

Timeline

EVALUATION TIMELINE

Activity	Timeline	Documents
FORM DISTRIBUTION District gives unit members a copy of the evaluation procedures and criteria upon which the evaluation is to be based and the identity of their evaluator.	By October 1 st	a. Timeline b. Evaluation Planning Form c. OUSD CSTP Continuum of Practice d. Observation Form e. Post Evaluation Summary
PLANNING MEETING Establish the Standards, Elements and Goals TRADITIONAL: Sign up for first formal classroom observation. Schedule Pre and Post Observations ALTERNATIVE: Identify Activity and Project and Timeline Check FIVE YEAR PLAN	By October 15 th Temporary/Probationary Observation: 1. On or before December 1 st 2. On or before February 1 st	a. Evaluation Planning Form b. OUSD CSTP Continuum of Practice
Permanent: Preconference for Overall Unsatisfactory Performance	Two months prior to Formal Evaluation Summary	
Post Observation Conference (may be combined with second observation and post evaluation)	1. Permanent, Temporary By May 1st 2. Probationary By February 15th	Observation/Evaluation Form
Final Evaluation Conference	1. Permanent, Temporary By May 1st 2. Probationary By February 15 th	Observation/Evaluation Form (Final Summative Evaluation)
ALTERNATIVE: Prior to the end of the year, the teacher and administrator will meet to review the progress of the selected teacher activities. Both the teacher and the administrator will provide a written response. Upon satisfactory completion of the selected activities, a form indicating completion of the alternative evaluation plan and meeting District Standards will be included in the personnel file.	Permanent – By May 1st	a. Written Response b. Completion of the Alternative Evaluation plan Form

Revised: May 21, 2019

Evaluatees Written Response to Evaluation	Written response within ten (10) working days	
If an overall rating of Unsatisfactory in three of the six standards is marked; Refer to PAR	TBD	PAR Contract Language? TBD

Standards

California Standards for the Teaching Profession (CSTP)

<u>STANDARD 1: ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING</u>	<u>STANDARD 2: CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING</u>
<ul style="list-style-type: none"> 1.1 Using knowledge of students to engage them in learning 1.2 Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests 1.3 Connecting subject matter to meaningful, real-life contexts 1.4 Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs 1.5 Promoting critical thinking through inquiry, problem solving, and reflection 1.6 Monitoring student learning and adjusting instruction while teaching 	<ul style="list-style-type: none"> 2.1 Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully 2.2 Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students 2.3 Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe 2.4 Creating a rigorous learning environment with high expectations and appropriate support for all students 2.5 Developing, communicating, and maintaining high standards for individual and group behavior 2.6 Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn 2.7 Using instructional time to optimize learning
<u>STANDARD 3: UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING</u>	<u>STANDARD 4: PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS</u>
<ul style="list-style-type: none"> 3.1 Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks 3.2 Applying knowledge of student development and proficiencies to ensure student understanding of subject matter 3.3 Organizing curriculum to facilitate student understanding of the subject matter 3.4 Utilizing instructional strategies that are appropriate to the subject matter 3.5 Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students 3.6 Addressing the needs of English learners and students with special needs to provide equitable access to the content 	<ul style="list-style-type: none"> 4.1 Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction 4.2 Establishing and articulating goals for student learning 4.3 Developing and sequencing long-term and short-term instructional plans to support student learning 4.4 Planning instruction that incorporates appropriate strategies to meet the learning needs of all students 4.5 Adapting instructional plans and curricular materials to meet the assessed learning needs of all students
<u>STANDARD 5: ASSESSING STUDENTS FOR LEARNING</u>	<u>STANDARD 6: DEVELOPING AS A PROFESSIONAL EDUCATOR</u>
<ul style="list-style-type: none"> 5.1 Applying knowledge of the purposes, characteristics, and uses of different types of assessments 5.2 Collecting and analyzing assessment data from a variety of sources to inform instruction 5.3 Reviewing data, both individually and with colleagues, to monitor student learning 5.4 Using assessment data to establish learning goals and to plan, differentiate, and modify instruction 5.5 Involving all students in self-assessment, goal setting, and monitoring progress 5.6 Using available technologies to assist in assessment, analysis, and communication of student learning 5.7 Using assessment information to share timely and comprehensible feedback with students and their families 	<ul style="list-style-type: none"> 6.1 Reflecting on teaching practice in support of student learning 6.2 Establishing professional goals and engaging in continuous and purposeful professional growth and development 6.3 Collaborating with colleagues and the broader professional community to support teacher and student learning 6.4 Working with families to support student learning 6.5 Engaging local communities in support of the instructional program 6.6 Managing professional responsibilities to maintain motivation and commitment to all students 6.7 Demonstrating professional responsibility, integrity, and ethical conduct

Orland Unified School District

California Standards for the Teaching Profession (CTSP)

A growing body of research confirms that the quality of teaching is what matters most for students' development and learning in schools. Teaching is a professional endeavor, one in which effective practice is driven by an understanding of knowledge in the field and a commitment to all students and their families. Excellent teaching requires knowledge, skills, artistry, passion, and commitment. Effective teachers integrate the following: (1) ethical concern for children and society; (2) extensive subject matter competence; (3) thoughtfully selected pedagogical practices; and (4) a depth of knowledge about their students, including knowledge of child and adolescent development and learning; an understanding of their individual strengths, interests, and needs; and knowledge about their families and communities. Effective teaching requires careful crafting of learning communities built on trust and respect, as well as routines, expectations, resources, and strategies that support diverse students' intellectual engagement in learning. Effective teaching happens through thoughtful planning focused on defined outcomes for student learning and leveraging of teachable moments.

Effective teaching is revealed in the ways in which teachers respond to the strengths and needs of individual students while engaging and supporting all students in their learning. Effective teaching is a form of inquiry wherein teachers use evidence and analysis of students' strengths and struggles, and their own performance, to guide their practice in support of student learning. Effective teaching relies on engagement within a professional community. Moreover, effective teaching requires the ability to successfully integrate elements of the professional knowledge base in the service of learning, growth, and development of diverse students across varying contexts. Finally, effective teachers share a common set of professional and ethical obligations that includes a profound and fundamental commitment to the growth and success of the individual students within their care as well as to the strengthening and continual revitalization of our democratic society.

The California Standards for the Teaching Profession (CSTP) are intended to provide a common language and a vision of the scope and complexity of the profession by which all teachers can define and develop their practice. The standards seek to serve and support professional educators in fulfilling their professional roles and responsibilities from pre-service teacher to experienced practitioner. The standards are not set forth as regulations to control the specific actions of teachers, but rather to guide teachers as they develop, refine, and extend their practice. The CSTP have been used for a variety of purposes, including the following:

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

The California Standards for the Teaching Profession (CSTP)	
Standard 1: Engaging and Supporting All Students in Learning	Standard 2: Creating and Maintaining Effective Environments for Student Learning
Standard 3: Understanding and Organizing Subject Matter for Student Learning	Standard 4: Planning Instruction and Designing Learning Experiences for all Students
Standard 5: Assessing Students for Learning	Standard 6: Developing as a Professional Educator

Glossary of Terms

The Continuum provides a common language of standards-based practice in a community of learners.

Structure

Continuum: a document describing different levels of practice or knowledge along various stages of development.

Descriptor: an individual cell, or “box,” corresponds to the developmental levels in the Continuum of Teaching Practice.

Standard: one of six areas of teaching practice that comprise the CA Standards for the Teaching Profession (CSTP).

Element: a sub-area or sub-domain of teaching practice within any of the six CSTP standards.

Level: Each level describes teaching in terms of pedagogy, instructional practices, content knowledge, learning environment, collaboration and leadership.

Concepts

Diversity: refers to culture, ethnicity, language, race, religion, gender, sexual orientation, socioeconomic background, learning abilities, and learning styles.

Equity: means ensuring learning for all students.

Pre-Assessment: Used to describe assessments that are part of ongoing instruction, as each significant new instructional concept is introduced. Pre-assessments inform teachers of a wide range of students’ knowledge and abilities in order to guide instruction.

Entry level assessment: Generally used to describe an initial assessment of competencies when a student first begins a class or course of study.

Context: Real life contexts include students’ unique family and community settings as a “mirror” reflecting the familiar world; and the broader societal, cultural and global settings as a “window” looking into the larger world (E. Style, 1996).

Culturally Responsive Teaching: Geneva Gay (2000) defines culturally responsive teaching as using the cultural knowledge, prior experiences, and performance styles of diverse students to make learning more appropriate and effective for them; it teaches to and through the strengths of these students.

Academic Language: Academic language is the language (oral and written) needed by students to understand and communicate in the academic disciplines. Academic language includes such things as specialized vocabulary, conventional text structures within a field (e.g., whole sentences, narratives, essays, lab reports) and other language-related activities typical of classrooms, (e.g., participating in a discussion, presenting an argument, comparing and contrasting, asking for clarification). (revised from PACT, 2010).

1.1 Using knowledge of students to engage them in learning

Unsatisfactory	Needs Improvement	Meets District Standards	Exemplary
Limited connections have been made between teacher and students. Does not consider student's learning styles, behavior, family, or community in order to differentiate instruction and build trust.	Acceptable connections have been made between teacher and students. Makes some effort to understand student's learning styles and behavior.	Makes substantial connections between teacher and students. Teacher understands student's learning styles, behavior, family, or community and differentiates instruction.	An atmosphere of trust has been established between teacher and students. Teacher understands each student's learning style, behavior, family, or community and differentiates instruction based on individual needs.

As teachers develop, they may ask, "How do I..." or "Why do I..."	General Practices
<ul style="list-style-type: none"> • <i>know my students as people and as learners?</i> • <i>understand reasons for behavior?</i> • <i>recognize atypical behavior in students?</i> • <i>build trust with students and foster relationships so that students can thrive academically?</i> • <i>adapt my teaching to reflect knowledge of my students?</i> • <i>differentiate instruction based on what I know about my students' strengths, interests, and needs?</i> • <i>get to know parents and connect with the community where I teach?</i> 	<ul style="list-style-type: none"> • Students answer questions freely whether right or wrong • Seating reflects pairings of high and low EL models • Teacher has information on Reading, Math, CELDT, Counseling, SpEd, available to help guide questioning levels and student needs • Teacher recognizes and addresses abnormal behaviors in individual students • Teacher demonstrates knowledge of students beyond an academic level, (knows likes, dislikes, friends, etc.) • Teacher has rapport with the students

1.2 Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests

Unsatisfactory	Needs Improvement	Meets District Standards	Exemplary
Makes limited connections between the learning goals and the student's prior knowledge, life experiences, and interests. Does not encourage student questions or comments during lessons.	Makes acceptable connections between the learning goals and the student's prior knowledge, life experiences, and interests. Elicits some questions during lessons to monitor their understanding.	Makes substantial connections between the learning goals and the student's prior knowledge, life experiences, and interests. Elicits and uses student questions and comments during lessons to extend their learning.	Employs strategies that allow all students to connect and apply their prior knowledge, life experiences, and interests to new learning and the achievement of learning goals.

