

Mountain View School District

Personnel Services



2018 - 2019

CERTIFICATED

EVALUATION

PROCEDURE

INTRODUCTION

The District evaluates and assesses employee competency as it reasonably relates to the *California Standards for the Teaching Profession*:

1. Engaging and Supporting All Students in Learning
2. Creating and Maintaining Effective Environment for Student Learning
3. Understanding and Organizing Subject Matter for Student Learning
4. Planning Instruction and Designing Learning Experiences for All Students
5. Assessing Student Learning
6. Developing as a Professional Educator

The *California Standards for the Teaching Profession* are based on current research and expert advice pertaining to best teaching practices. The standards address the diversity of students and teachers in California schools today and reflect a holistic, developmental view of teaching.

The *California Standards for the Teaching Profession* were developed to address teacher development and are designed to be used by teachers to:

- prompt reflection about student learning and teaching practice;
- formulate professional goals to improve teaching practice; and
- guide, monitor and assess the progress of a teacher's practice toward professional goals and professionally-accepted benchmarks.

Personnel Services, the Mountain View Teachers Association, PAR (Peer Assistance and Review) Council, and Consulting Teachers/Support Providers worked together to make this document a valuable and useful resource for our teachers. Please feel free to use the information as a guide to monitor and assess your progress toward professional goals and to use these objectives as references. If assistance is needed regarding appropriate objectives for your grade level as they apply to the CSTP, please call me at Ext. 4046.

John Lovato Ed.D.
Assistant Superintendent
Personnel Services

For additional information on the CSTP, refer to the CSTP Booklet
or download a copy from the following website:
<http://www.btsa.ca.gov/ba/pubs/pdf/cstpreport.pdf>

Applicable Statutes:

- 44661.5 When developing and adopting objective evaluation and assessment guidelines pursuant to Section 44660, a school district may, by mutual agreement between the exclusive representative of the certificated employees of the school district and the governing board of the school district, include any objective standards from the National Board for Professional Teaching Standards or any objective standards from the California Standards for the Teaching Profession if the standards to be included are consistent with this Article. If the certificated employees of the school district do not have an exclusive representative, the school district may adopt objective evaluation and assessment guidelines consistent with this section.
44662. (a) The governing board of each school district shall establish standards of expected pupil achievement at each grade level in each area of study.
- (b) The governing board of each school district shall evaluate and assess certificated employee performance as it reasonably relates to:
- (1) The progress of pupils toward the standards established pursuant to subdivision (a) and, if applicable, the state adopted academic content standards as measured by state adopted criterion referenced assessments.
 - (2) The instructional techniques and strategies used by the employee.
 - (3) The employee's adherence to curricular objectives.
 - (4) The establishment and maintenance of a suitable learning environment, within the scope of the employee's responsibilities.
- (c) The governing board of each school district shall establish and define job responsibilities for certificated non-instructional personnel, including but not limited to, supervisory and administrative personnel whose responsibilities cannot be evaluated appropriately under the provisions of subdivision (b), and shall evaluate and assess the performance of those non-instructional certificated employees as it reasonably relates to the fulfillment of those responsibilities.
- (d) Results of an employee's participation in the Peer Assistance and Review Program for Teachers established by Article 4.5 (commencing with Section 44500) shall be made available as part of the evaluation conducted pursuant to this section.
- (e) The evaluation and assessment of certificated employee performance pursuant to this section shall not include the use of publishers' norms established by standardized tests.
- (f) Nothing in this section shall be construed as in any way limiting the authority of school district governing boards to develop and adopt additional evaluation and assessment guidelines or criteria.
44663. (a) Evaluation and assessment made pursuant to this Article shall be reduced to writing and a copy thereof shall be transmitted to the certificated employee **not later than 30 days before the last school day scheduled** on the school calendar adopted by the governing board for the school year in which the evaluation takes place. The certificated employee shall have the right to initiate a written reaction or response to the evaluation. This response shall become a permanent attachment to the employee's personnel file. Before the last school day scheduled on the school calendar adopted by the governing board for the school year, a meeting shall be held between the certificated personnel and the evaluator to discuss the evaluation.
- (b) In the case of a certificated non-instructional employee, who is employed on a 12-month basis, the evaluation and assessment made pursuant to this Article shall be reduced to writing and a copy thereof shall be transmitted to the certificated employee no later than June 30 of the year in which the evaluation and assessment is made. A certificated non-instructional employee, who is employed on a 12-month basis, shall have the right to initiate a written reaction or response to the evaluation. This response shall become a permanent attachment to the employee's personnel file. Before July 30 of the year in which the evaluation and assessment takes place, a meeting shall be held between the certificated employee and the evaluator to discuss the evaluation and assessment.

44664. (a) Evaluation and assessment of the performance of each certificated employee shall be made on a continuing basis as follows:
- (1) At least once each school year for probationary personnel.
 - (2) At least every other year for personnel with permanent status.
 - (3) At least every five years for personnel with permanent status who have been employed at least 10 years with the school district, are highly qualified, if those personnel occupy positions that are required to be filled by a highly qualified professional by the federal No Child Left Behind Act of 2001 (20 U.S.C. Sec. 6301, et seq.), as defined in 20 U.S.C. Sec. 7801, and whose previous evaluation rated the employee as meeting or exceeding standards, if the evaluator and certificated employee being evaluated agree. The certificated employee or the evaluator may withdraw consent at any time.
- (b) The evaluation shall include recommendations, if necessary, as to areas of improvement in the performance of the employee. If an employee is not performing his or her duties in a satisfactory manner according to the standards prescribed by the governing board, the employing authority shall notify the employee in writing of that fact and describe the unsatisfactory performance. The employing authority shall thereafter confer with the employee making specific recommendations as to areas of improvement in the employee's performance and endeavor to assist the employee in his or her performance. If any permanent certificated employee has received an unsatisfactory evaluation, the employing authority shall annually evaluate the employee until the employee achieves a positive evaluation or is separated from the district.
- (c) Any evaluation performed pursuant to this Article which contains an unsatisfactory rating of an employee's performance in the area of teaching methods or instruction may include the requirement that the certificated employee shall, as determined necessary by the employing authority, participate in a program designed to improve appropriate areas of the employee's performance and to further pupil achievement and the instructional objectives of the employing authority. If a district participates in the Peer Assistance and Review Program for Teachers established pursuant to Article 4.5 (commencing with Section 44500), any certificated employee who receives an unsatisfactory rating on an evaluation performed pursuant to this section shall participate in the Peer Assistance and Review Program for Teachers.
- (d) Hourly and temporary hourly certificated employees, other than those employed in adult education classes who are excluded by the provisions of Section 44660, and substitute teachers may be excluded from the provisions of this section at the discretion of the governing board.

Purpose

The primary purpose of evaluation is to recognize good practices and to assist the teacher in the improvement of instruction and effective management of students through the careful, objective, and systematic assessment of teacher competence and effectiveness in relation to the California Standards for the Teaching Profession and adherence to the District's recorded curriculum. Therefore, the following procedures are to be followed:

1. Probationary and temporary teachers are to be evaluated every year. The final evaluation is to take place 30 calendar days before the last school day of the school year.
2. Permanent unit members who were not evaluated during the previous school year are to be evaluated during the current school year. At the discretion of the District, some permanent teachers who were evaluated last year may be evaluated again this year. This group includes, but is not limited to, teachers who are currently serving in a school other than the school in which they taught in last year or when there is a change in grade level or content area assignment. Permanent teachers who are to be evaluated are to receive a written final evaluation 30 calendar days prior to the last day of the school year.
3. Prior to **October 1**, each evaluator will meet and conference with unit members who are to be evaluated for the purpose of acquainting the unit members with the evaluation process and forms.
4. Prior to **November 15**, each unit member is to formulate objectives for the current school year. These are to be submitted in writing to his/her evaluator. Unit members whose services are to be evaluated are to have their objectives attached to the District Evaluation Procedure Form.

