

ARTICLE XI
EVALUATIONS

This evaluation program will be piloted in the 2006-2007 school year. It will be an automatic reopener in the 2007-2008 negotiation session to revise if needed and implement on a permanent basis.

1. Vision Statement

- A. The fundamental premise for a successful evaluation program shall be based on trust, mutual respect, confidentiality, fairness, equality and consistency.
- B. The purposes of unit member evaluation are to:
 - maintain and improve the quality of education in the District
 - promote professional growth
 - foster student achievement
 - recognize competence and accomplishments
 - acknowledge contributions beyond classroom duties
 - be consistent/parallel with District and site goals
- C. The parties agree that this evaluation system, based on the California Standards for the Teaching Profession, meets the requirements of Education Code Section 44662 (Stull Bill Evaluation Process). Furthermore, these standards constitute the goals and objectives for all teachers in the Piner-Olivet Union School District.
- D. All teachers, whether in their year of formal evaluation or not, are expected to be familiar with and working towards developing the practice of these standards.

Overview of the California Standards for the Teaching Profession (as modified for use in Piner-Olivet Union School District)	
<p>Standard 1: Engaging and Supporting All Students in Learning Teachers...</p> <p>1.1 Connect students' prior knowledge, life experience and interests with learning goals.</p> <p>1.2 Use a variety of instructional strategies and resources to respond to students' diverse needs.</p> <p>1.3 Facilitate learning experiences that promote autonomy, interaction and choice.</p> <p>1.4 Engage students in problem solving, critical thinking and other activities that make subject matter meaningful.</p> <p>1.5 Promote self-directed, reflective learning for all students.</p>	<p>Standard 4: Planning Instruction and Designing Learning Experiences for All Students Teachers...</p> <p>4.1 Draw on and value students' backgrounds, interests, language, and developmental needs.</p> <p>4.2 Establish and articulate goals for student learning.</p> <p>4.3 Develop and sequence instructional materials for student learning.</p> <p>4.4 Design short-term and long-term plans to foster student learning.</p> <p>4.5 Modify instructional plans to adjust for student needs.</p>
<p>Standard 2: Creating and Maintaining an Effective Environment for Learning Teachers...</p> <p>2.1 Create a physical environment that engages all students.</p> <p>2.2 Establish a climate that promotes fairness and respect.</p> <p>2.3 Promote social development and group responsibility.</p> <p>2.4 Establish and maintain standards for student behavior.</p> <p>2.5 Plan and implement classroom procedures and routines that support student learning.</p> <p>2.6 Use instructional time effectively.</p>	<p>Standard 5: Assessing Student Learning Teachers...</p> <p>5.1 Establish and communicate learning outcomes for all students.</p> <p>5.2 Use multiple sources of information to assess learning.</p> <p>5.3 Involve and guide all students in assessing their own learning.</p> <p>5.4 Use the results of assessment to guide instruction.</p> <p>5.5 Communicate with students and families about student progress.</p>
<p>Standard 3: Understanding and Organizing Subject Matter for Student Learning Teachers...</p> <p>3.1 Demonstrate knowledge of subject matter content and student development.</p> <p>3.2 Organize curriculum to support student understanding of subject matter based on <i>California Academic Content and Performance Standards</i>.</p> <p>3.3 Interrelate ideas on information within and across subject matter areas.</p> <p>3.4 Develop student understanding through instructional strategies that are appropriate to the subject matter.</p> <p>3.5 Use materials, resources, and technologies to make subject matter accessible to students.</p>	<p>Standard 6: Developing as a Professional Educator Teachers...</p> <p>6.1 Reflect on teaching practices and plan personal professional development.</p> <p>6.2 Establish professional goals and pursue opportunities to grow professionally.</p> <p>6.3 Work with the community to foster collaboration and ensure student success.</p> <p>6.4 Work with families to foster collaboration and ensure student success.</p> <p>6.5 Work with colleagues to improve professional practice.</p> <p>6.6 Share in responsibility for implementing school site expectations, priorities, policies, and procedures.</p>

1 2.A The Rubric for Professional Growth and Evaluation shall be the evaluation tool utilized
2 to measure teacher progress on the Standards at the end of this Article.

3
4 3. Definitions (to be determined)

5
6 4. Evaluation Schedule

7
8 A. Every temporary and probationary unit member shall be evaluated in a continuing
9 process culminating with the written evaluation form at least once prior to
10 December 15th and again prior to March 1st. Each evaluation for temporary and
11 probationary unit member shall include a minimum of two (2) scheduled
12 observations, lasting a minimum of forty-five (45) minutes each.

13
14 B. Every permanent unit member, except as provided in "C" below, shall be
15 evaluated every other year culminating with the written evaluation form prior to
16 thirty (30) calendar days before the unit member's last work day of that school
17 year. Each evaluation for permanent unit members shall include a minimum of
18 two (2) scheduled observations lasting a minimum of thirty (30) minutes each.

19
20 C. Permanent unit members who have been employed at least ten (10) years in the
21 District, who are certified as Highly Qualified under No Child Left Behind
22 (NCLB), and whose most recent evaluation has indicated he/she has met
23 standards, if the evaluator and evaluatee agree, the evaluation shall be made every
24 five (5) years. Either the affected unit member or evaluator may withdraw
25 consent at the beginning of a school year, no later than September 15th.

26
27 D. Unit members hired as temporary after November 1st will be evaluated only once
28 in that year.

29
30 E. Unscheduled observations throughout the year may foster dialogue and support.
31 Unscheduled observations can occur at the discretion of the evaluator or at the
32 request of the evaluatee. If unscheduled observations are to be written and
33 considered for use in the evaluation process, the Unscheduled Observation Form
34 is to be used. A copy of all written communications shall be given to the unit
35 member within five (5) work days of the observation. The unit member may
36 attach a response to any written communication. Information contained on the
37 Unscheduled Observation Form may be incorporated into the formal evaluation.
38 At the end of each evaluation period all Unscheduled Observation Forms will
39 become the sole property of the unit member. The Unscheduled Observation
40 Forms will remain confidential and will not become a part of the unit member's
41 permanent file.

1 5. Formal Evaluation Process

2
3 A. Temporary/Probationary Unit Member

- 4
5 1) The primary focus in the evaluation of temporary/probationary unit
6 members shall be on coaching, support and feedback related to the
7 Standards.
8
9 2.a) No later than the seventh week of the school year the evaluator will meet
10 with the unit member for the purpose of reviewing the evaluation process
11 including the above standards and elements.
12
13 b) Although feedback will be provided on all six Standards,
14 temporary/probationary unit members will focus on all eleven elements of
15 the following two standards: (#2) Create and Maintain Effective
16 Environment for Student Learning; (#4) Plan Instruction and Design
17 Learning Experiences for all Students.
18
19 3) All scheduled observations shall be mutually agreed upon at least five (5)
20 days in advance.
21
22 4) All scheduled observations shall be preceded by a conference in which the
23 evaluator and the unit member will review the purpose of the observations.
24 The pre-observation conference will be at a mutually agreeable time no
25 less than two (2) work days in advance of the observation.
26
27 5) Within five (5) work days of each scheduled observation, there will be a
28 post observation conference. This time can be changed by mutual
29 agreement. The scheduled observation process shall be documented on
30 the forms in the contract. The post observation conference shall be a frank
31 and honest discussion of the evaluator's observation of the lesson. This
32 will culminate in a written report on the appropriate form within three (3)
33 work days.
34
35 6) Any unit member who receives negative feedback on a lesson observation
36 shall be entitled to, at their request, a subsequent observation, conference
37 and written observation report, no sooner than two (2) weeks after the post
38 observation conference at which the negative feedback was delivered.
39 The evaluator shall provide specific recommendations and assistance with
40 the goal of improved performance.
41
42 7) In no case shall a second observation be held any sooner than two (2)
43 weeks after the first post observation report is received by the bargaining
44 unit member.
45
46 8) Unit member may attach a written response within ten (10) work days.
47