As teachers develop, they may ask, "How do I..." or "Why do I..."	General Practices
<ul style="list-style-type: none"> • <i>help students see the connections between what they already know and the new material?</i> • <i>connect classroom learning to students' life experiences and cultural backgrounds?</i> • <i>support all students to use first and second language skills to achieve learning goals?</i> • <i>open a lesson or unit to capture student attention and interest?</i> • <i>build on students' comments and questions during a lesson to extend their understanding?</i> 	<ul style="list-style-type: none"> •GLAD–Brainstorming •KWL Charts •Differentiating instruction based on interest or need •Activating prior knowledge–Academic •Building background knowledge •Anchor Charts

1.3 Connecting subject matter to meaningful, real-life contexts*

(*see glossary)

Unsatisfactory	Needs Improvement	Meets District Standards	Exemplary
No connections are made between the subject matter and purpose for learning, or real- life contexts. No feedback is elicited from students about relevance in their lives. The learning directed by the teacher.	Limited connections are made between the subject matter and purpose for learning, or real- life contexts. Little feedback is elicited from students about relevance in their lives. The learning experience is directed by the teacher with limited student participation.	Substantial connections are made between the subject matter and purpose for learning, or real- life contexts. Feedback is elicited from students about relevance in their lives. The learning experience is directed by the teacher with student participation.	Substantial connections are made between the subject matter and purpose for learning, or real--life contexts. Feedback is elicited from students about relevance in their lives. The learning experience is directed by the individual needs of the students.

As teachers develop, they may ask, “How do I...” or “Why do I...”	General Practices
<ul style="list-style-type: none"> • <i>establish a connection between subject matter and purpose for learning?</i> • <i>make connections between the subject matter and real-life contexts?</i> • <i>seek feedback from students regarding relevance of subject matter to their lives?</i> • <i>engage all students in a variety of learning experiences that accommodate the different ways they learn?</i> • <i>provide opportunities for all students to acquire and practice skills in meaningful contexts?</i> 	<ul style="list-style-type: none"> • Activating prior knowledge–Real world • Students are pair sharing or discussing real world applications • Teacher provides individual or group problem solving activities for real world applications • Students are creating, viewing, & or giving • Presentations that make real life connections

1.4 Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs

Unsatisfactory	Needs Improvement	Meets District Standards	Exemplary
Uses limited instructional strategies that lack variety, are poorly implemented, or are inappropriate to students or to the instructional goals. Few adjustments are made to respond to student's needs.	Uses a selection of instructional strategies that are largely appropriate to the instructional goals, but they may lack variety or may not be responsive to student's needs.	Uses a variety of instructional strategies and technologies that are appropriate to the instructional goals. The teacher carries these out thoughtfully making some adjustments to respond to student's needs.	Makes skillful use of a wide repertoire of instructional strategies and technologies to engage all students in learning. The teacher makes adjustments to learning while teaching to respond to student's individual needs.

As teachers develop, they may ask, "How do I..." or "Why do I..."	General Practices
<ul style="list-style-type: none"> • <i>select and utilize a range of instructional approaches to engage students in learning?</i> • <i>use a variety of strategies to introduce, explain, and restate subject matter concepts and processes so all students understand?</i> • <i>help all students learn, practice, internalize, and apply subject-specific learning strategies and procedures?</i> • <i>use differentiated instruction to meet the assessed learning needs of students and increase active participation in learning?</i> • <i>adapt materials and resources, make accommodations, and use appropriate assistive equipment and other technologies to support students' diverse learning needs?</i> • <i>utilize multiple types of technology to facilitate learning?</i> • <i>examine and use resources that minimize bias?</i> 	<ul style="list-style-type: none"> • Cooperative learning strategies or activities such as jigsaw, Kagan strategies & others • Inquiry/Questioning based instructional strategies • Graphic organizers • Carousel walks • Direct instruction, in small chunks of knowledge or steps • Students using technology: (computers, iPads, chromebooks) to further their understanding or make presentations, etc. • Teacher teaches students how to study, use mnemonic devices, and engage effectively in study groups. • Teacher restates directions or concepts in multiple ways • Use white boards • Implement pair shares and peer review • Gradual release of responsibility, close reading & or annotation within your lessons

1.5 Promoting critical thinking through inquiry, problem solving, and reflection			
Unsatisfactory	Needs Improvement	Meets District Standards	Exemplary
Provides no opportunities for students to engage in problem solving, analysis, inquiry or reflection within or across subject matter and developmental discipline areas.	Provides limited opportunities for students to engage in problem solving, analysis, inquiry or reflection within or across subject matter and developmental discipline areas. Minimal support is given to develop necessary skills.	Provides many opportunities and supports for students to engage in problem solving, analysis, inquiry or reflection within or across subject matter and developmental discipline areas.	Provides opportunities that extend student's thinking, engages and supports the students. The students engage in innovative problem posing, solving, analysis, inquiry or reflection. Students work within or across subject matter and developmental discipline areas.

As teachers develop, they may ask, "How do I..." or "Why do I..."	General Practices
<ul style="list-style-type: none"> • encourage students to use multiple approaches and solutions to solve problems? • encourage students to ask critical questions and consider diverse perspectives about subject matter? • provide opportunities for students to think about, discuss, and evaluate content? • ask questions to facilitate discussion, clarify, and extend students' thinking? • support students to think and communicate with clarity and precision? • help students apply previous learning to new situations? • encourage students to create, imagine, and innovate? • help students to develop and use strategies and technologies for accessing knowledge and information? 	<ul style="list-style-type: none"> • Close reading • Using multiple methods to solve one problem • Inquiry based learning-Open ended questions & responses • Pair sharing of content and processes • Higher order questioning (Teacher and Students) • Creative projects using a process or concept that is standards based • Using technology to access information to access information, evidence, etc. • Reverse the process, here is the answer what is the question

1.6 Monitoring student learning and adjusting instruction while teaching			
Unsatisfactory	Needs Improvement	Meets District Standards	Exemplary
Directs student learning, but does not usually check for understanding, recognize the needs of students, nor adjust pacing.	Directs student learning and periodically checks for understanding, recognizes needs of students, nor adjusts pacing.	Directs student learning and regularly checks for understanding, addresses the needs of students, and adjusts pacing.	Directs student learning, and checks for understanding after each phase of the lesson. Individual needs of students are addressed, and pacing is adjusted or modified for individuals during the lesson. Pacing is based on the students need for re-teaching, continuity, or achieved mastery of concepts.

As teachers develop, they may ask, “How do I...” or “Why do I...”	General Practices
<ul style="list-style-type: none"> • <i>systematically check for student understanding and revise plans accordingly?</i> • <i>incorporate a variety of strategies in a lesson to check for student understanding?</i> • <i>monitor the learning of students with limited English proficiency or of students with special needs?</i> • <i>adjust the lesson plan to accelerate instruction when I determine that the pace of the lesson is too slow?</i> • <i>make "on the spot" changes in my lesson based on students' interests and questions?</i> • <i>provide additional support and opportunities for students to learn when some students have mastered the lesson objective(s) and others have not?</i> • <i>adjust my lesson when I don't have enough time to complete everything I planned to do?</i> 	<ul style="list-style-type: none"> • Teacher checking for understanding (roaming and listening, whiteboards, questioning, homework checking, exit tickets, etc.) • Teachers reteaching a concept or steps in a process • Lessons continue, are stopped, or adjusted, based on student needs for reteaching. • Opportunities for reteaching or enrichment are provided for students • Students who grasp concepts are allowed to move at their own pace when ready • Compression of lessons occurs when students understand concepts

2.1 Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully

Unsatisfactory	Needs Improvement	Meets District Standards	Exemplary
The classroom climate is characterized by unfairness, inequity, or disrespect toward individuals, cultures, gender, learning differences, family culture, and sexual orientation. Conflicts may be resolved by the teacher in an inconsistent or unfair manner.	A climate of fairness, caring, and respect is established by the teacher for most students, but few take risks in conflict-resolution and student-to-student communication. For the most part the pattern of teacher response to inappropriate behavior is fair and equitable.	A climate of fairness, equity, and respect toward individuals, cultures, gender, learning differences, family culture, and sexual orientation is maintained by the teacher. Students engage in problem – solving, conflict-resolution, and communication using empathy and understanding. The pattern of teacher response to inappropriate behavior is fair and equitable.	Teacher collaborates with students to ensure that a climate of fairness, equity, and respect toward individuals, cultures, gender, learning differences, family culture, and sexual orientation is maintained. Students take a leadership role in the classroom climate utilizing conflict-resolution, empathy, and understanding. The pattern of teacher response to inappropriate behavior is fair and equitable.

As teachers develop, they may ask, “How do I...” or “Why do I...”	General Practices
<ul style="list-style-type: none"> • <i>model and promote fairness, equity, and respect in a classroom atmosphere that values all individuals and cultures?</i> • <i>help all students accept and respect diversity in terms of cultural, religious, linguistic, and economic backgrounds; learning differences and ability; gender and gender identity; family structure and sexual orientation; and other aspects of humankind?</i> • <i>engage students in shared problem-solving and conflict resolution?</i> • <i>provide learning opportunities that encourage student-to-student communication with empathy and understanding?</i> • <i>develop students' leadership skills and provide opportunities to apply them?</i> • <i>create a classroom culture where students feel a sense of responsibility to and for one another?</i> • <i>help students to appreciate their own identities and to view themselves as valued contributors to society?</i> • <i>develop activities that support positive interactions among students and that help students get to know each other?</i> 	<ul style="list-style-type: none"> • Student personal experiences, knowledge, and diverse background is shared and respected in discussions • Student posters or brainstorming may be present on topics of equity, safety, responsibility, etc. • Process vs. product groups and discussions witnessed and teacher can articulate the purpose of the group as (social dynamics norm setting, classroom climate building exercise, appropriate question and answer practice, etc.) • Teacher responses to students' actions are fair, equitable, and respectful • Direct teaching and modeling of appropriate social skills • Use of cooperative activities • Teacher recognizes students' success through effort & perseverance often

2.2 Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students

Unsatisfactory	Needs Improvement	Meets District Standards	Exemplary
The physical or virtual environment does little to support student learning. Materials are difficult to access, and displays do not enhance the learning or make it accessible.	The physical environment is arranged for safety and accessibility. It does little to facilitate individual student engagement and learning.	The arrangement of the environment ensures safety and accessibility. Most students work well individually or together as they participate in learning activities.	The arrangement of the environment ensures safety and accessibility and facilitates constructive interaction and purposeful engagement for all students in learning activities.

