EVALUATION HANDBOOK
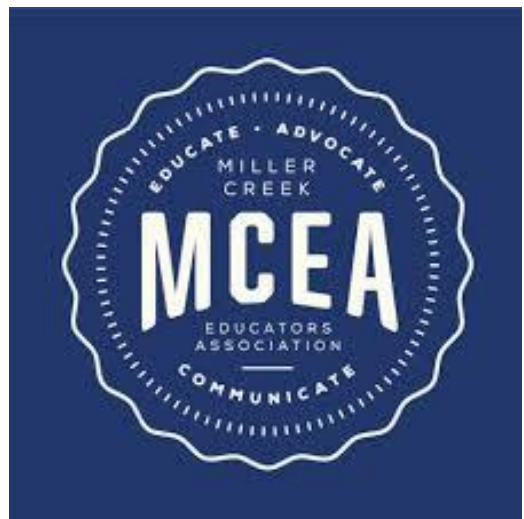## Excerpted from the

COLLECTIVE BARGAINING AGREEMENT

Between the

MILLER CREEK EDUCATORS ASSOCIATION/CTA/NEA

and the

MILLER CREEK SCHOOL DISTRICT

July 1, 2021-June 30, 2024

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Miller Creek Educators Association Collective Bargaining Agreement

ARTICLE 7

EVALUATION

The primary purpose of the evaluation process is to promote continuous improvement of unit member performance through both formative and summative methods.

7.1   Unit members assigned to one site will be evaluated by the on-site administrator. Unit members in Special Education or assigned to more than one site will be evaluated by an administrator designated by the Superintendent.

7.2   Probationary and temporary unit members shall participate annually in the Summative Assessment process until they achieve permanent status. At least two formal scheduled observations and one informal unscheduled observation shall occur by December 1 and February 1.

       .1   Probationary and temporary unit members hired after December 1 shall receive a written evaluation prior to the end of the school year.

7.3   Permanent unit members shall participate annually in either the Summative or Formative Assessment process according to the Teacher Evaluation Cycle chart in Evaluation Appendix C**.**

7.4   Unit members and evaluators shall adhere to all timelines for the Formative and Summative Assessments in Evaluation Appendix D**.**

7.5   During the Summative Assessment year, both scheduled and unscheduled observations shall be part of the evaluation process. There shall be at least one formal and one informal observation for classroom teachers.

       The observation shall be preceded by a conference in which the evaluator and the unit member review what is going to occur during the observation. Following the observation there shall be a post-observation meeting.

7.6   Any unit member who is informed of concerns on an observation shall, upon request, be entitled to one (1) subsequent observation. If there is an additional formal observation and the concern persists, an Assistance Plan for Permanent Unit Members Awareness Phase Action Plan (AP-1) shall be prepared to address those concerns.

7.7   If the concern continues, an Assistance Plan for Permanent Unit Members Professional Support Phase Action Plan (AP-2) shall be prepared to address those concerns.

7.8   If the concern continues, a Referred Teacher Assistance Plan for Permanent Unit Members Referred Teacher Assistance Phase Action Plan (RTAP-1) shall be prepared to address those concerns.

7.9   The Summative Assessment Report (S-9) shall include recommendations, if necessary, as to suggestions for improvement in the performance of the unit member. The evaluator

will confer with the unit member, make specific recommendations and provide appropriate assistance to the unit member.

7.10   The Summative Assessment Report (S-9) shall be in three copies, with a copy presented to the unit member at least forty-five (45) days before the end of the school year. The signature of the unit member being evaluated does not indicate agreement with the evaluation, only that a copy was received and a conference was held. Distribution of the three signed copies is as follows:

        (1)   One to be presented to the person evaluated.

        (2)   One to be retained in the administrator's file.

        (3)   One to be placed in the unit member's District Personnel File at the District Office.

7.11   The unit member may provide a written response to be attached to the final evaluation which shall be a part of the unit member's personnel file.

7.12   Unsubstantiated statements proceeding from rumor or gossip shall not be a basis for evaluation of unit members.

7.13   The District recognizes that the performance of the instructional assistants adversely affect the evaluation of unit members. In the event that a unit member believes that an assigned instructional assistant is not performing in the best interest of the educational program, the unit member shall confer with the building administrator to establish a procedure designed to improve the assistant's performance. Inadequate performance on the part of a unit member's instructional assistants shall not be attributed to the unit member, except to the extent that the unit member can reasonably be expected to direct the assistant's performance.

7.14   The Self Assessment and Growth Survey Continuum of Teaching Practice (S-1/F-1) should be used by unit members to clarify and enrich the discussion. The Self Assessment and Growth Survey (Form S-1) is to be used by the teacher for reference and is not to be given to the administrator conducting the evaluations.

7.15   Unit members shall not evaluate other unit members as part of the evaluation process.

7.16   Unit members shall not be held accountable for any aspect of the educational program which they reasonably cannot be expected to correct.

7.17   The private life of a unit member, including religious or political beliefs or organizational activities, shall not be a part of the evaluation except as it may prevent the unit member from performing assigned functions during the workday.

7.18   A Does Not Meet Standards evaluation of classroom performance shall not be predicated upon a unit member's use of "controversial" materials provided that such materials are consistent with the age and maturity level of the students and the District's educational and curriculum guidelines and policies.

7.19   In the interest of updating and improving evaluation procedures, the Association and District agree, to the formation of a Teacher Evaluation Committee. The Association and the District shall each appoint a mutually agreed upon number of members to the committee, which shall include classroom teachers, site, and district-level personnel.

Meetings will be scheduled to take place on released time or after school, depending on the purpose of the meeting involved. All findings from the committee shall be referred to the District and the Association for negotiations as necessary.

7.20   Does Not Meet Standards

.1   A "Does *Not Meet the* Miller Creek School District Standards for the California Standards for the Teaching Profession" *(CSTP)* evaluation is given when the unit member receives a "Does *Not Meet"* rating in two (2) standards on the Summative Assessment Report (S-9).

.2   An evaluator shall not give a "Does Not Meet the Miller Creek School District Standards for the California Standards for the Teaching Profession (CSTP)" evaluation unless the unit member has completed a phase of the Assistance Plan for Permanent Unit Members and the concern is unresolved. This should happen not less than 45 days prior to the Summative Assessment Report (S-9).

.3   If the unit member receives a "Does Not Meet the Miller Creek School District Standards for the California Standards for the Teaching Profession (CSTP)" it shall be the obligation of the evaluator to evaluate the unit member on the Summative Assessment cycle.

.4   If the unit member does not agree with a "Does Not Meet" evaluation, he/she shall have the right of appeal to the Superintendent. The Superintendent shall review the evaluation and meet with the unit member, and an Association representative, if desired by the unit member, to discuss the evaluation.

.5   If the unit member is not satisfied with the results of the meeting with the Superintendent, he/she shall have the right to appeal to the Governing Board which shall hear the matter in closed session. An Association Representative may be present.

7.21   All Evaluation documents shall be as set forth in the Evaluation Handbook.

Revised 05/04/15

2022-2023 Evaluation Pilot Project

Evaluation Subcommittee

Activities:

1. Reviewed sample contact language and evaluation tools from other districts in California
2. Appendix updated for name, logo, font size and consistency
3. Creation of the Continuum of Practice a Word Document. Would allow for document color.
4. Restructuring of Summative Description in the Appendix to reduce redundancy
5. Moved all of the Appendix items to an Evaluation Handbook format
6. Through discussion notes that using the hire date on the eval spreadsheet as the point of reference might not have people who have been on leave or job share on the right yearly evaluation cycle (see chart on Appendix C)
7. Subcommittee liked the idea of a "definitions" page, like the one in the SRHS contract
8. Consensus of committee members in piloting a project model similar to San Rafael High School District
   - One person per site- reach out to VAL and MES SLT members

PILOT DESIGN

Alternative Evaluation Model

Permanent unit members due for a Summative Evaluation with ten (10) or more years of experience in the District may choose, with mutual consent of their evaluator, an alternative method of evaluation:

1. Projects directly tied to site SPSSA Goals
   Example: Develop parent communication tools to better understand report card or IEP
2. Curriculum Implementation/Innovation
   Example: Implementation of Thinking Classrooms- gathering evidence, video
3. Staff Development Activities
   Example: Attend a professional development on PBIS and create implementation plan
4. Research Project
   Example: Research Standards Based Grading, coordinate speakers, and facilitate school discourse

Process

- Teacher completes the continuum as in other years.
- Teacher discusses project option with the evaluator and if mutually agreed, develops a complete project proposal for consideration.
- Evaluator approves project proposal, timeline, and agreed upon metrics for evaluation of success of project
- The teacher and evaluator will hold a mid-year review meeting where the teacher will provide an update on the project and timelines.
- After the final conference of the project, the evaluator will complete the pilot "SUPERVISOR'S EVALUATION OF PROJECT" instead of the S-9 Summative Form.

CERTIFICATED ALTERNATIVE EVALUATION PROPOSAL

Name: _____   School: _____

Position: _____   Date: _____

GOAL: DESCRIBE YOUR PROPOSAL (include implementation timeline)**:**

HOW WILL YOU EVALUATE THIS PROJECT? (Ongoing/Summative-include rubric and types of evidence)

_____   _____
Teacher's Signature   Date

_____   _____
Evaluator's Signature

Date

10

CERTIFICATED ALTERNATIVE EVALUATION PROPOSAL

TEACHER FEEDBACK REPORT AT END OF PROPOSAL ACTIONS

Name: _____   School: _____

Position: _____   Date: _____

GOAL:

EXTENT AND DEGREE OF YOUR ACCOMPLISHED GOAL(S): REFLECTIVE STATEMENT (PERSONALLY, STUDENT/CLASS, SCHOOL, DISTRICT)

SUGGESTIONS/RECOMMENDATIONS FOR PERSONAL/SCHOOL/DISTRICT GROWTH:

_____   _____
Teacher's Signature   Date

_____   _____
Evaluator's Signature   Date

CERTIFICATED ALTERNATIVE EVALUATION PROPOSAL

SUPERVISOR'S EVALUATION OF PROPOSAL

Name: _____   School: _____

Position: _____   Date: _____

GOAL:

DESCRIPTION OF AGREED UPON GOAL:

RECOMMENDATIONS/COMMENDATIONS:

SUMMARY: This report has been discussed with me in conference with the evaluator. An opportunity has been extended to me to append comments regarding this evaluation. A signature on this evaluation does not necessarily signify agreement with the evaluation.

_____   _____

Teacher's Signature   Date

_____   _____

Evaluator's Signature   Date

Certificated Evaluation Procedures

Temporary, Probationary, Permanent Employees: Definitions and Explanation

Certificated Employee: An employee who holds a position requiring certification by the State of California to perform the required duties. This includes but is not limited to classroom teachers, administrators, counselors, librarians, etc.

Classification of Employees: At the time of initial employment during each academic year, each new certificated employee of the school district shall receive a written statement indicating employment status and the salary to be paid. If a school district hires a certificated person as a temporary employee, the written statement shall clearly indicate the temporary nature of the employment, the certificated employee shall be deemed to be a probationary employee of the school district unless employed with permanent status (EC 44916). Miller Creek School District has used the practice of initially hiring all new teachers as temporary. Determination of temporary or probationary status occurs in October, using the guidelines described in the section titled: **Temporary.**

Probationary Teacher: Certificated employees, when they first join a school district are classified as probationary or temporary. Probationary is a classification that denotes that the employee is on probationary status and can be reelected or released following a review of the employee's skills to determine if the employee is a match for the district. No cause is required to not reelect an employee on probationary status.

A probationary period in California is two complete consecutive school years in a position that requires certification qualifications. In Miller Creek School District, teachers are required to demonstrate skills in teaching standards. These teaching standards are expected to be consistently demonstrated by all classifications of teachers: Temporary, Probationary, and Permanent.

The governing board of the school district must notify teachers by March 15th of the probationary employee's second complete consecutive school year of employment by the district of a decision to reelect or not reelect the employee for the succeeding school year to a position. In the event that a governing board does not give notice on or before March 15th the employee shall be deemed reelected for the next succeeding school year (EC 44929.21).

When a probationary teacher is reelected after successful completion of two consecutive school years in a position requiring certification qualifications, the teacher will be classified as a permanent employee of the district at the commencement of the succeeding school year (EC44929.21).

Temporary is a classification for employees who are hired for a short term, based on categorical funding, or are hired to replace a permanent employee who is on leave and expected to return. This position is not guaranteed beyond the year of hire. Each year that the employee is classified as temporary, he/she is given a contract for one year or less.

Any person employed for one complete school year as a temporary employee shall, if reemployed for the following year in a vacant position requiring certification qualifications, be classified by the governing board as a probationary employee and the previous year's employment as a temporary employee shall be deemed one year's employment as a probationary employee for purposes of acquiring permanent status. Vacant position means a position in which the employee is qualified to serve and which is not filled by a permanent or probationary employee except for the fact that such employee is on leave (EC44920).