1 9) The final evaluation conference shall be held either at the time of the
2 delivery of the final written evaluation or at a mutually agreeable time
3 within ten (10) calendar days.
4

5 10) The unit member shall have the right to make a written response within
6 ten (10) work days from the date of the conference. The responses shall
7 become a permanent attachment to the employee's evaluation.
8

9 B. Permanent Unit Member

10
11 1) Formal Evaluation Program

12
13 a. Every permanent unit member, when in their year(s) of evaluation,
14 shall, unless participating in the Alternative Evaluation Program,
15 be evaluated in a continuing process culminating with the written
16 evaluation form prior to thirty (30) calendar days before the unit
17 member's last work day of that school year.
18

19 b.(1) No later than the seventh (7th) week of the school year, the
20 evaluator will meet with the unit member for the purpose of
21 reviewing the evaluation process and discussing the standards and
22 elements upon which the unit member will be focusing.
23

24 (2) The unit member will identify one (1) or two (2) standards of focus
25 for the school year. The unit member will also identify key
26 elements of those standards as specific areas of concentration. One
27 standard or key element(s) may be added at the discretion of the
28 evaluator, in consultation with the unit member. The unit member
29 may then choose to focus only on the evaluator's selected
30 standards and key element(s) or a combination of both. The
31 overall evaluation will address all six standards, and the unit
32 member will focus on one or two standards.
33

34 c. Scheduled observations shall be mutually agreed upon by the
35 evaluator and unit member a minimum of five (5) work days prior
36 to the observation.
37

38 d. All scheduled observations shall be preceded by a conference, at
39 least two (2) days in advance of the observation, in which the
40 evaluator and the unit member will review the purposes of the
41 observation, the standards of focus for that unit member, and how
42 the lesson will inform the evaluator.
43

44 e. Within five (5) work days of each scheduled observation, there
45 will be a post observation conference. The post observation
46 conference will be a frank and honest discussion of the evaluator's

1 observation of the lesson. This will culminate in a written report
2 on the appropriate form with three (3) days of the conference.
3

4 f. Any unit member who receives negative feedback on a Classroom
5 Observation Written Report shall be entitled to, at their request, a
6 subsequent observation, conference and written observation report.
7 These must be directly related to the cited deficiencies and include
8 resources available to the unit member and a suggested timeline to
9 monitor progress. The evaluator shall provide specific
10 recommendations and assistance to the unit member with the goal
11 of improved performance.
12

13 g. The scheduled observation process shall be documented on the
14 appropriate forms in the contract. Unsubstantiated statements or
15 those not proceeding from personal knowledge shall not be a basis
16 for evaluation of unit members.
17

18 h. A copy of the unit member's final evaluation shall be provided at a
19 final evaluation conference with the evaluator. This shall occur no
20 later than thirty (30) calendar days before the end of the school
21 year.
22

23 i. Any unit member who receives "Does Not Meet Standards" in two
24 or more elements in the same Standard, 1-5, or "Does Not Meet
25 Standards" on six or more elements across Standards 1-5, shall
26 receive an overall "Does Not Meet Standards" on their evaluation.
27

28 j. Any permanent unit member who receives an overall "Does Not
29 Meet Standards" evaluation shall be referred to the Peer Assistance
30 and Support Program. The evaluator will complete the "Referral
31 to the PAS Program" form from the PAS manual and follow all
32 steps indicated in the PAS protocol.
33

34 k. Any unit member who receives an overall "Does Not Meet
35 Standards" evaluation shall be evaluated again the following year.
36 In addition to participating in the PAS Program, the unit member
37 shall receive support from the evaluator in the form of specific
38 recommendations and assistance geared toward improvement of
39 the unit member's performance in the areas where he/she "Does
40 Not Meet Standards."
41

42 l. Non-administrative certificated personnel (e.g. PAS & SST
43 coaches) shall not be required to participate in the evaluation
44 and/or observation of other non-administrative certificated
45 personnel, nor are they required to assess their own performance.
46 A self-assessment shall not be included in the unit member's

1 evaluation without the written permission of the unit member. The
2 Alternative Evaluation Program does include a self-assessment.
3

4 2) Alternative Certificated Evaluation Program
5

6 a. Statement of Purpose
7

8 The Alternative Certificated Evaluation Program is designed to
9 stimulate and further motivate experienced, tenured unit members
10 to continue their professional development and growth. The
11 program is offered as an alternative to the contract's existing
12 evaluation process. The goal of the alternative evaluation program
13 is to provide a process where unit members may enhance their
14 professional development and thereby most directly impact student
15 instruction, success and achievement.
16

17 b. Eligibility
18

- 19 (1) Participation is entirely voluntary, with participating
20 teachers committing to a good faith effort to complete the
21 process and meet all procedural expectations.
22
23 (2) Participating teachers must be permanent, tenured teachers,
24 having begun his/her 10th year of service with the school
25 district, scheduled for a formal evaluation this school year,
26 having received a satisfactory or better performance rating
27 on the previous evaluations during the last five years.
28

29 c. Application
30

- 31 (1) An interested and eligible unit member meets with an
32 Alternative Program Evaluator and submits the application
33 form by the end of the 6th week of instruction in any given
34 year.
35
36 (2) The applicant, working with the Alternative Certificated
37 Evaluation Program Evaluator, completes the Growth Plan
38 by October 15th. The Growth Plan shall include the
39 following:
40
41 (1.1) Description of the expected outcome, written in clear,
42 understandable behavioral terms.
43
44 (1.2) Description of the process the unit member will use to learn
45 the new skill or enhance their performance.
46

1 (1.3) Description of how the unit member will determine
2 whether or not he/she has been successful in
3 learning/developing a new skill or attribute.
4

5 e. Conferences with Program Evaluator
6

7 The unit member and program evaluator will meet quarterly to
8 discuss the progress of the ACEP Plan.
9

10 f. Mid-Year Progress Report
11

12 (1) No later than January 15th, the unit member shall submit a
13 brief, written mid-year progress report to his/her program
14 evaluator indicating what was accomplished to date.
15

16 (2) If requested by either the unit member or a program
17 evaluator a conference shall be scheduled to discuss the
18 status of the Mid-Year Progress Report.
19

20 (3) A program evaluator may require that the unit member
21 complete the formal evaluation process the following
22 school year due to lack of progress in completing the ACEP
23 Plan. The evaluator shall hold a meeting with the unit
24 member to discuss this recommendation.
25

26 g. End-Of-Year Teacher Assessment Report
27

28 (1) Forty-five (45) calendar days before the last teaching day
29 the unit member shall submit to the program evaluators a
30 brief, but clear ACEP Plan assessment report. The report
31 shall include:
32