As teachers develop, they may ask, “How do I...” or “Why do I...”	General Practices
<ul style="list-style-type: none"> • <i>arrange and adapt classroom seating to accommodate individual and group learning needs?</i> • <i>establish a stimulating, curriculum-rich learning environment that supports content learning and academic vocabulary development?</i> • <i>ensure that students develop an appreciation of diversity?</i> • <i>provide students access to resources, technologies, and comfortable workspaces?</i> • <i>create an environment that promotes optimal learning for each student?</i> • <i>construct an equitable learning environment for all students?</i> 	<ul style="list-style-type: none"> • Teacher seating chart reflects students’ diverse needs for disabilities, language, learning modalities, and/or personal preferences • Wall displays, hands-on materials, books, and centers are designed to be accessible and useful for learning curriculum • Students have access to technology as needed for assignments, research, presentations, and virtual learning experiences • Academic and content vocabulary, curriculum posters, anchor charts, concept graphic organizers are posted or present

2.3 Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe

Unsatisfactory	Needs Improvement	Meets District Standards	Exemplary
<p>The classroom environment is not supported in a way that will facilitate interaction between students. There are one or more safety hazards.</p> <p>Encouragement, support, or recognition is not given for achievements or contributions of students. Students do not take risks in learning.</p>	<p>The classroom environment is arranged in a way that will facilitate interaction between students. Little encouragement, support, or recognition is given for achievements or contributions of students. Students seldom take risks in learning. Physical environment is cluttered or disorganized.</p>	<p>The classroom environment is arranged in a way that will facilitate interaction between students. Encouragement, support, or recognition is consistently given for achievements or contributions of students. Students take risks in learning. Physical environment is organized and uncluttered.</p>	<p>The classroom environment is organized in a way that encourages students to work independently, collaboratively and maintain a classroom community in which they respect each other's differences. Students assume leadership, and are responsible for themselves and their peers. Students regularly extend and take risks in their learning.</p>

As teachers develop, they may ask, "How do I..." or "Why do I..."	General Practices
<ul style="list-style-type: none"> • <i>arrange the learning environment to facilitate positive and productive classroom interactions?</i> • <i>encourage, support, and recognize the achievements and contributions of all students?</i> • <i>encourage students to take risks and to express thoughtful and respectful opinions related to the topic or subject of discussion?</i> • <i>foster the development of each student's self-esteem?</i> • <i>create a safe, accessible learning environment for all students?</i> 	<ul style="list-style-type: none"> • Room is arranged for a variety of learning styles • Students are given time to extend their learning • Room is set up so there is space for all strands of development such as fine motor, gross motor, cognitive, linguistic, social, etc. • Materials are accessible • Classroom is organized for learning • Redirection is respectful • Students ask questions and express opinions with adult support • Student to student interaction is respectful

2.4 Creating a rigorous learning environment with high expectations and appropriate support for all students

Unsatisfactory	Needs Improvement	Meets District Standards	Exemplary
The classroom is not productive and students' expectations for assignment quality are low. Students do not examine and evaluate their work quality. Lesson content is similar for all students.	The classroom is usually productive and students' expectations for assignment quality have been made clear. Students do not examine and evaluate their work quality. Lesson content is similar for all students.	The classroom is productive and students' expectations for assignment quality are high. Students examine and evaluate their work quality. Lesson content is similar for all students.	The classroom is productive and students' expectations for assignment quality are high. Students examine and evaluate their work quality. Lesson content is adjusted to ensure access to challenging and diverse academic content for all students.

As teachers develop, they may ask, "How do I..." or "Why do I..."	General Practices
<ul style="list-style-type: none"> • <i>establish a productive, achievement-oriented climate in my classroom?</i> • <i>set high expectations for all of my students?</i> • <i>motivate all students to initiate their own learning and strive for challenging learning goals?</i> • <i>provide all students opportunities to examine and evaluate their own work and to learn from the work of their peers?</i> • <i>ensure access to challenging and diverse academic content for all students?</i> 	<ul style="list-style-type: none"> • Rubrics are reviewed and used by teacher and students • Students set goals for long and short-term achievement • Students and teachers meet to review, discuss, and set new goals for current assignments • Learning choices are made available to students for key projects or assignments • Technology is used in a manner that enhances learning • Students use technology to showcase their understanding of curriculum • Students engage in peer discussions to improve quality of work • Teacher checks in with students to gauge time, materials, technology, and content needs • All students have equal access to grade level standards

2.5 Developing, communicating, and maintaining high standards for individual and group behavior			
Unsatisfactory	Needs Improvement	Meets District Standards	Exemplary
Standards for behavior have not been effectively communicated. Standards might be established, but not enforced consistently.	Standards for behavior have been established by the teacher. The teacher's response to student behavior is generally appropriate.	Standards for behavior are established, are clear to all students, and are maintained by the teacher. The teacher's response to student behavior is appropriate.	The teacher and students develop standards for behavior collaboratively. Both students and teachers are responsible for helping each other maintain standards

As teachers develop, they may ask, "How do I..." or "Why do I..."	General Practices
<ul style="list-style-type: none"> • <i>facilitate student participation in classroom decision-making?</i> • <i>foster and support appropriate student behavior?</i> • <i>collaborate with students, families, and communities to establish, maintain, and communicate standards for student behavior?</i> • <i>understand the underlying causes of student behavior, including developmental and individual needs, and utilize that knowledge in support of positive classroom conduct?</i> • <i>work proactively to prevent and respond quickly to minimize behavioral issues?</i> • <i>understand and respond to inappropriate behaviors in an efficient, fair, and equitable way?</i> • <i>help all students learn to take responsibility for their own behavior and actions?</i> 	<ul style="list-style-type: none"> • Expectations for behavior are posted in the classroom, verbalized & or modeled • Students have collaboration on behavioral expectations (as evidenced by brainstorming posters or articulated by students) • A visible means to track positive and negative behaviors are present and being used. (individual, group, or whole class systems) • Teacher responds to inappropriate behavior in an efficient, fair, and least disruptive manner • Teacher has provided written rules and procedures for students, families, and administration • Teacher regularly communicates with students and parents about behavioral needs • Student behavior contracts are in place as needed

2.6 Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn

Unsatisfactory	Needs Improvement	Meets District Standards	Exemplary
Classroom procedures and routines have not been established or are not routinely enforced. Schedules and timelines are not posted.	Procedures and routines have been established and work moderately well. Schedules and timelines are posted.	Procedures and routines work smoothly and support student learning. Schedules and timelines are posted.	Teacher and students ensure that classroom procedures and routines operate seamlessly. Teachers are responsive to student needs. Schedules and timelines are posted.

As teachers develop, they may ask, “How do I...” or “Why do I...”	General Practices
<ul style="list-style-type: none"> • <i>involve all students in the development of classroom procedures and routines?</i> • <i>help students transition smoothly and efficiently from one instructional activity to the next?</i> • <i>apply knowledge of students’ physical, social, cognitive, and emotional development to ensure that adequate time and support are provided for students to complete learning activities?</i> • <i>develop daily schedules, timelines, classroom routines, and norms that maximize learning?</i> • <i>connect district, site, and classroom procedures to promote a climate of fairness and respect for all students?</i> • <i>adapt routines, procedures, and norms to ensure the success of students with special needs?</i> 	<ul style="list-style-type: none"> • Timelines, schedules, and agenda are posted • Transitions are smooth, timely, and age appropriate • Beginning and end of day routines are in place as evidenced by student responses and behaviors • Norms, routines, and procedures, are in place throughout the day as evidenced by student and teacher responses and behaviors • Teacher and students can articulate the rules, procedures, and expectations that are occurring • Students help to enforce the rules and procedures with their peers • Teacher checks on students with special needs to adjust or modify procedures as needed • Teacher uses signals to gain student attention

2.7 Using instructional time to optimize learning

Unsatisfactory	Needs Improvement	Meets District Standards	Exemplary
Teacher's pacing reflects too much or too little time for direct instruction, learning activities, and classroom business. Transitions are not smooth.	Teacher's pacing allows for presentation and completion of learning activities. Some transitions run smoothly.	Teacher paces instruction to include ongoing review and closure of lessons to connect them to future lessons. Direct instruction is effectively delivered. Transitions are efficient.	Teacher facilitates and adjusts instruction so all students are engaged in learning, reflection and self-assessment. Teacher supports students in self-monitoring time on task.

As teachers develop, they may ask, "How do I..." or "Why do I..."	General Practices
<ul style="list-style-type: none"> • <i>organize instruction to optimize learning time?</i> • <i>pace instruction to accomplish learning goals?</i> • <i>re-direct students' off-task behavior to make the most of instructional time?</i> • <i>adjust instructional time so that all students remain engaged and challenged?</i> • <i>structure time for both independent and collaborative learning opportunities?</i> • <i>balance instructional, preparation, administrative, and managerial time?</i> 	<ul style="list-style-type: none"> • Instruction is paced in a way that learning goals can be reached • Instruction is organized to allow time for direct instruction, gradual release of responsibility, independent work, re-teaching, pair share, group work, or reflection (whether this be in one lesson or multiple lessons) • Redirection of off-task behavior minimally impacts instruction • Instructional component time is monitored or adjusted to maintain engagement in learning, • Teacher balances preparation, instruction and management to have the least impact on student engagement opportunities • Closes the lesson to reinforce today's learning & connect to overall objectives

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

3.1 Demonstrating knowledge of subject matter* academic content standards			
Unsatisfactory	Needs Improvement	Meets District Standards	Exemplary
Teacher presents material in a way that demonstrates limited knowledge of subject matter, academic content standards, developmental continuum and curriculum frameworks. Most material is not grade or subject appropriate.	Teacher presents material in a way that shows beginning knowledge of subject matter, academic content standards, developmental continuum and curriculum frameworks. Materials are mostly grade or subject appropriate.	Teacher presents material in a way that shows substantial knowledge of subject matter, academic content standards, developmental continuum and curriculum frameworks. Teachers address the students at grade level.	Teacher demonstrates superior knowledge of subject matter, academic content standards, developmental continuum and curriculum frameworks. Teacher lessons are at grade level, innovative examples, explanations, activities, and adjustments to curriculum are used.