The placement of certificated employees in Temporary/Probationary status in Miller Creek School District is based on the following practices: Each school receives a staffing allocation based on a number of permanent positions, categorically funded temporary positions, and temporary positions to replace teachers on a Leave of Absence. All categorically funded positions are temporary positions, as the funding for these positions in not guaranteed as ongoing. To determine the status of a certificated teacher as temporary or probationary the following guidelines are in place:

- The District and Miller Creek Educators Association meet annually in October to determine Probationary/Temporary certificated status of employees.
- Categorically funded positions are determined.
- The number, in Full Time Equivalent Teachers (FTE), of Temporary employees excluding categorically funded positions, is required to equal the number of Board approved Leaves of Absence (LOA) for the current year
- Efforts are made to reduce the number of teachers who are split into Temporary versus Probationary status and/or Probationary versus Permanent status.
- The district utilizes non-tenured staff to serve in Temporary positions whenever possible.
- In determining Probation Status, priority is given in this order for those with:
  - California Credentials in areas sought by the district
  - Years of successful teaching experience while holding a valid Credential
  - CLAD, BCLAD or equivalent authorization
  - Advanced degree(s) in subject areas sought by the district

Permanent Teacher: A permanent employee of the district who has progressed successfully through a two-year probationary period and demonstrates the skills required through the evaluation and tenure standards process is considered tenured or permanent. Teaching under an emergency credential does not count toward achieving permanent status

Summative Assessment:

Steps specific to Temporary, Probationary Teachers, and Permanent Teachers will be noted in the summary below.

First and second year teachers assigned to Instructional Mentors - For probationary teachers only.

Evaluation Process

We believe every student deserves an effective teacher in every classroom. The primary purpose of our evaluation process is to promote continuous improvement of teacher performance as indicated by the Miller Creek District measures of student learning and engagement. An additional purpose of an effective teacher development and evaluation system is to inform, instruct and improve teaching and learning; to provide educators with meaningful feedback on areas of strength and where improvement is needed; and to ensure fair and valid employment decisions. An effective evaluation system must include both formative and summative methods that must be integrated with quality professional development and the necessary resources and support for teachers to improve their practice and enhance student learning.

While the Miller Creek District assessment system as a whole is designed to support self-directed professional development, the district has a responsibility to ensure that all children have the benefit of instruction at a high level of proficiency. Therefore, in accordance with California Education Code, Section 44664, the district shall follow the Summative Assessment timeline delineated in the Yearly Evaluation Cycle, the Evaluation Handbook. The district's standards of practice are defined in the California Standards for the Teaching Profession.

Evaluation of teaching is a legal responsibility outlined in the California Education Code. Evaluation is a judgment of performance according to the negotiated District's standards, Summative Assessment Report (Form S-9). In the process described in this section, the judgment is made on the basis of evidence collected and the dialogue that accompanies this evidence. The Self-Assessment and Growth Survey, Continuum of Teaching Practice (Form S-1) should be used by the teacher at every step in the process to clarify and enrich the discussion and to guide the judgment of the evidence presented. The Self-Assessment and Growth Survey (Form S-1) is to be used by the teacher for reference and is not to be given to the administrator conducting the evaluations.

Implementation of an effective evaluation process requires commitment by teachers and administrators to have open communication, self-reflection, and frequent observation and collaboration.

Steps in the Process
Temporary, Probationary Teachers
The documents and their results on the Self-Assessment and Growth Survey, observations, communication, and lesson planning are some of the elements that will guide the summative process. The summative process has a number of steps which are described below. The forms needed to support the process are provided at the end of the narrative description.

During September and October, administrators conduct informal observations of temporary and probationary teachers. The purpose of these observations is to gather preliminary information about the teachers' performance styles and strengths. These observations can also help

administrators determine if problems exist for which there may be a simple solution and to provide the new teacher with assistance before a situation has a chance to escalate.

Permanent Teachers
The documents and continuing work from the teacher's Formative Assessment work, their results on the Self-Assessment and Growth Survey, observations, communication, and lesson planning are some of the elements that will guide the summative process. The summative process has a number of steps which are described below. The forms needed to support the process are provided at the end of the narrative description.

1. Administrator reviews job performance expectations with teachers
The personnel office will notify each principal regarding the teachers who are to be included in the Summative Assessment process by September 1.

By September 15, the administrator notifies all Temporary and Probationary teachers and any Permanent teachers who are to be included per the schedule that they will undergo a Summative Evaluation.

A fundamental premise of assessment is that teachers should be evaluated on the performance expectations outlined in the Standards for the Teaching Profession (CSTP) and the California Education Code. This notification can occur with teachers in a group setting or individually, as determined by the administrator.

2. Teacher completes Self-Assessment and Growth Survey
By September 30, each teacher completes the Self-Assessment and Growth Survey (Form S-1). Staff time during Learning Wednesdays will be given to complete and review the Self-Assessment and Growth Survey (Form S-1) and allow for support team selection. The Self-Assessment and Growth Survey is to be used by the teacher for reference and is not to be given to the administrator conducting the evaluation. The Self-Assessment and Growth Survey serves as the basis for conversation during the administrator-teacher conference and is used to develop professional goals and make progress on the continuum.

3. Initial Summative Conference
By October 15 the teacher and administrator hold an Initial Summative Conference. The teacher may bring notes, evidence or any pertinent materials to be discussed at this conference.

Administrator may use the Agenda for Initial Summative Conference (Form S-2) to take notes. During this conference, the teacher should be prepared to discuss:

Self-Assessment and Growth Survey (CSTP 1-6)
Following the completion of your Self-Assessment and Growth Survey, discuss rating in each of the standards indicating strengths and areas of improvement.

Knowledge of Students (CSTP 1, 4, 5)
State the techniques you use to become knowledgeable about your students. Describe the students in your class including the cultural composition, special needs, English language learners and proficiency, and GATE students.

Classroom Management Procedures (CSTP 2)
State your classroom rules, procedures and expectations for student behavior. Describe what an observer should know about the learning environment which may impact student learning.

Draft Goals
Based on this conference and discussion with the assessor begin to formulate year-long goals.

4. Goal Setting

By October 15 the teacher and administrator hold an Initial Summative Conference. At this conference the teacher and administrator agree upon three annual professional goals with one being directly related to the district's Board of Education goals as they pertain to student learning. The goals will be aligned with the CSTP's and measured by student growth and outcomes. A written draft of these goals is completed by the teacher prior to the Initial Summative Conference and agreed upon and/or revised by the teacher and administrator during this conference due by November 1. This will happen on the Goal Setting for Summative Conference (Form S-3).

Summative Support Team and Administrative Approval-Temporary &Probationary
The teacher will select a Summative Support Team and submit it to the administrator by November 1. If an individual is working on an ongoing project, s/he may work alone with the approval of the administrator/designee. Summative Support Teams have no size or composition restrictions; however, a heterogeneous mix of experience levels, backgrounds, grade levels and subjects for each team is optimal. Teams should strive for members that will challenge and probe thinking to enhance professional growth while functioning at an optimal level of cooperation and productivity. A copy of this Summative Support Team (Form S-4) is signed and submitted to the Administrator by November 1 for approval.

Summative Support Team: Permanent Teachers Optional
The teacher is encouraged to select a Summative Support Team (Form S-4) and submit it to the administrator by November 1. Summative Support Teams have no size or composition restrictions; however, a heterogeneous mix of experience levels, background, grade levels and subjects for each team is optimal. Teams should strive for members that will challenge and

probe thinking to enhance professional growth while functioning at an optimal level of cooperation and productivity.

Collaboration with a team can lead to rich dialogue among members about the cycle of teaching and learning, and the meaning and challenge of engaging students. If an individual is working on an ongoing project, s/he may work alone with the approval of the administrator/designee.

Teacher meets with support team
Teachers who are working in a support team in the Summative Assessment process are expected to meet with their support teams during. Time will be provided during Learning Wednesdays. These teams work as collegial friends and the purpose is to:

- Clarify their understanding of the standards
- Help prepare for the summative conferences held throughout the year by using the conference agendas as guides
- Help reflect on the quality of the evidence collected for all standards
- Assist team members as needed in the gathering of evidence
- Collaborate with colleagues to achieve their goals

Working together so all members grow professionally during the summative year may be the most important task of the Summative Support Teams. A review of evidence can lead to rich dialogue among members about the cycle of teaching and learning, and the meaning and challenge of engaging students.

5. Administrator completes formal observations

Probationary and Temporary
The administrator completes a minimum of two formal classroom observations and one unscheduled observation with each teacher in the Summative Assessment process. The first formal observation must be completed by December 1. At that time the administrator will complete the Mid-Year Summative Evaluation Report Temporary, Probationary Teachers (Form S-8). The second formal observation must be completed by February 15. At that time the administrator will complete the Summative Assessment Report (Form S-9).

Permanent Teachers
The administrator completes a minimum of one formal classroom observation and one unscheduled observation (November–March) with each teacher in the Summative Assessment process. The formal observation (including pre/post conferences) must be completed by March 1.

Formal Observation Process
A formal observation consists of a pre-observation conference that includes a written lesson plan, a classroom observation, and a post-observation conference. The Agenda for Summative Assessment: Pre-Observation Conference (Form S-5) and the Teacher Post-Observation Lesson Plan Reflection (Form S-6) provide the discussion guides for these conferences. Teachers prepare for the observations by reviewing the conference agendas. Both scheduled and unscheduled observations may be part of the evaluation process.

Pre-Observation Conference
Teachers are expected to provide a copy of their lesson plan for the observed lesson. A sample lesson plan is in Appendix A. During the conference, it is the teacher's responsibility to talk through the lesson plan and its context within the instructional unit using the discussion points on the Agenda for Summative Assessment: Pre-Observation Conference (Form S-5).

Also during this conference, teachers may wish to revise the information on classroom management or knowledge of students presented during the Initial Summative Conference (Form S-2) if the information has been revised or refined in a way that would have bearing on this planning-observation cycle. The lesson plan presented and the resulting discussion provides evidence of the teacher's skill in planning (CSTP Standard 4).

Formal Observation
The administrator is responsible for collecting additional "evidence" of the teacher's skill in teaching, including both planning and implementation of instruction. Observation notes can be recorded in a variety of ways: on seating charts and floor plans, etc. if the lesson is primarily discussion or if much movement from place to place is involved; in a timeline format; in script tape format. The observation notes, once recorded, become the evidence of the teacher's skill in teaching and facilitating (Standards 1-5) and will be used for reference during the Post-Observation Conference. The Observation Notes form, which may be used by administrator to collect evidence, is in Appendix B.

Teacher and Administrator Post-Observation Lesson Plan Reflection (Form S-6; Form S-7) and Mid-Year Summative Evaluation Report Temporary, Probationary Teacher (Form S-8).
These forms are used to reflect on the lesson and record progress toward goals. They will be shared during the Post-Observation Conference by December 1. The post observation conference will follow an observation. The teacher and administrator will use the Teacher Post-Observation Lesson Plan Reflection (Form S-6) and Administrator Post-Observation Lesson Plan Reflection (Form S-7) during this conference.

By December 1, the administrator will complete the Mid-Year Summative Evaluation Report Temporary, Probationary Teachers (Form S-8).

Teacher and Administrator Post-Observation Lesson Plan Reflection Permanent Teachers (Form S-6 and Form S-7)

This is used by the teacher to reflect on the lesson and is submitted during the Post-Observation Conference. The post observation conference will follow an observation. The teacher and administrator will use the Teacher Post-Observation Lesson Plan Reflection (Form S-6) and Administrator Post-Observation Lesson Plan Reflection (Form S-7) during this conference

Observations
Any certificated employee will be granted a subsequent observation at their request.

Any certificated employee who is informed of concerns noted on the Administrator Post-Observation Lesson Plan Reflection (Form S-7) shall, upon request of the Administrator, be entitled to one (1) subsequent observation.

NOTE: The intention is for the observation cycle to be completed on a single instructional period. That is, the instructional episode that is discussed during the pre-observation conference is also the one observed and reflected upon in the post-observation conference. In some instances, an emergency may arise causing the actual classroom observation to be canceled. If this occurs, it is not necessary to hold another pre-observation conference on the newly scheduled instructional episode. The teacher is not obligated to prepare a new formal lesson plan but should provide instructional goals. The observation of the instruction can take place and the post-observation conference held on the rescheduled instructional episode.

6. Teacher prepares for Final Summative Conference

This Final Summative Conference in its entirety provides the administrator and teacher with an invaluable "window" on classroom practice and enables the teacher to articulate his or her work in a highly professional manner.

