

## Side Letter of Agreement

### Evaluation

The purpose of this agreement is to facilitate implementation of the newly created Article XIV (EVALUATIONS). The Parties acknowledge the value of piloting a new professional growth model in a “no risk” environment for all participants. It is the intent of the Parties that a new professional growth model be piloted during the 2021-22 school year. To this end, the Parties agree:

1. A permanent unit member may participate in the pilot only on a voluntary basis, with mutual agreement from the principal.
2. A permanent unit member, who is scheduled to be evaluated this year, and who reaches mutual agreement with the principal to participate in the pilot process, shall be exempt from the regular evaluation process contained in article XIV of the CBA for the 2021-22 school year. The member shall be deemed to have been effective for the 2021-22 school year, but shall not receive a summary evaluation.
3. Any documents related to a participating member shall not become a part of the unit member’s personnel records unless mutually agreed by the unit member and evaluator.
4. The District shall consult with the Association prior to selecting up to two (2) middle schools and five (5) elementary school sites that participate in the pilot evaluation program.
5. The process will be implemented for the 2021-2022 school year and during that year the evaluation committee will review and make recommendations to be considered by the respective negotiation teams prior to elimination of the current evaluation process.

This side letter will sunset on June 30, 2022.

#### A. Evaluation Program

##### 1. Frequency of Evaluation

- a. Probationary and temporary employees shall be evaluated each year based on the current California Standards for the Teaching Profession.
- b. Permanent employees who have been employed by the district for less than ten (10) years shall be evaluated at least every other year based on the current California Standards for the Teaching Profession. If the most recent evaluation reflects an unsatisfactory ranking in any element, the employee may be evaluated the subsequent year.
- c. Permanent employees who have been employed by the District for at least ten (10) years may be evaluated every five (5) years based on the current California Standards for the Teaching Profession instead of every other year if:
  - 1) The employee received a satisfactory evaluation during the previous evaluation cycle.
  - 2) The employee is deemed highly qualified under the No Child Left Behind Act.
  - 3) The evaluator and the employee consent to the five (5) year cycle.

By request of the evaluator or the employee, the employee will be returned to the evaluation cycle of every other year. Upon receipt of a non-satisfactory evaluation, the employee will be returned to the annual evaluation cycle.

##### 2. Evaluation Standards, Elements, and Ratings – Temporary and Probationary Employees

- a. The Certificated Performance Evaluation Initial Conference, Observation Summary, Certificated Employee Performance Evaluation forms shall be used by all employees in probationary or temporary status.
- b. All Elements in each Standard shall be addressed during the evaluation period, except Standard Six where the employee will select one element.
- a. The Elements are the foundation of the observations and feedback, and cumulatively, for the Summative evaluations. They are intended to be observed in the classroom and other appropriate observational environments, and do not constitute projects for the employee to develop outside of the instructional process.



