processes.

Standard 4 P/CSTP: Planning Instruction and Designing Learning Experiences for All Students

Evidence of Practice: Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date

Element	Unsatisfactory/Does Not Meet Standard	Developing/ Professional Support Needed	Effective/Proficient	Highly Effective/Innovating
4.1 **Using knowledge of students' academic readiness, language proficiency, cultural background and individual development to plan instruction.** *Evidence:*	Does not use knowledge of students' academic readiness, language proficiency, cultural background and individual development to plan instruction.	Plans daily lessons using available curriculum and information from district and state required assessments, but does not sufficiently adapt to student needs. Is aware of impact of bias on learning, but does not adequately apply this knowledge, or does not seek to learn about culturally responsive pedagogy.	Plans differentiated instruction based on knowledge of students' academic readiness, academic language, diverse cultural backgrounds, and individual cognitive, social, emotional, and physical development to meet their individual needs. Examines potential sources of bias and stereotyping when planning lessons. Uses culturally responsive pedagogy in planning.	Plans differentiated instruction that provides systematic opportunities for supporting and extending student learning based on comprehensive information on students. Engages students in the analysis of bias, stereotyping, and assumptions.

Standard 4 P/CSTP: Planning Instruction and Designing Learning Experiences for All Students

Evidence of Practice: Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date

Element	Unsatisfactory/Does Not Meet Standard	Developing/ Professional Support Needed	Effective/Proficient	Highly Effective/Innovating
4.2 **Establishing and articulating goals for student learning.** *Evidence:*	Does not establish or articulate goals for student learning.	Communicates learning objectives for single lessons to students based on content standards and available curriculum guidelines, but does not communicate larger learning goals OR does sufficiently base learning goals on standards.	Establishes and communicates to students clear learning goals for content that are accessible, challenging, and differentiated to address students' diverse learning needs.	Establishes and articulates comprehensive short- and long-term learning goals for students. Assists students to articulate and monitor learning goals.

Element	Unsatisfactory/Does Not Meet Standard	Developing/ Professional Support Needed	Effective/Proficient	Highly Effective/Innovating
4.3 **Developing and sequencing long-term and short-term instructional plans to support student learning.** *Evidence:*	Does not develop or sequence long-term and/or short-term instructional plans to support student learning.	Plans curriculum units that include a series of connected lessons and are linked (but not consistently) to long-term planning to support student learning,	Establishes short- and long-term curriculum plans for subject matter concepts and essential related academic language and formats that support student learning.	Utilizes extensive knowledge of the curriculum, content standards and assessed learning needs to design cohesive and comprehensive long- and short-term instructional plans that ensure high levels of learning.

Standard 4 P/CSTP: Planning Instruction and Designing Learning Experiences for All Students

Evidence of Practice: Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date

Element	Unsatisfactory/Does Not Meet Standard	Developing/ Professional Support Needed	Effective/Proficient	Highly Effective/Innovating
4.4 Planning instruction that incorporates appropriate strategies to meet the learning needs of all students. *Evidence:*	Does not plan instruction that incorporates appropriate strategies to meet the learning needs of all students.	Selects strategies for single lessons or a sequence of lessons that respond to students' diverse learning needs, but does not do so consistently. Is aware of data concerning, and seeks to learn more by other means, about student content, learning, and language needs, but does not adequately apply this knowledge.	Incorporates differentiated instructional strategies into ongoing planning that addresses culturally responsive pedagogy, students' diverse language and learning needs and styles. Uses assessments of students' learning and language needs to inform planning of differentiated instruction.	Plans instruction incorporating a repertoire of strategies to specifically meet students' diverse language and learning needs and styles to advance learning for all. Integrates result from a broad range of assessments into planning. As appropriate for grade level, facilitates opportunities for students to reflect on their learning and the impact of instructional strategies to meet their learning and language needs.

Standard 4 P/CSTP: Planning Instruction and Designing Learning Experiences for All Students

Evidence of Practice: Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date

Element	Unsatisfactory/Does Not Meet Standard	Developing/ Professional Support Needed	Effective/Proficient	Highly Effective/Innovating
4.5 **Adapting instructional plans and curricular materials to meet the assessed learning needs of all students.** *Evidence:*	Does not adapt instructional plans and curricular materials to meet the assessed learning needs of all students.	Begins to adapt plans and materials in single lessons or sequence of lessons to address students' learning needs.	Makes adjustments and adaptations to differentiate instructional plans. Uses culturally responsive pedagogy and additional materials to support students' diverse learning needs.	Anticipates and plans for a wide range of adaptations to lessons based on in-depth analysis of individual student needs. Engages with students to identify types of adjustments in instruction that best meet their learning needs.

Standard 5 P/CSTP: Assessing Students for Learning

Evidence of Practice: Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date

Element	Unsatisfactory/Does Not Meet Standard	Developing / Professional Support Focus Identified	Effective / Proficient	Highly Effective / Innovative
5.1 **Monitors student progress and adapts instruction in response to assessed needs**	No evidence of monitoring student needs	Inconsistently monitors student progress and/or inconsistently adapts instruction in response to assessed needs	Consistently monitors student progress and consistently adapts instruction in response to assessed needs	Designs systems for monitoring progress and creates innovative instruction in response; consults and collaborates with other teachers
5.2 **Uses a variety of assessment techniques to evaluate student learning**	Does not use a variety of techniques to evaluate student learning	Uses a limited variety of techniques to evaluate student learning	Uses a variety of assessment techniques to evaluate student learning (effective use of questioning during class, test and quizzes, projects, student demonstrations, etc.)	Develops a wide variety of assessment techniques which engage students with different learning needs and which meaningfully reflect student progress
5.3 **Assessment tasks are based on instruction and learning objectives for the unit** *Evidence:*	Insufficient connection between assessment tasks and instruction/learning objectives	Moderate but incomplete/inconsistent connection between assessment tasks and instruction/learning objectives	Assessment tasks are clearly based on instruction and learning objectives for the unit.	Infuses assessments strategically and systematically throughout instruction to collect ongoing assessment data to differentiate instruction for maximum academic success

Standard 5 P/CSTP: Assessing Students for Learning

Evidence of Practice: Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date

Element	Unsatisfactory/Does Not Meet Standard	Developing/ Professional Support Needed	Effective/Proficient	Highly Effective/Innovating
5.4 **Maintains clear oral and written communication with students regarding high expectations, grades, and behavior** *Evidence:*	No evidence of oral and written communication with students regarding high expectations, grades, and behavior	Inconsistent/ insufficient oral and written communication with students regarding high expectations, grades, and behavior	Consistently provides clear oral and written communication with students regarding high expectations, grades, and behavior	Designs and communicates easily accessible tools for students to self monitor their progress in meeting high expectations, grades, and behavior

5.5 **Provides meaningful and timely feedback to students and parents about performance on assignments and assessment tasks** *Evidence:*	Does not regularly provide feedback about progress and performance to students and parents	Provides occasional but insufficient feedback to students and parents and/or does not provide feedback in a timely manner	Provides detailed and differentiated oral and/or written feedback to students and parents, responds to student and parent inquiries, and does both in a timely manner.	Energetically follows up with differentiated personal attention for students at different levels to help each reach their fullest potential. Proactively utilizes technology for in-depth and ongoing communication.