The teacher prepares for the Final Summative Conference:

- Review and reassess the teachers practice on the Self-Assessment and Growth Survey (Form S-1) and be prepared to discuss their growth

- Reflect and finalize their three annual professional goals using Goal Setting for Summative Conference (Form S-3)

- Gather any evidence to highlight practice or evidence requested by administrator
  - Ensure all forms have been completed by the teacher and/or administrator (Appendix F)
  - Be prepared to discuss examples of school and community contributions (Appendix G)
  - Be prepared to discuss examples of professional development (Appendix H)

7. Teacher and administrator hold the Final Summative Conference

For Temporary and Probationary Teachers, the Final Summative Conference is held by March 1 and for Permanent Teachers, the Final Summative Conference is held by April 30. The conference may be used as a launching point for the teacher's next formative year and is an opportunity for the teacher's skill to be displayed as a coherent body of work, and to be recognized as such.

Part 1: Professional Growth
The administrator and teacher discuss the teacher's growth on the Self-Assessment and Growth Survey (Form S-1), as well as any questions the administrator or teacher may have. As the final activity of the process, teachers review the evidence they have collected and the professional growth activities in which they participated throughout the year. They reflect on their growth goals and how the evidence of their activities contributes to the progress towards the goals.

Part 2: Evaluation

The administrator provides a draft of the Summative Assessment Report (Form S-9) for discussion of growth and performance in each of the six California Standards for the Teaching Profession. This conference enables the teacher to point out important aspects of his/her work. The administrator will use this discussion to add notes to the Summative Assessment Report (Form S-9) before a final copy is presented to the teacher.

8. Administrator completes summative assessment

For <u>Temporary and Probationary Teachers</u>, the administrator completes the evaluation process by completing the Summative Assessment Report (Form S-9) by <u>March 1</u>. For <u>Permanent Teachers</u>, the administrator completes the evaluation process by <u>April 30.</u> The narrative should reflect the quality of performance based on the evidence collected by both teacher and administrator. In the Summative Assessment, the teacher is evaluated on all six standards from the California Standards for the Teaching Profession.

The teacher signs the Summative Assessment Report form; copies are filed with the teacher, administrator, and Personnel Department. Evidence is not submitted with the report to Personnel.

Summative Assessment Evaluation Timeline

Forms	Due by:	Summative: Non-Tenured	Summative: Tenured	Who is responsible?
None	Sept. 1	District notifies administration of who will be going through the Summative Assessment		Personnel Office, Administrator
None	Sept. 15	Administration notifies all non-tenured teachers of the Summative Assessment process	Administration notifies teachers who will be going through the Summative Assessment process	Administrator
None	September - October	Administrator conducts informal observation(s)		Administrator
S-1/F-1	Sept. 30	Complete Self-Assessment and Growth Survey		Teacher
S-2	Oct.15	Initial Summative Conference Draft goals written by teacher using form S-3		Teacher and Administrator
S-3	Nov. 1	Goals written, agreed upon, and signed with Administration using Goal Setting for Initial Summative Conference	Teacher and Administrator agree upon goals using Goal Setting for Initial Summative Conference	Teacher and Administrator
S-4	Nov. 1	Teacher selects Summative Support Team Teacher, Administration sign form	Teacher may select Summative Support Team to meet learning goals	Teacher and Administrator
S-5 S-6 S-7	Nov. 1- Feb.15 *Nov. 1- March 1 for Tenured*	Administration completes a minimum of two formal observations and one unscheduled observation by: December 1 and February 1 • Pre-Observation Conference and Formal Lesson Plan • Formal Lesson • Post-Observation Conference and Lesson Reflections	Administration completes a minimum of one formal and one unscheduled observation • Pre-Observation Conference and Formal Lesson • Post-Observation Conference and Lesson Reflections	Teacher and Administrator
S-8	Dec. 1	Mid-Year Summative Evaluation Report Temporary, Probationary Teacher and administrator meet to review and sign		Administrator
None	Nov. 1 - March 1	Teacher collaborates with Summative Support Team to work to meet learning goals	Teacher may collaborate with Summative Support Team to meet learning goals	Teacher and Support Team
S-1/F-1	Nov 1 - March 1	Final Summative Conference		Teachers and Administrator
S-1/F-1	April 30		Final Summative Conference	Teachers and Administrator
S-9	March 1	Administrator completes the Summative Assessment Report		Teacher and Administrator
S-9	April 30	Administrator completes the Summative Assessment Report	Administrator completes the Summative Assessment Report	Teacher and Administrator

Continuum Of Teaching Practice: Self-Assessment and Growth Survey

Name   Circle for Summative Evaluation   Circle for Formative Evaluation   Self-Assessment Date:

Standard 1 CSTP: Engaging and Supporting All Students in Learning

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

ELEMENT	Emerging	Exploring	Applying	Integrating	Innovating
1.1 Using knowledge of students to engage them in learning	Learns about students through data provided by the school and/or through district assessments.	Gathers additional data to learn about individual students.	Uses data from a variety of formal and informal sources to learn about students and guide selection of instructional strategies to meet diverse learning needs.	Uses data from multiple measures to make adjustments to instruction and meet individual identified learning needs.	Uses comprehensive knowledge of students to make ongoing adjustments and accommodations in instruction.
Evidence:	Some students may engage in learning using instructional strategies focused on the class as a whole.	Students engage in single lessons or sequence of lessons that include some adjustments based on assessments.	Students engage in learning through the use of adjustments in instruction to meet their needs.	Students actively utilize a variety of instructional strategies and technologies in learning that ensure equitable access to the curriculum.	Students take ownership of their learning by choosing from a wide range of methods to further their learning that are responsive to their diverse learning needs.
1.2 Connecting learning to students' prior knowledge, backgrounds, life experiences, and interest	Develops awareness of prior knowledge, culture, backgrounds, life experience, and interests represented among students.	Uses gathered information about students' prior knowledge, cultural backgrounds, life experiences, and interests to support student learning.	Uses school resources and family contacts to expand understanding of students' prior knowledge, cultural backgrounds, life experiences, and interests to connect to student learning.	Integrates broad knowledge of students and their communities to inform instruction.	Develops and systematically uses extensive information regarding students' cultural backgrounds, prior knowledge, life experiences, and interests.
Evidence:	Some students connect learning activities to their own lives.	Students participate in single lessons or sequence of lessons related to their interests and experiences.	Students make connections between curriculum and their prior knowledge, backgrounds, life experiences, and interests.	Students are actively engaged in curriculum which relates their prior knowledge, experiences, and interests within and across learning activities.	Students can articulate the relevance and impact of lessons on their lives and society.

The Continuum of Teaching Practice is not designed for use as a stand-alone observation or evaluation instrument.
Developed in collaboration with the CCTC, CDE and New Teacher Center

Standard 1 CSTP: Engaging and Supporting All Students in Learning

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

ELEMENT	Emerging	Exploring	Applying	Integrating	Innovating
1.3 Connecting subject matter to meaningful, real-life contexts	Uses real-life connections during instruction as identified in curriculum.	Explores using additional real-life connections to subject matter in single lessons or sequence of lessons to support student understanding.	Includes connections from subject matter to meaningful, real-life contexts, including those specific to students' family and community.	Integrates connections to meaningful, real-life contexts in planning subject matter instruction and is responsive during instruction to engage students in relating to subject matter.	Engages students in actively making connections to relevant, meaningful, and real-life contexts throughout subject matter instruction.
Evidence:	Some students relate subject matter to real-life.	Students make use of real-life connections provided in single lessons or sequence of lessons to support understanding of subject matter.	Students utilize real-life connections regularly to develop understandings of subject matter.	Students actively engage in making and using real-life connections to subject matter to extend their understanding.	Students routinely integrate subject matter into their own thinking and make relevant applications of subject matter during learning activities.
1.4 Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs	Uses instructional strategies, resources, and technologies as provided by school and/or district.	Explores additional instructional strategies, resources, and technologies in single lessons or sequence of lessons to meet students' diverse learning needs.	Utilizes a variety of strategies including culturally responsive pedagogy, resources, and technologies during ongoing instruction to meet students' diverse learning needs.	Creates, adapts, and integrates a broad range of strategies, resources, and technologies into instruction designed to meet students' diverse learning needs	Refines the flexible use of an extensive repertoire of strategies, resources, and technologies to meet students' diverse learning needs.
Evidence:	Some students participate in instructional strategies, using resources and technologies provided.	Students participate in single lessons or sequence of lessons related to their interests and experiences.	Students participate in instruction using strategies, resources, and technologies matched to their learning needs.	Students actively engage in instruction and make use of a variety of targeted strategies, resources, and technologies to meet their individual learning needs.	Students take responsibility for using a wide range of strategies, resources, and technologies that successfully advance their learning.

2

Standard 1 CSTP: Engaging and Supporting All Students in Learning

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

ELEMENT	Emerging	Exploring	Applying	Integrating	Innovating
1.5 Promoting critical thinking through inquiry, problem solving, and reflection	Asks questions that focus on factual knowledge and comprehension.	Includes questions in single lessons or a sequence of lessons that require students to recall, interpret, and think critically	Guide students to think critically through use of questioning strategies, posing/solving problems, and reflection on issues in content.	Supports students to initiate critical thinking through independently developing questions, posing problems and reflecting on multiple perspectives.	Facilitates systematic opportunities for students to apply critical thinking by designing structured inquiries into complex problems.
Evidence:	Some students respond to questions regarding facts and comprehension.	Students respond to varied questions or tasks designed to promote comprehension and critical thinking in single lessons or a sequence of lessons.	Students respond to questions and problems posed by the teacher and begin to pose and solve problems of their own related to the content.	Students pose problems and construct questions of their own to support inquiries into content.	Students pose and answer a wide-range of complex questions and problems, reflect, and communicate understandings based on in-depth analysis of content learning.
1.6 Monitoring student learning and adjusting instruction while teaching	Implements lessons following curriculum guidelines.	Seeks to clarify instructions and learning activities to support student understanding.	Makes ongoing adjustments to instruction based on observation of student engagement and regular checks for understanding.	Adjusts strategies during instruction based on the ongoing monitoring of individual student needs for assistance, support, or challenge.	Makes adjustments to extend learning opportunities and provide assistance to students in mastering the content flexibly and effectively.
Evidence:	Some students receive individual assistance during instruction.	Students receive assistance individually or in small groups during instruction.	Students successfully participate and stay engaged in learning activities.	Students are able to articulate their level of understanding and use teacher guidance to meet their needs during instruction.	Students monitor their progress in learning and provide information to teacher that informs adjustments in instruction.

3

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

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

ELEMENT	Emerging	Exploring	Applying	Integrating	Innovating
2.1 Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully	Models and communicates expectations for fair and respectful behavior to support social development.	Models fair and respectful behavior. Demonstrates commitment to fairness and respect in communications with students about language and behavior. Seeks to understand cultural perceptions of caring community.	Reinforces positive, responsible, and respectful student interactions. Assists students to resolve conflicts. Incorporate cultural awareness to develop a positive classroom climate.	Develops shared responsibility with students for resolving conflict and creating and maintaining a caring classroom community. Supports students in taking leadership in developing a caring community that is responsive to the diverse cultural norms of identities of all students.	Facilitates student self-reflection and ongoing improvement of the caring community based on respect, fairness, and the value of all members.
Evidence:	Some students share in responsibility for the classroom community.	Students participate in occasional community building activities, designed to promote caring, fairness, and respect.	Students demonstrate efforts to be positive, accepting, and respectful of differences.	Students take responsibility resolving conflicts and maintaining a caring classroom community. Students promote respect and appreciation for differences.	Students take leadership in resolving conflict and creating a fair and respectful classroom community where student's home culture is included and valued. Students communicate with empathy and understanding in interactions with one another.

4

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

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

ELEMENT	Emerging	Exploring	Applying	Integrating	Innovating
2.2 Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students	Is aware of the importance of the physical and/or virtual learning environments that support student learning.	Experiments with adapting the physical and/or virtual learning environments that support student learning.	Develops physical and/or virtual learning environments that reflect student diversity and provide a range of resources for learning.	Maintains physical and/or virtual learning environments that reflect student diversity and provides a broad rango of resources, displays, and artifacts that are current and integral to instruction.	Adapts physical and/or virtual learning environments flexibly to facilitate access to a wide range of resources that engage students in learning. Ensures that environments enhance learning and reflect diversity within and beyond the classroom.
Evidence:	Is aware that structured interaction between students can support learning.	Structures for interaction are taught in single lessons or sequence of lessons to support student learning.	Utilizes a variety of structures for interaction during learning activities that ensure a focus on and completion of learning tasks.	Integrates a variety of structures for interaction that engage students constructively and productively in learning.	Selects from a repertoire of structures for interaction to ensure accelerated learning for the full range of students.
	Some students use available resources in learning environments during instruction.	Students use resources provided in learning environments and interact with each other to understand and complete learning tasks in single lessons or sequence of lessons	Students use a variety of resources in learning environments and interact in ways that deepen their understanding of the content and develop constructive social and academic interactions.	Students routinely use a range of resources in learning environments that relate to and enhance instruction and reflect their diversity. Students share in monitoring and assessment of interactions to improve effectiveness and develop a positive culture for learning.	Students participate in monitoring and changing the design of learning environments and structures for interactions.