33 (a) A factual description of what was done.
34

35 (b) Self-assessment of what was accomplished.
36

37 (c) The unit member's recommendation for continued
38 professional development during the next, non-
39 evaluation year.
40

41 (2) The unit member determines the format for the End-of-
42 Year Assessment Report. Format may include video,
43 survey results from students, comments from peers and site
44 administrator(s).
45

46 h. End-of-Year Conference with Collaborating Program Evaluators
47

- 1 (1) The unit member and his/her evaluator shall schedule a
2 conference thirty (30) calendar days before the last teaching
3 day of the school year.
4
5 (2) The purpose of the conference is to conduct an open and
6 honest collegial conversation regarding the unit member's
7 professional development, assess what worked and what
8 did not, for the unit member to academically defend the
9 outcomes and identify what may be included for future
10 professional development.
11

12 i. Evaluation Record

- 13
14 (1) Upon completion of the End-of-Year Conference the
15 program evaluator is to write a summary letter covering the
16 progress and status of the unit member's ACEP Plan.
17
18 (2) The unit member shall review the summary letter and may
19 attach comments to the letter.
20
21 (3) All parties are to sign the summary letter.
22
23 (4) The unit member who successfully completes the ACEP
24 Plan earns a "satisfactory" evaluation.
25
26 (5) A copy of the summary letter is to be given to the unit
27 member.
28
29 (6) The original summary letter is to be sent to the Superintendent
30 for the unit member's personnel file.
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TIMELINES

Formal Evaluation Process

	Probationary and Temporary	Permanent
Initial conference deadline for determining the standards and key elements	No later than the end of the 7 th week of instruction	No later than the end of the 7 th week of instruction
Deadline(s) to complete formal observations	December 1 st and March 1 st	April 15 th
Deadline to complete final evaluation(s) (written and given to unit member)	December 15 th and March 15 th	No later than (30) calendar days before the last working day on the unit member's calendar

Formal Observation Timelines

Event (All scheduled by mutual agreement)	Temporary, Probationary and Permanent
Observation scheduling	Minimum of five (5) days prior to observation
Pre-observation conference	Minimum of two (2) days prior to observation
Post observation conference	Maximum of five (5) days after observation
Post observation written report	Maximum of three (3) days after post observation conference
Subsequent observation(s)	Minimum of two (2) weeks after the prior post observation written report is received by the bargaining unit member

Alternative Evaluation Process

Application	Initial Conference to Complete Growth Plan	Mid Term Progress Report	End-of-Year Assessment	Final Conference
No later than the end of the 6 th week of instruction	October 15 th	January 15 th	Forth-five (45) days prior to last day of instruction	Thirty (30) days prior to the last day of instruction

PINER-OLIVET UNION SCHOOL DISTRICT

Certificated Personnel: Standards and Key Elements for Focus

EVALUATION PLAN

(All Standards and Elements will be addressed as part of the Evaluation)

Date: _____

Evaluatee: _____	Permanent	Temporary	Probationary
Name			
_____	_____		
School	Assignment		

Select required number of standards of focus for the school year. Indicate the key elements you will address if you are permanent. Probationary and Temporary employees must be prepared to focus on all elements in standards 2 and 4.

Standard:

Key Element(s)

Standard:

Key Element(s)

Standard:

Key Element(s)

_____	_____	_____	_____
Evaluator	Date	Evaluatee	Date

(Copies: Personnel File, School, Evaluatee)

**PINER-OLIVET UNION SCHOOL DISTRICT
CLASSROOM OBSERVATION REPORT**

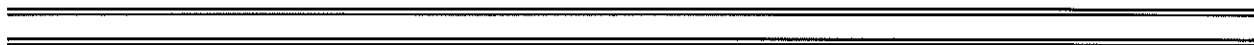
Employee: _____ School: _____

Administrator: _____

Status: Permanent Probationary Temporary

Class/Activity Observed: _____ Observation Date: _____
Period/Time: _____

Post-Observation Conference Date: _____ (within five(5) days of observation)



Check (✓) standards identified in employee's goals and objectives. Probationary and Temporary must select standards 2 and 4. Permanent employees must select one or two (2) standards from standards 1-5, Subject to 5.B.1.b(2). Standard 6 may be chosen in addition.

- | | | |
|--------------------------|----------------|--|
| <input type="checkbox"/> | STANDARD ONE | ENGAGING & SUPPORTING ALL STUDENTS IN LEARNING |
| <input type="checkbox"/> | STANDARD TWO | CREATING & MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING |
| <input type="checkbox"/> | STANDARD THREE | UNDERSTANDING & ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING |
| <input type="checkbox"/> | STANDARD FOUR | PLANNING INSTRUCTION & DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS |
| <input type="checkbox"/> | STANDARD FIVE | ASSESSING STUDENT LEARNING |

-
- STANDARD SIX DEVELOPING AS A PROFESSIONAL EDUCATOR (Optional)
-
-

Classroom Observation Data:

Evaluator Date Evaluatee Date

**PINER-OLIVET UNION SCHOOL DISTRICT
UNSCHEDULED OBSERVATION FORM
(SEE ARTICLE XI, ITEM 4E)**

Employee: _____ School: _____

Administrator: _____

Status: Permanent Probationary Temporary

Class/Activity Observed: _____ Observation Date: _____

Period/Time: _____

Specific observation(s):

Comments/Recommendations/Questions:

Evaluator	Date	Evaluatee	Date
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Response by Evaluatee:

PINER-OLIVET UNION SCHOOL DISTRICT

Traditional Final Evaluation Report

Employee: _____ Date: _____

School: _____ Grade/Subject: _____

Dates of Observations: _____

Dates of Post Observation Conferences: _____

Dates of Classroom Observation Reports: _____

- STANDARD ONE ENGAGING & SUPPORTING ALL STUDENTS IN LEARNING
- STANDARD TWO CREATING & MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING
- STANDARD THREE UNDERSTANDING & ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING
- STANDARD FOUR PLANNING INSTRUCTION & DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS
- STANDARD FIVE ASSESSING STUDENT LEARNING
- STANDARD SIX DEVELOPING AS A PROFESSIONAL EDUCATOR (Optional)

Status of Employee:

- Permanent
 Probationary
 Temporary

<i>Numbers are provided for ease of reference. They do not imply priority or ordering of the elements.</i>	M= Meets Standards N: Does Not Meet Standards N/O = Not Observed
--	---

Standard One: Engaging and supporting all students in learning:		M	N	N/O
1-1	Teacher connects students' prior knowledge, life experience, and interests with learning goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1-2	Teacher uses a variety of instructional strategies and resources to respond to students' diverse needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1-3	Teacher facilitates learning experiences that promote autonomy, interaction, and choice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1-4	Teacher engages students in problem solving, critical thinking, and other activities that make subject matter meaningful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1-5	Teacher promotes self-directed, reflective learning for all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Narrative: _____

Standard Two: Creating and maintaining effective environments for student learning:		M	N	N/O
2-1	Teacher creates physical environments that engage all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2-2	Teacher establishes a climate that promotes fairness and respect.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2-3	Teacher promotes social development and group responsibility.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2-4	Teacher establishes and maintains standards for student behavior.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2-5	Teacher plans and implements classroom procedures and routines that support student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2-6	Teacher uses instructional time effectively.			