Standard 5 P/CSTP: Assessing Students for Learning

Evidence of Practice: Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date

Element	Unsatisfactory/Does Not Meet Standard	Developing/ Professional Support Needed	Effective/Proficient	Highly Effective/Innovating
5.6 Teaches students how to accurately self-assess and reflect upon their own learning at a developmentally appropriate level, set new goals and monitor progress *Evidence:*	Does not engage students in reflection or self-assessment on their work	Does not consistently use assessments to help students monitor, reflect, and understand individual achievement and progress toward goals	Provides and models structures for self-evaluation/ reflection, and uses scaffolding to support students in implementing the process. Develops a shared understanding with students of what they should know and be able to do. Has students regularly engage in self-assessment, goal setting, and monitoring progress	Creates a classroom environment which develops students' meta-cognitive skills for self-reflection and goal setting, and which provides systematic opportunities to analyze and engage in these processes. May provide opportunities for students to create assessments to measure their achievement

Standard 5 P/CSTP: Assessing Students for Learning

Evidence of Practice: Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date

Element	Unsatisfactory/Does Not Meet Standard	Developing / Professional Support Focus Identified	Effective / Proficient	Highly Effective / Innovative
5.7 Employs a grading system that accurately reflects student learning, performance, and progress. *Evidence:*	Grading system does not accurately reflect student learning, performance, and progress	Grading system somewhat reflects student understanding, performance, progress, and learning	Communicates clear criteria for proficiency on assignments (may include rubrics, exemplars, modeling, anecdotal records, etc.). Defines clear guidelines for how grades are determined / how standards are met. Grading system accurately reflects student learning, performance, and progress	Facilitates collaborative work with colleagues in developing grading criteria (rubrics, exemplars, models, anecdotal records, etc.) that foster authentic student growth. Seeks opportunities to reflect with colleagues on calibration and /or parity and consistency in grading systems among classes

Standard 5 P/CSTP: Assessing Students for Learning

Evidence of Practice: Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date

Element	Unsatisfactory/Does Not Meet Standard	Developing / Professional Support Focus Identified	Effective / Proficient	Highly Effective / Innovative
5.8 Maintains accurate, detailed records of student performance *Evidence:*	Does not maintain accurate, Detailed records of student performance	Maintains records, but inconsistently or with inaccuracies and/or does not make them available (i.e., through Infinite Campus) as required by the school site	Maintains accurate, detailed records of student performance and makes them available (i.e., through Infinite Campus) as required by the school site.	Explores new options, including new technologies, for maintaining records that are up-to-date, accurate, detailed, clear, and substantive. Uses technologies to provide for in-depth and ongoing communication regarding student learning for multiple audiences (e.g., other teachers, district administrators, the School Board, the community)

Standard 5 P/CSTP: Assessing Students for Learning

Evidence of Practice: Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date

Element	Unsatisfactory/Does Not Meet Standard	Developing / Professional Support Focus Identified	Effective / Proficient	Highly Effective / Innovative
5.9 Collaboratively administers, scores, reports (within the central district data system) and analyzes common/benchmark assessments according to agreed upon standards and procedures. *Evidence:*	Does not collaboratively administer, score, report and analyze common/benchmark assessments according to agreed upon standards and procedures	Lacks full participation in collaboratively administering, scoring, reporting and analyzing common/benchmark assessments according to agreed upon standards for all students	Collaboratively administers, scores, reports and analyzes common/benchmark assessments according to agreed upon standards for all students	Facilitates collaborative work and fosters colleagues' ability to identify and address underlying causes for achievement patterns and trends. Facilitates training for colleagues and provides support for ongoing problem solving.

| **5.10 Records and reports common/benchmark assessments within the central district data system / uses available technology** *Evidence:* | Does not record and report common benchmark assessments within the central district data system using available technology | Inconsistently records and reports common benchmark assessments within the central district data system/ uses available technology | Records and reports Common benchmark assessments within the central district data system/ uses available technology | Facilitates training for colleagues and provides support for ongoing problem solving |

Standard 6 P/CSTP: Developing as a Professional Educator

Evidence of Practice: Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date

Element	Unsatisfactory/Does Not Meet Standard	Developing/ Professional Support Needed	Effective/Proficient	Highly Effective/Innovating
6.1 **Reflecting on teaching practice in support of student learning.** *Evidence:*	Does not reflect on teaching practice in support of student learning.	Begins to engage in reflection on teaching practice individually and with colleagues that is focused on methods to support the full range of learners.	Engages in reflection individually and with colleagues on the relationship between making adjustment in teaching practice (including the elements of the CSTP) and impact on the full range of learners.	Maintains ongoing reflective practice and action research in supporting student learning and raising the level of academic achievement. Engages in and fosters reflection among colleagues for school-wide impact on student learning.

Standard 6 P/CSTP: Developing as a Professional Educator

Evidence of Practice: Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date

Element	Unsatisfactory/Does Not Meet Standard	Developing/ Professional Support Needed	Effective/Proficient	Highly Effective/Innovating
6.2 **Establishing professional goals and engaging in continuous and purposeful professional growth and development.** *Evidence:*	Does not establish professional goals and/or does not engage in professional growth and development.	Sets goals connected to the CSTP that take into account self-assessment of teaching practice, but does so in a limited way or does not pursue them adequately. Expands knowledge and skills individually and with colleagues through available professional development, but does so in a limited way or does not apply them adequately.	Sets goals connected to the CSTP that are authentic, challenging, and based on self-assessment. Aligns personal growth with school and district goals and focuses on improving student learning. Selects and engages in professional development based on needs identified in professional goals.	Sets and modifies a broad range of professional goals connected to the CSTP to improve instructional practice and impact student learning within and beyond the classroom. Engages in ongoing inquiry into teacher practice for professional development. Contributes to professional organization and development opportunities to extend own teaching practice.