5

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

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

ELEMENT	Emerging	Exploring	Applying	Integrating	Innovating
2.3 Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe	Adheres to policies and laws regarding safety that are required by the site, district, and state.	Recognizes and addresses safety issues regarding materials, student interactions, and the organization of the learning environments.	Anticipates and reduces risks to physical, intellectual, and emotional safety using multiple strategies that include examining biases in the learning environment and curriculum.	Integrates support for students to take risks and offer respectful opinions about divergent viewpoints.	Shares responsibility with the students for the establishment and maintenance of a safe physical, intellectual, and emotional environment focused on high quality and rigorous learning.
Evidence:	Responds to behaviors that impact student safety as they arise.	Explores strategies to establish intellectual and emotional safety in the classroom.	Models and provides instruction on skills that develop resiliency and support intellectual and emotional safety.	Engages in reflection on their own language and behavior that contributes to intellectual and emotional safety in the classroom.	
	Students are aware of required safety procedures and the school and classroom rational for maintaining safety.	Students follow teacher guidance regarding potential safety issues for self or others.	Students take risks, offer opinions, and share alternative perspectives.	Students develop and practice resiliency skills and strategies to strive for academic achievement, and establish intellectual and emotional safety in the classroom.	Students demonstrate resiliency in perseverance for academic achievement. Students maintain intellectual and emotional safety for themselves and others in the classroom.

6

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

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

ELEMENT	Emerging	Exploring	Applying	Integrating	Innovating
2.4 Creating a rigorous learning environment with high expectations and appropriate support for all students	Focuses the rigor of the learning environment on accuracy of answers and completion of learning tasks.	Strives for a rigorous learning environment that includes accuracy, understanding, and the importance of meeting targeted learning goals.	Develops a rigorous learning environment that includes accuracy, analysis, problem solving, and appropriate levels of challenge.	Integrates rigor throughout the learning environment that values accuracy, analysis, and critical reading, writing, and thinking.	Facilitates a rigorous learning environment in which students take leadership in learning. Fosters extended studies, research, análisis, and purposeful use of learning.
Evidence:	Is aware of the importance of maintaining high expectations for students.	Works to maintain high expectations for students while becoming aware of achievement patterns for individuals and groups of students.	Holds high expectations for students. Has an understanding of achievement patterns, and uses scaffolds to address achievement gaps.	Integrates strategic scaffolds and technologies throughout instruction that support the full range of learners in meeting high expectations for achievement.	Supports students to utilize an extensive repertoire of differentiated strategies to meet high expectations.
	Some students ask for teacher support to understand or complete learning tasks.	Some individuals and groups of students work with the teacher to support accuracy and comprehension in their learning.	Students engage in a variety of differentiated supports and challenges in ways that promote their accuracy, analysis, and problem solving in learning.	Students actively use support and challenge to complete critical reading, writing, higher order thinking, and problem solving across subject matter.	Students take responsibility to fully utilize teacher and peer support, to achieve consistently high levels of factual and analytical learning.

7

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

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

ELEMENT	Emerging	Exploring	Applying	Integrating	Innovating
2.5 Developing, communicating, and maintaining high standards for individual and group behavior	Establishes expectations, rules, and consequences for individual and group behavior.	Develops expectations with some student involvement. Communicates, models, and explains expectations for individual and group behavior.	Uses multiple strategies including culturally responsive instruction to develop and maintain high standards for individual and group behavior.	Integrates equitable expectations, positive supports, and consequences for individual and group behavior within and across learning activities.	Facilitates a positive environment using systems that ensure students take an active role in monitoring and maintaining high standards for individual and group behaviors.
Evidence:	Refers to standards for behavior and applies consequences as needed.	Reviews standards for behavior with students in single lessons or sequence of lessons in anticipation of the need for reinforcement.	Utilizes routine references to standards for behavior prior to and during individual and group work.	Guides and supports students to self-assess, monitor, and set goals for individual and group behavior and participation.	
	Students are aware of classroom rules and consequences.	Students know expectations for behavior and consequences and respond to guidance in following them.	Students follow behavior expectations, accept consequences and increase positive behaviors.	Students respond to individual and group behaviors and encourage and support each other to make improvements.	Students demonstrate positive behavior, and consistent participation and are valued for their unique identities.

8

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

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

ELEMENT	Emerging	Exploring	Applying	Integrating	Innovating
2.6 Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn	Establishes procedures, routines or norms for single lessons to support student learning.	Develops routines, procedures, and norms in single lessons or a sequence of lessons with some student involvement.	Maintains regular use of routines and procedures that are culturally responsive and engage students in the development and monitoring of norms.	Engages students in monitoring and reflecting on routines, procedures, and norms in ways that are culturally responsive. Maintains a quality learning climate that builds on student strengths.	Facilitates student participation in developing, monitoring, and adjusting routines and procedures focusing on maximizing learning. Classroom climate integrates school standards and culturally relevant norms.
Evidence:	Responds to disruptive behavior.	Seeks to promote positive behaviors and responds to disruptive behavior.	Provides positive behavior supports. Responds appropriately to behaviors in ways that lessen disruptions to the learning climate.	Promotes positive behaviors and consistently prevents or refocuses behaviors disruptive to the learning climate.	Promotes positive behaviors and establishes preventions and a positive classroom climate that eliminates most disruptive behavior.
	Students are aware of procedures, routines, and classroom norms.	Students receive correction for behavior that interferes with learning, and positive reinforcement in following routines, procedures, and norms.	Students participate in routines, procedures, and norms and receive reinforcement for positive behaviors. Students receive timely and effective feedback and consequences for behaviors that interfere with learning.	Students are involved in assessment and monitoring of routines, procedures, and norms in ways that improve the learning climate.	Students share responsibility with teacher for managing and maintaining a positive classroom climate that promotes learning.

9

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

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

ELEMENT	Emerging	Exploring	Applying	Integrating	Innovating
2.7 Using instructional time to optimize learning	Paces instruction based on curriculum guidelines.	Paces instruction with some consideration of lesson type, adjustments for sufficient student work time and transitions to optimize learning.	Paces instruction with students to provide adequate time for instruction, checking for understanding, completion of learning activities and closure.	Paces instruction to include ongoing assessment of student learning. Supports students in the monitoring of instructional time.	Paces, adjusts, and fluidly facilitates instruction and daily activities.
Evidence:	Develops awareness of how transitions and classroom management impact pacing and lessons.				
	Some students complete learning activities in time allotted.	Students complete learning activities and, as needed, may receive some adjustments of time allotted for tasks or expectations for completion.	Students participate in and complete a variety of learning activities in the time allotted with options for extension and review.	Students use their instructional time to engage in and complete learning activities and are prepared for the next sequence of instruction.	Students monitor their own time, are engaged in accomplishing learning goals, and participate in reflection, self-assessment, and goal setting

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

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

ELEMENT	Emerging	Exploring	Applying	Integrating	Innovating
3.1 Demonstrating knowledge of subject matter* academic content standards *Evidence:*	Has foundational knowledge of subject matter, related academic language and academic content standards.	Examines concepts in subject matter and academic language, to identify connections between academic content standards and instruction.	Understands and explains the relationship between essential subject matter concepts, academic language, and academic content standards.	Uses broad knowledge of inter-relationships of concepts, academic content standards, and academic language, in ways that ensure clear connections and relevance to students.	Uses extensive knowledge of subject matter concepts, current issues, academic language, and research to make relevant connections to standards during instruction and extend student learning.
3.2 Applying knowledge of student development and proficiencies to ensure student understanding of subject matter	Has basic knowledge of student stages of development while becoming aware of differences in students' understanding of subject matter.	Expands knowledge of student development and implements learning activities in single lessons or sequence of lessons that address students' proficiencies and support understanding of subject matter including related academic language.	Adapts instruction in response to knowledge of student development and proficiencies to meet students' diverse learning needs. Ensures understanding of subject matter including related academic language.	Integrates knowledge of range of students development into instructional decisions to ensure student understanding of subject matter including related academic language.	Utilizes comprehensive knowledge of students to guide all students to develop proficiencies, understand subject matter including related academic language.
Evidence:	Teaches subject-specific vocabulary following curriculum guidelines.	Provides explicit teaching of essential content vocabulary and associated academic language in single lessons or sequence of lessons. Explains academic language, formats, and vocabulary to support student Access to subject matter when confusios are identified.	Provides explicit teaching of essential vocabulary, idioms, key words with multiple meanings, and academic language in ways that engage students in accessing subject matter text or learning activities.	Provides explicit teaching of specific academic language, text structure, grammatical, and stylistic language features to ensure equitable access and subject matter understanding for the range of student language levels and abilities.	Engages students at all levels of vocabulary, academic language, and proficiency in self-directed goal setting, monitoring, and improvement. Guides all students in using analysis strategies that provides equitable access and deep understanding of subject matter.

*See glossary for a more complete definition of academic language

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

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

ELEMENT	Emerging	Exploring	Applying	Integrating	Innovating
3.3 Organizing curriculum to facilitate student understanding of the subject matter *Evidence:*	Follows organization of curriculum as provided by site and district to support student understanding of subject matter.	Examines organization of curriculum and considers adjustments in single lessons or sequence of lessons to support understanding of subject matter.	Uses knowledge of curriculum and student readiness to organize and adjust the curriculum to ensure student understanding.	Integrates knowledge of curriculum and resources to organize and adjust instruction within and across subject matter to extend student understanding.	Uses extensive knowledge of curriculum and related resources to flexibly and effectively organize and adjust instruction. Ensures student comprehension and facilitates student articulation about what they do and don't understand.
3.4 Utilizing instructional strategies that are appropriate to the subject matter *Evidence:*	Uses instructional strategies that are provided in the curriculum.	Gathers and uses additional instructional strategies in single lessons or sequence of lessons to increase student understanding of academic language appropriate to subject matter.	Selects and adapts a variety of instructional strategies to ensure student understanding of academic language appropriate to subject matter and that address students' diverse learning needs.	Integrates instructional strategies appropriate to subject matter to meet students' diverse learning, to ensure student understanding of academic language, and guide students in understanding connections within and across subject matter.	Uses an extensive repertoire of instructional strategies to develop enthusiasm, meta-cognitive abilities, and support and challenge the full range of students towards a deep knowledge of 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 *Evidence:*	Uses available instructional materials, resources, and technologies for specific lessons to make subject matter accessible to students. Identifies technological resources needed.	Explores additional instructional materials, resources, and technologies to make subject matter accessible to students. Explores how to make technological resources available to all students.	Selects, adapts, and utilizes appropriate instructional materials, resources, and technologies for concept and skill development in subject matter. Resources reflect the diversity of the classroom and support differentiated learning of subject matter. Guides students to use available print, electronic, and online subject matter resources based on individual needs.	Integrates a wide range of adapted resources, technologies, and instructional materials to meet identified student needs and make subject matter accessible to students. Assists students with equitable access to materials, resources, and technologies. Seeks outside resources and support.	Engages students in identifying and adapting resources, technologies, and standards-aligned instructional materials to extend student understanding and critical thinking about subject matter. Ensures that students are able to obtain equitable access to a wide range of technologies, through ongoing links to outside resources and support.