Narrative:

Standard Three: Understanding and organizing subject matter for student learning:		M	N	N/O
3-1	Teacher demonstrates knowledge of subject matter content and student development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3-2	Teacher organizes curriculum to support students' understanding of subject matter based on California Academic Content and Performance Standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3-3	Teacher interrelates ideas and information within and across subject matter areas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3-4	Teacher develops student understanding through the use of instructional strategies that are appropriate to the subject matter.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3-5	Teacher uses materials, resources, and technology to make subject matter accessible to students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Narrative:

Standard Four: Planning instruction and designing learning experiences for all students:				
4-1	Teacher draws on and values students' backgrounds, interests, and developmental learning needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4-2	Teacher establishes and articulates goals for student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4-3	Teacher develops and sequences instructional activities and materials for student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4-4	Teacher designs short-term and long-term plans to foster student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4-5	Teacher modifies instructional plans to adjust for student needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Narrative:				
Standard Five: Assessing student learning:		M	N	N/O
5-1	Teacher establishes and communicates learning goals for all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5-2	Teacher uses multiple sources of information to assess student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5-3	Teacher involves and guides all students in assessing their own learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5-4	Teacher uses the results of assessment to guide instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5-5	Teacher communicates with students and families about student progress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Narrative:				

Standard Six: Developing as a professional educator: (Used only if employee selected this standard in Goals & Objectives)		M	N	N/O
6-1	Teacher reflects on his/her teaching practice and actively engages in planning his/her professional development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6-2	Teacher establishes professional learning goals and pursues opportunities to grow professionally.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6-3	Teacher works with the community to foster collaboration and ensure student success.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6-4	Teacher works with families to foster collaboration and ensure student success.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6-5	Teacher works with colleagues to improve professional practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6-6	Teacher shares responsibility for implementing school expectations, priorities, policies, and procedures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Narrative:				

Teacher's Overall Performance: Meet Standards Does not meet Standards

Evaluators Signature

Date

This report has been discussed with me in conference with the evaluator. I have the right to respond in writing within five (5) working days and my response will be appended and filed with this evaluation. My signature on this evaluation does not necessarily signify agreement.

Teacher's Signature

Date

This teacher is referred to the PAR/PAS Program for the _____ school year. Assistance Plan is required and attached.

_____ As a permanent teacher, I understand that I will be referred to the PAR/PAS Program.

Piner-Olivet Union School District
**Permanent Employee Eligible for
Evaluation Every Five Years**

It is hereby agreed that _____ has qualified for the 5 year evaluation schedule based on:

- Is a permanent employee of POUSD,
- Employment in Piner-Olivet Union School District 10 years or more,
- Has received satisfactory or better on most recent evaluation,
- Is Highly Qualified

The next scheduled evaluation shall be in the _____ school year.

The most recent evaluation was in the _____ school year.

The next scheduled evaluation shall be in the _____ school year.

Either the certificated employee above or the supervising administrator can withdraw from this agreement prior to September 15th of any year between now and the above named year.

Unit Member

Supervising Administrator

Date

Date

Piner-Olivet Union School District

Alternative Certificated Evaluation Program

Program Application

Application to be completed and submitted by the 6th week of school

TEACHER'S NAME: _____ School: _____
(Please Print)

I have reviewed the description of the Alternative Evaluation and would like to participate. I meet the eligibility requirements and will make a good faith effort to meet all procedural expectations.

My Alternative Program Evaluator will be _____

Teacher's Signature

Date

Alternative Program Evaluator:

I HAVE REVIEWED THE DESCRIPTION OF THE Alternative Evaluation and agree to serve as the Alternative Program Evaluator for the above-named teacher.

Alternative Program Evaluator

Date

Acknowledged by: Site Administrator

Date

Piner-Olivet Union School District

Alternative Certificated Evaluation Program

Growth Plan

Name: _____ Date: _____

Alternative Program Evaluator: _____

I. Professional Goal(s) Subject Area

Standard and Key Elements

II. Plan

III. Support Needed

IV. Expected Outcome

V. Evidence

Piner-Olivet Union School District

Alternative Certificated Evaluation Program

Mid-Year Progress Report

TEACHER'S NAME: _____ SCHOOL: _____
(Please Print)

Collaborating Administrator's Name _____
(Please Print)

Assignment _____

1. What is the teaching skill or attribute which is the focus of your professional development effort?

2. Reflect on what you said you would do in your Growth Plan. Are you on target for completing your identified goal? Identify any procedural problems or support needs you might have.

3. How has this process influenced your teaching and student learning? What adjustments, if any, have you made in your goals as a result of this process? (Use space provided below or attach additional sheet if necessary.)

Date of Conference

Collaborating Administrator's Signature

Date

Teacher's Signature

Date

A copy of the mid-year report shall be submitted to teacher's principal by January 15th.

Piner-Olivet Union School District
Alternative Certificated Evaluation Program
End-of-Year Assessment Report

I. Evidence and Description of Goal Completion provided by Evaluatee:

II. Self Assessment Including Recommendation for Continued Professional Development:

II. Comments:

Evaluatee's Signature

Date

Evaluator's Signature

Date

Piner-Olivet Union School District

Alternative Certificated Evaluation Program

Alternative Evaluation Record

Collaborating Administrator submits the original, signed copy of the Alternative Evaluation Record to the Personnel Office no later than the last day of instruction of the evaluation year.

1. Teacher's Name: _____
2. School: _____
3. Collaborating Administrator's Name: _____
4. End-of-Year Teacher Assessment Report, submitted to Collaborating Administrator by forty-five (45) calendar days prior to the last day of instruction, including:
 - factual description of what was done
 - self-assessment of what was accomplished
 - teacher's recommendation for continued professional development during the next, non-evaluation year

Date Report Received by Collaborating Administrator _____

5. Thirty (30) days prior to the last day of instruction:
 - hold an open and honest collegial conversation regarding the teacher's professional development effort
 - assess what worked and what did not
 - identify what the teacher might want to do the following year for his/her continued professional development

Date of Conference _____

6. Collaborating Administrator shall provide written comments, validations and recommendations, as appropriate (use space provided below or attach additional sheet if necessary).

7. Collaborating Administrator's Signature (please initial either A, B or C):

_____ A. Affirms the teacher's meeting the good faith procedural requirements of the evaluation process.

OR

_____ B. Indicates the teacher did not meet the good faith procedural requirements of the evaluation process (explanation and substantiation required).

OR

_____ C. Affirms the teacher's meeting the good faith procedural requirements of the evaluation process, however, the teacher is required to complete the formal evaluation next year (written explanation required).

Collaborating Administrator's Signature

Date

8. Teacher's comments may be added (use space provided below or attach hereto).

9. Teacher's signature indicates the report has been received and read.

Teacher's Signature

Date

(Copies: Personnel File, School, Evaluatee)

California Standards on the Teaching Profession



Piner-Olivet Union School District's

Rubric for Professional Growth & Evaluation



Engaging and Supporting All Students in Learning
Creating and Maintaining an Effective Environment for Learning
 Understanding and Organizing Subject Matter Knowledge
Planning & Designing Learning Experiences for All Students
 Assessing Student Learning
 Developing As a Professional Educator

2008-2009 POUUSD Pilot Version



Overview of the California Standards for the Teaching Profession (as modified for use in Piner-Olivet Union School District)

**Standard 1: Engaging and Supporting All Students in Learning
Teachers...**

- 1.1 Connect students' prior knowledge, life experience and interests with learning goals.
- 1.2 Use a variety of instructional strategies to respond to students' diverse needs.
- 1.3 Facilitate learning experiences that promote autonomy, interaction and choice.
- 1.4 Engage students in problem solving, critical thinking and other activities that make subject matter meaningful.
- 1.5 Promote self-directed, reflective learning for all students.