As teachers develop, they may ask, “How do I...” or “Why do I...”	General Practices
<ul style="list-style-type: none"> • ensure that my subject matter knowledge is sufficient to support student learning? • continue to keep my subject matter knowledge current? • identify, understand, and teach the key concepts and underlying themes and relationships in the academic content standards and state curriculum frameworks? • integrate key concepts, themes, relationships, and connections across subject matter areas? • ensure that my knowledge of the subject matter incorporates different perspectives, appropriate to the discipline? • maintain and utilize current understanding of relevant content standards and framework 	<ul style="list-style-type: none"> • Teacher is using common core state standards • Teacher's lesson plans show knowledge of grade level standards and key concepts • Teacher has knowledge of district adopted curriculum materials and supplemental sources • Content is based on grade level standards

3.2 Applying knowledge of student development and proficiencies to ensure student understanding of subject matter

Unsatisfactory	Needs Improvement	Meets District Standards	Exemplary
Teacher demonstrates limited knowledge of students' understanding of subject matter and their cognitive and linguistic abilities, social, emotional, or physical development.	Teacher demonstrates beginning knowledge of students' understanding of subject matter and their cognitive and linguistic abilities, social, emotional, or physical development.	Teacher demonstrates substantial knowledge of students' understanding of subject matter and their cognitive and linguistic abilities, social, emotional, or physical development.	Teacher demonstrates superior knowledge of students' understanding of subject matter and their cognitive and linguistic abilities, social, emotional, or physical development.

As teachers develop, they may ask, "How do I..." or "Why do I..."	General Practices
<ul style="list-style-type: none"> • <i>apply my knowledge of human development and learning theory to the unique students that I teach?</i> • <i>acquire understanding of my students' individual cognitive, social, emotional and physical development?</i> • <i>connect content being taught to students' prior knowledge and experiences?</i> • <i>build understanding of my English learners' levels of language acquisition in order to know how to best support their learning?</i> • <i>build understanding of my students with special needs in order to know how and when to differentiate instruction?</i> 	<ul style="list-style-type: none"> • Teacher uses CELDT levels to help prepare lessons • CELDT levels are used to help guide student questioning • Teacher gives a diagnostic survey to help assess student learning preferences • Students use accommodations for special populations • Teacher structures lessons in a way that shows knowledge of learning theories (HOQ,, EDI, TPR, SDAIE, GRR, TAPPLE, RTI, etc.) • Data from Pre-, ongoing, and summative assessments are used to for plan individual student and group formation • Teacher elicits student response that shows mastery of content

3.3 Organizing curriculum to facilitate student understanding of the subject matter

Unsatisfactory	Needs Improvement	Meets District Standards	Exemplary
The curriculum is poorly organized and rarely demonstrates appropriate concepts, themes, and skills: without valuing different perspectives or supporting students' understanding of core concepts.	The curriculum is loosely organized and inconsistently demonstrates appropriate concepts, themes, and skills. Curriculum rarely touches on different perspectives or supports students' understanding of core concepts.	The curriculum is organized and sequenced, it demonstrates appropriate concepts, themes, and skills. Curriculum reveals and values different perspectives and there is a strong support for students' understanding of core concepts.	The curriculum is organized and sequenced. It demonstrates appropriate concepts, themes, and skills and the relationships between them. Curriculum reveals a broad range of perspectives and is organized to ensure support for all students' understanding of core concepts

As teachers develop, they may ask, "How do I..." or "Why do I..."	General Practices
<ul style="list-style-type: none"> • <i>use my knowledge of student readiness to learn to organize, sequence, and enhance the curriculum?</i> • <i>apply my knowledge of the subject matter to organize curriculum, plan lessons and units, and select instructional strategies that demonstrate key concepts and their interrelationships?</i> • <i>organize subject matter to reveal and value different cultural perspectives?</i> • <i>incorporate subject or grade level expectations and curriculum frameworks in organizing subject matter?</i> • <i>utilize standards-aligned and/or adopted curriculum in ways that support student learning?</i> 	<ul style="list-style-type: none"> • Teacher has long (yearly, trimester, semester) and short (weekly, daily, unit) range lesson plans • Lesson plans show integration of standards across subject matter areas and integrated technology as necessary • Lesson plans incorporate different perspectives or techniques for learning a standard • Plans show different cultural perspectives

3.4 Utilizing instructional strategies that are appropriate to the subject matter

Unsatisfactory	Needs Improvement	Meets District Standards	Exemplary
Instructional strategies are not matched to subject matter content or concepts, and do not encourage students to think critically or extend their knowledge.	The teacher uses few instructional strategies to make the subject matter content accessible to students, and encourage some students to think critically or to extend their knowledge base.	The teacher consistently uses appropriate instructional strategies to make the subject matter content accessible to students, and encourage some students to think critically or to extend their knowledge base.	The teacher uses a repertoire of appropriate instructional strategies to make the subject matter content accessible to all students and Teacher encourages students to think critically and deepen their knowledge and enthusiasm for the instructional content.

As teachers develop, they may ask, "How do I..." or "Why do I..."	General Practices
<ul style="list-style-type: none"> • <i>develop and use a repertoire of instructional strategies appropriate to the subject matter?</i> • <i>build on students' life experiences, prior knowledge, and interests to make subject matter relevant and meaningful to students?</i> • <i>use effective instructional strategies and approaches to illustrate a concept and its connections within and across subject areas?</i> • <i>challenge all students to think critically in the subject area?</i> • <i>help all students develop enthusiasm for and a deep knowledge of the subject matter?</i> • <i>use strategies that make the depth and complexity of subject matter understandable to all students?</i> 	<ul style="list-style-type: none"> • Higher order questioning (Bloom's Taxonomy) • Carousel Walks, KWL charts, Educational Games • Think-out-louds • Text highlighting/Taking notes • Provide/create posters with problems solving steps • Monitor students frequently (circulate and check for understanding) • Reinforce memorization with songs, mnemonic devices, study skill training • Provide materials, task, and learning opportunities at varied levels • Use Graphic organizers • Use multi-sensory techniques to present and learn information • Provide opportunities for student to respond in various ways (written, oral, non-verbal cues, partner share, etc.) • Teacher guided/student-led exploration and problem solving • Give the student a master set of notes to improve note-taking skills • Review and practice previously taught material frequently • Provide movement opportunities for kinesthetic learners • Deliver instruction in short session with a snappy pace • Make eye contact before giving instructions • Write, say, and/or provide instructions for students • Teach expectations by (explaining, modeling, demonstrating, role-playing, and practicing tasks) • Provide task cards, timers, etc. to keep kids on track • Adjust and extend time as needed • Provide cooperative experiences • Provide direct, systematic instruction • Use technology/computers to enhance learning and access content in multiple ways • Use light humor, singing, dancing, to enhance instructional moments • Close reading & annotation

3.5 Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students

Unsatisfactory	Needs Improvement	Meets District Standards	Exemplary
Instructional materials, resources, and available technologies are either not used or used inappropriately.	Instructional materials, resources, and available technologies are minimally used to convey key subject matter concepts. Materials may reflect diverse perspectives.	Instructional materials, resources, and available technologies support the curriculum and key subject matter concepts. Materials reflect diverse perspectives.	A range of instructional materials, and resources are used. Technology is integrated into the curriculum to enhance subject matter and students' understanding. Technology and materials are used by students to further extend learning.

As teachers develop, they may ask, "How do I..." or "Why do I..."	General Practices
<ul style="list-style-type: none"> • <i>know the full range of materials, resources, and technologies provided by the school or district?</i> • <i>select materials, resources, and technologies to support differentiated student learning of the subject matter?</i> • <i>select and use learning materials and resources that reflect the diversity in my classroom?</i> • <i>use technologies to convey key concepts in the subject matter?</i> • <i>learn about and access new instructional resources to support student learning?</i> 	<ul style="list-style-type: none"> • Teacher is using district adopted curriculum materials to teach standards • Teacher is using district technology as a supplementary option for teaching standards and processes such as videos, powerpoints, keynotes, kahoot, etc. • Teacher is using supplemental materials to assist with understanding of key concepts • Teacher is collaborating with support staff to ensure students' understanding of concepts is achieved • Teacher is team teaching with a grade level colleague to ensure students' understanding

3.6 Addressing the needs of English Learners and students with special needs* to provide equitable access to the content

Unsatisfactory	Needs Improvement	Meets District Standards	Exemplary
Teacher does not reference ELD standards, CELDT levels, IEP's, GATE, or other special needs requirements to ensure students have equitable access to the curriculum content.	Teacher shows some references to ELD standards, CELDT levels, IEP's, GATE, or other special needs requirements to ensure students have equitable access to the curriculum content.	Teacher shows references to ELD standards, CELDT levels, IEP's, GATE, or other special needs requirements when planning and carrying out lessons to ensure students have equitable access to the curriculum content.	Teacher shows child specific references references to ELD standards, CELDT levels, IEP's, GATE, or other special needs requirements when planning and carrying out lessons. This ensures all students have equitable access to the curriculum content.

As teachers develop, they may ask, "How do I..." or "Why do I..."	General Practices
<ul style="list-style-type: none"> • <i>address the English Language Development (ELD) standards as they relate to my English learners' levels of language acquisition?</i> • <i>select materials, resources, and technologies to support subject matter instruction of my English learners and students with special needs?</i> 	<ul style="list-style-type: none"> • Teacher has specific references about differentiation in lesson plans for EL's and Special Populations • Teacher has knowledge of the ELD level of each English Learner and uses instructional strategies that support all learners • Teacher uses CELDT levels to help prepare lessons • CELDT levels are used to help guide student questioning • Teacher gives a diagnostic survey to help assess student learning preferences • Teacher structures lessons in a way that shows knowledge of learning theories (SDAIE, GLAD, TAPPLE, RTI, etc.)

4.1 Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction.

Unsatisfactory	Needs Improvement	Meets District Standards	Exemplary
Instructional plan inadequately addresses a diverse student body. There are few modifications of instructional plans for differences in learning needs.	Instructional plans are partially drawn from information about students' backgrounds, experiences, interests, and learning needs to support students' learning.	Instructional plans reflect students' backgrounds, experiences, interests, instructional and linguistic needs to support students' learning.	Instructional plans build on students' background experiences, interests, instructional and linguistic needs and diversity to extend all students' learning.