- d. At the midpoint of the employee's school year and as outlined in 4(b) below, the evaluator shall meet with the employee to discuss the status of progress in achieving elements, standards, and other evaluative criteria.
  - e. For the final evaluation, the evaluator shall rate each Standard. The summary of such ratings shall constitute the final rating.
  - f. Ratings consist of the following, which are defined on Rubrics which shall be given to each employee: 1. Practice Not Consistent with Standard Expectations, 2. Developing Beginning Practice, 3. Maturing Beginning Practice, 4. Experienced Practice that Exemplifies the Standard.
  - g. A rating of one (1) (Practice Not Consistent with Standard Expectations) in two (2) elements in a Formal Observation Summary will result in a rating of Practice Not Consistent with Standard Expectation in the overall Standard.
3. Evaluation Standards, Elements, and Ratings – Permanent Employees
- a. The Certificated Performance Evaluation Initial Conference, Observation Summary, Certificated Employee Performance evaluation shall be used by all employees in permanent status except XIV D.
  - b. All Elements in each Standard shall be addressed during the evaluation period, except Standard Six where the employee will select one element.
  - c. The Elements are the foundation of the observations and feedback, and cumulatively for the Summative evaluations. They are intended to be observed in the classroom and other appropriate observational environments, and do not constitute projects for the teacher to develop outside of the instructional process.
  - d. At the midpoint of the employee's school year and as outlined in 4(b) below, the evaluator shall meet with the employee to discuss the status of progress in achieving Elements and Standards and other evaluative criteria.
  - e. When a permanent employee experiences performance difficulties, the supervisor may suggest to the employee the option of voluntarily participating in the development and implementation of a Certificated Support Plan.
  - f. For the final evaluation, the evaluator shall rate each Standard. The summary of such ratings shall constitute the final rating.
  - g. Ratings consist of: 1. Unsatisfactory, 2. Need Improvement, 3. Meets District Standards, 4. Exemplifies Standards.
  - h. A rating of one (1) "Unsatisfactory" in two (2) elements identified in a Formal Observation Summary will result in a rating of Unsatisfactory in the overall Standard.
  - i. An unsatisfactory rating of three or more Standards shall result in an overall unsatisfactory evaluation. If an overall evaluation is rated unsatisfactory, Evaluator and employee shall create a Certificated Support Plan for required implementation the following year.
4. Evaluation Timelines:
- a. Within the first twenty five (25) school days of the school year, site administration will meet with certificated personnel scheduled to be formally evaluated in order to assign the evaluator and to review the evaluation process and documents.
  - b. Temporary and Probationary Employees: Within forty-five (45) school days, evaluator and employee will conduct the following observation cycle:
    - Pre-Conference
    - First Formal Observation
    - Post-ConferenceA second observation cycle will be conducted within ninety (90) school days.
  - c. Permanent Employees: Within ninety (90) school days, evaluator and employee will conduct the following observation cycle:
    - Pre-Conference
    - First Formal Observation
    - Post-Conference
  - d. If an employee's initial formal observation results in a rating of "Meets Standards", the evaluator will use documented informal observations with feedback to confirm, negate or improve upon the "Meets Standards" rating. If an employee's initial formal observation results in a rating of

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“Partially Meets Standards”, a second observation cycle will be held on or before the 110th school day. If an employee’s initial formal observation results in a rating of “Does Not Meet Standards”, a second observation cycle will be held twenty (20) days from the initial cycle and a third observation cycle will be held twenty (20) days from the second cycle.

- e. Evaluator and employee, before the end of the unit member's assigned work year, will have held at least one personal conference to evaluate the employee's total program and accomplishment of their program objectives.
- f. Thirty (30) days prior to the employee's end of the assigned work year, evaluator and employee shall meet and finalize the Certificated Employee Performance Evaluation.

5. The Association and the District will meet outside of negotiations to address changes to evaluation documents for nurses and counselors. The revised evaluation forms for School Psychologist, Resource Specialists, Designated Instruction Service Providers, Itinerant Teachers, and Teachers on Special Assignment will be implemented beginning with the 2005-06 school year. The Association and District agree to review and modify outside of current negotiations, during the 2004-05 school year, evaluation documents currently utilized by Nurses and Counselors.

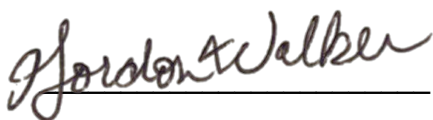
**B. Observations**

- 1. Formal observations shall be based on no fewer than twenty (20) minutes of consecutive classroom time.
- 2. In the event that deficient performance is noted in an observation of fewer than twenty (20) minutes, such circumstances will be quickly brought to the employee’s attention. If deemed serious, the matter shall be provided in writing to the employee and shall result in a formal observation by the administrator within five (5) contractual days.
- 3. In the case of a negative observation(s), the evaluator shall meet with the employee within five (5) contractual days to discuss the observation. If deemed serious, the matter shall be provided in writing to the employee. This written statement shall include but not be limited to the following:
  - a. Specific recommendations for improvement.
  - b. Direct assistance to implement such recommendations including additional observations.
  - c. Techniques to measure improvement.
  - d. Released time to visit and observe other employees.
  - e. A time schedule to monitor progress.
  - f. A time schedule to monitor progress as described in the Employee Evaluation Process Timeline.