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

- 4.1 Draw on and value students' backgrounds, interests, and developmental learning needs.
- 4.2 Establish and articulate goals for student learning
- 4.3 Develop and sequence instructional activities and materials for student learning.
- 4.4 Design short-term and long-term plans to foster student learning.
- 4.5 Modify instructional plans to adjust for student needs.

**Standard 2: Creating and Maintaining an Effective Environment for Learning
Teachers...**

- 2.1 Create a physical environment that engages all students.
- 2.2 Establish a climate that promotes fairness and respect.
- 2.3 Promote social development and group responsibility.
- 2.4 Establish and maintain standards for student behavior.
- 2.5 Plan and implement classroom procedures and routines that support student learning.
- 2.6 Use instructional time effectively.

**Standard 5: Assessing Student Learning
Teachers...**

- 5.1 Establish and communicate learning outcomes for all students.
- 5.2 Use multiple sources of information to assess learning.
- 5.3 Involve and guide students in assessing their own learning.
- 5.4 Use results of assessment to guide instruction.
- 5.5 Communicate with students and families about student progress.

**Standard 3: Understanding and Organizing Subject Matter for Student Learning
Teachers...**

- 3.1 Demonstrate knowledge of subject matter content and student development.
- 3.2 Organize curriculum to support student understanding of subject matter based on *California Academic Content and Performance Standards*.
- 3.3 Interrelate ideas and information within and across subject matter areas.
- 3.4 Develop student understanding through instructional strategies that are appropriate to the subject.
- 3.5 Use materials, resources, and technology to make subject matter accessible to students.

**Standard 6: Developing as a Professional Educator
Teachers...**

- 6.1 Reflect on teaching practices and plan their professional development.
- 6.2 Establish professional goals and pursue opportunities to grow professionally.
- 6.3 Work with the community to foster collaboration and ensure student success.
- 6.4 Work with families to foster collaboration and ensure student success.
- 6.5 Work with colleagues to improve professional practice.
- 6.6 Share in the responsibility for implementing school expectations, priorities policies, and procedures.

Standard 1: Engaging and Supporting All Students in Learning
Meets Standard (Each level is inclusive of the ones before it.)

Does Not Meet Standard

Basic

Proficient

Distinguished

<p>Element 1.1: Connect Students' prior knowledge, life experience, and interests with learning goals. The teacher makes few or no connections between the learning goals and the students' prior knowledge, experiences, backgrounds, and perspectives. The teacher rarely elicits relevant student questions or comments during a lesson.</p>	<p>The teacher makes some connections between learning goals and students' prior knowledge, experiences, or interests. The teacher elicits some questions from students during a lesson to monitor understanding.</p>	<p>The teacher makes substantial connections between learning goals and students' prior knowledge, experiences, and interests. Teacher elicits students' cultural, class, and ethnic perspectives, and uses students' questions and comments during a lesson to extend understanding.</p>	<p>The teacher helps students make connections between learning goals and their own prior knowledge and experiences. The teacher facilitates activities that focus on students' interests, experiences and diverse individual perspectives. The teacher adjusts instruction to enhance student voice.</p>
<p>Element 1.2: Use a variety of instructional strategies and resources to respond to students' diverse needs. The teacher uses instructional strategies and resources, but they lack variety, and are sometimes inappropriate to the students' learning needs. Few or no modifications are made to respond to students' individual needs.</p>	<p>The teacher uses 2-3 alternate instructional strategies and resources that are appropriate to address the students' developmental needs, learning styles, and language needs. The teacher sometimes makes modifications through scaffolding to respond to students' individual needs.</p>	<p>The teacher uses a variety of instructional strategies and resources to effectively address the students' developmental needs, learning styles, and language needs. The teacher consistently makes modifications to respond to students' individual needs.</p>	<p>The teacher engages students in a variety of learning experiences that accommodate different learning styles. Instructional strategies and resources consistently address students' diverse needs and include adaptations, modifications and differentiation to meet individual needs. Students identify optimal strategies for their learning.</p>
<p>Element 1.3: Facilitate learning experiences that promote autonomy, interaction, and choice. The teacher directs the learning experiences, and student interactions are infrequent and limited. Student autonomy or choice is rarely encouraged.</p>	<p>The teacher usually directs the learning experiences, although s/he permits some student interaction. The teacher sometimes encourages student independence or choice.</p>	<p>The teacher facilitates the learning experiences to promote constructive student interactions, and to develop student decision-making responsibility through choices about learning and the use of time and materials.</p>	<p>The teacher uses a variety of collaborative structures to promote interaction and student leadership in support of learning. Students regularly work independently and collaboratively, and manage their learning, time and materials.</p>
<p>Element 1.4: Engage students in problem solving, critical thinking, and other activities that make subject matter meaningful. The teacher provides few opportunities for students to problem solve, analyze, or investigate in lessons. Teacher and students tend to ask low order, fact based questions</p>	<p>The teacher models and encourages open ended, higher order questions, and provides opportunities for students to ask questions and solve problems within a subject, but seldom directly develops students' questioning skills. Teachers and students sometimes ask higher order questions.</p>	<p>The teacher regularly provides opportunities and support for students to engage in problem solving, and to explore diverse perspectives of concepts within a subject matter area. Students' questions are often higher order. Teacher scaffolds skill building for these activities.</p>	<p>The teacher frequently engages students in problem solving and higher-order question posing and the investigation and critical analysis of diverse perspectives of concepts within a subject area. Students identify and explore their own interests to extend understanding of content.</p>
<p>Element 1.5: Promote self-directed, reflective learning for all students. The teacher provides few or no opportunities for students to initiate, make decisions about, or reflect upon their own learning.</p>	<p>The teacher usually directs the learning activities and provides some choices for student learning. S/he monitors student learning, and provides some opportunities for students to reflect individually on their learning.</p>	<p>The teacher supports students in developing the skills needed to monitor their own learning and make decisions during activities. Students use <i>Content & Performance Standards</i> and other criteria to assess their learning and discuss it with peers.</p>	<p>The teacher creates opportunities for all students to initiate their own learning and to monitor and describe their learning process and progress. Students use <i>Content & Performance Standards</i> and other criteria to assess their own and their peers' learning and to set new learning and personal improvement goals.</p>