Standard 6 P/CSTP: Developing as a Professional Educator

Evidence of Practice: Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date

Element	Unsatisfactory/Does Not Meet Standard	Developing/ Professional Support Needed	Effective/Proficient	Highly Effective/Innovating
6.3 **Collaborating with colleagues and the broader professional community to support teacher and student learning.** *Evidence:*	Does not collaborate with colleagues and/or the broader professional community to support teacher and student learning.	Consults with colleagues to consider how best to support teacher and student learning, but does so inconsistently or does not adequately apply new strategies. Begins to identify how to access student and teacher resources in the broader professional community.	Collaborates with colleagues to improve student learning and reflect on teaching practice at the classroom level. Interacts with members of the broader professional community to access resources that support teacher effectiveness and student learning.	Facilitates collaboration with colleagues. Works to ensure the broadest positive impact possible on instructional practice and student achievement at school and district levels and for the profession. Initiates and develops professional learning opportunities with the broader professional community focused on student achievement.

Standard 6 P/CSTP: Developing as a Professional Educator

Evidence of Practice: Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date

Element	Unsatisfactory/Does Not Meet Standard	Developing/ Professional Support Needed	Effective/Proficient	Highly Effective/Innovating
6.4 **Working with families to support student learning.** *Evidence:*	Does not work with families to support student learning.	Acknowledges the importance of the family's role in student learning. Seeks information about cultural norms of families represented in the school. Welcomes family involvement at classroom school events.	Supports families to contribute to the classroom and school. Adjusts communications to families based on awareness of cultural norms and wide range of experiences with schools.	Structures a wide range of opportunities for families to contribute to the classroom and school community. Supports a school / district environment in which families take leadership to improve student learning.

Element	Unsatisfactory/Does Not Meet Standard	Developing/ Professional Support Needed	Effective/Proficient	Highly Effective/Innovating
6.5 **Engaging local communities in support of the instructional program.** *Evidence:*	Does not engage local community in support of the instructional program.	Makes some use of available neighborhood and community resources. Includes references or connections to communities in single lessons or sequence of lessons.	Uses a variety of neighborhood and community resources to support the curriculum. Includes knowledge of communities when designing and implementing instruction.	Collaborates with community members to increase instructional and learning opportunities for students. Engages students in leadership and service in the community. Incorporates community members into the school learning community.

Standard 6 P/CSTP: Developing as a Professional Educator

Evidence of Practice: Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date

Element	Unsatisfactory/Does Not Meet Standard	Developing/ Professional Support Needed	Effective/Proficient	Highly Effective/Innovating
6.6 **Managing professional responsibilities to maintain motivation and commitment to all students.** *Evidence:*	Does not manage professional responsibilities to maintain motivation and commitment to all students.	Maintains professional responsibilities in timely ways and seeks support as needed, but may have difficulties managing time and effort required to meet expectations. Demonstrates commitment by exploring ways to address individual student needs.	Anticipates professional responsibilities and manages time and effort required to meet expectations. Pursues ways to support students' diverse learning needs and maintains belief in students' capacity for achievement.	Models professionalism and supports colleagues in meeting and exceeding professional responsibilities effectively. Supports colleagues to maintain the motivation, resiliency and energy to ensure that all students achieve.

Standard 6 P/CSTP: Developing as a Professional Educator

Evidence of Practice: Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date

Element	Unsatisfactory	Developing / Effective	Highly Effective / Innovating
6.7 **Demonstrating professional responsibility, integrity, and ethical conduct.** *Evidence:*	Does not follow all student education codes, legal requirements, district and site policies, contractual agreements and ethical responsibilities.	Follows all state education codes, legal requirements, district and site policies, contractual agreements and ethical responsibilities. As follows: Takes responsibility for student academic learning outcomes. Is aware of own personal values and biases and recognizes ways in which these values and biases affect the teaching and learning of students. Adheres to legal and ethical obligations in teaching the full range of learners, including English learners and students with special needs. Reports suspected cases of child abuse and/or neglect as outlined in California Child Abuse and Neglect Reporting Act. Maintains a non-hostile classroom environment and carries out laws and district guidelines for reporting cases of sexual harassment. Understands and implements school and district policies and state and federal law in responding to inappropriate or violent student behavior. Complies with legal and professional obligations to protect the privacy, health and safety of students, families, and other school professionals. Models appropriate behavior for students, colleagues, and the profession. Acts in accordance with ethical consideration for students. Maintains professional conduct and integrity in the classroom and school community.	Maintain a high standard of personal integrity and commitment to student learning and the profession in all circumstances. Contributes to building professional community and holding peers accountable to norms of respectful treatment and communication. Contributes to fostering a school culture with a high degree of resilience, professional integrity, and ethical conduct.

Model School Library Standards

Self-Assessment

Standard 1: Collaborative Program Planning and Teaching

Element	Not Meeting Standard	Developing	Effective	Innovating
a. Promotion of collaborative program planning and teaching	No consultation occurs between classroom teacher and teacher librarian.	The teacher librarian and the classroom teacher discuss unit planning. General research projects are conceptualized.	The teacher librarian and the classroom teacher collaboratively plan and teach units. Students are encouraged to use a variety of information sources. Research projects are individualized.	The teacher librarian and the classroom teacher collaboratively plan, teach, and evaluate units. Research projects are inquiry or problem-based. Students present their findings using a variety of formats, such as multimedia or oral presentation.
b. Integration of information literacy with classroom program	Classroom projects do not reflect the use of research skills.	Library materials supplement classroom content. The teacher librarian teaches students locating skills.	The library is an extension of classroom activity. The teacher librarian teaches information literacy skills, extending beyond location skills toward critical thinking and evaluation.	Through collaborative planning and team teaching, information literacy skills are integrated into students' daily work, especially in the areas of inquiry and problem-based learning.
c. Expertise in multiple learning strategies to effectively support implementation of curricula	Strategies are not varied in the delivery of curricula.	Teacher librarian has a basic understanding of learning styles and considers different strategies in unit planning.	Teacher librarian is knowledgeable about multiple learning strategies. Lessons contain two or more strategies to address varying needs.	Teacher librarian is well versed in learning strategies, such as differentiation, multiple intelligences, and other brain-based theories. Individualized strategies are inherent in all facets of teaching and learning.

Element	Not Meeting	Developing	Effective	Innovating
d. Designing inquiry and problem-based learning problem-based opportunities learning	Inquiry and problem-based learning opportunities are not discussed or planned	Open-ended questions are presented for students to research. The teacher, with assistance from the teacher librarian, chooses student resources for the study.	With classroom teacher and teacher librarian guidance, students develop their own questions to research. Graphic organizers are used to classify and organize information. Students choose materials and Internet resources for their unique project needs.	Students independently develop their own questions to research. Research extends beyond the school to access primary source information, such as interviewing experts. Reflections and authentic assessment are built into the project.
e. Adapting the curriculum and programs for students with special needs.	Curriculum is delivered without consideration for individual needs	Some instruction is adapted for individual students.	The teacher librarian assists teachers and students to recognize their strengths and uses varied strategies and resources to meet their needs. Units are designed with the needs of individuals in mind	Students follow individualized approaches to projects, so as to maximize success in learning/ teaching. Varied teaching approaches are present in every lesson.