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

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

ELEMENT	Emerging	Exploring	Applying	Integrating	Innovating
3.6 Addressing the needs of English Learners and students with special needs* to provide equitable access to the content *Evidence:*	Is aware of students' primary language and English language proficiencies based on available assessment data. Provides adapted materials to help English Learners access content. Has an awareness of the full range of students identified with special needs students through data provided by the school. Attends required meetings with resource personnel and families. Learns about referral processes for students with special needs.	Seeks additional information describing elements of culture and language proficiencies in listening, speaking, reading and writing. Uses multiple measures for assessing English learners' performance to identify gaps in English language development. Attempts to scaffold content using visuals, models, and graphic organizers. Seeks additional information on the full range of students identified with special needs to address challenges or supports in single lessons or sequence of lessons. Cooperates with resource personnel, paraeducators, and families during meetings and activities in support of learning plans and goals. Seeks additional information on struggling learners and advanced learners to determine appropriateness for referral.	Identifies language proficiencies and English learner strengths in the study of language and content. Differentiates instruction using one or more components of English language development to support English learners. Creates and implements scaffolds to support standards-based instruction using literacy strategies, SDAIE, and content level English language development in order for students to improve language proficiencies and understand content. Utilizes information on the full range of students identified with special needs to assess strengths and competencies to provide appropriate challenge and accommodations in instruction. Communicates regularly with resource personnel, para-educators, and families to ensure that student services are provided and progress is made in accessing appropriate content. Refers students as needed in a timely and appropriate manner supported with documented data over time, including interventions tried previous to referral.	Integrates knowledge of English language development and English learner's strengths and assessed needs into English language and content instruction. Develops and adapts instruction to provide a wide range of scaffolded supports for language and content for the range of English learners Integrates accommodations, adaptations, and extensions to instruction for the full range of students with special needs to ensure adequate support and challenge. Communicates and collaborates with colleagues, support staff and families to ensure consistent instruction. Supports families in positive engagement with the school. Initiates and monitors referral processes and follow-up meetings to ensure that students receive support and/or extended learning that is integrated into the core curriculum.	Engages English learners in assessment of their progress in English language development and in meeting content standards. Supports students to establish and monitor language and content goals. Is resourceful and flexible in the design, adjustment and elimination of scaffolds based on English learners' proficiencies, knowledge and skills in content. Guides and supports the full range of students with special needs to actively engage in the assessment, and monitor their own strengths, learning needs, and achievements in accessing content. Communicates and collaborates with resource personnel, para-educators, families, leadership, and students in creating a coordinated program to optimize success of the full range of students with special needs. Takes leadership at the site/district and collaborates with resource personnel to ensure smooth and effective implementation of referral processes.

13

Standard 4 CSTP: Planning Instruction and Designing Learning Experiences for all Students

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

ELEMENT	Emerging	Exploring	Applying	Integrating	Innovating
4.1 Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction. *Evidence:*	Plans daily lessons using available curriculum and information from district and state required assessments. Is aware of the impact of bias on learning.	Plans single lessons or sequence of lessons using additional assessment information on student academic readiness, language, cultural background, and individual development. Becomes aware of potential areas of bias and seeks to learn about culturally responsive pedagogy.	Plans differentiated instruction based on knowledge of students' academic readiness, academic language, diverse cultural backgrounds, and individual cognitive, social, emotional, and physical development to meet their individual needs. Examines potential sources of bias and stereotyping when planning lessons. Uses culturally responsive pedagogy in planning.	Plans differentiated instruction which is based on broad knowledge of students. Matches resources and specific strategies to students' diverse learning needs and cultural backgrounds. Planning addresses bias, stereotyping, and assumptions about cultures and members of cultures	Plans differentiated instruction that provides systematic opportunities for supporting and extending student learning based on comprehensive information on students. Engages students in The analysis of bias, stereotyping, and assumptions.
4.2 Establishing and articulating goals for student learning. *Evidence:*	Communicates learning objectives for single lessons to students based on content standards and available curriculum guidelines.	Establishes and shares learning goals for skill development with students in single lessons and sequence of lessons.	Establishes and communicates to students clear learning goals for content that are accessible, challenging, and differentiated to address students' diverse learning needs.	Establishes and articulates learning goals to students that integrate content standards with students' strengths, interests, and learning needs.	Establishes and articulates comprehensive short-and long-term learning goals for students. Assists students to articulate and monitor learning goals.

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Standard 4 CSTP: Planning Instruction and Designing Learning Experiences for all Students

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

ELEMENT	Emerging	Exploring	Applying	Integrating	Innovating
4.3 Developing and sequencing long-term and short-term instructional plans to support student learning *Evidence:*	Uses available curriculum guidelines for daily, short- and long-term plans.	Begins to plan curriculum units that include a series of connected lessons and are linked to long-term planning to support student learning.	Establishes short- and long-term curriculum plans for subject matter concepts and essential related academic language and formats that support student learning.	Refines sequence of long-term plans to reflect integration of curriculum guidelines, frameworks, and content standards with assessed instructional needs to ensure student learning.	Utilizes extensive knowledge of the curriculum, content standards, and assessed learning needs to design cohesive and comprehensive long- and short-term instructional plans that ensure high levels of learning.
4.4 Planning instruction that incorporates appropriate strategies to meet the learning needs of all students *Evidence:*	Plans instruction that incorporates strategies suggested by curriculum guidelines.	Selects strategies for single lessons or sequence of lessons that respond to students' diverse learning needs.	Incorporates differentiated instructional strategies into ongoing planning that addresses culturally responsive pedagogy, students' diverse language, and learning needs and styles.	Plans instruction using a wide range of strategies to address learning styles and meet students' assessed language and learning needs. Provides appropriate support and challenge for students.	Plans instruction incorporating a repertoire of strategies to specifically meet students' diverse language and learning needs and styles to advance learning for all.
	Is aware of student content, learning, and language needs through data provided by the site and district.	Seeks to learn about students' diverse learning and language needs beyond basic data.	Uses assessments of students' learning and language needs to inform planning differentiated instruction.	Integrates results from a broad range of assessments into planning to meet students' diverse learning and language needs.	Facilitates opportunities for students to reflect on their learning and the impact of instructional strategies to meet their learning and language needs.

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Standard 4 CSTP: Planning Instruction and Designing Learning Experiences for all Students

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

ELEMENT	Emerging	Exploring	Applying	Integrating	Innovating
4.5 Adapting instructional plans and curricular materials to meet the assessed learning needs of all students. *Evidence:*	Implements lessons and uses materials from curriculum provided.	Begins to adapt plans and materials in single lessons or sequence of lessons to address students' learning needs.	Makes adjustments and adaptations to differentiate instructional plans. Uses culturally responsive pedagogy and additional materials to support students' diverse learning needs.	Makes ongoing adjustments to instructional plans and uses a variety of materials as the instructional need arises to support student learning.	Anticipates and plans for a wide range of adaptations to lessons based on in depth analysis of individual student needs. Engages with students to identify types of adjustments in instruction that best meet their learning needs.

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Standard 5 CSTP: Assessing Students for Learning

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

ELEMENT	Emerging	Exploring	Applying	Integrating	Innovating
5.1 Applying knowledge of the purposes, characteristics, and uses of different types of assessments *Evidence:*	Is aware of the purposes and characteristics of formative and summative assessments.	Explores the use of different types of pre-assessment, formative and summative assessments. Begins to identify specific characteristics of assessments that yield different types of information about student preparedness, progress, and proficiency.	Decides on the purpose for assessment and skills to be assessed to select appropriately matched pre-, formative, and summative assessments. Selects assessments based on a clear understanding of the purposes and characteristics of assessments to support student learning.	Develops and adapts the range of appropriate assessments to address questions about students' learning needs and progress. Integrates a variety of characteristics into assessments to allow students with a range of learning needs to demonstrate what they know.	Demonstrates purposeful use of a wide range of assessments to support differentiated student learning needs and reflect progress. Draws flexibly from a repertoire of appropriate assessment options and characteristics to maximize student demonstration of knowledge.
5.2 Collecting and analyzing assessment data from a variety of sources to inform instruction *Evidence:*	Uses data from required assessments to assess student learning. Follows required processes for data analysis and draws conclusions about student learning.	Explores collecting additional data using supplemental assessments. Makes adjustments in planning for single lessons or sequence of lessons based on analysis of assessment data.	Collects a variety of formal and informal assessment data on student learning. Uses analysis of a variety of data to inform planning and differentiation of instruction.	Designs and integrates an assessment plan that provides formal and informal assessment data on student learning. Uses data analysis of a broad range of assessments to provide comprehensive information to guide planning and differentiation of instruction.	Infuses assessments strategically and systematically throughout instruction to collect ongoing assessment data appropriate for the range of learning needs. Uses results of ongoing data analysis to plan and differentiate instruction for maximum academic success.

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Standard 5 CSTP: Assessing Students for Learning

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

ELEMENT	Emerging	Exploring	Applying	Integrating	Innovating
5.3 Reviewing data, both individually and with colleagues, to monitor student learning *Evidence:*	Reviews and monitors available assessment data as required by site and district processes.	Reviews and monitors additional assessment data individually and with colleagues and identifies learning needs of individual students.	Reviews and monitors a variety of data on student learning individually and with colleagues to identify trends and patterns among groups of students.	Reviews and monitors a broad rango of data individually and with colleagues to analyze student thinking and identify underlying causes for trends.	Facilitates collaborative work and fosters colleagues ability to identify and address underlying causes for achievement patterns and trends.
5.4 Using assessment data to establish learning goals and to plan, differentiate, and modify instruction *Evidence:*	Uses data from assessments provided by site and district to set learning goals for the class. Plans instruction using available curriculum guidelines.	Uses data from available assessments to establish content based learning goals for class and individual students in single lessons or sequence of lessons. Plans adjustments in instruction to address learning needs of individual students.	Uses a variety of assessment data to set student learning goals for content and academic language. Plans differentiated lessons and modifications to instruction to meet students' diverse learning needs.	Uses a broad range of data to set learning goals for content and academic language that are integrated across content standards for individuals and groups. Plans differentiated instruction targeted to meet individual and group learning needs and modifies lessons during instruction based on informal assessments.	Reflects on data continuously to make ongoing refinements to learning goals for content and academic language for the full range of students. Uses data systematically to refine planning, differentiate instruction, and make ongoing adjustments to match the evolving learning needs of individuals and groups.

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Standard 5 CSTP: Assessing Students for Learning

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

ELEMENT	Emerging	Exploring	Applying	Integrating	Innovating
5.5 Reviewing data, both individually and with colleagues, to monitor student learning *Evidence:*	Informs students about lesson objectives, outcomes, and summative assessment results. Recognizes the need for individual learning goals. Monitors progress using available tools for recording.	Begins to encourage students to establish learning goals through single lessons or sequence of lessons that include goal setting exercises. Provides students with opportunities in single lessons or sequence of lessons to monitor their own progress toward class or individual goals.	Models and scaffolds student self-assessment and goal setting processes for learning content and academic language development. Guides students to monitor and reflect on progress on a regular basis.	Implements structures for students to self-assess and set learning goals related to content, academic anguage and individual skills. Integrates student self-assessment, goal setting, and monitoring progress across the curriculum.	Provides systematic opportunities for student self-assessment, goal setting, and monitoring progress. Develops students' meta-cognitive skills for analyzing progress and refining goals towards high levels of academic achievement.
5.6 Using available technologies to assist in assessment, analysis, and communication of student learning *Evidence:*	Uses available technology to record assessments, determine proficiency levels, and make required communications about student learning.	Explores use of additional technologies to implement individual assessments, record results, and communicate with administration, colleagues, and families about student learning.	Uses technology to design and implement assessments, record and analyze results, and communicate about student learning with administration, colleagues, families, and students. Ensures that communications are received by those who lack access to technology.	Integrates a variety of technologies into the development, implementation, analysis of assessments, and communication of student learning to all audiences.	Uses a wide range of technologies to design, implement, and analyze assessments and provides for in depth and ongoing communication regarding student learning for all audiences.

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Standard 5 CSTP: Assessing Students for Learning

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

ELEMENT	Emerging	Exploring	Applying	Integrating	Innovating
5.7 **Using assessment information to share timely and comprehensible feedback with students and their families**	Provides students with feedback through assessed work and required summative assessments.	Provides students with additional feedback based on formative assessments from single lessons or sequence of lessons. Seeks to provide feedback in ways that students understand.	Provides students with clear and timely information about strengths, needs, and strategies for improving academic achievement.	Integrates the ongoing sharing of comprehensible feedback to students from formal and informal assessments in ways that support increased learning.	Facilitates students' leadership in seeking and using ongoing comprehensible feedback to accelerate their learning.
Evidence:	Notifies families of student proficiencies, challenges, and behavior issues through school mandated procedures.	Communicates with families about student progress, strengths, and needs at reporting periods. Contacts families as needs arise regarding struggling students or behavior issues.	Provides opportunities for comprehensible and timely two-way communications with families to share student assessments, progress, raise issues and/or concerns, and guide family support.	Communicates regularly with families to share a range of assessment information that is comprehensible and responsive to individual student and family needs.	Engages families in a variety of ongoing comprehensible communications about individual student progress and ways to provide and monitor support.