Standard 2: Creating and Maintaining an Effective Environment for Learning

Meets Standard <i>(Each level is inclusive of the ones before it.)</i>		Proficient		Distinguished	
Does Not Meet Standard		Basic		Meets Standard	
<p>Element 2.1: Connect Students' prior knowledge, life experience, and interests with classroom goals. Create a physical environment that engages all students.</p> <p>The physical environment may have one or more safety hazards, and materials are difficult to access by students with special needs. There are few or no room displays and few or no student work products are observed.</p>	<p>The physical environment is clean and arranged for safety and accessibility for all students in the classroom. It facilitates individual student engagement in learning and access to necessary instructional materials. The teacher creates room displays which include some student work and are related to current topics of study.</p>	<p>The physical environment allows for group interaction and movement between activities, or different simultaneous activities. The teacher creates room displays, which contain key information, are used in learning activities and represent current topics of study. A variety of student work is regularly displayed and related to current topics of study.</p>	<p>The physical environment reflects, promotes, and supports student learning and responsibility. The teacher manages materials, technology, and resources to accommodate individual student needs, and promote positive interactions. Students help create room displays used in learning activities that represent current study topics. A variety of student work is regularly displayed, related to current study topics, and representative of all students.</p>	<p>The physical environment reflects, promotes, and supports student learning and responsibility. The teacher manages materials, technology, and resources to accommodate individual student needs, and promote positive interactions. Students help create room displays used in learning activities that represent current study topics. A variety of student work is regularly displayed, related to current study topics, and representative of all students.</p>	<p>The physical environment reflects, promotes, and supports student learning and responsibility. The teacher manages materials, technology, and resources to accommodate individual student needs, and promote positive interactions. Students help create room displays used in learning activities that represent current study topics. A variety of student work is regularly displayed, related to current study topics, and representative of all students.</p>
<p>Element 2.2: Establish a climate that promotes fairness and respect.</p> <p>Teacher has not established a classroom environment that promotes fairness or respect with regard to race, class, culture, language, sexual orientation, religion, or gender. Teacher's responses to student behaviors are often unfair, inconsistent, or inequitable.</p>	<p>Teacher establishes a climate of caring, equity and respect. Teacher has developed relationships and rapport with students. The pattern of teacher response to students is usually fair, consistent, and equitable. Teacher acknowledges and shows respect for student race, class, sexual orientation, religion, culture, language, and/or gender.</p>	<p>The teacher models and promotes fairness, caring, equity, and respect. Teacher acknowledges and shows respect for student race, class, sexual orientation, religion, culture, language, and/or gender. The teacher encourages students to take risks and be creative.</p>	<p>The teacher actively responds to and respects diversity. S/he encourages, supports, and recognizes creativity, risk-taking and unique contributions of all. The teacher's response to student behavior also demonstrates flexibility and adaptations as needed.</p>	<p>The teacher actively responds to and respects diversity. S/he encourages, supports, and recognizes creativity, risk-taking and unique contributions of all. The teacher's response to student behavior also demonstrates flexibility and adaptations as needed.</p>	<p>The teacher actively responds to and respects diversity. S/he encourages, supports, and recognizes creativity, risk-taking and unique contributions of all. The teacher's response to student behavior also demonstrates flexibility and adaptations as needed.</p>
<p>Element 2.3: Promote social development and group responsibility.</p> <p>The teacher does not actively support students' social development, self-esteem, or diversity. Students have little or no sense of responsibility for one another. Teacher rarely provides opportunities for students to work collaboratively.</p>	<p>Students respect each other's differences most of the time and work together fairly well. The teacher provides some opportunities for students to assume individual responsibility. The teacher sometimes provides opportunities for students to work collaboratively.</p>	<p>Students respect each other's differences and points of view. The teacher regularly provides opportunities for students to work independently and collaboratively, and to take responsibility for themselves and their peers.</p>	<p>The students effectively communicate and collaborate. Teacher helps students to develop and practice leadership skills, demonstrate responsibility, and to understand differences in experiences, feelings and points of view.</p>	<p>The students effectively communicate and collaborate. Teacher helps students to develop and practice leadership skills, demonstrate responsibility, and to understand differences in experiences, feelings and points of view.</p>	<p>The students effectively communicate and collaborate. Teacher helps students to develop and practice leadership skills, demonstrate responsibility, and to understand differences in experiences, feelings and points of view.</p>
<p>Element 2.4: Establish and maintain standards for student behavior.</p> <p>Few or no standards for behavior appear to have been established or enforced. The teacher's response to student behavior is inconsistent and often inappropriate.</p>	<p>The teacher has established and consistently enforces standards for behavior that are aligned with the school and district standards. The patterns of teacher responses to student behavior are generally appropriate, if limited in variety.</p>	<p>The teacher consistently models and maintains standards for behavior. The teacher's response to student behavior reflects a range of appropriate and effective responses.</p>	<p>The teacher establishes/maintains opportunities for students to share in decision-making, establishment of rules and conflict resolution. Teacher's response to student behavior reflects students' developmental and personal needs.</p>	<p>The teacher consistently models and maintains standards for behavior. The teacher's response to student behavior reflects a range of appropriate and effective responses.</p>	<p>The teacher establishes/maintains opportunities for students to share in decision-making, establishment of rules and conflict resolution. Teacher's response to student behavior reflects students' developmental and personal needs.</p>
<p>Element 2.5: Plan and implement classroom procedures and routines that support learning.</p> <p>Classroom procedures and routines are not clearly established or effectively enforced, resulting in teacher and student confusion and loss of instructional time. Teacher rarely monitors or holds students accountable for being ready and on task.</p>	<p>Classroom routines work moderately well. Teacher periodically clarifies or reinforces a procedure or timeline, with little loss of instructional time. Teacher sometimes monitors student readiness and time on task.</p>	<p>Procedures and routines work smoothly. Students can explain and follow classroom procedures and routines with no loss of instructional time. Students understand and follow directions with no loss of instructional time. Teacher holds all students accountable for time on task.</p>	<p>The teacher implements reasonable and flexible schedules and routines that promote student self-sufficiency. S/he modifies procedures and rules to support student learning.</p>	<p>Procedures and routines work smoothly. Students can explain and follow classroom procedures and routines with no loss of instructional time. Students understand and follow directions with no loss of instructional time. Teacher holds all students accountable for time on task.</p>	<p>The teacher implements reasonable and flexible schedules and routines that promote student self-sufficiency. S/he modifies procedures and rules to support student learning.</p>
<p>Element 2.6: Using instructional time effectively</p> <p>Pacing and time spent on learning activities is either rushed or too long. Transitions are rough or confusing, resulting in a loss of instructional time. There is rarely an effective opening or closing to the lessons.</p>	<p>Instructional time is paced so that most students complete the learning activities. Transitions are used to move students into activities with little or no loss of instructional time. Lessons have a clear opening and closing.</p>	<p>Pacing and the time spent on lesson are appropriate to the activities and enable all students to engage successfully with the content. Transitions are efficient and smooth. Students have time to complete learning activities. Lesson opening and closing effectively engage students in learning.</p>	<p>Individual, weekly, unit, and long-term curriculum plans are paced so that all students have adequate time for learning, remain engaged, and have time for reflection and assessment. Opening and closing activities make connections to previous and future learning.</p>	<p>Individual, weekly, unit, and long-term curriculum plans are paced so that all students have adequate time for learning, remain engaged, and have time for reflection and assessment. Opening and closing activities make connections to previous and future learning.</p>	<p>Individual, weekly, unit, and long-term curriculum plans are paced so that all students have adequate time for learning, remain engaged, and have time for reflection and assessment. Opening and closing activities make connections to previous and future learning.</p>