Standard 2: Educational Leadership

Element	Not Meeting Standard	Developing	Effective	Innovating
a. Establishing rapport with students, staff and community.	Teacher librarian is aloof and reserved with staff, students and community.	Teacher librarian is enthusiastic; s/he encourages student use of the school library and its resources. Reports on the program are given to the principal. Some collaborative/ cooperative activities take place with teachers and classrooms.	Teacher librarian provides a warm, inviting atmosphere. School staff is informed of school library news at staff meetings and through newsletters. Teachers collaborate regularly with the teacher librarian.	Teacher librarian communicates regularly with the community through newsletters, web pages, and at parents' club meetings. Promotional activities encourage students, staff and parent community to use the school library. Teachers collaborate regularly with the teacher librarian.

Element	Not Meeting Standard	Developing	Effective	Innovating
b. Keeping current with recent developments in curriculum, instructional strategies, and information technologies	Teacher librarian does not participate in professional development sessions.	Teacher librarian attends professional development sessions to obtain updated knowledge, and then reports findings to colleagues.	Teacher librarian applies knowledge acquired at staff development sessions to improve school and library practices.	Teacher librarian conducts action research to set goals, attends specific workshops to acquire specialized knowledge, and assists others in implementing new initiatives in curriculum, instructional strategies, and information technologies.
c. Integration of resources and technologies with specific curricular areas.	Does not integrate multiple resources to deliver the curriculum.	Classroom teacher consults with teacher librarian on the choice and use of resources in unit planning	Teacher librarian and classroom teacher collaboratively select resources and technology to enhance the delivery of curriculum objectives.	Teacher librarian and classroom teacher design authentic learning opportunities. Students use resources and technologies to acquire information, analyze knowledge, and present findings.
d. Leadership opportunities within the school and district	Teacher librarian does not seek leadership opportunities.	Teacher librarian is involved in committees at the school and community levels.	Teacher librarian is involved in committees at the district level.	Teacher librarian is on policy committees at the district level.
e. Professional/ personal growth opportunities (lifelong learning)	Teacher librarian does not engage in growth opportunities.	Teacher librarian attends training on resources and materials purchased for the library program.	Teacher librarian attends local, state, or national conferences, and keeps abreast of the latest information literacy and collection information by reading professional journals.	Teacher librarian is involved in publishing or is a presenter at local, state, or national conferences and workshops.

Element	Not Meeting Standard	Developing	Effective	Innovating
f. Development, implementation, and evaluation of school-wide curricula	Teacher librarian is not involved in the development, implementation, or evaluation of school-wide curricula.	Teacher librarian is aware of school-wide initiatives and contributes to implementation.	Teacher librarian is part of the planning process of school initiatives. Acquires materials to promote and support school-wide needs.	Teacher librarian is an integral member of the school professional development team, contributing to the development of school-based initiatives.
g. Expertise in the effective use of resources	Teacher librarian is unaware of the potential use of print or electronic resources.	Teacher librarian and class-room teacher develop units around particular resources.	Teacher librarian and class-room teacher collaboratively design activities that incorporate differentiated resources	Teacher librarian is versed in the principles of differentia-tion, collaborating with the classroom teacher to design units incorporating all appropriate resources in order to maximize learning for all students.

Standard 3: Library Management

Element	Not Meeting Standard	Developing	Effective	Innovating
a. Personnel management	Clerical duties; such as shelving, repairs and processing, are completed exclusively by the teacher librarian.	Teacher librarian works with assistant and volunteers to complete clerical library duties.	Teacher librarian collaborates with assistant, volunteers and student helpers to support the learning/teaching functions of the school library.	Teacher librarian draws upon the unique talents of the assistant, volunteers and student helpers to enhance the learning/ teaching function of the school library.
b. Organizes physical space	Teacher librarian demonstrates poor use of the physical space.	Teacher librarian organizes physical library into logical spaces; such as study tables, non-fiction, reference, etc. Library collection is clearly labeled.	Teacher librarian organizes the physical space to provide for optimal flow. Displays encourage reading.	Teacher librarian creates a student-centered space that enhances interest in reading and encourages teaching/ learning.

Element	Not Meeting Standard	Developing	Effective	Innovating
c. Provides intellectual access to information	No assistance is provided to locate relevant and current material.	Teacher librarian assists students and staff with basic reference questions and location of materials.	Teacher librarian helps students and staff with research questions using specialized tools such as databases and Internet search engines. Reference interviews are conducted to assist patrons' searches, or for readers' advisory.	Teacher librarian integrates information literacy curriculum into the learning process. Subject bibliographies and lists of Web resources are created for staff and students. Teacher librarian regularly provides readers' advisory to students, teachers, and families.
d. Selection procedures and policies	Teacher librarian is unaware of professional selection procedures.	Teacher librarian is aware of district selection policies, and applies the criteria when selecting resources.	Resources are chosen to meet curricular and recreational needs. Specialized aids, such as journals or online reviews are integral in the selection process.	Teacher librarian collaborates to revise district development policy that clearly outlines goals for collection development, based on the school's educational needs.
e. Collection development	Collection is dated, disorganized, or in disarray.	Collection is up-to-date and weeded.	Collection is balanced and meets curricular and recreational needs.	Selection is based on the best format and best materials available to develop the collection to meet the needs of all students.
f. Budgeting considerations	School library budget is not established. Teacher librarian's records are very simple or non-existent.	School library budgets are established and managed by the Teacher librarian. Teacher librarian keeps simple records of expenditures. All purchases do not correlate to assessed-need.	Teacher librarian keeps accurate and timely records of all budget expenditures. Teacher librarian responds to teacher requests. Purchases are based on assessed-need.	Teacher librarian anticipated collection needs based on curriculum. Teacher librarian is actively involved in grant writing to enhance library resources.

Standard 4: Technology Integration

Element	Not Meeting Standard	Developing	Effective	Innovating
a. Evaluation of digital resources.	No selection aides are employed for acquisition of electronic resources	Teacher librarian consults limited sources for information regarding acquisition of electronic resources.	Teacher librarian consults a variety of online and print review journals and tools.	Teacher librarian contributes to reviews of digital resources.
b. Ethical use of the Internet and databases	Teacher librarian is unaware of the ethical implications surrounding the Internet.	Teacher librarian communicates relevant policy regarding acceptable Internet usage to students and staff.	Teacher librarian teaches students about ethical issues such as plagiarism and copyright. Teacher librarian assists teachers in designing activities that generate original student outcomes.	Teacher librarian discusses strategies to combat plagiarism and other ethical issues, and promotes access to information sources, while providing students, teachers and parents with skills to critically evaluate information.
c. Authoring tools, such as word processing, presentation and multimedia applications.	Teacher librarian is unaware of the use of computer-based authoring tools.	Teacher librarian is versed in the use of word processing tools.	Teacher librarian is versed in the use of presentation tools.	Teacher librarian is versed in various multimedia and web 2.0 tools.
d. Effective use of information and communication technologies	Teacher librarian is unaware of the potential uses of information and communication technologies.	Teacher librarian and classroom teacher develop units integrating web content.	Teacher librarian and classroom teacher collaboratively design activities leading to multimedia presentations of student findings.	Teacher librarian is a leader in educational technology applications. Teacher librarian and classroom teacher design authentic learning opportunities. Students present findings in varied multimedia and web 2.0 formats.