Note: Forms continued on the following seventeen (17) pages.

**AGREEMENT SIGNED THIS 21st DAY OF JUNE 2021**

For the Association

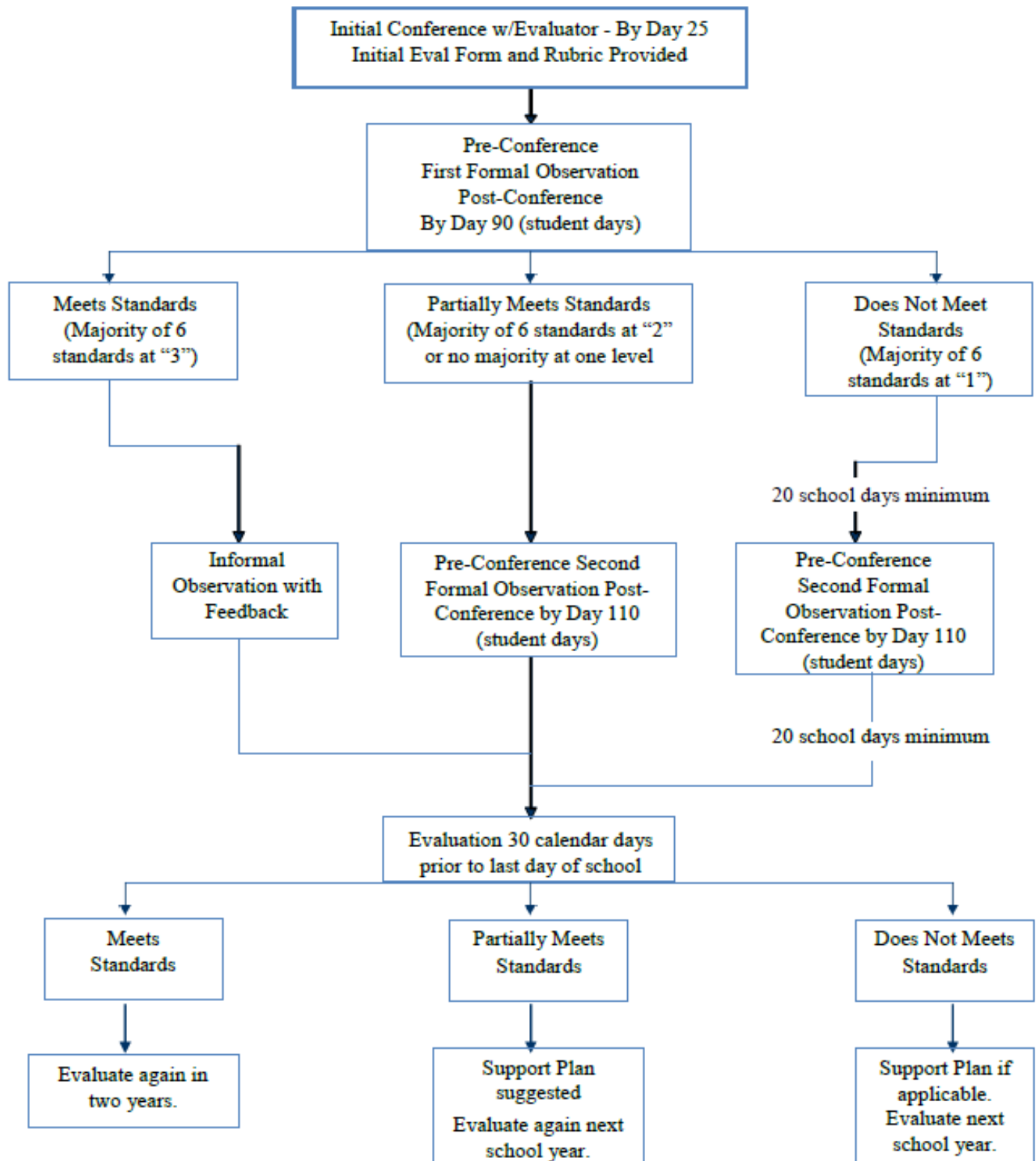


6/21/21

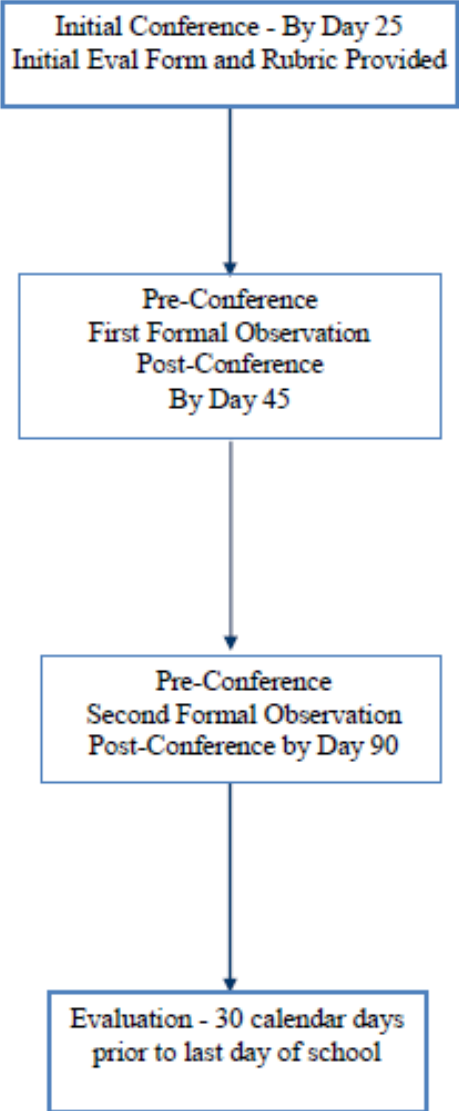
For the District

\_\_\_\_\_  
\_\_\_\_\_

ESCONDIDO UNION SCHOOL DISTRICT  
CERTIFICATED PERMANENT EMPLOYEE EVALUATION PROCESS TIMELINE



ESCONDIDO UNION SCHOOL DISTRICT  
CERTIFICATED PROBATIONARY EMPLOYEE EVALUATION PROCESS



## CERTIFICATED PERFORMANCE EVALUATION INITIAL CONFERENCE

Evaluatee: \_\_\_\_\_ Status: \_\_\_\_\_

Site: \_\_\_\_\_

- ◆ *Certificated staff evaluation will be based on California Teaching Standards 1-5 through classroom observation, documentation and conferences*
- ◆ *Evaluatees will be assessed on California Teaching Standard 6 after selecting one focus element for the school year in collaboration with the evaluator. List activities that will be completed during the year.*



STANDARD 6	DEVELOPING AS A PROFESSIONAL EDUCATOR (CLICK BOX THAT APPLIES)
<b>FOCUS ELEMENT</b> <small>(Select one)</small>	<input type="checkbox"/> 6.1 Reflecting on teaching practice in support of student learning <input type="checkbox"/> 6.2 Establishing professional goals and engaging in continuous and purposeful professional growth and development <input type="checkbox"/> 6.3 Collaborating with colleagues and the broader professional community to support teacher and student learning <input type="checkbox"/> 6.4 Working with families to support student learning <input type="checkbox"/> 6.5 Engaging local communities in support of the instructional program <input type="checkbox"/> 6.6 Managing professional responsibilities to maintain motivation and commitment to all students <input type="checkbox"/> 6.7 Demonstrating professional responsibility, integrity, and ethical conduct
<b>ACTIVITIES</b>	