5. Objectives

California Standards for the Teaching Profession Objectives: Prior to **November 15** of each school year, each member shall formulate up to three objectives for two of the California Standards for the Teaching Profession, one of which may be selected by the administrator. The member is to indicate the resources and/or support needed and timeline for accomplishing each objective. The evaluator shall acquaint unit members with District philosophy, the California Standards for the Teaching Profession, goals, job descriptions, and additional District performance expectations.

Evidence of Meeting Objectives: Teachers are to identify the criteria and methods that will be used to demonstrate and monitor the achievement of the stated objectives (e.g. portfolios, publishers and/or teacher-made tests and quizzes, profiles, grade book, teacher observations, lesson plans, etc.). A mid-year and end-of-the-year conference may be held to discuss student progress and improvement plans for each of the objectives.

6. Observation Process

The Classroom Observation Form will be used for the purpose of recording classroom observations as well as providing recommendations and commendations to the teachers. Mountain View School District administrators will be conducting at least two (2) formal observations for all permanent teachers and three (3) formal observations for all non-permanent teachers.

7. Teacher Performance Evaluation

The evaluator is to complete this report on or before **May 14** to summarize the effectiveness of the evaluatee's performance in reference to stated objectives and the California Standards for the Teaching Profession.

8. PAR Referral

A mandatory PAR referral is required for two (2) or more "Unsatisfactory" ratings in any one Standard, or three (3) or more "Needs to Improve" ratings in any one Standard, or two (2) "Needs to Improve" ratings and 1 "Unsatisfactory" rating in any one Standard.

ARTICLE XII: EVALUATION PROCEDURES

12.1 Purpose

Every probationary unit member shall be evaluated in writing by the District no less than once each school year. Every permanent unit member shall be evaluated in writing no less than once every other year. Unit members who are to be evaluated shall be notified by October 1. These evaluations shall be completed no later than thirty (30) calendar days before the end of the school year in which the evaluation takes place.

- 12.1.1 A teacher shall be eligible to be evaluated at least once every five (5) years based upon meeting all of the following conditions: (a) is a full-time certificated employee of the Mountain View School District with ten (10) years of permanent status including probationary service; (b) meets highly qualified requirements for *Every Student Succeed Act (ESSA)*; and (c) has received a proficient or higher rating on the most recent evaluation in all elements of the revised Teacher Performance Evaluation form.

A certificated employee or the evaluator may withdraw consent at any time and such withdrawal of consent shall not be subject to the grievance procedure. If the evaluator withdraws consent, the reasons shall be communicated in writing. Upon request, the unit member shall be granted a conference with the evaluator. The unit member shall have the right to representation at the conference.

12.2 Evaluator

The District shall designate an evaluator and notify the unit member by October 1. The evaluator shall have the primary responsibility for conducting observations and shall write the evaluation. Unit members shall not be required to participate in the evaluation and/or observations of other unit members.

12.3 Objectives

12.3.1 The District shall evaluate and assess employee competency as it reasonably relates to the California Standards for the Teaching Profession.

1. Engaging and Supporting All Students in Learning
2. Creating and Maintaining Effective Environments for Student Learning
3. Understanding and Organizing Subject Matter for Student Learning
4. Planning Instruction and Designing Learning Experiences for all Students
5. Assessing Student Learning
6. Developing as a Professional Educator

12.3.2 Prior to November 15 of each school year, each unit member shall formulate up to three objectives for two of the California Standards for the Teaching Profession, one of which may be selected by the administrator. The evaluator shall acquaint unit members with District philosophy, the California Standards for the Teaching Profession, goals, job descriptions, and additional District performance expectations.

12.3.3 In the event there is disagreement, the evaluator and the evaluatee shall meet and make a good-faith effort to resolve it.

12.3.4 If there is no resolution, the unit member may request in writing that the Superintendent or designee review the objectives and make a final decision. The unit member may attach a written disagreement indicating his objections to the final decision.

12.3.5 During the course of the evaluation period circumstances may change which may require modification of the original objectives. The necessity for review of the teacher's major objectives shall be jointly determined by the unit member and the evaluator. The determination of new objectives shall be derived in the same manner as were the original objectives.

12.3.6 The evaluation and assessment of employee competency shall not include the use of publishers' norms established by standardized tests.

12.3.7 Although weekly lesson plans are required and may be reviewed occasionally by the principal, only probationary unit members may be required to submit weekly lesson plans to the site administrator. Permanent unit members shall not be required to submit lesson plans for approval by site administrators unless the unit member has received an evaluation marked "needs improvement" or "unsatisfactory" in the area of planning or instructional strategy during the prior or current school year.

12.4 Timelines

Evaluations shall be completed not later than thirty (30) (May 14) calendar days before the end of the school year in which the evaluation takes place. The evaluation shall be limited to those specific objectives resulting from the above process. The evaluation process shall include the following activities:

12.4.1 At least one (1) formal classroom observation for permanent teachers and two (2) formal classroom observations for non-permanent teachers, of reasonable duration, shall occur. This requirement does not limit informal observations. Observations for the exclusive purpose of evaluation shall not be conducted on the day immediately before or after a holiday.

12.4.2 A formal classroom observation shall be preceded by at least a twenty-four (24) hour notice that the observation is going to occur.

12.4.3 If feasible, an evaluation conference shall be scheduled not more than five (5) days after each formal observation.

12.4.4 A written report will be furnished the unit member by the evaluator of the observation and will include commendation and recommendations if appropriate. All comments on this report shall be substantiated by the evaluator. This report shall be dated and signed by the evaluator and the unit member. The evaluatee may append written comments. Preliminary observation or evaluation reports may be placed in his or her personnel file but shall be removed if the unit member objects unless they document problems which have not been resolved at the time of the final evaluation summary.

12.5 Performance Problems

During the school year the District shall notify an employee in writing if his or her job performance is unsatisfactory or if improvement is necessary. The District shall allow the unit member sufficient time to correct deficiencies prior to issuance of the final evaluation. When performance problems are identified by the evaluator, he or she shall take positive action to correct cited deficiencies. Such action may include but not be limited to:

12.5.1 Areas where improvement is needed.

12.5.2 Specific suggestions for improvement.

12.5.3 Additional resources to be utilized to assist with improvement.

12.5.4 Evaluator's role in assisting the teacher.

12.5.5 Techniques for measurement of improvement.

12.5.6 Time schedule for monitoring of improvement.

12.5.7 Release time to allow the unit member time to use other resources to improve in the areas in which deficiencies were cited.

12.6 Grievability

The evaluatee may file a grievance if he/she receives a rating of unsatisfactory on the grounds that factors beyond the control of the evaluatee prevented a satisfactory rating.

12.7 Nothing in the above procedure shall limit the District's right to lawfully evaluate under Ed. Code Section 44932, et seq.

Mountain View School District
CERTIFICATED PERSONNEL

GOALS AND OBJECTIVES

2018-2019 School Year

Employee _____ Assignment _____ School _____

Evaluator _____ Position _____ School Year _____

Status: _____ Temporary _____ Intern _____ Probationary I _____ Probationary II _____ Permanent

Check here if employee is a current required participant in the Peer Assistance and Review (PAR) Program _____

STANDARD 1 - Engaging and Supporting All Students in Learning

- Connecting students' prior knowledge, life experiences, and interests with learning goals.
- Using a variety of instructional strategies and resources to respond to students' diverse needs.
- Facilitating learning experiences that promote autonomy, interaction, and choice.
- Engaging students in problem solving, critical thinking, and other activities that make subject matter meaningful.
- Promoting self-directed, reflective learning for all students.