Element	Not Meeting Standard	Developing	Effective	Innovating
e. Use of the online catalog (OPAC)	Teacher librarian does not instruct the use of the school's OPAC.	Teacher librarian is familiar with the basics of the OPAC, and can assist students and staff in basic searches.	Teacher librarian is well versed in the functions of the OPAC, and instructs students and staff with advanced features such as Boolean searches.	Teacher librarian augments OPAC content and design to deliver better access to students, or communicates improved OPAC design to the school's Tech Coordinator.
f. Participating in planning of future information networks	Teacher librarian is not involved in the process of acquiring technology.	Teacher librarian submits input for the school's technology plans.	Teacher librarian is a member of the school's technology committee and contributes to the school's technology plan.	Teacher librarian conducts research on future student, staff, and community technological needs. These findings are presented to the administration and community to gain support.

Site Technology Coordinators Standards (certificated)

1. Visionary Leadership
Site Technology Coordinators inspire and participate in the development and implementation of a shared vision for the comprehensive integration of technology to promote excellence.
Site Technology Coordinators:
    a. Contribute to the development, communication, and implementation of a shared vision for the comprehensive use of technology to support a digital-age education for all students
    b. Contribute to the planning, development, communication, implementation, and evaluation of technology-infused strategic plans at the district and school levels
    c. Advocate for policies, procedures, programs, and funding strategies to support implementation of the shared vision represented in the school and district technology plans and guidelines
    d. Implement strategies for initiating and sustaining technology innovations and manage the change process in schools and classrooms
    e. Prepare and deliver presentations for parents, administrators, school boards, and the public
    f. Oversee the designing and publishing of website/ on-line documents that present information and include links to critical resources
    g. Plan and manage program and facilities including, budgeting, accounting, inventory and license management and recording, program reporting, grant writing, and staff development

2. Teaching, Learning, & Assessments
Site Technology Coordinators assist teachers in using technology effectively for assessing student learning, differentiating instruction, and providing rigorous, relevant, and engaging learning experiences for all students.
Site Technology Coordinators coach teachers in and model design:
    a. implementation of technology-enhanced learning experiences addressing content standards and student technology standards
    b. in use of a variety of research-based, learner-centered instructional strategies and best practices to address the diverse needs and interests of all students
    c. in local and global interdisciplinary units in which technology helps students assume professional roles, research real-world problems, collaborate with others, and produce products that are meaningful and useful to a wide audience
    d. that emphasizes creativity, higher-order thinking skills and processes, and mental habits of mind (e.g., critical thinking, meta-cognition, and self-regulation)
    e. in use of differentiation, including adjusting content, process, product, and learning environment based upon student readiness levels, learning styles, interests, and personal goals
    f. to continuously assess student learning and technology literacy by applying a rich variety of formative and summative assessments aligned with content and student technology standards
    g. effective use of technology tools and resources to systematically collect and analyze student achievement data, interpret results, and communicate findings to improve instructional practice and maximize student learning

3. Digital-Age Learning Environments
Site Technology Coordinators create and support effective digital-age learning environments to maximize the learning of all students.
Site Technology Coordinators:
    a. Model effective classroom management and collaborative learning strategies
    b. Maintain, inventory and manage a variety of digital tools and resources
    c. Troubleshoot basic software, hardware, and connectivity problems common in digital learning environments
    d. Collaborate with teachers and administrators to select and evaluate digital tools and resources that enhance teaching and learning and are compatible with the school technology infrastructure

e. Use digital communication and collaboration tools to communicate with students, parents, peers, and the larger community
f. Plan and manage program and facilities including, budgeting, accounting, inventory and license management and recording, program reporting, grant writing, and staff development
g. Monitoring, update and evaluate progress on technology plans

4. Professional Development & Program Evaluation
Site Technology Coordinators conduct needs assessments, develop technology-related professional learning programs, and evaluate the impact on instructional practice and student learning.
Site Technology Coordinators:
a. Conduct needs assessments to inform the content and delivery of technology-related professional learning programs
b. Design, develop, and implement technology-rich professional learning programs that promote digital-age best practices in teaching, learning, and assessment
c. Evaluate results of professional learning programs to determine the effectiveness on deepening teacher content knowledge, improving teacher pedagogical skills and/or increasing student learning
d. Coach teachers in and model use of online and blended learning, digital content, and collaborative learning networks to support and extend student learning as well as expand opportunities and choices for online professional development for teachers and administrators
e. Establish and maintain rapport with all students and staff

5. **Digital Citizenship**
Site Technology Coordinators model and promote digital citizenship.
Site Technology Coordinators:
a. Model and promote strategies for achieving equitable access to digital tools and resources and technology-related best practices for all students and teachers
b. Model and facilitate safe, healthy, legal, and ethical uses of digital information and technologies
c. Model and promote diversity, cultural understanding, and global awareness by using digital-age communication and collaboration tools to interact with students, peers, parents, and the larger community
d. Direct instruction on the topics of digital citizenship, digital footprint, using digital resources effectively and ethically

6. Content Knowledge and Professional Growth
Site Technology Coordinators demonstrate professional knowledge, skills, and dispositions in content, pedagogical, and technological areas as well as adult learning and leadership, and are continuously deepening their knowledge and expertise.
Site Technology Coordinators:
a. Engage in continual learning to deepen content and pedagogical knowledge in technology integration and current and emerging technologies necessary to effectively implement the NETS•S and NETS•T
b. Engage in continuous learning to deepen professional knowledge, skills, and dispositions in organizational change and leadership, project management, and adult learning to improve professional practice
c. Regularly evaluate and reflect on their professional practice and dispositions to improve and strengthen their ability to effectively model and facilitate technology-enhanced learning experiences
d. Participate in professional organizations, knowledgeable of professional publications and resources
e. Tech Coordinator should have a bachelor's or post-baccalaureate degree level and a teaching credential and demonstrate their knowledge of and competence in the application of instructional technology in public school settings.

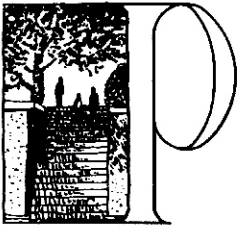**Teacher:**   **Date:**
Evaluator:

<u>Guideline Questions for the Pre-Conference Conversation</u>
Please note:
■ The questions are to help guide your conversation about teaching and learning.
■ Not all questions need to be covered.
■ Teachers are not expected to write out their answers.