**Employee, click/check box to indicate completion:**

- Evaluation packet received by evaluatee
- Administrator and evaluatee reviewed packet, including evaluation forms and activities, California Standards for the Teaching Profession and Escondido Union School District Teaching Standards Rubric, timelines, and Support Plan referral process
- Evaluation process for Standards 1-5 explained/discussed (observation, documentation, conferences)
- Standard 6 focus element for evaluation selected and discussed, and activities listed (see above)

Evaluator Name: \_\_\_\_\_

Evaluator Signature \_\_\_\_\_

\_\_\_\_\_ Date

Evaluatee Signature \_\_\_\_\_

\_\_\_\_\_ Date

### PRE-OBSERVATION FORM (FOR FORMAL OBSERVATION)



### RETAINED BY EVALUATEE

Evaluatee: \_\_\_\_\_ Site: \_\_\_\_\_ Date: \_\_\_\_\_

Be prepared to discuss the questions below during your pre-observation conference. Use the "Planning or Reflection Notes" form if you choose.

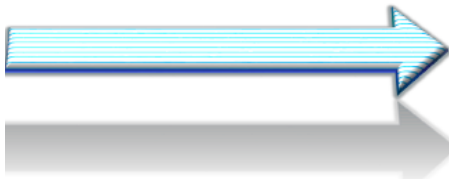
1. What is the content standard that you will be teaching in this lesson?
2. What teaching strategies will you use to ensure students meet the standard?
3. What assessment(s) will you use to determine if students met the standard?
4. Is there a specific CSTP standard on which you would like the evaluator to focus?
5. Comments:

At the post-observation conference reflective questions such as the following may be asked:

1. What was effective about your lesson? Consider the CSTP standards and elements on the "Planning or Reflection Notes" form.
2. To what extent did your students meet the content standard?
3. Discuss and review observation data collected by evaluator.
4. What would you do differently in teaching this lesson again to the same group of students?
5. Discuss progress on your focus element from Teaching Standard 6.

SCHEDULED DATE AND TIME FOR FORMAL OBSERVATION:

DATE: \_\_\_\_\_ Time: \_\_\_\_\_  
*Consider questions related to 5D framework*



**PLANNING  
OR  
REFLECTION NOTES  
(Optional)**



CALIFORNIA STANDARDS FOR THE TEACHING PROFESSION



PLANNING OR REFLECTIONS NOTES FOR EVIDENCE OF STANDARDS

<b>1. ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING</b> 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	
<b>2. CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING</b> 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	
<b>3. UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING</b> 3.1 Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks 3.2 Applying knowledge of student development and proficiencies to ensure	

student understanding of subject matter  3.3 Organizing curriculum to facilitate student understanding of the subject matter 3.4 Utilizing instructional strategies that are appropriate to the subject matter 3.5 Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students 3.6 Addressing the needs of English learners and students with special needs to provide equitable access to the content	
<b>4. PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS</b> 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	
<b>5. ASSESSING STUDENT LEARNING</b> 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	

RETAINED BY EVALUATEE

## ESCONDIDO UNION SCHOOL DISTRICT OBSERVATION SUMMARY

A COPY OF THIS FORM IS TO BE GIVEN TO THE EVALUATEE

Date: \_\_\_\_\_

Evaluatee: \_\_\_\_\_

Grade/Subject: \_\_\_\_\_

Evaluator: \_\_\_\_\_

Time/Period: \_\_\_\_\_

Site/Department: \_\_\_\_\_



- I. Use the California Standards for the Teaching Profession and EUSD Rubric as a reference for descriptions of levels for each element listed under the 5 standards, and enter level on each line in the first column:

**PERMANENT EMPLOYEE RATING SCALE**  
 1. U (Unsatisfactory)  
 2. NI (Needs Improvement)  
 3. MS (Meets Standard)  
 4. ES (Exemplifies Standard)

**NON PERMANENT EMPLOYEE RATING SCALE**  
 1. PN (Practice Not Consistent with Standard Expectation)  
 2. DP (Developing Practice)  
 3. MP (Maturing Practice)  
 4. EP (Experienced Practice)

- "N/O" for "not observed" may be entered.