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Standard 6 CSTP: Developing as a Professional Educator

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

ELEMENT	Emerging	Exploring	Applying	Integrating	Innovating
6.1 **Reflecting on teaching practice in support of student learning** *Evidence:*	Is aware of the need to reflect on teaching practice to support student learning. Reflects individually or with colleagues on immediate student learning needs.	Begins to engage in reflection on teaching practice individually and with colleagues that is focused on methods to support the full range of learners.	Engages in reflection individually and with colleagues on the relationship between making adjustments in teaching practice and impact on the full range of learners.	Reflects individually and with colleagues on refinements in teaching practice and connections among the elements of the CSTP to positively impact the full range of learners.	Maintains ongoing reflective practice and action research in supporting student learning and raising the level of academic achievement. Engages in and fosters reflection among colleagues for school wide impact on student learning.
6.2 **Establishing professional goals and engaging in continuous and purposeful professional growth and development** *Evidence:*	Develops goals connected to the CSTP through required processes and local protocols. Attends required professional development.	Sets goals connected to the CSTP that take into account self-assessment of teaching practice. Expands knowledge and skills individually and with colleagues through available professional development.	Sets goals connected to the CSTP that are authentic, challenging, and based on self-assessment. Aligns personal goals with school and district goals, and focuses on improving student learning. Selects and engages in professional development based on needs identified in professional goals.	Sets and modifies authentic goals connected to the CSTP that are intellectually challenging and based on self-assessment and feedback from a variety of sources. Engages in and contributes to professional development targeted on student achievement. Pursues a variety of additional opportunities to learn professionally.	Sets and modifies a broad range of professional goals connected to the CSTP to improve instructional practice and impact student learning within and beyond the classroom. Engages in ongoing inquiry into teacher practice for professional development. Contributes to profesional organizations, and development opportunities to extend own teaching practice.

Standard 6 CSTP: Developing as a Professional Educator

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

ELEMENT	Emerging	Exploring	Applying	Integrating	Innovating
6.3 **Collaborating with colleagues and the broader professional community to support teacher and student learning** *Evidence:*	Attends staff, grade level, department, and other required meetings and collaborations. Identifies student and teacher resources at the school and district level.	Consults with colleagues to consider how best to support teacher and student learning. Begins to identify how to access student and teacher resources in the broader professional community.	Collaborates with colleagues to improve student learning and reflect on teaching practice at the classroom level. Interacts with members of the broader professional community to access resources that support teacher effectiveness and student learning.	Collaborates with colleagues to expand impact on teacher and student learning within grade or department and school and district levels. Engages with members of the broader professional community to access resources and a wide range of supports for teaching the full range of learners.	Facilitates collaboration with colleagues. Works to ensure the broadest positive impact possible on instructional practice and student achievement at school and district levels and for the profession. Initiates and develops professional learning opportunities with the broader professional community focused on student achievement.
6.4 **Working with families to support student learning** *Evidence:*	Is aware of the role of the family in student learning and the need for interactions with families.	Acknowledges the importance of the family's role in student learning. Seeks information about cultural norms of families represented in the school. Welcomes family involvement at classroom/school events.	Supports families to contribute to the classroom and school. Adjusts communications to families based on awareness of cultural norms and wide range of experiences with schools.	Provides opportunities and support for families to actively participate in the classroom and school. Communicates to families in ways which show understanding of and respect for cultural norms.	Structures a wide range of opportunities for families to contribute to the classroom and school community. Supports a school/district environment in which families take leadership to improve student learning.

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Standard 6 CSTP: Developing as a Professional Educator

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

ELEMENT	Emerging	Exploring	Applying	Integrating	Innovating
6.5 **Engaging local communities in support of the instructional program** *Evidence:*	Develops awareness about local neighborhoods and communities surrounding the school. Uses available neighborhood and community resources in single lessons.	Seeks available neighborhood and community resources. Includes references or connections to communities in single lessons or sequence of lessons.	Uses a variety of neighborhood and community resources to support the curriculum. Includes knowledge of communities when designing and implementing instruction.	Utilizes a broad range of neighborhood and community resources to support the instructional program, students, families. Draws from understanding of community to improve and enrich the instructional program.	Collaborates with community members to increase instructional and learning opportunities for students. Engages students in leadership and service in the community. Incorporates community members into the school learning community.
6.6 **Managing professional responsibilities to maintain motivation and commitment to all students** *Evidence:*	Develops an understanding of professional responsibilities. Seeks to meet required commitments to students.	Maintains professional responsibilities in timely ways and seeks support as needed. Demonstrates commitment by exploring ways to address individual student needs.	Anticipates professional responsibilities and manages time and effort required to meet expectations. Pursues ways to support students' diverse learning needs and maintains belief in students' capacity for achievement.	Integrates the full range of professional responsibilities into advanced planning and prepares for situations that may be challenging. Maintains continual efforts to seek, develop, and refine new and creative methods to ensure individual student learning.	Models professionalism and supports colleagues in meeting and exceeding professional responsibilities effectively. Supports colleagues to maintain the motivation, resiliency, and energy to ensure that all students achieve.

Standard 6 CSTP: Developing as a Professional Educator

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

ELEMENT	Emerging-Exploring-Applying	Integrating-Innovating
6.7 **Demonstrating professional responsibility, integrity, and ethical conduct** *Evidence:*	Follows all state education codes, legal requirements, district and site policies, contractual agreements, and ethical responsibilities. * * As follows: • *Takes responsibility for student academic learning outcomes. Is aware of own personal values and biases and recognizes ways in which these values and biases affect the teaching and learning of students.* • *Adheres to legal and ethical obligations in teaching the full range of learners, including English learners and students with special needs.* • *Reports suspected cases of child abuse, and/or neglect as outlined in the California Child Abuse and Neglect Reporting Act.* • *Maintains a non-hostile classroom environment and carries out laws and district guidelines for reporting cases of sexual harassment.* • *Understands and implements school and district policies and state and federal law in responding to inappropriate or violent student behavior.* • *Complies with legal and professional obligations to protect the privacy, health, and safety of students, families, and other school professionals.* • *Models appropriate behavior for students, colleagues, and the profession.* • *Acts in accordance with ethical considerations for students.* • *Maintains professional conduct and integrity in the classroom and* • *school community.*	Maintains a high standard of personal integrity and commitment to student learning and the profession in all circumstances. Contributes to building professional community and holding peers accountable to norms of respectful treatment and communication. Contributes to fostering a school culture with a high degree of resilience, professional integrity, and ethical conduct.

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Notes from Standard 3.6: Addressing the needs of English Learners and students with special needs to provide equitable access:

- Standard elements that are of particular importance in the effective instruction of English Learners:
- Standard Element 1.2 Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests
- Standard Element 3.2 Applying knowledge of student development and proficiencies to ensure student understanding of subject matter
- Standard Element 6.4 Working with families to support student learning

- *The full range of students with special needs includes students with IEPs, 504 Plans and advanced learners.
- Please see the additional Standard elements that are of particular importance in the effective instruction of students with special needs:
- Standard Element 2.6: Employing classroom routines, procedures, norms, and supports for positive behavior to ensure climate in which all students can learn.
- Standards 2 and 4 contain multiple references to differentiation, adaptations, and adjustments that are all critical supports for students with special needs

Glossary of Terms

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

Structure	Concepts	
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.	**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).

Agenda for Initial Summative Conference
Due: October 15

This information is to be provided by the teacher and discussed with the assessor by October 15 of the Summative Assessment year. The teacher may bring notes, evidence or any pertinent materials.

Self-Assessment and Growth Survey (CSTP 1-6)
Following the completion of your Self-Assessment and Growth Survey, discuss rating in each of the standards indicating strengths and areas of improvement:

Knowledge of Students (CSTP 1, 4, 5)
- o Describe the students in your class including the cultural composition, special needs, English language learners and proficiency, and GATE students.

Classroom Management Procedures (CSTP 2)
State your classroom rules, procedures and expectations for student behavior.
- o Describe what an observer should know about the learning environment which may impact student learning.

Draft Goals
- o Based on this conference and discussion with the assessor begin to formulate year- long goals.

MILLER CREEK SCHOOL DISTRICT   S-3

Goal Setting for Summative Conference
Due: Begin by October 15/Finalized by November 1
Progress discussed in Summative Conference

Name _____   School Year _____

Goal #1 Related to the CSTP and stated in measurable student outcomes.
Goal, Action Steps, Timeline, Results

Goal #2 Related to the CSTP and stated in measurable student outcomes.
Goal, Action Steps, Timeline, Results

District Goal: Related to district initiatives or district's Board of Education goals as they pertain to student learning.
Goal, Action Steps, Timeline, Results

_____   _____   _____
Administrator   Teacher   Date

Summative Support Team
Due: November 1
(OPTIONAL FOR TENURED TEACHERS)
This information is to be completed by the teacher and taken to the Summative Conference
Name:
Grade/Assignment:
Names of colleagues who will be collaborating with you during your Summative Evaluation. What skills do they bring to promote your growth?
Name:
Name:
Name:
Name:

Agenda for Summative Assessment: Pre-Observation Conference

(Evidence of CSTP 4)
This information is to be provided by the teacher in conference with the assessor prior to each formal classroom observation, along with a copy of the lesson plan (see Appendix A).

Lesson Plan Overview
The teacher and the assessor will discuss the lesson plan and its context within the instructional unit.

- Explain your classroom procedures and anything that the assessor should know about your class.

- Explain how your lesson plan incorporates appropriate instructional strategies to meet the needs of all students.

- Explain how you will adapt instructional plans and curriculum materials to meet the learning needs of all students.

- Explain how you plan to **assess** student achievement of the goals. (CSTP 5)
  - o Select assessment strategies?
  - o Collect and analyze assessment data?
  - o Review the assessment data to monitor student learning
  - o Use the data to adjust teaching?
  - o Use technology to assist in assessment?
  - o Use assessment information to share in a timely manner for feedback for students and families?

Talking points for the Pre-observation Conference

Teacher Post-Observation Lesson Plan Reflection

Name _____   School Year _____

This information is to be completed by the teacher and submitted during the Post-observation Conference.

Were the instructional goals met? Did the students learn what I thought they would learn?
How do I know?

Were the students productively engaged in the work? How do I know? (Provide specific examples)

How did I differentiate the instruction for my students? (Provide examples)

Based on information gathered from informal/formal assessments, what are my next steps?

Administrator Post-Observation Lesson Plan Reflection

Name _____   *School Year _____*

This information will be completed by the assessor and shared during the Post-observation Conference.

Were the instructional goals met? What evidence showed that the students learned what was expected?
What evidence showed that the students were productively engaged in the work?
What evidence of differentiation and instructional strategies was seen?
What evidence of assessments was seen?

Name _____   Grade/Subject _____
School _____   Date _____
Administrator _____

Update and Review Goals

Goal – Progress Toward Goal as of November 30th
Standard 1: Engaging All Students

	Component
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

	Meets Standard
	Needs Improvement

Standard 2: Creating and Maintaining Effective Environments for Student Learning	
	Component
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

	Meets Standard
	Needs Improvement

Standard 3: Understanding and Organizing Subject Matter for Student Learning	
	Component
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 content
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

	Meets Standard
	Needs Improvement

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

	Meets Standard
	Needs Improvement

Standard 5: Assessing Students for Learning	
	Component
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

	Meets Standard
	Needs Improvement

Standard 6: Developing as a Professional Educator	
	Component
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

	Meets Standard
	Needs Improvement

Commendations:

Recommendations:

_____   _____
  Administrator's Signature   Date

_____   _____
  Teacher's Signature   Date

NOTE: My signature on this summative assessment indicates that I have seen this document. It does not necessarily indicate that I agree with the assessment. I understand that I have the right to respond in writing to the statements and/or assessors within ten working days and my comments will be attached to the summative assessment form in my file in the Human Resources Department.

Summative Assessment Report

Miller Creek Teachers will be assessed in all six standards as related to the California Standards for the Teaching Profession. The assessment is based on the evidence gathered through the Summative Assessment process. The teacher's performance is rated by "Does meet" or "Does not meet" in each standard. Complete the narrative sections for each standard. Rate each standard according to district expectations.

Name _____   Grade/Subject _____

School _____   Date _____

Administrator _____

Final Goal Summary – Completion

Standard 1: Engaging All Students

	Component
	Component
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

Summary for Standard 1:

Suggestions for Standard 1:

Rating for Standard: ____ Does meet
                            ____ Does not meet

Teacher Initials: _____   Admin Initials: _____   Page 1

	Standard 2: Creating and Maintaining Effective Environments for Student Learning
	Component
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

Summary for Standard 2:

Suggestions for Standard 2:

Rating for Standard: _____ Does meet
                            _____ Does not meet

Teacher Initials: _____   Admin Initials: _____   Page 2

Standard 3: Understanding and Organizing Subject Matter for Student Learning	
	Component
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 content
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

Summary for Standard 3:

Suggestions for Standard 3:

Rating for Standard: ____ Does meet
                            ____ Does not meet

Teacher Initials: _____   Admin Initials: _____   Page 3

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

Summary for Standard 4:

Suggestions for Standard 4:

Rating for Standard: _____ Does meet
                              _____ Does not meet

Teacher Initials: _____   Admin Initials: _____   Page 4

Standard 5: Assessing Students for Learning	
	Component
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

Summary for Standard 5:

Suggestions for Standard 5:

Rating for Standard: _____ Does meet
                              _____ Does not meet

Teacher Initials: _____   Admin Initials: _____   Page 5

Standard 6: Developing as a Professional Educator	
	Component
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

Summary for Standard 6:

Suggestions for Standard 6:

Rating for Standard: _____ Does meet
                             _____ Does not meet

Teacher Initials: _____   Admin Initials: _____   Page 6

_____ Does meet the Miller Creek School District
Teacher's Name

Standards for the California Standards for the Teaching Profession and is recommended for
continued employment.