As teachers develop, they may ask, "How do I..." or "Why do I..."	General Practices
<ul style="list-style-type: none"> • <i>incorporate students' prior knowledge and experience in my curriculum and instructional planning?</i> • <i>use knowledge of my students' lives, their families, and their communities to inform my planning of curriculum and instruction?</i> • <i>use knowledge of my students' individual cognitive, social, emotional, and physical development to plan instruction and make appropriate adaptations to meet students' unique needs?</i> • <i>plan lessons and units that promote access to academic content standards for all students?</i> • <i>use knowledge of my English learners' levels of language proficiency to plan instruction that supports their subject matter learning and academic language development?</i> • <i>use knowledge of my students' diverse learning needs to plan instruction that supports their learning?</i> 	<ul style="list-style-type: none"> • Plans reflect academic, social, linguistic, and/or behavioral needs of students • Plans access prior knowledge • Plans include connecting learning with Student's cultural background • Plans include frontloading vocabulary or skills before starting the lesson

4.2 Establishing and articulating goals for student learning

Unsatisfactory	Needs Improvement	Meets District Standards	Exemplary
Instructional goals are inadequately communicated or do not consider students' language experience and school expectations. Expectations for students are low. Instructional goals are not closely matched to academic content standards and developmental continuum.	Some instructional goals consider language, experience, and school expectations. Expectations are not high for some students. Instructional goals are sometimes matched to academic content standards and developmental continuum.	Short-term and long-term instructional goals consider students' language, experience, and school expectations. Goals reflect high expectations and are appropriately challenging for students. Instructional goals are closely matched to academic content standards and developmental continuum.	Short-term and long-term instructional goals are set and revised by teacher and student and integrate students' language, experience, and school expectations. Goals reflect high expectations and are challenging for all students. Instructional goals are closely matched to academic content standards and developmental continuum.

As teachers develop, they may ask, "How do I..." or "Why do I..."	General Practices
<ul style="list-style-type: none"> • <i>build on the strengths, interests, and needs of all students to establish high expectations for learning?</i> • <i>establish long-term and short-term goals that are based on academic content standards and reflect students' strengths, interests, and needs?</i> • <i>determine learning goals that address all students' language abilities and diverse learning needs?</i> • <i>establish learning goals that address school, district, and community expectations?</i> • <i>work with students and families to establish learning goals?</i> • <i>develop goals that prepare students for successful transition to their next learning environment?</i> • <i>communicate clear, challenging, and achievable expectations for students?</i> 	<ul style="list-style-type: none"> • Teacher's plans articulate expectations and learning goals to parents, students, and/or colleagues • Teacher's plans show meeting individually with students to revise goals • Plans include learning objectives and goals that are connected to standards

4.3 Developing and sequencing long-term and short-term instructional plans to support student learning

Unsatisfactory	Needs Improvement	Meets District Standards	Exemplary
Long term and short term instructional plans are not evident. Lessons are poorly constructed and do not take into account students' needs.	Short term instructional plans are evident. Long term plans are not evident. Lessons do not take into account students' needs.	Short and long term instructional plans are evident. Lessons take into account the needs of students' linguistic, social, emotional, or physical needs.	Short and long term instructional plans are evident. Lessons take into account the needs of all students' linguistic, social, emotional, or physical needs are modified during lessons to accommodate lesson review or achieved mastery.

As teachers develop, they may ask, "How do I..." or "Why do I..."	General Practices
<ul style="list-style-type: none"> • <i>design an instructional program that considers the long-term and the short-term?</i> • <i>use assessment results for long-term and short-term planning?</i> • <i>incorporate diverse subject matter perspectives in my planning?</i> • <i>select and sequence instructional strategies appropriate to the complexity of the lesson content and to student learning needs?</i> • <i>plan an instructional program that supports students' second language learning and diverse learning needs?</i> • <i>incorporate my professional expertise and knowledge of my students into a prescribed curriculum, pace, and district assessment calendar?</i> • <i>collaborate with colleagues to make instructional decisions?</i> • <i>design instruction so that students participate in setting and achieving their individual learning goals?</i> 	<ul style="list-style-type: none"> • Teacher uses assessment results to guide planning • Teacher has a long term plan that uses data, standards, and takes in linguistic, social, emotional issues of student • Teacher has short term plans that uses data, standards, and takes in linguistic, social, emotional issues of student • Teacher takes into account the student's academic, behavioral, & attendance data to create a long term plan • Teacher uses a syllabus to show alignment with a long term instructional plan • Short term plans can include: unit plan, daily plan, & activity specific plans

4.4 Planning instruction that incorporates appropriate strategies to meet the learning needs of all students			
Unsatisfactory	Needs Improvement	Meets District Standards	Exemplary
Instructional activities are inappropriate for the students, or the instructional goals rarely engage students in meaningful learning. Activities often lack a logical sequence.	Instructional activities are partially appropriate for some students, and the instructional goals engage some students in meaningful learning. Some activities are sequenced.	Instructional activities are appropriate for most students. The instructional goals make content and concepts relevant, and engage students in meaningful learning. Linguistic and instructional needs are considered and activities are logically sequenced.	Instructional activities are differentiated to reflect individual students' interests. Instructional and linguistic needs are addressed. Engage students in synthesizing and applying new knowledge, make connections within and across subject matter areas

As teachers develop, they may ask, "How do I..." or "Why do I..."	General Practices
<ul style="list-style-type: none"> • develop unit and lesson plans that build on and extend students' understanding of subject matter? • ensure that each instructional strategy is related to learning goals? • plan instruction to allow enough time for student learning, review, and assessment? • use my knowledge of subject matter and my students to plan and appropriately pace instructional activities within a lesson and over time? • check for understanding, prepare for adjustments, remediate or accelerate instruction, and individualize when appropriate? • address the ELD standards appropriately, based on my English learners' levels of language acquisition? • address the IEP goals and objectives of my students with special needs? • select materials, resources, and technologies to support the learning needs of English learners and students with special needs? 	<ul style="list-style-type: none"> • Plans reflect multiple instructional strategies • Plans reflect strategies that will allow for a variety of student teaching formats • Plans reflect opportunities for student choice • Plans include appropriate technology to engage all students at their level

4.5 Adapting instructional plans and curricular materials to meet the assessed learning needs of all students.

Unsatisfactory	Needs Improvement	Meets District Standards	Exemplary
Instructional plans are rarely modified in spite of evidence that modifications would improve student learning.	Modifications to instructional plans address only some aspects of the lesson in order to improve student learning.	Instructional plans are modified as needed to enhance students learning based on formal and informal assessment.	Instructional plans are modified as needed, based on formal and informal assessment and students' suggestions, to ensure deeper conceptual understanding.

As teachers develop, they may ask, "How do I..." or "Why do I..."	General Practices
<ul style="list-style-type: none"> • <i>interact with my colleagues to identify typically difficult concepts or skills for students in order to re-examine and strengthen plans for future lessons?</i> • <i>proactively prepare for appropriate adjustments based on my assessment of student learning while teaching?</i> • <i>strengthen existing plans for students at identified levels of English proficiency?</i> • <i>strengthen existing plans for students with special needs?</i> • <i>reflect on my successes and struggles and apply what I have learned about effective and ineffective strategies to existing plans for future lessons?</i> • <i>reflect on my successes and struggles with the use of curriculum and apply what I have learned to existing plans for future lessons?</i> • <i>capture what I have learned during a particular lesson so that I can revisit my plans in advance of teaching the lesson again?</i> 	<ul style="list-style-type: none"> • Teacher shows changes in lesson plans and adjusts delivery of lesson based on reflection concerning order of lesson, strategies used, discussions with colleagues about possible difficulties teaching a concepts, students' special needs, EL needs, etc. • Teacher makes notes on plans during or immediately following the lesson to ensure a change happens in the lesson the next time it is taught • Teacher uses warm-ups to conduct an initial check for understanding and then modify instruction based on the results • Teacher uses informal assessment to modify instruction by questioning and observation of student work

5.1 Applying knowledge of the purposes, characteristics, and uses of different types of assessments

Unsatisfactory	Needs Improvement	Meets District Standards	Exemplary
The teacher is unfamiliar with different types of assessments, and use of developmental continuum their uses, benefits, and limitations for informing instruction.	The teacher has limited experience and knowledge with different types of assessments, and use of developmental continuum their uses, benefits, and limitations for informing instruction. They seldom take into account validity, bias, and reliability when choosing assessments.	The teacher has experience and knowledge with different types of assessments, and use of developmental continuum their uses, benefits, and limitations for informing instruction. They take into account validity, bias, and reliability when choosing assessments.	The teacher has experience and knowledge with different types of assessments, and use of developmental continuum their uses, benefits, and limitations for informing instruction. They take into account validity, bias, and reliability when choosing assessments. Teachers design and encourage students in assisting in the design of assessments.

As teachers develop, they may ask, “How do I...” or “Why do I...”	General Practices
<ul style="list-style-type: none"> • <i>become knowledgeable of the different types of assessments--and their uses, benefits, and limitations --that I draw on to inform my instruction?</i> • <i>select assessment strategies and instruments appropriate to the learning outcomes being evaluated?</i> • <i>use my knowledge of assessment concepts such as validity, reliability, and bias to choose assessments appropriate to my students?</i> • <i>design grading practices that draw on multiple sources of information and reflect student learning?</i> 	<ul style="list-style-type: none"> • Teacher knows the district and state adopted assessments that need to be administered to their students • During discussion about assessments used in a lesson, the teacher recognizes the need for validity, reliability, and bias in assessments and can discuss these points • Teacher is aware of and uses multiple ways to assess students for the same standard • Teacher starts with a quick diagnostic assessment to find out what students already know • Teacher uses formative assessment during the lesson to modify the lesson • Teacher uses summative assessment to measure progress towards mastery

5.2 Collecting and analyzing assessment data from a variety of sources to inform instruction

Unsatisfactory	Needs Improvement	Meets District Standards	Exemplary
The teacher has invalid or superficial forms of assessment to evaluate students' learning.	The teacher uses several sources of information to assess student learning and several assessment strategies to understand student progress.	The teacher uses a variety of sources, including adopted district and state tests, CA Department of Education current DRDP-K, benchmarks to collect information about student learning and several appropriate assessment strategies to understand student progress.	The teacher uses a wide range of sources, including adopted district and state tests, CA Department of Education current DRDP-K, benchmarks to collect information about student learning and several appropriate assessment strategies that take into consideration the students special needs to understand student progress.