● What standard(s) are your goals for the lesson/unit? **What do you want students to know and be able to do at the end of the lesson/unit?** What will be the key/main points of the lesson/unit?

● How will you inform students of the standard goal(s)?

● **How will you know whether students met the learning goals(s)**? What assessments will you use at the end of the lesson/unit?

● **What instructional strategies/techniques/behaviors will you use** to enable students to reach the learning goal(s)? (i.e. lecture, reading text aloud to students, differentiation strategies, use of technology, labs, work sheets,…)

● What curriculum will you use?

● **What will the lesson/unit look like?** How will you start the class? What will be the sequence of the teaching? How will you bring closure to the lesson?

● **What strategies will you use to engage students** in the lesson/unit? (i.e. questioning, students turn to a partner, students create a diagram/outline…)

● How will you monitor student learning during the lesson/unit? **How will you check to be sure that students are understanding the explanation/concept?** How will you assess students as you are teaching?

● How will this lesson/unit lead to the next lesson/unit? What will be the flow?

● **What concerns do you have** as you plan for this lesson/unit?

● **What kind of feedback would be useful to you?** How can I give you feedback after the lesson/unit?

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Teacher: **Date:**

Evaluator:

Guideline Questions for the Post-Conference Conversation

Please note:
- The questions are to help guide your conversation about teaching and learning.
- Not all questions need to be covered.
- Teachers are not expected to write out their answers.

- How well did you accomplish your goals for the lesson/unit? How do you know?

- To what degree were students engaged? How do you know?

- What evidence do you have that students met your learning goals? Let's look at some student work.

- Reflecting on this lesson/unit, what modifications might you make prior to teaching this again? Why?

- How were my observation notes helpful?

- How was my feedback helpful? What other feedback would be useful next time?

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<u>Peer Observations</u>

Date of Visit:_____Time Arrived:_____ Time Departed:_____

Type of class visited:_____ Content/Standard Covered:_____
          (Example: Biology)   (Example: Muscular System)

Directions: A peer observation gives you the opportunity to reflect on teaching and learning from a different classroom perspective. You may be observing for something specific or more generally. These questions will help you to reflect on the lesson you observed. You may want to respond with short answers or bulleted lists.

1. What was the purpose of the visit? What were you hoping to learn/see?

2. Briefly describe the format (i.e. group work, lecture, hands-on activity, etc.) and content of the lesson?

3. What did you notice students doing? How were they engaged in the lesson?

4. What teaching techniques did you observe that would help improve your practice? How might you incorporate these into your practice?

5. The teacher you visited will be curious about what you observed.   Think about how you will want to share your observations with that teacher.

K-1 Student Survey

Teacher _____   Date _____

		Yes	No	Don't Know
Example	I like recess.	☺	☹	❓
1.	My teacher shows me how to do new things.	☺	☹	❓
2.	My teacher gives me help when I need it.	☺	☹	❓
3.	I feel safe in the classroom.	☺	☹	❓

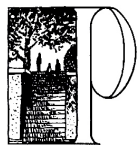4. Draw two of your favorite activities that you have done in class and label it or write a sentence about it.

_____   _____

_____   _____

2-5 Student Survey

Teacher   Date

Directions: Please respond to the statements by placing a (**X**) by the responses – "Always," "Sometimes," or "Seldom" – that best describes how you feel about the statement.

	Always	Sometimes	Seldom
Example: I like recess.			
My teacher uses many ways to teach.			
My teacher explains how my learning can be used outside school.			
My teacher explains how to fix problems when I get them wrong.			
My teacher shows respect to all students.			
I feel safe in my classroom.			

Please respond to the questions below in a complete sentence.

6. What did you like best about this grade? Why?

7. What was difficult for you about this grade? Why?

8. What would you change or do differently for the rest of the year or next year? Why?

Please use the back if you need additional room to comment.

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6-12th Grade Student Survey

_____ _____ _____ _____
Teacher   Grade   Subject   Date

Directions: Please respond to the statements by placing a # by the responses – "Always is a 5," to "Never is a 1" and NA, – that best describes how you feel about the statement.

		5,4,3,2,1,NA
1.	My experience with this teacher is positive overall.	
2.	The classroom environment is conducive to learning. Students are comfortable in class.	
3.	The teacher holds students interest in the materials. Classes are stimulating.	
4.	The teacher explains material clearly and completely.	
5.	The teacher listens to students and treats them and their ideas with respect and patience.	
6.	The teacher willingly and helpfully answers student questions	
7.	The assignments in this class are worthwhile; they promote my learning and understanding of the material.	
8.	The teacher clarifies grading policies and classroom standards (behavior and participation)	
9.	The teacher is available for consultation and is helpful outside of class time.	
10.	Assignments, tests, etc. are returned within departmental guidelines.	

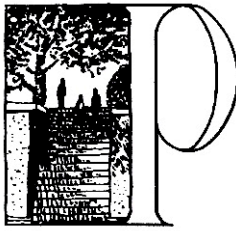**Please respond to the questions below in complete sentences.**

11. What worked best about this class for you? Why? (i.e. projects, approaches to teaching, class activities, homework, classroom atmosphere, etc.)

12. What aspects were not effective for you? Why?

13. What would you change or do differently for the rest of the year or next year? Why?

Please use the back if you need additional room to comment.

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Certificated Reflection on Student Surveys

Directions: Please review your student questionnaires and reflect below.

Teacher _____ Grade/Course _____

Date _____

1. How many surveys did you distribute?_____How many surveys were completed?_____

2. List factors that might have influenced the results (e.g., survey was interrupted by fire drill):

Teacher Response (Date _____)	**Admin Response (Date _____)**
1. What was I pleased with regarding my students' responses? 2. What surprised or concerned me about my students' responses? 3. What did I learn about my teaching or about my classes from reading these responses? 4. What changes will I make after reading my students' responses?	

Parent/Guardian Questionnaire Regarding Teacher/Specialist

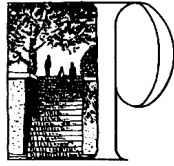| *Teacher*	*School*	*Class /Grade*	*School Year*

Purpose: Your experience as a parent or guardian of a student who attends this school is important. The district, administration, and teacher/specialist will use the information collected through this survey to improve conditions for teaching and learning.

Directions: Please read the following statements carefully. Then respond to each statement to the best of your ability. If the statement does not apply to the certificated employee or your experience with them mark NA.