- II. Focus elements scored will be averaged and automatically calculated for overall standard score.

Level	California Standards for the Teaching Profession	Observation/Evidence of Standards
	<b>1. Engaging and Supporting All Students in Learning</b>	
	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	

Level	California Standards for the Teaching Profession	Observation/Evidence of Standards
	<b>2. Creating and Maintaining Effective Environments for Student Learning</b>	
	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	

Level	California Standards for the Teaching Profession	Observation/Evidence of Standards
	<b>3. Understanding and Organizing Subject Matter for Student Learning</b>	
	3.1 Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks	
	3.2 Applying knowledge of student development and proficiencies to ensure student understanding of subject matter	
	3.3 Organizing curriculum to facilitate student understanding of the subject matter	
	3.4 Utilizing instructional strategies that are appropriate to the subject matter	
	3.5 Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students	



3.6	Addressing the needs of English learners and students with special needs to provide equitable access to the content	
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Level	California Standards for the Teaching Profession	Observation/Evidence of Standards
	<b>4. Planning Instruction and Designing Learning Experiences for All Students</b>	
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	

Level	California Standards for the Teaching Profession	Observation/Evidence of Standards
	<b>5. Assessing Student Learning</b>	
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	

Evaluatee: \_\_\_\_\_ Site: \_\_\_\_\_ Date: \_\_\_\_\_

*Summary of observation, documents and discussion:*

*Goal(s) related to teaching standards:  
(Required if any standard score falls in "1 - Does not meet standard" or "2 - Partially meets standard")*

*Actions and Resources related to Goal(s):*

**Standard 6 Focus Element:**

- 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 of progress on Standard 6:*

\_\_\_\_\_  
Evaluator Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Evaluatee Signature

\_\_\_\_\_  
Date

This report has been discussed with me in conference with the evaluator and I have received a copy of the Observation Form and Observation Summary. An opportunity has been extended to me to attach comments concerning this evaluation. Evaluatee's signature does not indicate agreement or disagreement with the evaluation.

**CERTIFICATED EMPLOYEE PERFORMANCE  
EVALUATION**

(Assessment by observation, documentation and/or conferences)



Employee Name: \_\_\_\_\_ Work Site: \_\_\_\_\_ Standards Addressed: \_\_\_\_\_

Position: \_\_\_\_\_ Status: \_\_\_\_\_ Standard 6: \_\_\_\_\_

Use the California Standards for the Teaching Profession and EUSD Rubric as a reference for descriptors of standards. Summary of activities and evidence may include descriptors of performance that exceeds the standards.

**California Standards for the Teaching Profession and EUSD Rubric Levels:**  
**Permanent Employee Rating Scale**  
 1. U (Unsatisfactory)  
 2. NI (Needs Improvement)  
 3. MS (Meets Standard)  
 4. ES (Exemplifies Standard)  
**Non Permanent Employee Rating Scale**  
 1. PN (Practice Not Consistent with Standard)  
 2. DP (Developing Practice)  
 3. MP (Maturing Practice)  
 4. EP (Experienced Practice)

STANDARD 1	ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING	LEVEL
ELEMENTS	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	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

SUMMARY:

STANDARD 2	CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING	LEVEL
ELEMENTS	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	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

SUMMARY:

STANDARD 3	UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING	LEVEL
ELEMENTS	3.1 Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks 3.2 Applying knowledge of student development and proficiencies to ensure student understanding of subject matter 3.3 Organizing curriculum to facilitate student understanding of the subject matter 3.4 Utilizing instructional strategies that are appropriate to the subject matter 3.5 Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students 3.6 Addressing the needs of English learners and students with special needs to provide equitable access to the content	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

SUMMARY:

STANDARD 4	PLANNING INSTRUCTION & DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS	LEVEL
ELEMENTS	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	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