PLANS FOR GROWTH, RESOURCES AND/OR SUPPORT NEEDED, AND TIMELINE

EVIDENCED BY

Employee Signature _____

Evaluator Signature _____

Date _____

Date _____

**Mountain View School District
CERTIFICATED PERSONNEL**

GOALS AND OBJECTIVES

2018-2019 School Year

Employee _____ Assignment _____ School _____

Evaluator _____ Position _____ School Year _____

Status: _____ Temporary _____ Intern _____ Probationary I _____ Probationary II _____ Permanent

Check here if employee is a current required participant in the Peer Assistance and Review (PAR) Program _____

STANDARD 2 - Creating and Maintaining Effective Environments for Student Learning

- Creating a physical environment that engages all students.
- Establishing a climate that promotes fairness and respect.
- Promoting social development and group responsibility.
- Establishing and maintaining standards for student behavior.
- Planning and implementing classroom procedures and routines that support student learning.
- Using instructional time effectively.

PLANS FOR GROWTH, RESOURCES AND/OR SUPPORT NEEDED, AND TIMELINE

EVIDENCED BY

Employee Signature _____

Evaluator Signature _____

Date _____

Date _____

**Mountain View School District
CERTIFICATED PERSONNEL**

GOALS AND OBJECTIVES

2018-2019 School Year

Employee _____ Assignment _____ School _____

Evaluator _____ Position _____ School Year _____

Status: _____ Temporary _____ Intern _____ Probationary I _____ Probationary II _____ Permanent

Check here if employee is a current required participant in the Peer Assistance and Review (PAR) Program _____

STANDARD 3 – Understanding and Organizing Subject Matter for Student Learning

- Demonstrating knowledge of subject matter content and student development.
- Organizing knowledge of subject matter content and student development.
- Interrelating ideas and information within and across subject matter areas.
- Developing student understanding through instructional strategies that are appropriate to the subject matter.
- Using materials, resources, and technologies to make subject matter accessible to students.

PLANS FOR GROWTH, RESOURCES AND/OR SUPPORT NEEDED, AND TIMELINE

EVIDENCED BY

Employee Signature _____

Evaluator Signature _____

Date _____

Date _____

Mountain View School District
CERTIFICATED PERSONNEL

GOALS AND OBJECTIVES

2018-2019 School Year

Employee _____ Assignment _____ School _____

Evaluator _____ Position _____ School Year _____

Status: _____ Temporary _____ Intern _____ Probationary I _____ Probationary II _____ Permanent

Check here if employee is a current required participant in the Peer Assistance and Review (PAR) Program _____

STANDARD 4 – Planning Instruction and Designing Learning Experiences for All Students

- Drawing on and values students’ backgrounds, interests, and developmental learning needs.
- Establishing and articulating goals for student learning.
- Developing and sequencing instructional activities and materials for student learning.
- Designing short-term and long-term plans to foster student learning.
- Modifying instructional plans to adjust for student needs.

PLANS FOR GROWTH, RESOURCES AND/OR SUPPORT NEEDED, AND TIMELINE

EVIDENCED BY

Employee Signature _____

Evaluator Signature _____

Date _____

Date _____

**Mountain View School District
CERTIFICATED PERSONNEL**

GOALS AND OBJECTIVES

2018-2019 School Year

Employee _____ Assignment _____ School _____

Evaluator _____ Position _____ School Year _____

Status: Temporary Intern Probationary I Probationary II Permanent

Check here if employee is a current required participant in the Peer Assistance and Review (PAR) Program _____

STANDARD 5 – Assessing Student Learning

- Establishing and communicating learning goals for all students.
- Collecting and using multiple sources of information to assess student learning.
- Involving and guiding all students in assessing their own learning.
- Using the results of assessment to guide instruction.
- Communicating with students, families, and other audiences about student progress.
- Providing evidence of student achievement toward meeting grade level standards.

PLANS FOR GROWTH, RESOURCES AND/OR SUPPORT NEEDED, AND TIMELINE

EVIDENCED BY

Employee Signature _____

Evaluator Signature _____

Date _____

Date _____

**Mountain View School District
CERTIFICATED PERSONNEL**

GOALS AND OBJECTIVES

2018-2019 School Year

Employee _____ Assignment _____ School _____

Evaluator _____ Position _____ School Year _____

Status: _____ Temporary _____ Intern _____ Probationary I _____ Probationary II _____ Permanent

Check here if employee is a current required participant in the Peer Assistance and Review (PAR) Program _____

STANDARD 6 – Developing as a Professional Educator

- Reflecting, planning, and establishing professional goals; pursuing opportunities to grow professionally.
- Working with colleagues to improve professional practice.
- Conducting timely and effective conferences with students, parents, and support personnel concerning individual student needs.
- Adhering to the California Education Code, District curriculum and content standards.
- Accepting and fulfilling instructional duties and responsibilities in a timely and effective manner.
- Accepting and fulfilling non-instructional duties and responsibilities in a timely and effective manner.

PLANS FOR GROWTH, RESOURCES AND/OR SUPPORT NEEDED, AND TIMELINE

EVIDENCED BY

Employee Signature _____

Evaluator Signature _____

Date _____

Date _____

MOUNTAIN VIEW SCHOOL DISTRICT

**Classroom Observation Form
2018-2019 School Year**

Teacher: _____ **Observer:** _____ **Date:** _____

School: _____ **Grade/Subject:** _____ **Time/period of observation:** _____

Lesson Summary: _____

<i>4 – Commendable</i>	<i>3 – Proficient</i>	<i>2* – Below Standards (Needs to Improve)</i>	<i>1* – Unsatisfactory</i> <small>*comments required</small>
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EVIDENCE OBSERVED	KEY ELEMENTS
<p>1.0 ENGAGES AND SUPPORTS ALL STUDENTS IN LEARNING</p>	<p>1.1 Connects students’ prior knowledge, life experiences, and interests with learning goals.</p> <p>1.2 Uses a variety of instructional strategies and resources to respond to students’ diverse needs.</p> <p>1.3 Facilitates learning experiences that promote autonomy, interaction, and choice.</p> <p>1.4 Engages students in problem solving, critical thinking, and other activities that make subject matter meaningful.</p> <p>1.5 Promotes self-directed, reflective learning for all students.</p> <p align="center"> 4 3 2 1 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </p>
<p>2.0 CREATES AND MAINTAINS AN EFFECTIVE ENVIRONMENT FOR STUDENT LEARNING</p>	<p>2.1 Creates a physical environment that engages all students.</p> <p>2.2 Establishes a climate that promotes fairness and respect.</p> <p>2.3 Promotes social development and group responsibility.</p> <p>2.4 Establishes and maintains standards for student behavior.</p> <p>2.5 Plans and implements classroom procedures and routines that support student learning.</p> <p>2.6 Uses instructional time effectively.</p> <p align="center"> 4 3 2 1 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </p>