As teachers develop, they may ask, “How do I...” or “Why do I...”	General Practices
<ul style="list-style-type: none"> • <i>keep a continuous and comprehensive record of group and individual achievement?</i> • <i>select, design, and use assessment tools appropriate to what is being assessed?</i> • <i>collect, select, and reflect upon evidence of student learning?</i> • <i>work with families to gather information about all students and their learning?</i> • <i>use standardized tests, diagnostic tools, and developmental assessments to understand student progress?</i> • <i>use a range of assessment strategies to implement and monitor individualized student learning goals (including IEP goals)?</i> • <i>assess student behavior to support learning?</i> • <i>interpret data based on how an assessment is scored and what results it reports?</i> 	<ul style="list-style-type: none"> • Teacher keeps a grade book with group and/or individual achievement • Teacher keeps anecdotal records on students' academics, social, and behavioral milestones and challenges • Teacher collects student work that is tied to the learning objective to analyze • Teacher uses standardized tests, diagnostic tools, and other grade appropriate assessments to understand student progress • Teacher collects and analyzes information about student behavior • Teacher uses grade level or department required assessments or benchmarks

5.3 Reviewing data, both individually and with colleagues, to monitor student learning			
Unsatisfactory	Needs Improvement	Meets District Standards	Exemplary
Data is seldom reviewed by the teacher or with colleagues to help plan and guide instruction.	Data is periodically reviewed by the teacher or with colleagues to help plan and guide instruction.	Data is regularly reviewed by the teacher or with colleagues to help plan and guide instruction, and monitor teacher effectiveness. Data is used to support some students with individual learning needs.	Data is continuously reviewed by the teacher or with colleagues to help plan and guide instruction, and monitor teacher effectiveness. Data is used to support students with individual learning needs and monitoring of achievement of learning goals and potential.

As teachers develop, they may ask, “How do I...” or “Why do I...”	General Practices
<ul style="list-style-type: none"> • <i>review student assessment data with colleagues?</i> • <i>use assessment results to monitor my teaching and guide planning and instruction?</i> • <i>use assessment information to determine when and how to revisit content that has been taught?</i> • <i>use assessment data to eliminate gaps between students’ potential and their performance?</i> • <i>use assessment results to plan instruction to support English learners?</i> • <i>use assessment results to plan instruction to support students' IEPs?</i> 	<ul style="list-style-type: none"> • Teacher uses assessment to help set learning goals & objectives for students • Teacher uses multiple assessment sources to help revise instructional plans • Teacher meets with students and uses data to help them set learning goals and continue to monitor and adjust as needed

5.4 Using assessment data to establish learning goals and to plan, differentiate, and modify instruction			
Unsatisfactory	Needs Improvement	Meets District Standards	Exemplary
The teacher rarely uses assessment information to plan, guide, or adjust instruction.	The teacher uses an adequate range of assessments to plan learning activities and may support class needs and achievement.	Teacher uses information from assessments to plan and modify learning activities, as well as to meet class and individual student needs and achievement.	Teacher uses information from ongoing assessments to plan and modify learning activities, and support class and individual needs and achievement.

As teachers develop, they may ask, “How do I...” or “Why do I...”	General Practices
<ul style="list-style-type: none"> • draw upon assessment data to support development of learning goals? • review and revise learning goals with students over time? • ensure that student learning goals reflect key subject matter concepts, skills, and applications? • use informal assessments to adjust instruction while teaching? • use multiple sources of assessment to measure student progress and revise instructional plans? • work to differentiate goals and plans based on assessed needs of my diverse learners? • address the specific needs of English learners and students with special needs as I use assessments to inform my instruction? 	<ul style="list-style-type: none"> • Teacher uses assessment to help set learning goals & objectives for students • Teacher uses multiple assessment sources to help revise instructional plans • Teacher meets with students and uses data to help them set learning goals and continue to monitor and adjust as needed

5.5 Involving all students in self-assessment, goal setting*, and monitoring progress			
Unsatisfactory	Needs Improvement	Meets District Standards	Exemplary
The teacher does little to encourage students to reflect on or assess their own work.	Student reflection is encouraged and guided by the teacher during some activities. Opportunities are infrequently provided for students to discuss work and peers.	Student reflection and self-assessment are included in most learning activities. The teacher models assessment skills and strategies to help students understand their work.	Ongoing student reflection and self-assessment are integrated into the learning process. Students demonstrate assessment skills and strategies and discuss work with peers

As teachers develop, they may ask, “How do I...” or “Why do I...”	General Practices
<ul style="list-style-type: none"> • <i>make assessment integral to the learning process?</i> • <i>make assessment an interactive process between teacher and student?</i> • <i>model self-assessment strategies for all students?</i> • <i>develop and use tools and guidelines that help all students assess their work and monitor their learning goals?</i> • <i>provide opportunities for all students to engage in peer discussion and reflection of their work?</i> • <i>provide opportunities for all students to demonstrate and reflect on their learning inside and outside of the classroom?</i> 	<ul style="list-style-type: none"> • Teacher presents tools and guidelines to students for self-assessment & revisions • Teacher encourages students to have peer discussions about work quality or processes • Teacher models self-assessment strategies for students • Teacher provides opportunities for students to present work and self-assess its quality • Teachers have students monitor their progress through posted grades and the check off sheets for assignments

5.6 Using available technologies to assist in assessment, analysis, and communication of student learning

Unsatisfactory	Needs Improvement	Meets District Standards	Exemplary
Teacher does not use assessment technologies and analysis tools provided by the district to assist in communicating and revising learning goals and objectives.	Teacher does not fully meet the district and state expectations for use of assessment technologies and analysis tools provided by the district to assist in communicating and revising learning goals and objectives.	Teacher meets the district and state expectations for use of assessment technologies and analysis tools provided by the district to assist in communicating and revising learning goals and objectives.	Teacher exceeds the district and state expectations for use of assessment technologies and analysis tools provided, by implementing and seeking out additional technological resources for communicating and revising learning goals and objectives, and assisting students in self-analysis.

As teachers develop, they may ask, “How do I...” or “Why do I...”	General Practices
<ul style="list-style-type: none"> • <i>become familiar with and select technology resources that support assessment practices?</i> • <i>use technology to analyze student learning and inform instruction?</i> • <i>use appropriate technology resources to communicate students' learning to students and their families?</i> 	<ul style="list-style-type: none"> • Teacher uses technology to help assess students' learning and inform instruction • Teacher uses electronic media to develop assessments • Teacher uses technology to inform students and parents about the students' learning goals and achievements • Teacher uses technology to enhance classroom organization of data • Teacher will have their students and parents check their grades online • Teachers use an online system for classroom assignments and other information

5.7 Using assessment information to share timely and comprehensible feedback with students and their families

Unsatisfactory	Needs Improvement	Meets District Standards	Exemplary
Little or no feedback is given in regards to students' achievement toward the learning goals. Students and families have minimal information or contact from teacher.	Feedback is given in accordance with the school and district grade reporting windows. Feedback to students, support personnel and families is given, but may not be in a timely or specific manner.	Feedback is given in relation to each students' needs and the curriculum objectives. Feedback meets district and state expectations. Learning feedback is regularly communicated to student's families, and support personnel in ways that improve understanding.	Teacher involves students collaboratively in learning feedback and future goals. Feedback is appropriate to students' needs and the curriculum while meeting district and state expectations. Feedback is communicated regularly with students' families and support personnel.

As teachers develop, they may ask, "How do I..." or "Why do I..."	General Practices
<ul style="list-style-type: none"> • <i>provide all students with information about their progress as they engage in learning activities?</i> • <i>initiate regular and timely contact with families and resource providers about student progress?</i> • <i>communicate assessment results to families in ways that are respectful and understandable?</i> • <i>provide families with ways to use assessment information at home to improve student learning?</i> 	<ul style="list-style-type: none"> • Teacher is walking through the room providing feedback to students about their progress • Teacher provides assessment results at a conference, and gives suggestions or materials to parents on how to assist students at home • Teacher communicates regularly with parents as needed about assessments their students have taken • Teacher speaks with aides, resource teachers, etc. to communicate student progress and needs • Teachers do progress reports, online grades, and gives constructive feedback in a timely manner • Teachers conduct parent conferences

6.1 Reflecting on teaching practice in support of student learning			
Unsatisfactory	Needs Improvement	Meets District Standards	Exemplary
The teacher reflects on basic elements of teaching (e.g., pacing, discipline, materials, etc.)	The teacher reflects on instructional successes and dilemmas. Plans professional development to add to instructional strategies and knowledge of student learning.	The teacher analyzes and reflects on teaching and learning based on evidence gathered regularly. Plans professional development based in reflection and some resources.	The teacher's professional development plans draw from analysis and reflection on daily practices in relationship to student learning and include a variety of professional growth resources.

As teachers develop, they may ask, “How do I...” or “Why do I...”	General Practices
<ul style="list-style-type: none"> • <i>assess my growth as a teacher over time?</i> • <i>learn about teaching as I observe and interact with my students?</i> • <i>reflect on my instructional successes and dilemmas to move my practice forward?</i> • <i>analyze my teaching to understand what contributes to student learning?</i> • <i>formulate professional development plans that are based on my reflection and analysis?</i> • <i>develop awareness of potential bias that might influence my teaching or affect student learning?</i> 	<ul style="list-style-type: none"> • Teacher thoughtfully reflects on their teaching practices in lesson plans & actively participates in PLC meetings, grade level, department meetings, or principal follow-ups • Teacher formulates a professional development plan that is based on their individual needs and analysis of teaching needs • Teacher revisits goals and professional development plans and can articulate successes and needs concerning this plan • Goes to professional development with colleagues • Attends and actively participates in PLC meetings • Teacher completes New Teacher, Keenan Training, and other district training

6.2 Establishing professional goals and engaging in continuous and purposeful professional growth and development

Unsatisfactory	Needs Improvement	Meets District Standards	Exemplary
Teacher develops goals through required processes. Attends required in-service trainings.	Teacher sets goals considering self-assessment and other feedback. Expands knowledge of skills through available professional development opportunities (e.g., workshops, classes, seminars, etc.)	Sets and modifies short- and long-term goals considering self-assessment and feedback from a variety of resources. Actively engaged and participates in professional development discussions and activities.	Contributes to professional organizations, literature, and development opportunities to extend own teaching practice and that of colleagues. Leads professional development.