SUMMARY:

STANDARD 5	ASSESSING STUDENT LEARNING	LEVEL
ELEMENTS	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	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

SUMMARY:

<b>STANDARD 6</b>	<b>DEVELOPING AS A PROFESSIONAL EDUCATOR</b>	<b>LEVEL</b>
<b>FOCUS ELEMENT</b>		

**SUMMARY:**

*If a majority of the first five standards are scored at any one level, 1, 2, 3, or 4; then that is the level for the overall evaluation.  
If there is no score that is a majority of the five standards, then the five standards will be added, averaged, then rounded if needed according to the scoring scale:*

**Scale:**

Less than 1.4	=	<b>1</b>
1.5 - 2.4	=	<b>2</b>
2.5 - 3.4	=	<b>3</b>
3.5 - 3.9	=	<b>4</b>

**OVERALL EVALUATION**

<input type="checkbox"/> Does not meet standards > Required Support Plan referral for tenured teacher > Required to repeat evaluation process next school year	<input type="checkbox"/> Partially meets standards > Support Plan suggested for tenured teacher > Required to repeat evaluation process next school year	<input type="checkbox"/> Meets standards > Probationary 1 required to repeat evaluation process next school year	<input type="checkbox"/> Exceeds standards > Probationary 1 required to repeat evaluation process next school year
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**EVALUATOR COMMENTS/RECOMMENDATION/COMMENDATIONS:** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Evaluator Name: \_\_\_\_\_

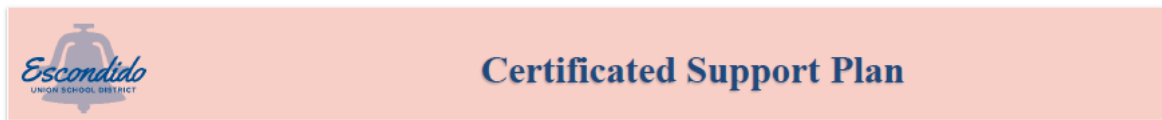
Evaluator Signature \_\_\_\_\_

Date \_\_\_\_\_

Evaluatee Signature \_\_\_\_\_

Date \_\_\_\_\_

This report has been discussed with me in conference with the evaluator and I have received a copy of this evaluation form. An opportunity has been extended to me to attach comments concerning this evaluation. Employee's signature does not indicate agreement or disagreement with the evaluation.



Name of Employee: \_\_\_\_\_

Evaluator: \_\_\_\_\_

School: \_\_\_\_\_

Grade/Subject: \_\_\_\_\_

Area of Deficiency	Directive for Improvement	Pertinent Resources	Specific Timeline for Improvement	Progress Assessment
<b>Engaging and Supporting all Students in Learning</b> <input type="checkbox"/> 1.1 Using knowledge of students to engage them in learning <input type="checkbox"/> 1.2 Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests <input type="checkbox"/> 1.3 Connecting subject matter to meaningful, real-life contexts <input type="checkbox"/> 1.4 Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs <input type="checkbox"/> 1.5 Promoting critical thinking through inquiry, problem solving, and reflection <input type="checkbox"/> 1.6 Monitoring student learning and adjusting instruction while teaching				

Area of Deficiency	Directive for Improvement	Pertinent Resources	Specific Timeline for Improvement	Progress Assessment
<p><b>Creating and Maintaining Effective Environment for Students</b></p> <p><input type="checkbox"/> 2.1 Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully</p> <p><input type="checkbox"/> 2.2 Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students</p> <p><input type="checkbox"/> 2.3 Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe</p> <p><input type="checkbox"/> 2.4 Creating a rigorous learning environment with high expectations and appropriate support for all students</p> <p><input type="checkbox"/> 2.5 Developing, communicating, and maintaining high standards for individual and group behavior</p> <p><input type="checkbox"/> 2.6 Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn</p> <p><input type="checkbox"/> 2.7 Using instructional time to optimize learning</p>				