EVIDENCE OBSERVED	KEY ELEMENTS
<p>3.0 UNDERSTANDS AND ORGANIZES SUBJECT MATTER FOR STUDENT LEARNING</p>	<p>3.1 Demonstrates knowledge of subject matter content and student development. 3.2 Organizes curriculum to support student understanding of the subject matter. 3.3 Interrelates ideas and information within and across subject matter areas. 3.4 Develops student understanding through instructional strategies that are appropriate to the subject matter. 3.5 Uses materials, resources, and technologies to make subject matter accessible to students.</p> <p style="text-align: center;">4 3 2 1 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>
<p>4.0 PLANS INSTRUCTION AND DESIGNS LEARNING EXPERIENCES FOR ALL STUDENTS</p>	<p>4.1 Draws on and values students' backgrounds, interests, and developmental learning needs. 4.2 Establishes and articulates goals for student learning. 4.3 Develops and sequences instructional activities and materials for student learning. 4.4 Designs short-term and long-term plans to foster student learning. 4.5 Modifies instructional plans to adjust for student needs.</p> <p style="text-align: center;">4 3 2 1 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>
<p>5.0 ASSESSES STUDENT LEARNING</p>	<p>5.1 Establishes and communicates learning goals for all students. 5.2 Collects and uses multiple sources of information to assess student learning. 5.3 Involves and guides all students in assessing their own learning. 5.4 Uses the results of assessment to guide instruction. 5.5 Communicates with students, families, and other audiences about student progress. 5.6 Provides evidence of student achievement toward meeting grade level standards.</p> <p style="text-align: center;">4 3 2 1 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>

Additional pages attached: Yes _____ No _____

Date Conference Held: _____ Administrator's Initials _____ Employee's Initials _____

Evaluator Signature _____ Date _____

Employee Signature _____ Date _____

Mountain View School District
TEACHER PERFORMANCE EVALUATION
2018-2019 School Year

EMPLOYEE _____ ASSIGNMENT(S) _____

SCHOOL/DEPT _____ DATE _____

4 – Commendable 3 – Proficient 2* – Below Standards (Needs to Improve) 1* – Unsatisfactory
*comments required

- | | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--|---|
| 4 | 3 | 2 | 1 | | 1.0 ENGAGES AND SUPPORTS ALL STUDENTS IN LEARNING |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | 1.1 Connects students’ prior knowledge, life experiences, and interests with learning goals. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | 1.2 Uses a variety of instructional strategies and resources to respond to students’ diverse needs. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | 1.3 Facilitates learning experiences that promote autonomy, interaction, and choice. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | 1.4 Engages students in problem solving, critical thinking, and other activities that make subject matter meaningful. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | 1.5 Promotes self-directed, reflective learning for all students. |

Comments _____

- | | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--|---|
| 4 | 3 | 2 | 1 | | 2.0 CREATES AND MAINTAINS EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | 2.1 Creates a physical environment that engages all students. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | 2.2 Establishes a climate that promotes fairness and respect. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | 2.3 Promotes social development and group responsibility. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | 2.4 Establishes and maintains standards for student behavior. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | 2.5 Plans and implements classroom procedures and routines that support student learning. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | 2.6 Uses instructional time effectively. |

Comments _____

- | | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--|---|
| 4 | 3 | 2 | 1 | | 3.0 UNDERSTANDS AND ORGANIZES SUBJECT MATTER FOR STUDENT LEARNING |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | 3.1 Demonstrates knowledge of subject matter content and student development. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | 3.2 Organizes curriculum to support student understanding of the subject matter. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | 3.3 Interrelates ideas and information within and across subject matter areas. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | 3.4 Develops student understanding through instructional strategies that are appropriate to the subject matter. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | 3.5 Uses materials, resources, and technologies to make subject matter accessible to students. |

Comments _____

- | | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--|---|
| 4 | 3 | 2 | 1 | | 4.0 PLANS INSTRUCTION AND DESIGNS LEARNING EXPERIENCES FOR ALL STUDENTS |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | 4.1 Draws on and values students’ backgrounds, interests, and developmental learning needs. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | 4.2 Establishes and articulates goals for student learning. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | 4.3 Develops and sequences instructional activities and materials for student learning. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | 4.4 Designs short-term and long-term plans to foster student learning. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | 4.5 Modifies instructional plans to adjust for student needs. |

Comments _____

4 3 2 1

5.0 ASSESSES STUDENT LEARNING

5.1 Establishes and communicates learning goals for all students.

5.2 Collects and uses multiple sources of information to assess student learning.

5.3 Involves and guides all students in assessing their own learning.

5.4 Uses the results of assessment to guide instruction.

5.5 Communicates with students, families, and other audiences about student progress.

5.6 Provides evidence of student achievement toward meeting grade level standards.

Comments _____

4 3 2 1

6.0 DEVELOPS AS A PROFESSIONAL EDUCATOR

6.1 Reflects, plans, and establishes professional goals; pursues opportunities to grow professionally.

6.2 Works with colleagues to improve professional practice.

6.3 Conducts timely and effective conferences with students, parents, and support personnel concerning individual student needs.

6.4 Adheres to District/school policies, rules, curriculum, and content standards.

6.5 Accepts and fulfills instructional duties and responsibilities in a timely and effective manner.

6.6 Accepts and fulfills non-instructional duties and responsibilities (i.e. attendance, punctuality, supervision, meetings, committees, etc.) in a timely and effective manner.

Comments _____

***RECOMMENDATIONS AND/OR COMMENDATIONS**

Additional pages attached: Yes____ No____

Recommended for continued service Recommended, but improvement needed Not recommended

PAR Referral: ____ 2 or more *Unsatisfactory* ratings in any one Standard (Standards 1-5)

____ 3 or more *Needs to Improve* ratings in any one Standard (Standards 1-5)

____ 2 *Needs to Improve* ratings and 1 *Unsatisfactory* rating in any one Standard (Standards 1-5)

Signature of Employee _____ Date _____

Signature of Evaluator _____ Date _____

This evaluation has been discussed with the employee. The teacher's signature acknowledges receipt of this document and does not necessarily indicate agreement with the report (5.3.2).

Standard 1
Engaging and Supporting All Students in Learning

Teachers build on students' prior knowledge, life experience and interests to achieve learning goals for all students. Teachers use a variety of instructional strategies and resources that respond to students' diverse needs. Teachers facilitate challenging learning experiences for all students in environments that promote autonomy, interaction and choice. Teachers actively engage all students in problem solving and critical thinking within and across subject matter areas. Concepts and skills are taught in ways that encourage students to apply them in real-life contexts that make subject matter meaningful. Teachers assist all students to become self-directed learners who are able to demonstrate, articulate and evaluate what they learn. "All" in the context of this document means that learning opportunities have been extended to all student subgroups, i.e. gender, GATE, Resource, English language learners, physically impaired, culturally diverse, educationally disadvantaged.

COMMENDABLE
The teacher consistently...

PROFICIENT
The teacher frequently...

NEEDS IMPROVEMENT
The teacher minimally...

UNSATISFACTORY
The teacher rarely...

<p>Element 1: Connecting students' prior knowledge, life experience and interests with learning goals.</p>	<ul style="list-style-type: none"> • Helps students to see the connections between what they already know and new material. • Helps students to connect classroom learning to their life experiences, linguistic skills and cultural understandings. • Plans lessons or units to capture student attention and interest. • Modifies and adjusts teaching based on students' interests and questions to extend their understanding.
<p>Element 2: Using a variety of instructional strategies and resources to respond to students' diverse needs.</p>	<ul style="list-style-type: none"> • Engages all students in a variety of learning experiences that accommodates the different styles of learning. • Uses a variety of strategies to introduce, explain, and restate subject matter concepts and processes so that all students understand and are actively engaged. • Chooses strategies that make the complexity and depth of subject matter understandable to all students. • Modifies and uses materials and resources to support each student's fullest participation.
<p>Element 3: Facilitate learning experiences that promote autonomy, interaction and choice.</p>	<ul style="list-style-type: none"> • Uses the classroom environment to provide opportunities for independent and collaborative learning. • Participates in and promotes positive interactions among all students. • Supports and monitors student decisions about managing learning, time and materials.
<p>Element 4: Engaging students in problem solving, critical thinking and other activities that make the subject matter meaningful.</p>	<ul style="list-style-type: none"> • Engages all students in problem solving activities and encourages multiple approaches and solutions. • Encourages all students to ask critical questions and consider diverse perspectives about subject matter. • Helps all students to analyze and draw valid conclusions about content being learned.
<p>Element 5: Promoting self-directed, reflective learning for all students.</p>	<ul style="list-style-type: none"> • Motivates all students to initiate their own learning and to strive for challenging learning goals. • Engages all students in opportunities to examine, reflect on and evaluate their own work and to learn from the work of their peers. • Helps students develop and use strategies to access knowledge and information.