As teachers develop, they may ask, “How do I...” or “Why do I...”	General Practices
<ul style="list-style-type: none"> • <i>maintain an attitude of lifelong learning?</i> • <i>establish goals and seek out opportunities for professional growth and development?</i> • <i>ensure that professional goals are informed by appropriate resources such as the knowledge base for teaching, school and district priorities, colleagues, supervisors, mentors, and my personal reflections?</i> • <i>use professional literature, district professional development, and other professional opportunities to increase my understanding of teaching and learning?</i> • <i>learn more about my own professional roles and responsibilities?</i> • <i>continue to seek out and refine approaches that make the curriculum accessible to all students?</i> • <i>expand my knowledge and effective application of new instructional methods and technologies?</i> 	<ul style="list-style-type: none"> • Teacher actively seeks out opportunities for professional growth or training • Teacher actively participates in district-led professional development that will increase their understanding of • teaching and learning • Teacher asks questions of colleagues and supervisors about their professional responsibilities • Teacher seeks out information about new technologies and how to use them in instruction and a professional setting

6.3 Collaborating with colleagues and the broader professional community to support teacher and student learning

Unsatisfactory	Needs Improvement	Meets District Standards	Exemplary
The teacher will only collaborate with selected individuals. Exhibits difficulty maintaining positive relationships with colleagues.	The teacher passively engages in a PLC and is willing to participate, but needs explicit instruction in all facets of communication. Is often not willing to seek assistance from colleagues as needed.	Engages in PLC and works with colleagues to increase student learning and personal professional growth. Seeks assistance from colleagues as needed.	Maintains leadership roles and engages in a PLC to support student learning. Contributes to professional development of other colleagues.

As teachers develop, they may ask, “How do I...” or “Why do I...”	General Practices
<ul style="list-style-type: none"> • <i>collaborate with teachers, administrators, education specialists, paraeducators, and staff to ensure that all students' diverse learning needs, interests, and strengths are met?</i> • <i>remain receptive to the feedback of colleagues, mentors, and supervisors in support of my teaching practice and student learning?</i> • <i>support school and district goals and priorities?</i> • <i>contribute to school-wide events, activities, and decision-making?</i> • <i>establish and maintain productive relationships with other school staff to become a visible and valued member of the school and district communities?</i> • <i>contribute to the learning of other educators?</i> • <i>benefit from and contribute to professional organizations to improve my teaching?</i> • <i>benefit from and add to the knowledge base of the profession?</i> 	<ul style="list-style-type: none"> • Teacher collaborates with & supports all staff as needed to ensure learning goals for students' are met • Teacher remains engaged and receptive when discussing new strategies and teaching practices that support student learning • Teacher brings ideas, materials, or new theories to professional discussions during PLC, grade level, leadership, etc. • Teacher is involved in professional organizations outside of the immediate school environment that will benefit their teaching practices • Teacher supports school-wide practices, events, and curriculum priorities • Teacher is willing to take on a leadership role

6.4 Working with families to support student learning

Unsatisfactory	Needs Improvement	Meets District Standards	Exemplary
The teacher communicates with families at reporting periods and school events. Inconsistently advises families of problems.	The teacher shares student progress and classroom activities as required. Invites families to contribute in the classroom. Values family backgrounds and their role in student learning.	The teacher regularly communicates students' progress in appropriate ways, taking into account the diversity of families. Encourages families to contribute to the classroom and school.	Engages families in a variety of responsible, ongoing, two-way communications in support of student success. Structures a wide range of opportunities for families to contribute to the classroom and school community.

As teachers develop, they may ask, "How do I..." or "Why do I..."	General Practices
<ul style="list-style-type: none"> • <i>value and respect students' families and appreciate their role in student learning?</i> • <i>develop an understanding of families' racial, cultural, linguistic, and socioeconomic backgrounds?</i> • <i>engage families as sources of knowledge about students' strengths, interests, and needs in support of their learning and personal growth and development?</i> • <i>present the educational program to all families in a thorough and comprehensible fashion?</i> • <i>provide opportunities for all families to participate in the classroom and school community?</i> 	<ul style="list-style-type: none"> • Teacher provides a survey or has direct contact with families to assess student's interests or learning preferences • Teacher communicates with parents with letters or in person about the educational goals of the classroom and their child. (Welcome letters, discipline guidelines, back to school night, parent conferences, SST meetings, etc.) • Teacher provides opportunities for families to participate in the classroom • Teacher understands a family's cultural, racial, socioeconomic, and linguistic backgrounds (translates letters home, is sensitive to religious, economic, and cultural needs of the students) • Teacher is present for back to school night • Teacher actively facilitates parent conferences • Teacher maintains a record of parent contacts • Teacher holds SST/COST meetings when needed • Teacher holds IEP meetings to support student's needs

6.5 Engaging local communities in support of the instructional program			
Unsatisfactory	Needs Improvement	Meets District Standards	Exemplary
The teacher does not extend learning opportunities to include local community resources or agencies.	The teacher uses resources provided by the school motivate and support the instructional program (e.g., coupons, rewards, and the passing out of flyers that are community related)	The teacher is familiar with resources available in the local community and regularly draws upon these resources.	The teacher is familiar with the cultures, dynamics, and resources available in the local community and creates a partnership with one or more organizations or individuals to enhance the students' learning.

As teachers develop, they may ask, "How do I..." or "Why do I..."	General Practices
<ul style="list-style-type: none"> • <i>increase my understanding of the cultures and dynamics of my students' communities?</i> • <i>value and respect the students' communities and appreciate the role of community in student learning?</i> • <i>promote collaboration between school and community?</i> • <i>identify and draw upon school, district, and local community social service resources to benefit students and their families?</i> • <i>seek out and use additional resources from the local community and businesses to support student learning?</i> • <i>provide my students with community-based experiences that support their learning?</i> 	<ul style="list-style-type: none"> • Teacher is familiar with community organizations and agencies that can assist students' needs. (libraries, SPARK, clubs, etc.) • Teacher plans a community-based field trip that is aligned with learning goals and objectives • Teacher supports local contests and activities that are aligned with learning goals and objectives • Teacher is knowledgeable about the local community culture and needs • Teacher seeks community support for school activities such as athletics, music, & theatre

6.6 Managing professional responsibilities to maintain motivation and commitment to all students			
Unsatisfactory	Needs Improvement	Meets District Standards	Exemplary
The teacher has a limited understanding of professional responsibility and is unable to fulfill professional duties.	The teacher maintains positive motivation, understands professional responsibility, but is unable to effectively balance the challenges of personal life and professional duties.	The teacher maintains a positive attitude through the year, demonstrates professional integrity, and balances professional responsibility with personal needs.	The teacher maintains motivation and commitment to all students and the professional learning communities, and models professional integrity and creativity. The teacher balances the challenges of personal life and professional duties.

As teachers develop, they may ask, “How do I...” or “Why do I...”	General Practices
<ul style="list-style-type: none"> • <i>challenge myself intellectually and creatively throughout my career?</i> • <i>find support and develop strategies to balance professional responsibilities with my personal needs?</i> • <i>manage stress and maintain a positive attitude with students and colleagues?</i> • <i>address the complications and challenges of teaching?</i> • <i>identify sources of engagement and renewal in my professional work?</i> 	<ul style="list-style-type: none"> • Teacher finds a way to balance professional and personal needs • Teacher maintains a positive attitude with students, parents & colleagues • Teacher challenges themselves professionally and creatively throughout their career. (Helps the school community outside the classroom, takes a leadership role, brings an expertise or passion into the school setting when it will further educational goals, attends a workshop or class to further educational goals) • Teacher represents and models district/site vision and mission • Teacher is a role model for students • Teacher dresses professionally • Teacher completes and submits required documents on time

CSTP Standard 6: Developing as a Professional Educator

6.7 Demonstrating professional responsibility, integrity, and ethical conduct			
Unsatisfactory	Needs Improvement	Meets District Standards	Exemplary
The teacher demonstrates little professional responsibility, has questionable integrity with students and colleagues, or engages in unethical behavior.	The teacher demonstrates some professional responsibility, or has occasional instances of questionable integrity or behavior with students and colleagues.	The teacher demonstrates professional responsibility, has good integrity and behavior toward students, colleagues, and families. Teacher follows school, district, and local policies and guidelines.	The teacher demonstrates professional responsibility and leadership, while maintaining integrity and behavior that is a positive example to students, colleagues, and families. Teacher follows school, district, and local policies and guidelines.

As teachers develop, they may ask, “How do I...” or “Why do I...”	General Practices
<ul style="list-style-type: none"> • <i>remain informed of, understand, and uphold the professional codes, ethical responsibilities, and legal requirements applicable to the profession?</i> • <i>contribute to school and student success by being knowledgeable of learning goals, standards, and objectives established by relevant national, state, and local organizations and stakeholders?</i> • <i>meet my professional obligations to implement school, district, state, and federal policies and guidelines?</i> • <i>extend my knowledge about my professional and legal responsibilities for students' learning, behavior, and safety?</i> • <i>maintain professional conduct and integrity in the classroom and school community?</i> • <i>interact appropriately with students and families outside the classroom?</i> • <i>demonstrate my professional obligations to students, colleagues, school, and the profession?</i> 	<ul style="list-style-type: none"> • Teacher meets professional obligations (attends meetings, PLC's, Grade level or department meetings, does yard duty, attends required after-school activities, does adjunct duties, turns in paperwork, grades, reports on-time) • Teacher follows school, district, and state guidelines and rules • Teacher interacts appropriately with students and families at school and outside the school setting • Teacher interacts appropriately with colleagues • Teacher upholds the professional codes, ethical responsibilities, and legal requirements of the profession

Planning Forms

ORLAND UNIFIED SCHOOL DISTRICT
Certificated Personnel: Standards and Key Elements

FIVE YEAR EVALUATION PLANNING FORM

Evalutee _____ Assignment _____
Evaluator: _____ School _____

Ed Code 44664 a(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.

Permanent Teachers: Permanent unit members will select one of the two Standards. Unit members will focus on two Standards and two elements within each Standard. DSLT will recommend one Standard for the school year. The evaluatee will select the elements and goal based on that Standard. The evaluatee will select the second Standard with supporting elements and goal. Selection of standards, elements and goals will happen at a maximum of once a year. If the Evaluatee is able to complete their goals before the five-year time frame, they shall create an additional goal(s) to be completed by the end of their five-year plan.

*new goal may be attached to a new standard and element

The Evaluatee and Evaluator will meet once a year to discuss their progress towards meeting their goals. Initial Meeting will be completed by October 15th of the current school year. On completion of their five-year plan, the final evaluation conference shall be completed by May 1.