Standard 3: Understanding and Organizing Subject Matter for Student Learning

Does Not Meet Standard		Meets Standard <i>(Each level is inclusive of the ones before it.)</i>		Proficient		Distinguished	
Element 3.1: Demonstrate knowledge of subject matter content and student development.							
The teacher has a basic knowledge of subject matter but does not understand which skills and key concepts to teach. Student learning outcomes are rarely evident, or rarely linked to subject knowledge.	The teacher has a clear, basic knowledge of subject matter and understands which skills and key concepts to teach. The teacher sometimes makes direct connections between subject knowledge and expected student outcomes.	The teacher's knowledge of subject matter has breadth and depth and incorporates key concepts and different perspectives. Teacher consistently and directly connects subject knowledge to student learning outcomes.	The teacher knowledge of content has depth, is current, and consistently incorporates key concepts, themes, connections, and student learning outcomes. Teacher actively has students address a variety of perspectives in demonstrating depth of knowledge.				
Element 3.2: Organize curriculum to support student understanding of subject matter based on California Academic Content and Performance Standards.							
The teacher rarely organizes the curriculum or incorporates key concepts, themes or skills; curriculum is often not directly connected to the Content and Performance Standards. Teacher may not encourage students to think critically.	The teacher organizes and designs curriculum based on essential, grade level appropriate CA Academic content and Performance Standards, which results in students demonstrating understanding of key concepts within those standards. Teacher encourages critical thinking about standards.	The teacher clearly organizes and aligns curriculum to the CA Academic Content and Performance Standards. The curriculum design clearly focuses on key themes and concepts and facilities standards based achievement. Teacher frequently engages students in critical thinking about standards.	The teacher builds curriculum that is developmental, demonstrates depth, and connects various concepts and themes. The CA Content and Performance Standards are used to plan and adapt instruction, and to create specific outcomes for all students, which include demonstrating critical, high order thinking about the subject matter.				
Element 3.3: Interrelate ideas and information within and across subject matter areas.							
The teacher rarely identifies or integrates key concepts and information when presenting curriculum. S/he rarely relates content to previous learning to enhance understanding.	The teacher usually identifies and connects the key concepts within the content being taught. S/he sometimes relates content to previous or future learning, other subject areas, and students' needs and experiences.	The teacher identifies and integrates for students the key concepts and information within the Core Curriculum, routinely makes connections to other subjects and routinely relates content to students' lives, previous and future learning.	The teacher routinely uses strategies and activities that integrate concepts and information within and across subject areas and Standards. S/he challenges students to make their own connections and extend and apply knowledge.				
Element 3.4: Develop student understanding through instructional strategies that are appropriate to the subject matter.							
Instructional strategies are rarely matched appropriately to subject matter content or concepts and may not encourage students to think critically.	The teacher uses at least one appropriate instructional strategy from a larger repertoire to make content accessible to students. S/he encourages students to think critically and to extend their knowledge of the subject matter.	The teacher uses a variety of appropriate instructional strategies to make content accessible to students and develop understanding. S/he challenges and supports students to think critically and to extend their knowledge of subject matter.	The teacher selects from a wide variety of appropriate instructional strategies to address individual learning styles and needs so all students understand. S/he challenges and supports students to construct their own knowledge, think critically, and see relationships.				
Element 3.5: Use materials, resources, and technologies to make subject matter accessible to students.							
Instructional material, resources and technologies are either not adequately used, or may be inaccessible to some students. Teacher makes little effort to locate curriculum embedded supplementary materials, to reflect diverse perspectives or to relate to cultural or linguistic backgrounds of students.	The teacher sometimes uses varied instructional materials, resources, and technologies to convey key subject matter concepts, and sometimes provides opportunities for student use. Teacher locates or adapts some supplementary materials to reflect diverse perspectives, or to relate to cultural and linguistic backgrounds of students.	The teacher consistently uses varied instructional materials, resources, and technologies, including adaptive technologies if needed, to promote students' understanding of core content and standards. A rich variety of resources is consistently available to students and reflects diverse perspectives, experiences, and cultural and linguistic needs of students.	The teacher selects and uses a variety of instructional resources to organize curriculum, address learning styles, and promote student understanding. Students can independently access a variety of material, resources, and technologies that reflect the diversity of the classroom and support students' learning needs and styles.				

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

Does Not Meet Standard Meets Standard (Each level is inclusive of the ones before it) Proficient Distinguished

Element 4.1: Draws on and values student backgrounds, interests and developmental learning needs.			
The teacher's instructional plans show limited reflection on students' backgrounds, experiences, interests, and developmental needs.	The teacher's lesson design uses information about students' backgrounds, experiences, languages, and developmental needs.	The teacher's lesson design and instructional strategies consistently reflect backgrounds, experiences, interests, languages, and developmental needs. The teacher utilizes appropriate adopted and supplementary instructional materials to address these needs.	The teacher solicits students' input for curriculum design which reflects their backgrounds, experiences, interests, and languages. Lessons challenge and extend students at their own physical, social, and academic developmental levels.
Element 4.2: Establish and articulate goals for student learning outcomes, consistent with California Content and Performance Standards.			
The teacher rarely establishes clear instructional learning goals. Expectations for students are usually low or unrealistic.	The teacher sometimes articulates student learning goals that are aligned with content standards. Expectations for most students that are generally high and realistic.	The teacher clearly articulates short-term and long-term student learning goals that are challenging and represent <i>California Content and Performance Standards</i> . Expectations for students are generally high and realistic.	The teacher consistently articulates how instructional activities are related to student learning goals and <i>Standards</i> . Expectations promote achievement by all students at high levels.
Element 4.3: Developing and sequencing instructional activities and materials for student learning.			
Most instructional activities and materials are used without a conscious understanding of the development of key concepts over time.	Some daily, weekly and long-term activities are used with a conscious understanding of the development of key concepts over time.	Many daily, weekly and long-term activities are sequenced and designed to help foster mastery of key concepts over time. A variety of materials are used.	Daily, weekly, and long term activities are well sequenced and designed to foster mastery of key concepts over time using a wide variety of materials.
Element 4.4: Designing short term and long term plans to foster student learning			
Individual lesson plans rarely have effective structure or often lack some elements necessary for student learning. They rarely relate to a continuum of learning outcomes in a unit or long-range plan or make connections to other learning or content areas.	Individual lesson plans have a structure with pertinent lesson plan elements that will develop students' conceptual understanding and application of content knowledge. They fit within a unit or long-range context. Provision for review and assessment may be inconsistently evident.	Individual lesson plans have all pertinent components, are well-sequences, and build upon previous learning to promote understanding of content area concepts, and provide for review and assessment. Long-term plans are organized, coherent, and developmental.	Individual, weekly, unit, and long-term curriculum plans are organized, developmental in nature, and provide for review and assessment. They include opportunities for all students to access challenging and diverse content and apply learning in a variety of contexts.
Element 4.5: Modify instructional plans to adjust for student needs.			
Instructional plans are rarely modified, adapted or differentiated in spite of evidence that modifications would improve student learning.	The teacher sometimes adapts instructional plans to address aspects of the lesson that were ineffective and some of the individual learning needs of the students.	The teacher adapts and modifies instruction to enhance student learning based on formal and informal assessment. The teacher uses strategies identified in pertinent assessment resources. (IEP, CELT, Standardized Tests, etc.)	The teacher adapts plans, and modifies and differentiates instruction, to ensure opportunities for ALL students to successfully participate in learning activities. Teacher revises plans and instructional practices based upon on-going assessment.

Standard 5: Assessing Student Learning

Meets Standard (Each level is inclusive of the ones before it.)