Standard 2
Creating and Maintaining Effective Environments for Student Learning

Teachers create physical environments that engage all students in purposeful learning activities and encourage constructive interactions among students. Teachers maintain safe learning environments in which all students are treated fairly and respectfully as they assume responsibility for themselves and one another. Teachers encourage all students to participate in making decisions and in working independently and collaboratively. Expectations for student behavior are established early, clearly understood, and consistently maintained. Teachers make effective use of instructional time as they implement class procedures and routines. “All” in the context of this document means that learning opportunities have been extended to all student subgroups, i.e. gender, GATE, Resource, English language learners, physically impaired, culturally diverse, educationally disadvantaged.

COMMENDABLE The teacher consistently...	PROFICIENT The teacher frequently...	NEEDS IMPROVEMENT The teacher minimally...	UNSATISFACTORY The teacher rarely...
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Element 1: Creating a physical environment that engages all students.	<ul style="list-style-type: none"> • Uses seating arrangement to allow for collaborative as well as individual work. • Assures ready access to appropriate supplies, materials, and technology for all students. • Structures room to promote physical and emotional well-being of students and staff. • Displays current student work.
Element 2: Establishing a climate that promotes fairness and respect.	<ul style="list-style-type: none"> • Models and promotes fairness, equity, caring and respect in the classroom. • Promotes and expects polite and respectful student interaction. • Understands and responds to inappropriate behaviors in a fair, equitable way. • Students are encouraged to take risks and be creative.
Element 3: Promoting social development and group responsibility.	<ul style="list-style-type: none"> • Promotes acceptance and respect for different experiences, ideas, backgrounds, feelings, and points of view. • Facilitates communication and collaboration. • Provides activities, which promote opportunities for positive group interaction and collaboration. • Students take responsibility for themselves and their peers.
Element 4: Establishing and maintaining standards for student behavior.	<ul style="list-style-type: none"> • Establishes, employs, and maintains appropriate guidelines and techniques for student behavior. • Involves students in classroom decision-making, problem solving, and conflict resolution. • Intervenes when student behavior falls short of meeting agreed upon classroom standards. • Works collaboratively with families to maintain standards for student behavior.
Element 5: Planning and implementing classroom procedures and routines that support student learning.	<ul style="list-style-type: none"> • Develops, communicates, and maintains daily schedules, timelines, classroom routines, and classroom rules.
Element 6: Using instructional time effectively.	<ul style="list-style-type: none"> • Engages all students in learning through pacing and adjusting of instructional time. • Implements smooth transitions. • Prepares materials in a timely manner. • Redirects students’ behavior effectively.

Standard 3
Understanding and Organizing Subject Matter for Student Learning

Teachers exhibit strong working knowledge of subject matter and student development. Teachers organize curriculum to facilitate students' understanding of the central themes, concepts, and skills in the subject area. Teachers interrelate ideas and information within and across curricular areas to extend students' understanding. Teachers use their knowledge of student development, subject matter, instructional resources, and teaching strategies to make subject matter accessible to all students. "All" in the context of this document means that learning opportunities have been extended to all student subgroups, i.e. gender, GATE, Resource, English language learners, physically impaired, culturally diverse, educationally disadvantaged.

COMMENDABLE
The teacher consistently...

PROFICIENT
The teacher frequently...

NEEDS IMPROVEMENT
The teacher minimally...

UNSATISFACTORY
The teacher rarely...

<p>Element 1: Demonstrating knowledge of subject matter content and student development.</p>	<ul style="list-style-type: none"> • Continues to keep subject matter knowledge current and sufficient to support student learning. • Ensures that knowledge of the subject matter incorporates different perspectives. • Understands students' social, emotional, and physical development as it relates to subject matter.
<p>Element 2: Organizing knowledge of subject matter content and student development.</p>	<ul style="list-style-type: none"> • Uses knowledge of student development and subject matter to organize and sequence the curriculum. • Organizes subject matter effectively to value diverse cultural perspectives. • Incorporates subject and grade level expectations, curriculum frameworks, and content standards in organizing subject matter.
<p>Element 3: Interrelating ideas and information within and across subject matter areas.</p>	<ul style="list-style-type: none"> • Relates subject matter concepts to previous learning and to the students' lives. • Provides lessons that enable all students to see the relationships and connections across subject matter areas. • Implements units and lessons that highlight themes, concepts, and skills within and across subject matter areas.
<p>Element 4: Developing student understanding through instructional strategies that are appropriate to the subject matter.</p>	<ul style="list-style-type: none"> • Uses knowledge of subject matter to help students construct their own knowledge. • Challenges all students to think critically within and across each subject area. • Builds on students' life experiences, prior knowledge, and interests to make the content relevant and meaningful. • Uses a variety of instructional strategies and approaches to illustrate a concept and its connections.
<p>Element 5: Using materials, resources, and technologies to make subject matter accessible to students.</p>	<ul style="list-style-type: none"> • Selects and uses instructional materials and resources including technologies that promotes students' understanding of subject matter and reflect diversity in the classroom.

Standard 4
Planning Instruction and Designing Learning Experiences For All Students

Teachers plan instruction that draws on and values students’ backgrounds, prior knowledge, and interests. Teachers establish challenging learning goals for all students based on student experience, language, development, and home and school expectations. Teachers sequence curriculum and design long-term and short-range plans that incorporate subject matter knowledge, reflect grade-level curriculum expectations, and include a repertoire of instructional strategies. Teachers use instructional activities that promote learning goals and connect with student experiences and interests. Teachers modify and adjust instructional plans according to student engagement and achievement. “All” in the context of this document means that learning opportunities have been extended to all student subgroups, i.e. gender, GATE, Resource, English language learners, physically impaired, culturally diverse, educationally disadvantaged.

COMMENDABLE
The teacher consistently...

PROFICIENT
The teacher frequently...

NEEDS IMPROVEMENT
The teacher minimally...

UNSATISFACTORY
The teacher rarely...

<p>Element 1: Drawing on and valuing students’ backgrounds, interests, and developmental learning needs.</p>	<ul style="list-style-type: none"> • Incorporates students’ knowledge and experience in curriculum and instructional planning. • Recognizes and incorporates student diversity as an integral part of planning. • Designs lessons that promote subject matter knowledge for all students. • Uses knowledge about cognitive and linguistic development to plan instruction that supports student learning.
<p>Element 2: Establishing and articulating goals for student learning.</p>	<ul style="list-style-type: none"> • Establishes short term and long-term goals for student learning. • Establishes high expectations for learning. • Designs instructional activities so that all students participate in setting and achieving learning goals. • Ensures that goals for student learning promote critical thinking and problem solving.
<p>Element 3: Developing and sequencing instructional activities and materials for student learning.</p>	<ul style="list-style-type: none"> • Uses formal and informal student assessment in long and short term planning. • Develops plans that use instructional strategies appropriate to the complexity of the lesson content and student learning needs. • Selects and sequences instruction to promote understanding for all students. • Chooses and adapts instructional materials to make subject matter relevant to students’ experience and interests.
<p>Element 4: Designing short-term and long-term plans to foster student learning.</p>	<ul style="list-style-type: none"> • Develops long and short-term plans that build on and extend students’ understanding of subject matter. • Organizes curriculum to allow enough time for student learning, review and assessment. • Plans to ensure access to challenging, diverse, academic content to all students. • Provides opportunities for all students to learn at their own pace.
<p>Element 5: Modifying instructional plans to adjust for student needs.</p>	<ul style="list-style-type: none"> • Revises plans based on formal and informal student assessment. • Modifies plans to ensure opportunities for all students to learn and synthesize information. • Reflects on teaching to refine long and short-term planning.