OR

_____ Does not meet the Miller Creek School District
Teacher's Name

Standards for the California Standards for the Teaching Profession and is:

_____ recommended for continued employment with an Assistance Plan for the _____
school year,

or
_____ not recommended for continued employment

_____   _____
Administrator's Signature   Date

_____   _____
Teacher's Signature   Date

NOTE: My signature on this summative assessment indicates that I have seen this document. It does not necessarily
indicate that I agree with the assessment. I understand that I have the right to respond in writing to the
statements and/or assessors within ten working days and my comments will be attached to the summative
assessment form in my file in the Human Resources Department.

Rating for Standard: ____ Does meet
                                     ____ Does not meet

Teacher Initials: _____   Admin Initials: _____   Page 7

MILLER CREEK SCHOOL DISTRICT

Formative Assessment

The formative process is teacher directed and will produce evidence of steps taken to achieve the goal. Those continuing contract teachers not involved in summative assessment participate in formative assessment each year. This process is self-directed, collegial and results based. In the formative process, the teacher conducts a self assessment and selects, with the approval of an administrator, two suitable goals for professional growth. The teacher then establishes a support team and develops a plan to achieve his/her goals. If an individual is working on an ongoing project they may work alone with the approval of an administrator.

Examples of evidence to guide teacher's reflection may be: planning documents, samples of student work, record of participating in professional events. This evidence can be part of a portfolio that can guide the summative assessment.

1. Self-Assessment Process

All teachers complete a Self-Assessment and Growth Survey (Form F-1) by November 1 and use it as evidence when creating a growth plan. This process is designed to encourage teachers to thoughtfully consider every component in each standard and to accurately determine the specific level of his or her performance.

The teacher analyzes the self-assessment for evidence of patterns of strength and areas of growth and determines an area of practice for focused attention and improvement during the coming school year. This area for focus is used to formulate two growth goals and may consist of a single aspect of teaching (such as the use of technology), or it may span a number of the individual areas (for example, understanding the cultures of one's students and improving questioning and discussion techniques.) But in all cases, each teacher's goals and the resulting plan developed from the goals should be consistent with the California Standards for the Teacher Profession (CSTP), as well as the district's Board of Education goals as they pertain to student learning. Staff time during Learning Wednesdays will be given to complete and review the Self-Assessment and Growth Survey (Form F-1) and the Professional Growth Plan (Form F-2) allow for support team selection.

Formative Support Team Selection

The teacher will select a support team. If an individual is working on an ongoing project, s/he may work alone with the approval of the administrator/designee. Teams should strive for members that will challenge and probe thinking to enhance professional growth while functioning at an optimal level of cooperation and productivity. A team may consist of two individuals or many individuals.

Examples of Support Teams:

Coach-Advisee: One person is an "expert" in an area, willing to coach others while they begin or continue their learning.

Collegial Friends: No defined leader and teachers can have different growth goals. This group is composed of teachers with an established collaborative working relationship willing to support each other in learning even if their goals are in different areas. Examples include grade level teams or a middle school department.

School-District/County Cohort: Members of this team may come from throughout the district and even from other districts to focus on a common area of interest and growth. Examples include teachers from different schools with shared interests or district/county committees.

Teams should be established and added to the Professional Growth Plan (Form F-2) by November 1. This provides maximum time for teachers to work in their teams. Some of the topics or conversations could be to:

- Clarify their understanding of the standards
- Help each other reflect on the quality of the evidence collected for all standards
- Assist team members as needed in the gathering of evidence
- Collaborate with colleagues to achieve their goals

A copy of the plan will be submitted to the Administrator by November 1.

After reviewing the goals and plan, the administrator/designee may choose to conference with a teacher. While the growth goal should represent consensus between the teacher and the administrator/designee, in those rare cases where there is significant disagreement as to appropriate areas for focus, the recommendations of the administrator will prevail.

2. Teacher Implements Professional Growth Plan

The activities written into the growth plan are the means to fostering movement toward the goal. Examples of activities to support growth goals:

- Observe and discuss with teachers known to be skilled in the area identified for focus
- Attend workshops, take courses
- Read books and articles, watch videos of practice, discuss with members of the team or study group
- Prepare a keynote presentation
- Collect and analyze student work from one's own teaching
- Interview members of the community and attend community events
- Create and analyze a video of one's own classroom
- Analyze test results to determine areas of need of one's students
- Take photos of work, bulletin boards, projects

The list of possible activities to support a growth goal is virtually endless. The critical consideration is how a certain activity enables a professional educator to achieve his/her goal. When implementing a growth plan, teachers should consider the resources they may need, as well as the documentation that will result from the activities. For example, if a teacher wants to observe another teacher, a substitute teacher may be needed (resource) and observation notes and a summary of what was derived from the visit (documentation) will be written.

During the year teachers:

☐ Attend meetings with their support team
☐ Collect evidence of activities that they may choose to use as part of their next Summative Assessment
☐ Complete a Formative Assessment Meeting Log/Notes to Support Final Reflection (Form F-3)
☐ Administrators can request to view this log as needed to verify progress

There may be instances where support teams are not functioning and are not meeting the needs of the team members. If teachers find that this is the case with their team, it is the teachers' responsibility to solicit assistance from the administrator/designee in remedying the situation.

3. Teacher Reflects on Progress Toward Goals

As a final activity of the Formative process, the teacher will review the evidence they have collected and the professional growth activities that they have participated in throughout the year (Form F-3). Teachers will reflect on their growth goals and how the evidence of these activities contributed to their progress toward their goals. Formative Assessment Professional Growth Plan Reflection (Form F-4) will be submitted to the Administrator by May 1.

Teacher Formative Assessment Evaluation Timeline

Forms	Due by:	Formative	Who is responsible?
Form S-1/F-1	November 1	Self-Assessment and Growth Survey	Teacher
Form F-2	November 1	Complete Professional Growth Plan and Select Support Team	Teacher
Form F-3	November - May	Implement Professional Growth Plan Teacher may use Formative Assessment Meeting Log/Notes to Support Final Reflection	Teacher
Form F-4	May 1	Teacher Reflects on Progress Toward Goals Formative Assessment Professional Growth Plan Reflection	Teacher

| Professional Growth Plan |
| Goals, Plan and Support Team |
| Submit to Administrator by: *November 1* |

Name _____   School Year _____

| Goal: |
| Possible activities and steps to be taken: |
| Possible evidence you plan to collect: |

| Goal: |
| Possible activities and steps to be taken: |
| Possible evidence you plan to collect: |

Support Team Members:

_____

_____

_____

Formative Assessment Meeting Log/Notes to Support Final Reflection (F-4)	
For Teacher Use Only	
Optional	

Name _____   School Year _____

Meeting Date	Topics Discussed/ Evidence Reviewed	Questions/Next Steps

Formative Assessment Professional Growth Plan Reflection
Submit to Administrator by: *May 1*

As the final activity of the formative process, you will review the evidence you have collected and the professional growth activities in which you have participated in throughout the year. Please reflect on your growth goal(s) and how the evidence of these activities contributed to your progress towards the goal(s).

_____

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_____   _____
Teacher   Date

MILLER CREEK SCHOOL DISTRICT

Teacher Name: _____CSTP Goal Elements: _____

Observation Log -- Standard 1: Engaging and Supporting All Students in Learning	
1.1 Using knowledge of students to engage them in learning	
1.2 Connecting learning to students' prior knowledge, 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	

MILLER CREEK SCHOOL DISTRICT

Teacher Name: _____**CSTP Goal Elements:** _____

Observation Log -- Standard 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 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	

MILLER CREEK SCHOOL DISTRICT

Teacher Name: _____ **CSTP Goal Elements:** _____

Observation Log -- Standard 3: Understanding and Organizing Subject Matter for Student Learning	
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 content	
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 within special needs to provide equitable access to the content	

MILLER CREEK SCHOOL DISTRICT

Teacher Name: _____**CSTP Goal Elements:** _____

Observation Log – Standard 4: Planning Instruction and Designing Learning Experiences for all Students	
4.1 Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction	
4.2 Establishing and articulating goals for student learning	
4.3 Developing and sequencing long-term and short-term instructional plans to support student learning	
4.4 Planning instruction that incorporates appropriate strategies to meet the learning needs of all students	
4.5 Adapting instructional plans and curricular materials to meet the assessed learning needs of all students	

MILLER CREEK SCHOOL DISTRICT

Teacher Name: _____**CSTP Goal Elements:** _____

Observation Log – Standard 5: Assessing Students for 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	
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	

MILLER CREEK SCHOOL DISTRICT

Teacher Name: _____**CSTP Goal Elements:** _____

Observation Log – Standard 6: Developing as a Professional Educator	
6.1 Reflecting on teaching practice in support of student learning	
6.2 Establishing professional goals and engaging in continuous and purposeful professional growth and development	
6.3 Collaborating with colleagues and the broader professional community to support teacher and student learning	
6.4 Working with families to support student learning	
6.5 Engaging local communities in support of the instructional program	
6.6 Managing professional responsibilities to maintain motivation and commitment to all students	
6.7 Demonstrating professional responsibility, integrity and ethical conduct	

MILLER CREEK SCHOOL DISTRICT

Assistance Plan for Permanent Unit Members

Nothing herein shall be construed to limit the right of the Superintendent to recommend to the School Board the non-renewal or termination of any unit member. A unit member can be placed on the Assistance Plan for Permanent Unit Members.

Purpose
The purpose of Assistance for Permanent Unit Members is to provide a supported, structured, and focused system of assistance to ensure that every unit member is meeting the District Standards which include for teachers the California Standards for the Teaching Profession (CSTP).

The Assistance Plan consists of:
- Awareness Phase
- Professional Support Phase
- Referred Teacher Assistance Plan

This Professional Assistance Plan runs concurrently with a teacher's Formative/Summative Evaluation cycle. At their discretion, either party may include representation during meetings.

Awareness Phase (Site Based)
The purpose of the Awareness Phase is to bring individuals together to identify and discuss areas of concern related to District Standards which include for teachers the California Standards for the Teaching Profession (CSTP).

In the Awareness Phase the administrator or unit member identifies a concern in writing using the Assistance Plan for Permanent Unit Members Awareness Phase Planning Form (Form AP-1). The administrator and unit member meet to collaborate and attempt to solve the concern.

The Awareness Phase Plan will be discussed at an initial meeting held within ten working days of written notification by either party. The Awareness Phase should reach completion within the mutually agreed upon established time frame on the Assistance Plan for Permanent Unit Members Awareness Phase Planning Form (Form AP-1).

The Awareness Plan will include:
- Identification of individuals involved in the plan
- Statement identifying the concern relative to the CSTP
- Listing of action plan strategies and success indicators, including:
    a. resources to be allocated for plan implementation and completion
    b. staff development
    c. peer coaching
    d. a timeline indicating implementation dates
    e. meeting dates to review progress of the plan
    f. final review dates

At the conclusion of this agreed timeline, the administrator reviews progress and makes one of the following recommendations:
- Concern resolved; no further action necessary and the teacher remains in the Formative/Summative process
- Progress noted; Review and evaluate the procedures and timelines in the Awareness Phase Plan
- Concerns remain unresolved; movement to the Professional Support Phase may receive a "Does Not Meet."

Meeting minutes and discussions within the Awareness Phase will remain at the site level between concerned parties. Written documentation of the Awareness Phase Plan will remain at the site level.

Professional Support Phase (District Based)
The purpose of the Professional Support Phase is to provide more specific guidance and assistance for the resolution of concerns identified in the Awareness Phase of the Assistance Plan for Permanent Unit Members. The Professional Support Phase will be discussed at an initial meeting to be held within ten working days of the final meeting of the Awareness Phase. During this phase, teachers will remain in the Formative/Summative *process* or be placed in the Referred Teacher Assistance Plan. Whenever possible, procedures and timelines will be established collaboratively. These procedures will be referred to as the Assistance Plan for Permanent Unit Members Professional Support Phase Action Plan (Form AP-2).

The Professional Support Action Plan will include:
- Identification of individuals involved in the plan
- Statement identifying the concern relative to the CSTP
- Listing of action plan strategies and success indicators, including:
    a. resources to be allocated for plan implementation and completion
    b. staff development
    c. peer coaching
    d. a timeline indicating implementation dates
    e. meeting dates to review progress of the plan
    f. final review dates

The Professional Support Phase Action Plan (Form AP-2) will be filed at the site and district levels. At their discretion, either party may include Union/representation during meetings. A written review of progress at the conclusion of the designated time period will result in one of the three recommendations:
- Concern resolved; removal from Professional Support Phase and the teacher remains in the Formative/Summative process
- Progress noted; continuation of Professional Support Phase
- Concerns unresolved; movement to the Referred Teacher Assistance Plan for Permanent Unit Members (PAR)

Referred Teacher Assistance Plan
By May 10, the administrator who referred the Unit Member to the Referred Teacher Assistance Plan for Permanent Unit Members provides the PAR Panel with a copy of the evaluation together with appropriate supporting documents.