The teacher generally: **Circle One**

		Circle One
1.	Makes me feel comfortable in contacting her/him.	Always Usually Sometimes Seldom Not sure NA
2.	Responds to me in a timely manner and addresses my concerns (i.e. emails, phone, etc.).	Always Usually Sometimes Seldom Not sure NA
3.	Responds to my requests for additional support for my student.	Always Usually Sometimes Seldom Not sure NA
4.	My child is able to independently complete the homework in a reasonable amount of time.	Always Usually Sometimes Seldom Not sure NA
5.	Overall, I am satisfied with my student's teacher.	Always Usually Sometimes Seldom Not sure NA

Please use this space to add any additional commendations or recommendations. Thank you for your assistance. (limit to 500 characters)

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Parent/Guardian Survey Regarding the

Elementary Counseling Program

_____ _____ _____ _____
Counselor   School   Grade   School Year

Purpose: Your experience as a parent or guardian of a student who attends this school is important. The district, administration, and counselor will use the information collected through this survey to improve counseling services.

Directions: Please read the following statements carefully. Then respond to each statement to the best of your ability.

1.	The counselor generally makes me feel comfortable with him/her.	Always Usually Sometimes Seldom Not sure
2.	The counselor generally responds to me in a timely manner (e-mail, phone, etc.).	Always Usually Sometimes Seldom Not sure
3.	My child has learned helpful strategies from the counselor.	Always Usually Sometimes Seldom Not sure
4.	The counselor communicates with me regarding my child's progress.	Always Usually Sometimes Seldom Not sure
5.	Overall, I am satisfied with the counseling program.	Always Usually Sometimes Seldom Not sure

Please feel free to add comments below.

Parent/Guardian Survey Regarding Case Manager

| *Teacher* | *School* | *Class /Grade* | *School Year* |

Purpose: Your experience as a parent or guardian of a student who attends this school is important. The district, administration, and teacher/specialist will use the information collected through this survey to improve conditions for teaching and learning.

Directions: Please read the following statements carefully. Then respond to each statement to the best of your ability. If the statement does not apply to the certificated employee or your experience with them mark NA.

The case manager generally: **Circle One**

1.	Makes me feel comfortable in contacting her/him.	Always Usually Sometimes Seldom Not sure NA
2.	Responds to me in a timely manner and addresses my concerns (i.e. emails, phone, etc.).	Always Usually Sometimes Seldom Not sure NA
3.	Makes me feel included as an active participant in the IEP.	Always Usually Sometimes Seldom Not sure NA
4.	Maintains and implements the IEP.	Always Usually Sometimes Seldom Not sure NA
5.	Overall, the IEP process has been made clear to me and I am satisfied with my student's case manager. Please comment.	Always Usually Sometimes Seldom Not sure NA

Resource Teachers' (RT) Survey

Teacher   Date

Directions: Please respond to the statements by placing a (**X**) by the responses – "Always," "Sometimes," or "Seldom" – that best describes how you feel about the statement.

		Always	Sometimes	Seldom
Example	*I like recess.*			
1.	RT makes me feel comfortable in contacting him/her.			
2.	RT responds to my requests for additional support/materials for my students.			
3.	RT provides leadership in district curriculum matters.			
4.	RT communicates how my students are progressing.			
5.	Seeing students only once or twice a week makes a difference			

Please respond to the questions below in a complete sentence.

6. What do you like about the program's current structure? (schedule, content, assessment, criteria for being in the program)

7. Any thoughts about improving the program or going in another direction?

8. Thoughts about handling students' perceptions about receiving support? (high/low)

Please use the back if you need additional room to comment.
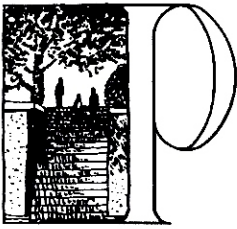
Certificated Reflection on Parent/Guardian Surveys

Directions: Please review your parent/guardian questionnaires and reflect below.

Teacher _____Course _____ Grade_____ Date _____
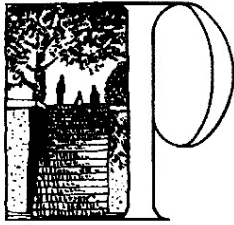
How many surveys did you distribute? _____How many surveys were completed?_____

List factors that might have influenced the results (e.g., survey was given after parent/teacher conference):

Teacher Response	Admin Response (Date_____)
1. What surprised or concerned me about my parent/guardians' responses?	
2. What did I learn from my parent/guardians' responses?	
3. What changes will I make after reading my parent/guardians' responses?	

Student Data Reflection Process

Advancing Student Progress

Beginning of Year:
1. As soon as data is available, all teachers will meet with colleagues to review and reflect on previous years' district data (e.g., common assessments and/or STAR disaggregated by grade level and/or subject area). School will provide report by department/grade level. Directions for accessing individual data will be provided.
2. Using previous years student data, the department/grade level will identify "growth opportunities" and areas of focus for improving instruction.
3. Teachers will individually examine incoming student data to guide planning within classrooms and by grade level/department.

On Evaluation Years:
    1. Beginning of the Year Self-Evaluation on CSTP:

        a. Teacher evaluates her/himself on Standard 5 and self-reflects in order to develop goals.
1. Teacher reflects on individual district data and historic trends in relation to grade level/department results and discussion.
2. Teacher uses Student Data Reflection Form to record reflections.
3. Teacher selects a goal / area of focus for Goal Setting Conference.
4. Evaluator & teacher conference to gain consensus about goal/area of focus with the option of evaluator adding an additional goal/area of focus.
5. If administrator notes glaring/urgent issue beyond agreed upon goals, then it will be addressed.
6. Use Student Data Reflection Form to record reflections after common assessments and to support conversations with evaluator.
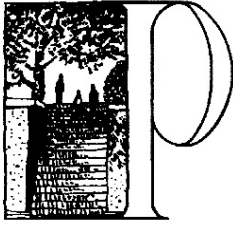
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Student Data Reflection Form

Teacher(s):   Date:

Assessment Name: Student Population:

1. At first glance.....Surprises? Explain. General observations?

As a department/grade level:

2. Where did the overall group score highest and lowest in terms of concepts/skills? Were there specific questions/tasks that proved to be difficult for many students? Questions/tasks that students did poorly on? Were there specific questions/tasks that seemed too simple for students?
3. Were there particular subgroups of students who stood out?
4. Was the assessment an accurate and appropriate measure (bias, poor questions, effectiveness of test preparation)?
5. What will be our team's plan of action based on these results? (ex. Change phrasing of questions/directions, revise lessons, etc.)