Standard 5
Assessing Student Learning

Teachers establish and clearly communicate learning goals for all students. Teachers collect information about student performance from a variety of sources. Teachers involve all students in assessing their own learning. Teachers use information from a variety of ongoing assessments to plan and adjust learning opportunities that promote academic achievement and personal growth for all students. Teachers exchange information about student learning with students, families, and support personnel in ways that improve understanding and encourage further academic progress. “All” in the context of this document means that learning opportunities have been extended to all student subgroups, i.e. gender, GATE, Resource, English language learners, physically impaired, culturally diverse, educationally disadvantaged.

COMMENDABLE The teacher consistently...	PROFICIENT The teacher frequently...	NEEDS IMPROVEMENT The teacher minimally...	UNSATISFACTORY The teacher rarely...
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Element 1: Establishing and communicating learning goals for all students.	<ul style="list-style-type: none"> • Uses content standards to guide establishment of learning goals. • Communicates and collaborates learning goals to students, parents, and colleagues. • Revises student-learning goals/placement. • Uses a grading system that consistently reflects goals for student learning and performance.
Element 2: Collecting and using multiple sources of information to assess student learning.	<ul style="list-style-type: none"> • Employs a variety of assessment tools to evaluate academic achievement and progress. • Aligns assessment tools with the goals for student learning and district standards. • Uses a broad range of assessment strategies to measure and to monitor each student’s learning.
Element 3: Involving and guiding all students in assessing their own learning.	<ul style="list-style-type: none"> • Makes student self-assessment an integral part of the learning process. • Consistently helps students reflect, assess, and communicate to others about their own learning. • Guides students to understand and monitor their own learning goals.
Element 4: Using the results of assessment to guide instruction.	<ul style="list-style-type: none"> • Uses informal assessments of student learning to adjust instruction. • Uses assessment data to plan more effective ways of teaching subject matter concepts and skills. • Uses assessment information to determine when and how to revisit content. • Uses assessment data to meet students’ individual needs.
Element 5: Communicating with students, families, and other audiences about student progress.	<ul style="list-style-type: none"> • Provides all students with information about their progress as they engage in learning activities. • Communicates learning goals and information about student progress to students, families, and other appropriate personnel.
Element 6: Providing evidence of student achievement toward meeting grade level standards.	<ul style="list-style-type: none"> • Accounts for student progress through the use of grade books, progress charts, individual profiles. • Uses a pacing chart to monitor student progress. • Maintains work samples in a student portfolio.

Standard 6
Developing as a Professional Educator

Teachers reflect on their teaching practice and actively engage in planning their professional development. Teachers establish professional learning goals, pursue opportunities to develop professional knowledge and skill, and participate in the extended professional community. Teachers learn about and work with local communities to improve their professional practice. Teachers communicate effectively with families and involve them in student learning and the school community. Teachers contribute to school activities, promote school goals, and improve professional practice by working collegially with all school staff. Teachers balance professional responsibilities and maintain motivation and commitment to all students. “All” in the context of this document means that learning opportunities have been extended to all student subgroups, i.e. gender, GATE, Resource, English language learners, physically impaired, culturally diverse, educationally disadvantaged.

COMMENDABLE The teacher consistently...	PROFICIENT The teacher frequently...	NEEDS IMPROVEMENT The teacher minimally...	UNSATISFACTORY The teacher rarely...
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Element 1: Reflecting, planning and establishing professional goals; pursuing opportunities to grow professionally.	<ul style="list-style-type: none"> • Reflects on instructional practices to improve student performance. • Formulates professional development plans that are based on reflection and analysis. • Establishes goals and seeks out opportunities for professional growth and development. • Uses professional literature and development opportunities to improve teaching and learning.
Element 2: Working with colleagues to improve professional practice.	<ul style="list-style-type: none"> • Collaborates with teachers, administrators, education specialists, and paraprofessionals to meet all students’ learning needs. • Engages in dialogue and reflection with colleagues to improve practice. • Contributes to school-wide events and activities. • Establishes and maintains professional relationships with other school staff.
Element 3: Conducting timely and effective conferences with students, parents, and support personnel concerning individual student needs.	<ul style="list-style-type: none"> • Provides opportunities for all families to participate in the classroom and school community. • Promotes collaboration between school and community by communicating and meeting with parents regularly. • Identifies and uses school, district, and community resources to benefit students academic growth. • Promotes dialogue with all families and responds to their concerns about student progress.
Element 4: Adhering to the California Education Code, District curriculum, and content standards.	<ul style="list-style-type: none"> • Provides students a standards based curriculum. • Uses district adopted curriculum. • Follows District standards in regards to safety and care of materials and equipment. • Follows district and school procedures.
Element 5: Accepting and fulfilling instructional responsibilities and duties in a timely and effective manner.	<ul style="list-style-type: none"> • Fulfills professional instructional responsibilities. • Completes required forms, documents, and lesson plans, in a timely manner. • Extends knowledge about professional and legal responsibilities for students’ learning, behavior, and safety. • Demonstrates professional conduct and integrity in the classroom and school community.
Element 6: Accepting and fulfilling non-instructional duties and in a timely and effective manner.	<ul style="list-style-type: none"> • Fulfills professional non-instructional responsibilities. • Arrives to school and from breaks on time. • Attends work regularly and absent only when necessary. • Attends staff meetings and completes committee responsibilities.

STANDARD 1 – ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING

Element I – Connecting Students’ Prior Knowledge, Life Experience, and Interests with Learning Goals

The teacher will connect students’ knowledge, life experience and interests with learning goals through use of pictures, realia, KWL charts, models, diagrams, videos, graphic and semantic organizers, hands-on activities and quick writes that build vocabulary and conceptual understanding. Materials to be utilized may include: District-adopted curriculum, Step Up to Writing, Project GLAD, Thinking Maps, Write...*from the Beginning*, Internet resources, publisher resources and websites.

Element II – Using a Variety of Instructional Strategies and Resources to Respond to Students’ Diverse Needs

The teacher will use a variety of instructional strategies and resources to respond to students’ diverse needs by using several ways for students to approach and demonstrate learning. Materials/strategies to be utilized include: Direct Instruction, cooperative learning, team teaching, inquiry or discovery learning, providing lessons based on ELD levels, Project GLAD, ELD/SDAIE, SEAL and AVID strategies, Thinking Maps, Constructing Meaning, and use of materials and resources to support each student’s full participation.

Element III – Facilitating Learning Experiences that Promote Autonomy, Interaction, and Choice

The teacher will facilitate learning experiences that promote autonomy, interaction and choice by utilizing centers, writer’s workshop, peer sharing and tutoring. Clear expectations of class jobs and responsibilities will be modeled and clearly understood.