Proficient

Basic

Distinguished

<p>Element 5.1: Establish and communicate learning outcomes for all students.</p> <p>There are few or not student learning outcomes established or clearly communicated to students or families</p>	<p>The teacher establishes expected learning outcomes for students based on <i>Core Curriculum and Standards</i>. Teacher communicates student learning outcomes and a clearly defined grading system to all students and families.</p>	<p>The teacher establishes student learning outcomes based on the <i>Core Curriculum and Standards</i>. Teacher communicates the outcomes to students and their families, and revises them as needed. The grading system is aligned with the outcomes and relevant <i>Standards</i> and clearly described to students and families.</p>	<p>The teacher uses <i>The CA Academic Standards</i> to guide and modify specific student learning outcomes, ensuring that outcomes are appropriate to students' developmental, language, or other special needs. The grading system is designed to provide ongoing feedback on student progress toward achievement of outcomes and <i>Standards</i>.</p>
<p>Element 5.2: Use multiple sources of information to assess learning.</p> <p>The teacher does not regularly use appropriate data or strategies to monitor and assess student learning and achievements.</p>	<p>The teacher regularly uses one or two appropriate sources of information and strategies to monitor student progress and assess student learning.</p>	<p>The teacher uses a variety appropriate assessment strategies to monitor and assess student progress on an ongoing basis, including formative and summative assessment. Assessment strategies are aligned to <i>CA Academic Standards</i>.</p>	<p>The teacher uses a wide variety of assessment strategies aligned with <i>CA Academic Standards</i>. The teacher uses student work to reflect upon and modify assessment strategies and adapt instruction.</p>
<p>Element 5.3: Involve and guide all students in assessing their own learning.</p> <p>The teacher rarely provides opportunities for students to reflect on or assess their own work.</p>	<p>The teacher encourages and guides student reflection during some learning activities. The teacher provides some opportunities for students to discuss and assess their work with peers.</p>	<p>The teacher includes student reflection and self-assessment in most learning activities. The teacher has established <i>Performance Standards</i>, and uses a variety of tools to help students assess and reflect upon their own work as well as discuss it with their peers.</p>	<p>The teacher uses assessment to help students understand and articulate their learning process. S/he uses reflective tools including rubrics and portfolios that help students assess, monitor, and reflect upon their own work as well as discuss work with peers.</p>
<p>Element 5.4: Use the results of assessment to guide instruction.</p> <p>The teacher rarely uses results of assessment to plan, guide, or adjust instruction.</p>	<p>The teacher uses information from one or two assessment sources to plan learning activities, but not necessarily to adjust instruction during a lesson.</p>	<p>The teacher uses information from more than two sources of assessment to plan and modify learning activities as well as to adjust instruction during a lesson to meet class and individual needs.</p>	<p>The teacher uses ongoing formal and informal assessments to guide planning and adjust instruction. Assessment data is used to address individual student needs and prepare individual education plans.</p>
<p>Element 5.5: Communicate with students and families about student progress.</p> <p>The teacher provides little or not information about student progress to students and their families, aside from report card grades.</p>	<p>The teacher provides information about student learning to students and families to promote understanding and academic progress. This information may be shared at the end of the grading period or in response to learning difficulties exhibited by the student.</p>	<p>The teacher regularly provides all students with information about their learning. The teacher regularly exchanges information about student learning with students and families, using more than one method of communication. This communication may occur as ongoing progress reports or reviews of student work.</p>	<p>The teacher provides all students, and their families with ongoing information about their progress towards learning outcomes and relevant <i>Standards</i>. Students and their families frequently discuss academic and social progress with the teacher, based on a variety of assessments.</p>

Standard 6: Developing as a Professional Educator

Does Not Meet Standard Meets Standard (Each level is inclusive of the ones before it.) Proficient Distinguished

Does Not Meet Standard		Meets Standard (Each level is inclusive of the ones before it.)		Proficient	Distinguished
Element 6.1: Reflect upon teaching practices and plan professional development.					
The teacher does not demonstrate reflection on his/her practices. The teacher does not make professional development growth plans based on analysis of school priorities and objectives and student needs.	The teacher reviews student work and examines the results of his/her teaching in relation to student achievement and performance. Professional development growth plans may not be related to the review of teacher's own practices.	The teacher reflects on student work and achievement in designing his/her professional growth plans. The Professional Growth Plan is related to the teacher's instructional practices and content expertise.	The teacher assesses own growth over time by analyzing his/her practices related to student learning. The teacher makes Professional Growth Plans and decisions based on individual and collaborative reflection and analysis of student work.		
Element 6.2: Establish professional goals and pursue opportunities to grow professionally.					
The teacher does not engage in ongoing learning opportunities or participate in school or district professional development opportunities.	The teacher participates in school-based and/or district offered professional development activities. The teacher may participate in professional growth opportunities through universities, professional organizations, or community agencies.	The teacher participates in a variety of school and district professional development activities aligned with school priorities, personal growth goals, and the identified needs of students.	The teacher establishes professional goals and pursues continuous professional growth. S/he refines skills and strategies, uses research, resources and engages in opportunities such as peer support, coaching, or mentoring to increase understanding of teaching and learning.		
Element 6.3: Work with communities to foster collaboration and ensure student success.					
The teacher does not actively utilize or work with community services, businesses, agencies or universities to enhance student learning or improve his/her own professional knowledge.	The teacher uses 1-2 community services or agencies to provide support to students in identified areas. The teacher seeks greater understanding of students' community and life experiences.	The teacher uses a variety of school and community services to support student learning and personal areas of need. The teacher seeks greater understanding of student's personal, cultural, language and learning strengths, and individual areas of need.	The teacher promotes school/community collaboration. S/he identifies and uses community services and resources to benefit students and families. The teacher uses community-based experiences to support student learning and help address their needs.		
Element 6.4: Work with families to foster collaboration and ensure student success.					
The teacher does not use families as a source of information about students, actively communicate with families, or involve them in opportunities for student learning.	The teacher provides periodic communication to families about student learning and achievement. The teacher does not engage families in learning opportunities at school.	The teacher engages families in two-way communication as a source of information related to student needs. Families are engaged in school activities for students and to enhance their own learning to support students.	The teacher promotes interactions with all families, and responds to their concerns about student progress. S/he provides opportunities for all families to participate in classroom and school activities and learning opportunities.		
Element 6.5: Work with colleagues to improve professional practice.					
The teacher rarely collaborates with colleagues in meeting to improve professional practice, or to implement school, department, or grade level activities.	The teacher collaborates and actively works with colleagues in grade level and/or content areas to ensure that all students' diverse learning needs are met.	The teacher also actively collaborates with colleagues in school-wide activities to promote student learning. S/he works with others to solve problems and address school goals and objectives.	The teacher maintains positive relationships with others, takes leadership roles in the school, district or professional organizations. S/he actively seeks to solve problems, resolve conflicts, and advance common school goals.		
Element 6.6: Share in responsibility for implementing school expectations, priorities, policies, and procedures.					
The teacher does not meet basic professional expectations to follow procedures or participate in required teacher activities.	The teacher participates in most school-wide activities, meets basic professional expectations, and follows procedures and policies including timely record keeping, attendance, grading, and enforcement of school regulations.	The teacher consistently participates in all school-wide activities, follows policies and procedures, meets professional expectations including accurate reflection of student progress, and actively supports school expectations for students and staff.	The teacher regularly exhibits leadership in support of school and student needs. The teacher models professional expectations including active contributions to school planning, and school programs.		