As an individual teacher:

6. Where did the students score highest and lowest?
7. How do these results correlate to classroom performance?
8. What were some of the challenges/successes during instruction that might have affected these results? (ex. absences, behavior, # of LC kids, fieldtrips, homework)
9. How could this information help me improve student learning?
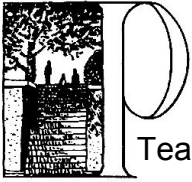
Certificated Teacher Evaluation Report

Teacher: _____   Assignment: _____

School: _____   School Year: _____

Evaluator: _____   Title: _____

Personnel Status: ☐ Temporary ☐ Probationary I   ☐ Probationary II   ☐ Permanent

Four Point Rubric for Certificated Evaluation

Unsatisfactory/Does Not Meet Standard	Developing/ Professional Support Needed	Effective/Proficient	Highly Effective/Innovating
Performance is clearly unacceptable, does not meet standards, and needs to be improved immediately. Re-evaluation and professional support plan are required.	Teachers are not expected to remain at this level; performance has deficiencies which must be addressed. A professional support plan will be implemented to meet standards (if indicated above).	Describes solid, expected professional performance which meets or exceeds standards. Areas for growth will be identified.	This level is reserved for truly outstanding teaching that meets very demanding criteria and exceeds standards. Includes teacher leadership at the school or district level. Areas for growth will be identified.

Check two boxes, in addition to Standard 5, on the left to indicate the P/CSTPs that are the focus of this evaluation.

	C/PSTP	Rating	Evidence
☐	**Standard 1:** Engaging and Supporting all Students in Learning	☐ Highly Effective/Innovating ☐ Effective/Proficient ☐ Developing ☐ Professional Support Needed ☐ Unsatisfactory/Does Not Meet Standard	☐ (see notes page)
☐	**Standard 2:** Creating and Maintaining Effective Environments for Student Learning	☐ Highly Effective/Innovating ☐ Effective/Proficient ☐ Developing ☐ Professional Support Needed ☐ Unsatisfactory/Does Not Meet Standard	☐ (see notes page)
☐	**Standard 3:** Understanding and Organizing Subject Matter for Student Learning	☐ Highly Effective/Innovating ☐ Effective/Proficient ☐ Developing ☐ Professional Support Needed ☐ Unsatisfactory/Does Not Meet Standard	☐ (see notes page)
☐	**Standard 4:** Planning Instruction and Designing Learning Experiences for All Students	☐ Highly Effective/Innovating ☐ Effective/Proficient ☐ Developing ☐ Professional Support Needed ☐ Unsatisfactory/Does Not Meet Standard	☐ (see notes page)
☑	**Standard 5:** Assessing Student Learning	☐ Highly Effective/Innovating ☐ Effective/Proficient ☐ Developing ☐ Professional Support Needed ☐ Unsatisfactory/Does Not Meet Standard	☐ (see notes page)

☐	**Standard 6:** Developing as a Professional Educator	☐ Highly Effective/Innovating ☐ Effective/Proficient ☐ Developing ☐ Professional Support Needed ☐ Unsatisfactory/Does Not Meet Standard	☐ (see notes page)

Observation Dates: _____

Areas for further Growth:

For the next evaluation cycle per Article <u>XIX,</u> the teacher is:

_____Eligible for Classroom Visitation Model only   _____Eligible for Action Research Model

_____ Teacher Support Program Required   _____Alternate Support Plan

    I have received a copy of the evaluation report and discussed the contents with my administrative supervisor.

        Teacher comments attached   No teacher comments attached

    I have received a copy of the evaluation report and discussed the contents with my administrative supervisor. I DISAGREE WITH THE EVALUATION REPORT. I understand that I have the right to submit a rebuttal that will be attached to this document.

        Teacher comments attached   No teacher comments attached

Teacher's Signature _____   Date _____

Administrator's Signature _____   Date_____
Evaluator's Notes:

DRAFT
TEAM - Teachers Engaged in Active Mentoring

The goal of the PUSD Evaluation System is to provide the best possible learning experience for all students. Through this process, all teachers are encouraged to continually explore, experiment, and refine practice through self-reflection, assessment of student work, feedback, collaboration, and professional development.

The TEAM approach is dedicated to supporting teachers in developing best practices that transfer into the classroom and enhance student learning. The strength of the TEAM method is in the collaborative partnership that develops between teachers. TEAM is one option for a professional support plan; administrators may choose other options (e.g. work with other grade level/department teachers, conference attendance, etc.)

Referral
A teacher referred to TEAM is one who:
- received an **Unsatisfactory** in any portion of his/her final evaluation
- received a **Developing** on two out of the three focus standards or three out of the six standards
- received a **Developing** and **Professional Support Needed** in any one category
- asked to receive the support of a coach to work on a particular goal

Process
- The Referred Teacher will work 1:1 with a Support Coach.
- An initial meeting will take place between the Referred Teacher (RT) , Support Coach (SC), and Evaluating Administrator (EA) to discuss areas of concern and timeline.
- An Individual Growth Plan with a timeline will be developed by the Referred Teacher and Support Coach. Once the Individual Growth Plan is developed, RT, SC, and EA will meet to discuss and finalize plan.
- RT and the SC will meet according to the timeline to implement the Individual Growth Plan and collect evidence of successful completion
- Formal observations and the final evaluation will be based on the outcomes defined in the Individual Growth Plan.
- Discussions between the RT and the SC shall remain confidential. The SC will not be a participant in the formal evaluation process.

Overview Committee
The Overview Committee (OC) shall consist of 3 members (two permanent certificated-preferably from different levels - and one administrator); ie: the current BTSA Liason, the current BTSA Coordinator, and one teacher selected by the Association of Piedmont Teachers, APT.

Overview Committee responsibilities for the 2012-2013 school year:
- Establish criteria for selection of Support Coaches
- Recruit Support Coaches (from existing BTSA mentors or others)
- Establish training protocol
- With Support Coaches, define the coaching process and develop guidelines/tools
- Develop stipend structure
- Establish procedures for ongoing responsibility for oversight of Support Coaches and Referred Teachers

Referred Teacher: Support Coach: Evaluator:

Reflections on Individual Growth

Reflections on Process and Growth

Successes	Evidence Of Success

Next Steps

Signatures:

_____   _____   _____

Referred Teacher   Support Coach   Evaluator

Referred Teacher: Support Coach: Evaluator:

Individual Growth Plan

Standard Focus Area (filled out during joint meeting):
Specific Area(s) of Focus:

Plan (developed by teacher & coach, approved and modified by evaluator or developed collaboratively by teacher, coach, & evaluator)
Professional Development:
Expected Student Outcomes:
Additional Actions:
Timeline:

Conclusion of Plan (developed by teacher & coach, approved and modified by evaluator or developed collaboratively by teacher, coach, & evaluator)	
What Success Will Look Like:	Potential Evidence:
	Lesson Plans Assessments Video Observation Notes Student Work Samples Student Survey Reflections Parent Survey Reflections Peer Observation Reflections Professional Development Reflections Other:

Signatures:

_____   _____   _____
Referred Teacher   Support Coach   Evaluator