Element IV – Engaging Students in Problem Solving, Critical Thinking, and Other Activities that Make Subject Matter Meaningful

The teacher will engage students in problem-solving, critical thinking and other activities that make subject matter meaningful by differentiating the curriculum for depth and complexity, as well as utilizing a variety of questioning strategies and extension activities that are open-ended or have alternative explanations. Strategies include: core publisher materials, inquiry approaches, differentiation, use of higher levels of Bloom’s taxonomy, front loading, Universal Access, Depth and Complexity Concepts, and universal access approach.

Element V – Promoting Self-Directed, Reflective Learning for All Students

The teacher will help students develop and use strategies to access knowledge and information and promote self-directed, reflective learning for all students through the use of student and teacher-made rubrics to assess student work. This includes centers, small group instruction, 50/50 approach, weekly peer conferences, student/teacher conferences, reflective journals, writing rubrics, interactive journals, student-led parent conferences, and monthly teacher/parent reports.

STANDARD 2 – CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR LEARNING

Element I – Creating a Physical Environment that Engages All Students

The teacher will create a physical environment that engages all students by structuring the classroom for displaying current student work and projects, bulletin boards, and word walls, developing routines ensuring a neat, clean, safe working environment space. Developing and maintaining learning centers to facilitate diverse learning styles, including small group and whole group instruction. Provide physical space that is flexible to allow students to feel comfortable learning and interacting with others.

Element II – Establishing a Climate that Promotes Fairness and Respect

The teacher will establish a climate that promotes fairness and respect by providing opportunities for all students to participate in activities and discussions, convey respect for all student responses, and recognize and celebrate each student's strengths and the student following of the established behavior expectations. Materials to be utilized include: posted school/classroom matrices, agenda planners, and character development frameworks, Positive Behavior Interventions and Supports, Peace Builders. Establish a rewards systems that promote autonomy, individual selection of rewards and is based on the sites established behavior expectations. Follow the Tiered system of supports and interventions.

Element III – Promoting Social Development and Group Responsibility

The teacher will promote social development and group responsibility by utilizing literature circles/book clubs, collaborative groups, cooperative learning, group projects and think/pair/share activities, peace circles, socio emotional learning. Clear expectations for activities will be addressed and modeled. Materials to be utilized include: small group instruction, centers, 50/50 approaches, observational rubrics, activity rubrics, character education, and use of cooperative learning student roles, developing students as peer tutors or student leaders, check in and check and peer conference forms.

Element IV – Establishing and Maintaining Standards for Student Behavior

The teacher will establish and maintain behavior standards (classroom matrices) that are aligned to the sites campus matrix for students by developing a positive reward system. The established behavior expectations are developed with staff. The behavior expectations are to be taught and reviewed with students on a regular basis and a classroom matrix is to be posted at a student's eye level. Parent communication through use of email or other communication devices that promote positive interaction and support for all students

Element V – Planning and Implementing Classroom Procedures and Routines that Support Student Learning

The teacher will plan and implement classroom procedures and routines that support student learning by standardizing and implementing routines and providing for smooth quick transitions. Resources/activities to be utilized include: 50/50 approaches, posting a daily agenda, bell schedules, classroom matrix, "The First Days of School" by Harry Wong, use of publisher materials posting small group/whole group instruction and procedures.

Element VI – Using Instructional Time Effectively

The teacher will use instructional time effectively through appropriate pacing and by using a repertoire of enrichment and support strategies that provide more options for keeping students productively engaged in learning activities. A typical lesson begins with the learning objective, clear explanation/modeling, check for understanding, guided practice, closure and independent practice. Strategies include: District-recommended pacing guides, use of instructional blueprints, publisher lesson planners, extension activities for fast-paced learners, small and whole group instruction, scaffolding strategies to enable students to achieve, strategies for English learners, modifications to lessons, and accommodations for students.

STANDARD 3 – UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING

Element I – Demonstrating Knowledge of Subject Matter Content and Development

The teacher will demonstrate knowledge of subject matter content and student development by making connections between the curriculum and students' prior experiences. Teachers will use strategies for productively engaging the students with the content at an appropriate level of cognitive development, and will support student learning with current scientifically-based research on curriculum findings. Resources to be utilized include: Common Core Standards for Language Arts, English Language Development and Math; As well as the History, Social Studies, Science, Visual Performing Arts, and Physical Education Standards.

Element II – Organizing Knowledge of Subject Matter Content and Student Development

The teacher will use knowledge of student development and subject matter to organize and sequence the curriculum. Incorporation of key grade level standards/expectations will be noted in the lesson plans. Materials to be utilized include: Common Core Standards for Math and Language Arts, History, Social Science, Science, English Language Development, Visual and Performing Arts, and Physical Education, pacing charts, content vocabulary, and grade level content instructional blueprint.

Element III – Interrelating Ideas and Information Within and Across Subject Matter Areas

The teacher will relate subject matter concepts to previous learning into and from the students' lives, provide lessons that enable all students to see the relationships and connections across subject matter areas and implement units and lessons that highlight themes, concepts and skills within and across subject matter areas. Thematic units may be possible, plus, if appropriate, Project GLAD, Thinking Maps, SEAL strategies, Fry's Words, Word Wall, writing across the curriculum activities and strategies, and academic vocabulary.

Element IV – Developing Student Understanding through Instructional Strategies that are Appropriate to the Subject Matter

The teacher will develop student understanding using appropriate instructional strategies to the subject matter by using a variety of methods that increase engagement, differentiating curriculum in order to challenge students to think critically within and across subject areas, and by building on students' life experiences and interests to make content relevant and meaningful. Materials to be utilized include: primary resources, secondary resources, Project GLAD and/or strategies, SEAL strategies, AVID strategies and using realia in problem solving. Strategies to be implemented include direct instruction, cooperative learning, reader's theatre, role playing, and use of multiple intelligences, frontloading strategies, small group instruction, hourglass, and inquiry approach.

Element V – Using Materials, Resources, and Technologies to Make Subject Matter Accessible to Students

The teacher will make appropriate use of materials, resources and technologies, such as computers, Internet and calculators, to enhance student understanding of content. Materials to be utilized include: use of computer lab, individual white boards, PowerPoint slide shows, multi-media approaches, publisher resources, exploring the Internet for research, Smart boards, listening centers, Google suite apps, 1:1 student devices.

STANDARD 4 – PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCE FOR ALL STUDENTS

Element I – Drawing On and Valuing Students’ Backgrounds, Interests, and Developmental Learning Needs

The teacher will utilize a variety of activities to draw on students’ backgrounds, interests and developmental learning needs and apply this information to curriculum and instructional planning. Materials to be utilized include: interest surveys, KWL charts, Thinking Maps, student of the day/week activities, writing process, and computer use with Internet access or classroom discussions about community. Other strategies include communicating with parents, holding individual student conferences, talking to experienced peers, and understanding the history and culture of the school site, and research local community.

Element II – Establishing and Articulating Goals for Student Learning

The teacher will establish and articulate goals for student learning that reflect content standards, desired learning outcomes for lessons, and high expectations. Standards will be noted in the lesson plan book and articulated to students orally and/or written on the board in a way that students understand. Materials/strategies to be utilized include: Common Core content standards posted on the board, elementary report cards, goal setting, and use of language development goals.

Element III – Developing and Sequencing Instructional Activities and Materials for Student Learning

The teacher will sequence instruction by choosing instructional activities and materials that follow each other in a way that each subsequent activity either builds on previous activities or activates prior knowledge to lead students to achieve the intended learning goals. The teacher develops and sequences instruction that supports students’ second language learning and subject matter knowledge. Strategies to be utilized include: task analysis, lesson planning, developing and/or applying pacing charts, developing sequential lessons, preparing for cooperative groups, predetermining student-selected role in group, lesson planning, sentence stems, and planning for peer conferences.