Alternative Evaluation Option: _____

Target Dates for Identifying benchmarks and completion of the Alternative Option or Date of Observations:

STANDARD:

Goal:

Key Element(s):

Key Element(s):

STANDARD:

Goal:

Key Element(s):

Key Element(s):

TARGET DATES FOR ANNUAL CHECK IN

Year 1 _____

Year 2 _____

Year 3 _____

Year 4 _____

Year 5 _____

Support Needed:

FIVE YEAR EVALUATION ANNUAL CHECK IN MEETING FORM

Evaluatee: _____ Evaluator: _____
School _____ Assignment _____

Year 1: Date _____
Summary of Progress on Goals:

New Goal (If applicable): _____
Support Needed: _____

Year 2: Date _____
Summary of Progress on Goals:

New Goal (If applicable): _____
Support Needed: _____

Year 3: Date _____
Summary of Progress on Goals:

New Goal (If applicable): _____
Support Needed: _____

Year 4: Date _____
Summary of Progress on Goals:

New Goal (If applicable): _____
Support Needed: _____

Year 5: Date _____
Summary of Progress on Goals:

New Goal (If applicable): _____
Support Needed: _____

Administrator Signature Date

Evaluatee Signature Date

ORLAND UNIFIED SCHOOL DISTRICT
 Certificated Personnel: Standards and Key Elements

TRADITIONAL/ALTERNATIVE EVALUATION PLANNING FORM

Evaluatee:	<input type="checkbox"/> Permanent <input type="checkbox"/> Probationary <input type="checkbox"/> Temporary
Site: <input type="checkbox"/> MS <input type="checkbox"/> FV <input type="checkbox"/> CK <input type="checkbox"/> OHS <input type="checkbox"/> Alt Ed	Position:
Evaluator:	<input type="checkbox"/> Traditional <input type="checkbox"/> Alternative
Teacher and Administrator have agreed to: <input type="checkbox"/> Two formal observations <input type="checkbox"/> One formal observation (for tenured teachers only)	

Temporary/Probationary Teachers: First year temporary/probationary unit members will focus on two Standards, namely Standards one and two, looking at a minimum of two key elements under each Standard to identify specific areas. Experienced teachers new to the District will have a choice of two standards.

Permanent Teachers: Permanent unit members will identify two Standards, one to be chosen by DSLT. Specific areas of focus will be identified by the permanent unit member by looking at a minimum of two key elements under each standard. An additional Standard may be added by mutual consent of the unit member and the site administrator.

STANDARD:

Key Element(s):

Key Element(s):

Goal:

STANDARD:

Key Element(s):

Key Element(s):

Goal:

List up to two mutually agreed target dates for formal classroom observations

DATE

TIME

DATE

TIME

Support Requirements:

(See Page 2 for Alternative)

ORLAND UNIFIED SCHOOL DISTRICT
 Certificated Personnel: Standards and Key Elements

TRADITIONAL/ALTERNATIVE EVALUATION PLANNING FORM

Alternative Evaluation Option:

Activity: (Check your activity)

- ☐ Individual Growth Activity
- ☐ Educational Team Growth Activity
- ☐ Educational Research

Project: _____

(See contract language. Article X: Section 8)

Project Description: _____

List up to three mutually agreed target dates for Identifying benchmarks and completion of the Alternative Option

DATE

ACTIVITY TO BE CHECKED

_____	_____
_____	_____
_____	_____

 Administrator

 Date

 Evaluatee

 Date

Observation Forms

ORLAND UNIFIED SCHOOL DISTRICT

(Certificated Personnel)

CLASSROOM OBSERVATION NOTES

EVALUATEE: _____ EVALUATOR: _____

DATE: _____ TIME: From _____ To _____ GRADE/CLASS _____

NATURE OF ACTIVITY: (Whole group, small group, discussion, lecture, independent study)

DESCRIPTION OF OBSERVATION:

OBSERVED STRENGTHS:

RECOMMENDATIONS/SUPPORTS:

Evaluation Forms

<p style="text-align: center;">ORLAND UNIFIED SCHOOL DISTRICT</p> <p style="text-align: center;">Certificated Teacher Observation/Evaluation Form</p> <p style="text-align: center;">Traditional & Alternative</p>					
<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p style="text-align: center;">(Check One)</p> <p><input type="checkbox"/> Observation <input type="checkbox"/> 1st <input type="checkbox"/> 2nd</p> <p><input type="checkbox"/> Final Summative Eval.</p> <p><input type="checkbox"/> Traditional</p> <p><input type="checkbox"/> Alternative Assessment</p> </div> <div> <p>Teacher's Name _____ School _____ Grade/Subject _____</p> <p><u>Check One</u></p> <p><input type="checkbox"/> Temporary <input type="checkbox"/> Probationary 1 <input type="checkbox"/> Probationary 2 <input type="checkbox"/> Permanent</p> <p>Unsatisfactory - Does not meet the professional standards of competence. Needs Improvement - At level of exploration and not application. Meets District Standards: Occasionally exceeds professional standards of competence. Exemplary: Consistently exceeds the professional standards of competence.</p> <p>N/A Not Observed/Not Applicable</p> <p>*Ratings of Unsatisfactory and Needs Improvement require comments to support.</p> </div>					
1.	ENGAGING AND SUPPORTING STUDENTS IN LEARNING	Unsatisfactory	Needs Improvement	Meets District Standards	Exemplary
1.1	Using knowledge of students to engage them in learning.				
1.2	Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests.				
1.3	Connecting subject matter to meaningful, real-life contexts.				

1.4 Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs.						
1.5 Promoting critical thinking through inquiry, problem solving, and reflection.						
1.6 Monitoring student learning and adjusting instruction while teaching.						
Comments:						
2. CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING						
2.1 Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully.						
2.2 Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students.						
2.3 Establishing and maintaining learning environments that promote student learning, reflect diversity, and encourage constructive , and productive interactions among students.						
2.4 Create a rigorous learning environment with high expectations and appropriate support for all students.						
2.5 Developing, communicating, and maintaining high standards for individual and group behavior.						
2.6 Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn.						
2.7 Using instructional time to optimize learning.						
Comments:						

3. UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING				
Unsatisfactory	Needs Improvement	Meets District Standards	Exemplary	
3.1 Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks.				
3.2 Applying knowledge of student development and proficiencies to ensure student understanding of subject matter.				
3.3 Organizing curriculum to facilitate student understanding of the subject matter.				
3.4 Utilizing instructional strategies that are appropriate to the subject matter.				
3.5 Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students.				
3.6 Addressing the needs of English learners and students with special needs to provide equitable access to the content.				
Comments:				
4. PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR STUDENTS				
Unsatisfactory	Needs Improvement	Meets District Standards	Exemplary	
4.1 Using knowledge of students' academics readiness, language proficiency, cultural background, and individual development to plan instruction.				
4.2 Establishing and articulating goals for student learning.				
4.3 Developing and sequencing long-term and short-term instructional plans to support student learning.				

4.4 Planning instruction that incorporates appropriate strategies to meet the learning needs of all students.						
4.5 Adapting instructional plans and curricular materials to meet the assessed learning needs of all students.						
Comments:						
5. ASSESSING STUDENT LEARNING						
5.1 Applying knowledge of the purposes, characteristics, and uses of different types of assessments.						
5.2 Collecting and analyzing assessment data from a variety of sources to inform instruction.						
5.3 Reviewing data, both individually and with colleagues, to monitor student learning.						
5.4 Using assessment data to establish learning goals and to plan, differentiate, and modify instruction.						
5.5 Involving all students in self-assessment, goal setting, and monitoring progress.						
Comments:						
6. DEVELOPING AS A PROFESSIONAL EDUCATOR						
6.1 Reflecting on teaching practice in support of student learning.						

6.2 Establishing professional goals and engaging in continuous and purposeful professional growth and development.					
6.3 Collaborating with colleagues and the broader professional community to support teacher and student learning.					
6.4 Working with families to support student learning.					
6.5 Engaging local communities in support of the instructional program.					
6.6 Managing professional responsibilities to maintain motivation and commitment to all students.					
6.7 Demonstrating professional responsibility, integrity and ethical conduct.					
Comments:					

Evaluator’s Comments:

Teacher’s Comments:

_____ Teacher's Name (print)	_____ Date	_____ Evaluator's Name (Print)	_____ Date
_____ **Teacher's Signature	_____ Date	_____ Evaluator's Signature	_____ Date

**Signature does not indicate agreement
A written response may be attached within ten (10) working days.

Overall Rating

☐ Unsatisfactory ☐ Needs Improvement ☐ Meets District Standards ☐ Exemplary

Distribution: _____ Personnel
 _____ Supervisor
 _____ Evaluatee

ORLAND UNIFIED SCHOOL DISTRICT

EVALUATION REPORT – CLASSIFIED EMPLOYEES

EVALUATION REPORT – CLASSIFIED EMPLOYEES									
Name of Employee	Job Classification						School/Site		
Reason for Evaluation							Rating Period		
↑ Probation	↑ Final Probation					↑ Annual	↑ Special	From: To:	
Section A – Itemized Check List		Section B – Overall Evaluation							
Employee’s Immediate Supervisor should check each item in the appropriate column REPORT MUST BE COMPLETED IN INK		DOES NOT APPLY	OUTSTANDING	ABOVE AVERAGE	SATISFACTORY	IMPROVEMENT NEEDED	UNSATISFACTORY	In appropriate box below, check overall evaluation which must reflect and be consistent with itemized check list. Specific written comments are required to justify ratings of outstanding, improvement needed, or unsatisfactory. <div> ↑ OUTSTANDING ↑ ABOVE AVERAGE ↑ SATISFACTORY </div> <div> ↑ IMPROVEMENT NEEDED ↑ UNSATISFACTORY </div>	
All Employees									
1. Attendance								Evaluator Comments: _____ _____ _____	
2. Punctuality									
3. Physical Fitness									
4. Personal Neatness									
5. Dependability									
6. Cooperation									
7. Interest in Job									
8. Attitude Toward Job									
9. Public Relations									
10. Neatness of Work									
11. Accuracy of Work									
12. Written Expression									
13. Oral Expression									
14. Application of Effort									
15. Accepts New Ideas/Procedures									
16. Completes Work Promptly									
17. Works with Minimal Supervision									
18. Initiative Exhibited									
19. Volume of Work Accomplished									
20. Equipment Operation									
21. Care of Equipment									
22. Complies with Rules, Regulations									
23. Safety Practices									
Employees who Supervise									
1. Coordinates Work with Others								I have reviewed this report. I understand my signature does not, necessarily, indicate complete agreement on all factors of the evaluation.	
2. Accepts Responsibility									
3. Establishes Work Standards									
4. Trains and Instructs Staff									
5. Plans and Assigns Work									
6. Is Fair and Impartial to Staff									
7. Control of Staff									
8. Adequacy of Instructions									
9. Leadership									
10. Ability to Get Work Out									
Signature of Evaluatee _____ Date _____									