MILLER CREEK SCHOOL DISTRICT   AP-1

Assistance Plan for Permanent Unit Members
Awareness Phase Action Plan

Unit Member: _____

Administrator: _____

Additional Support Phase Participants (if applicable):_____

_____

Date Submitted: _____

Professional Standard(s):

Concern(s):

Initial Meeting Date/Time/Minutes:

Action Plan Strategies:

Action Plan Success Indicators:

Resources (if applicable):

Progress Meeting Dates/Times/Minutes:

Final Meeting Date/Time/Minutes:

Recommendation:

_____ 1.   Concerns resolved; no further action necessary.
_____ 2.   Progress noted; review and evaluate the procedures and timelines in the Awareness Phase.
_____ 3.   Concerns remain unresolved; movement to the Professional Support Phase may receive a
            "Does Not Meet."

Administrator Signature _____   Date _____

Unit Member's Signature _____   Date _____

MILLER CREEK SCHOOL DISTRICT   AP-2

Assistance Plan for Permanent Unit Members
Professional Support Phase Action Plan

Unit Member: _____

Administrator: _____

Additional Support Phase Participants (if applicable): _____

_____

Date Submitted: _____

Professional Standard(s):

Concern(s):

Initial Meeting Date/Time/Minutes:

Action Plan Strategies: Timeline

MILLER CREEK SCHOOL DISTRICT   AP-2

Action Plan Success Indicators: Timeline

Resources: (if applicable): (materials, staff development, budgetary consideration)

Progress Meeting(s) Dates/Times/Minutes:

Final Meeting Date/Time/Minutes:

Recommendations:

_____ 1.   Concern resolved; removal from Assistance Plan to Professional Growth Plan.
_____ 2.   Progress noted; review and evaluate the procedures and timelines in the Professional Support Phase.
_____ 3.   Concerns unresolved; Does Not Meet rating; movement to Referred Teachers Assistance Plan for Permanent Unit Members.

Administrator Signature _____   Date _____

Unit Member's Signature _____   Date_____

MILLER CREEK SCHOOL DISTRICT   RTAP-1

Referred Teacher Assistance Plan for Permanent Unit Members
Referred Teacher Phase Action Plan

Unit Member: _____

Administrator: _____

Additional Support Phase Participants (if applicable): _____

_____

Date Submitted: _____

Professional Standard(s):

Concern(s):

Initial Meeting Date/Time/Minutes:

Action Plan Strategies: Timeline

MILLER CREEK SCHOOL DISTRICT   RTAP-1

Action Plan Success Indicators: Timeline

Observation Dates:

Resources: (if applicable): (materials, staff development, budgetary consideration)

Progress Meeting(s) Dates/Times/Minutes:

Final Meeting Date/Time/Minutes:

Recommendations:

_____ 1.   Concern resolved; removal from Referral Teacher Assistance Plan.
_____ 2.   Progress noted; review and evaluate the procedures and timelines in the Referred Teacher
             Assistant Plan.
_____ 3.   Concerns unresolved; "Does Not Meet" rating.

Administrator Signature _____   Date _____

Unit Member's Signature _____   Date_____

APPENDICES

Appendix A: Sample Lesson Plan
This sample lesson plan follows the conference questions. It is a suggested format only.
Student Goal for Lesson (students will know):
Student Outcome or Objectives (students will do):
Connection to prior knowledge or purpose:
Procedure: What are you and your student doing and learning?
Expansion Activity:
Materials Needed:
Assessment- purpose of assessment

Self-Assessment/Reflection:
How and what did the students learn? What did you learn?

Other considerations:

- ✓ Students will Special Needs: How will you modify your program, instruction in classroom or homework

- ✓ Use the knowledge of your students' academic readiness, language proficiency, cultural background and individual development to plan instruction

- ✓ How do you plan to anticipate those difficulties, enabling your students to persist with the work

- ✓ Develop and sequence long-term and short-term instructional plans

- ✓ Select assessment strategies

- ✓ Use the data to adjust teaching

Appendix B: Administrator Observation
California Standards for the Teaching Profession

1: Engaging and Supporting All Students in Learning	EVIDENCE
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	
2: Creating and Maintaining Effective Environments for Student Learning	**EVIDENCE**
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	
3: Understanding and Organizing Subject Matter for Student Learning	**EVIDENCE**
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 content 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 Addressing the needs of English learners and students within special needs to provide equitable access to the content 3.6 Addressing the need of English Language and students with special needs equitable access to the content	

4: Planning Instruction and Designing Learning Experiences for All Students	EVIDENCE
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	
5: Assessing Students for Learning	**EVIDENCE**
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	
6: Developing as a Professional Educator	**EVIDENCE**
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	

MILLER CREEK SCHOOL DISTRICT
Appendix C

Appendix C: Teacher Yearly Evaluation Cycle

The purpose of the evaluation cycle is to provide a solid foundation of support **for temporary, probationary teachers, and permanent teacher** and the opportunity for ongoing, self-directed professional growth as a teacher gains experience.

Below is a chart of the Evaluation Cycle:

Year 1	2	3	4	5
Summative	**Summative**	Formative	**Summative**	Formative

Year 6	7	8	9	10
Summative	Formative	**Summative**	Formative	**Summative**

Year 11	12	13	14	15
Formative	Formative	Formative	Formative	**Summative**

Year 16	17	18	19	20
Formative	Formative	Formative	Formative	**Summative**

Year 21	22	23	24	25
Formative	Formative	Formative	Formative	**Summative**

Year 26	27	28	29	30
Formative	Formative	Formative	Formative	**Summative**

- Probationary and temporary teachers will be evaluated annually with the Summative Assessment until they become Permanent. Permanent teachers will be evaluated with the Summative Assessment the 4th year, 6th year, 8th year, and 10th year.

- At year three all Permanent teachers who receive "Meets the Miller Creek School District Standards for Teacher Performance" on the prior evaluation will enter into a Formative Assessment year.

- Teachers who receive "Meets the Miller Creek School District Standards for Teacher Performance" at year 10, 15, 20, 25, 30 will enter into a five-year cycle. Teachers who receive "Does Not Meet the Miller Creek School District Standards for Teacher Performance" will be evaluated with the Summative Assessment the next year.

- All Permanent teachers will enter the process based on years in the District.

- Administrator and the teacher can agree to place the teacher into the summative cycle by giving notice to the teacher by September 15.

MILLER CREEK SCHOOL DISTRICT
Appendix D

Appendix D: Summative Assessment Evaluation Timeline

Forms	Due by:	Summative: Non-Tenured	Summative: Tenured	Who is responsible?
None	Sept. 1	District notifies administration of who will be going through the Summative Assessment		Personnel Office, Administrator
None	Sept. 15	Administration notifies all non-tenured teachers of the Summative Assessment process	Administration notifies teachers who will be going through the Summative Assessment process	Administrator
None	September - October	Administrator conducts informal observation(s)		Administrator
S-1/F-1	Sept. 30	Complete Self-Assessment and Growth Survey		Teacher
S-2	Oct.15	Initial Summative Conference Draft goals written by teacher using form S-3		Teacher and Administrator
S-3	Nov. 1	Goals written, agreed upon and signed with Administration using Goal Setting for Initial Summative Conference	Teacher and Administrator agree upon goals using Goal Setting for Initial Summative Conference	Teacher and Administrator
S-4	Nov. 1	Teacher selects Summative Support Team Teacher, Administration sign form	Teacher may select Summative Support Team to meet learning goals	Teacher and Administrator
S-5 S-6 S-7	Nov. 1-Feb.15 *Nov. 1-March 1 for Tenured*	Administration completes a minimum of two formal observations and one unscheduled observation by: December 1 and February 1 • Pre-Observation Conference and Formal Lesson Plan • Formal Lesson • Post-Observation Conference and Lesson Reflections	Administration completes a minimum of one formal and one unscheduled observation • Pre-Observation Conference and Formal Lesson • Post-Observation Conference and Lesson Reflections	Teacher and Administrator
S-8	Dec. 1	Mid-Year Summative Evaluation Report Temporary, Probationary Teacher and administrator meet to review and sign		Administrator
None	Nov. 1 - March 1	Teacher collaborates with Summative Support Team to work to meet learning goals	Teacher may collaborate with Summative Support Team to meet learning goals	Teacher and Support Team
S-1/F-1	Nov 1 - March 1	Final Summative Conference		Teachers and Administrator
S-1/F-1	April 30		Final Summative Conference	Teachers and Administrator
S-9	March 1	Administrator completes the Summative Assessment Report		Teacher and Administrator
S-9	April 30	Administrator completes the Summative Assessment Report	Administrator completes the Summative Assessment Report	Teacher and Administrator

MILLER CREEK SCHOOL DISTRICT
Appendix D

Appendix D: Formative Assessment Evaluation Timeline

Forms	Due by:	Formative	Who is responsible?
Form S-1/F-1	November 1	Self-Assessment and Growth Survey	Teacher
Form F-2	November 1	Complete Professional Growth Plan and Select Support Team	Teacher
Form F-3	November - May	Implement Professional Growth Plan Teacher may use Formative Assessment Meeting Log/Notes to Support Final Reflection	Teacher
Form F-4	May 1	Teacher Reflects on Progress Toward Goals Formative Assessment Professional Growth Plan Reflection	Teacher

MILLER CREEK SCHOOL DISTRICT
Appendix E

Appendix E: Summative Assessment Report Rating Criteria

The administrator completes the evaluation process by writing the Summative Assessment Report (Form S-9). The narrative should reflect the quality of performance based on the evidence collected by both teacher and administrator and discussion(s) about these artifacts. In the Summative Assessment, the teacher is evaluated on all six standards from the California Standards for the Teaching Profession.

The District Standards rating scale for each standard is:
- Does meet
- Does not meet

Final rating:
- Does meet the Miller Creek School District Standards for the California Standards for the Teaching Profession
- Does not meet Miller Creek School District Standards for the California Standards for the Teaching Profession

Here are the criteria for continued employment for all teachers:

Does meet: Using the Summative Assessment Report (S-9) a teacher who obtains ratings of "Does meet" in at least five of the six standards will receive "Does meet the Miller Creek School District Standards for the California Standards for the Teaching Profession" as a final rating.

Does not meet: Using the Summative Assessment Report (S-9) a teacher who obtains ratings of "Does not meet" in two or more of the six standards will receive "Does not meet Miller Creek School District Standards for the California Standards for the Teaching Profession" as a final rating.

MILLER CREEK SCHOOL DISTRICT
Appendix F

Appendix F: Final Summative Conference

Name _____   School Year _____

This information may be provided by the teacher in the conference with the assessor by *April 15*.

By April 15, the evidence submitted at the Final Summative Conference will consist of Evidence from Standards 1-6:

- ❑ Information on knowledge of students and classroom management, provided during the Initial Summative Conference notes

- ❑ Goal setting

- ❑ One or two lesson plans, its equivalent

- ❑ Pre-Observation Conference notes

- ❑ Other documentation pertaining to the progress toward goals

- ❑ Observation Record

- ❑ Lesson Plan Reflection

- ❑ Contacts established with students' families

- ❑ Professional development attended and contributions made to the school, the district, and the community or its equivalent

- ❑ Goal Progress

Family Contact Log and Professional Development/School, Division, and Community Contribution Log *(Evidence of Standard 5 and 6)*

Discuss the logs or equivalent information you have kept:

- ❑ Explain the **types of contacts** you have had with your students' families and your reason for using these types of contacts.

- ❑ Summarize the professional development and other professionally-related activities in which you participated.

MILLER CREEK SCHOOL DISTRICT
Appendix G

Appendix G: School and Community Contributions Log

Name _____   School Year _____

This information is to be maintained by the teacher during the Summative Assessment year and submitted the assessor prior to *April 15* in preparation for the Final Summative Conference.
Possible examples of communication with families and community would be: • Teacher website, School Loop • Class newsletters • Classroom volunteer schedules • Published school work, ex: Fast Forward • Emails, extra conference records • Attendance at IEPs, SSTs, APTs, 504s • Participation at school/community events, examples include:

MILLER CREEK SCHOOL DISTRICT
Appendix H

Appendix H: Professional Development Log

Name _____   School Year _____

This information is to be maintained by the teacher during the Summative Assessment year and submitted the assessor prior to *April 15* in preparation for the Final Summative Conference.

Possible examples of Professional Development would be:

- Workshops
- Conferences
- Committee Meetings
- Family Nights
- Online Learning
- Webinars