Element IV – Designing Short-Term and Long-Term Plans to Foster Student Learning

The teacher will translate content into a set of short-term and long-term learning goals for students by sequencing learning activities and materials. Lesson plans will reflect how learning activities relate to long-term goals or unit plans. Materials to be utilized include: use of various programs and resources, such as individual student learning plans, classroom or group plans, corrective teaching, universal access planning goals, seasonal standards-based units, use of common assessment results, and grade level developed units.

Element V – Modifying Instructional Plans to Adjust for Student Needs

The teacher will modify instruction to adjust for student needs or difficulties of students by utilizing strategies such as supplying a different type of example, providing more structure for an activity (graphic organizer) or extending the period of time. Materials to be utilized include: language arts and math assessments, participation in professional learning communities, data reflection, use of instructional resources for challenge and under-performing students, physical education assessments, grade level meetings to discuss results of benchmark assessments, and data reflections with use of a protocol.

STANDARD 5 – ASSESSING STUDENT LEARNING

Element I – Establishing and Communicating Learning Goals for All Students

The teacher will use subject matter Common Core standards to establish learning goals for students and communicate these goals to families. Test expectations and assignment expectations will also be clearly communicated daily. Materials to be utilized include: beginning of the year introduction letters, posted school and classroom goals, individual student or group goals, goal related forms and charts, notes to parents, classroom newsletters, progress reports, and report cards.

Element II – Collecting and Using Multiple Sources of Information to Assess Student Learning

The teacher will collect and use multiple sources of information to assess student learning by utilizing a variety of assessment strategies in the areas of reading, writing, listening and speaking. Materials to be utilized include, but are not limited to: District interim assessments, writing assessments, ELD assessments, specialized diagnostic tools (i.e., ADEPT, DORA), publisher made tests, teacher-made tests/quizzes, Accelerated Reader reading level quizzes, common assessments, daily observations, common assessments, and a variety of graphic organizers.

Element III – Involving and Guiding All Students in Assessing Their Own Learning

The teacher will model and provide opportunities for students to learn a variety of methods for assessing their own work. Tools and guidelines that help all students assess their own work will be developed. Work samples will be self-assessed and peer-assessed. Materials to be utilized include: teacher and student generated rubrics, self-correction activities, goal-setting, self-editing in writing, self-monitoring of learning, graphic and semantic organizers, and reflective journals.

Element IV – Using the Results of Assessment to Guide Instruction

The teacher will use the results from a variety of ongoing assessments to guide instruction in the planning and modification of learning activities, supporting class as well as individual student needs and achievement. Materials to be utilized include: teacher observation, formal and informal writing assessments, embedded textbook or program assessments, ADEPT assessment, GAP Finder, fluency assessments, conferences with administrators, ELPAC data, common assessments, School City data, data reflection with use of a protocol, and grade level/data meetings school wide.

Element V – Communicating with Students, Families, and Other Audiences about Student Progress

The teacher will communicate with students, families and school site community about student progress in ways that improve understanding and encourage academic progress. Methods of communication include: letter grades attached to clear achievement criteria, standards-based reports that indicate student achievement, report cards, rubric levels, detailed narrative descriptions, portfolios of student work with commentary, or test scores including SBAC, ELD profile cards, grade reports, ELPAC, common assessments, and District interim assessments.

Element VI – Provides Evidence of Student Achievement toward Meeting Grade Level Standards

The teacher will use a variety of resources to document student progress towards meeting grade level standards. Resources to be utilized include: Common Core/ELPAC data, writing assessments, reviewed/current cumulative folders, student portfolios, quarterly progress reports, grade book, and teacher-developed charts and diagrams.

STANDARD 6 – DEVELOPING AS A PROFESSIONAL EDUCATOR

Element I – Reflecting, Planning, and Establishing Professional Goals; Pursuing Opportunities to Grow Professionally

The teacher will reflect, plan and establish professional goals that reflect California Standards for the Teaching Profession (CSTP) Standard I: Engaging and Supporting All Students in Learning. Sample activities include the following: expanding knowledge of new instructional methods, attendance at conferences, college courses, research on effective learning strategies for ELLs, collaborating with grade level or department colleagues, planning for instruction based upon student data, seeking out guidance from administrator(s), mentors, generating possibilities to improve teaching, and learning and support from a consulting teacher.

Element II – Working with Colleagues to Improve Professional Practice

The teacher will collaborate with colleagues in order to gain essential skills necessary to improve instruction by regularly attending professional development activities. This will include: providing leadership at the school site to guide curricular and instructional decision making, problem-solving with grade level or departmental colleagues based upon student data, serving on District curriculum committees, attending staff/grade level meetings, attending professional development, contributing to school-wide events and learning activities, and engaging in dialogue with colleagues.

Element III – Conducting Timely and Effective Conferences with Students, Parents, and Support Personnel Concerning Individual Student Needs

The teacher will conduct effective conferences concerning individual student needs by using a number of techniques to keep families, students, and support personnel informed about the instructional program and students' progress. This will include: attendance at Back-to-School Night, Open House, Parent Conferences, IEP meetings, Student Study Team meetings, planning and problem-solving conferences with students, colleagues, instructional assistants, and administrators, communicating by phone, e-mail, and mail, as well as attending District/school site sponsored activities.

Element IV – Adhering to the California Education Code, District Curriculum, and Content Standards

The teacher will implement a standards-based curriculum through the usage of the District-adopted curriculum, including, but not limited to, Houghton Mifflin math, McGraw Hill/Study Sync Language Arts/ELD Programs, Holt social studies, and Scott Foresman and Glencoe science. District and school site procedures and policies will be followed. Adherence to Federal Program Monitoring and Board Policy/Administrative Regulations.

Element V – Accepting and Fulfilling Instructional Responsibilities and Duties in a Timely and Effective Manner

The teacher will fulfill instructional responsibilities and duties in an effective and timely manner by meeting expected daily instructional minutes per subject area. Teachers will implement Common Core Standards appropriately, using instructional materials appropriately, including weekly lesson plans and developing yearly professional goals. Materials to be utilized include: lesson plan book, District-adopted curriculum, beyond the classroom fulfillment of site assignments, and California Standards for the Teaching Profession (CSTP).

Element VI – Accepting and Fulfilling Non-instructional Responsibilities and Duties in a Timely and Effective Manner

The teacher will fulfill all non-instructional duties, assignments, and responsibilities in an effective and timely manner by following through on duties as assigned by the school site, arriving on time to school and after breaks, maintaining good attendance, regular communication with parents, as well as attending Back-to-School Nights, Open House, IEP meetings, collaborative meetings (PLCs), data reflections, attention to safety, completing student cumulative files, taking textbook inventory, reporting maintenance needs, and attending all required staff/District/committee/grade level meetings when scheduled.



MOUNTAIN VIEW SCHOOL DISTRICT
Personnel Services

Five Year Evaluation Agreement

The certificated employee and the evaluator agree to the following:

1. Certificated employee will be evaluated at least every five years.
2. The next evaluation cycle will be for the _____ school year.
3. Certificated employee is a teacher with ten (10) years of permanent status, including probationary service.
4. Certificated employee's current evaluation was rated proficient or higher on the most recent evaluation in all elements of the revised Teacher Performance Evaluation form.
5. Certificated employee is *Every Student Succeed Act (ESSA) compliant*, if applicable.
6. Certificated employee or the evaluator may withdraw consent at any time and such withdrawal of consent shall not be subject to the grievance procedure. If the evaluator withdraws consent, the reasons shall be communicated in writing. Upon request, the unit member shall be granted a conference with the evaluator. The unit member shall have the right to representation at the conference.

Certificated Employee (please print)

Evaluator (please print)

Signature

Date

Signature

Date