Area of Deficiency	Directive for Improvement	Pertinent Resources	Specific Timeline for Improvement	Progress Assessment
<p><b>Understanding and Organizing Subject Matter Knowledge</b></p> <p><input type="checkbox"/> 3.1 Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks</p> <p><input type="checkbox"/> 3.2 Applying knowledge of student development and proficiencies to ensure student understanding of subject matter</p> <p><input type="checkbox"/> 3.3 Organizing curriculum to facilitate student understanding of the subject matter</p> <p><input type="checkbox"/> 3.4 Utilizing instructional strategies that are appropriate to the subject matter</p> <p><input type="checkbox"/> 3.5 Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students</p> <p><input type="checkbox"/> 3.6 Addressing the needs of English learners and students with special needs to provide equitable access to the content</p>				

<b>Area of Deficiency</b>	<b>Directive for Improvement</b>	<b>Pertinent Resources</b>	<b>Specific Timeline for Improvement</b>	<b>Progress Assessment</b>
<p><b>Planning Instruction and Designing Learning Experiences for All Students</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 4.1 Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction</li> <li><input type="checkbox"/> 4.2 Establishing and articulating goals for student learning</li> <li><input type="checkbox"/> 4.3 Developing and sequencing long-term and short-term instructional plans to support student learning</li> <li><input type="checkbox"/> 4.4 Planning instruction that incorporates appropriate strategies to meet the learning needs of all students</li> <li><input type="checkbox"/> 4.5 Adapting instructional plans and curricular materials to meet the assessed learning needs of all students</li> </ul>				

<b>Area of Deficiency</b>	<b>Directive for Improvement</b>	<b>Pertinent Resources</b>	<b>Specific Timeline for Improvement</b>	<b>Progress Assessment</b>
<p><b>Assessing Student Learning</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 5.1 Applying knowledge of the purposes, characteristics, and uses of different types of assessments</li> <li><input type="checkbox"/> 5.2 Collecting and analyzing assessment data from a variety of sources to inform instruction</li> <li><input type="checkbox"/> 5.3 Reviewing data, both individually and with colleagues, to monitor student learning</li> <li><input type="checkbox"/> 5.4 Using assessment data to establish learning goals and to plan, differentiate, and modify instruction</li> <li><input type="checkbox"/> 5.5 Involving all students in self-assessment, goal setting, and monitoring progress</li> <li><input type="checkbox"/> 5.6 Using available technologies to assist in assessment, analysis, and communication of student learning</li> <li><input type="checkbox"/> 5.7 Using assessment information to share timely and comprehensible feedback with students and their families</li> </ul>				

Area of Deficiency	Directive for Improvement	Pertinent Resources	Specific Timeline for Improvement	Progress Assessment
<b>Developing as a Professional Educator</b> <input type="checkbox"/> 6.1 Reflecting on teaching practice in support of student learning <input type="checkbox"/> 6.2 Establishing professional goals and engaging in continuous and purposeful professional growth and development <input type="checkbox"/> 6.3 Collaborating with colleagues and the broader professional community to support teacher and student learning <input type="checkbox"/> 6.4 Working with families to support student learning <input type="checkbox"/> 6.5 Engaging local communities in support of the instructional program <input type="checkbox"/> 6.6 Managing professional responsibilities to maintain motivation and commitment to all students <input type="checkbox"/> 6.7 Demonstrating professional responsibility, integrity, and ethical conduct				

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Evaluators Signature

\_\_\_\_\_  
Date

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Evaluatee Signature

\_\_\_\_\_  
Date

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STANDARD 1 ~ ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING				
ELEMENT	1. DOES NOT MEET STANDARD	2. PARTIALLY MEETS STANDARDS	3. MEETS STANDARDS	4. EXCEEDS STANDARDS
1.1 Using knowledge of students to engage them in learning	The teacher seldom uses information provided by district, school, and family to guide instruction to promote student engagement or learning.	The teacher occasionally uses information provided by district, school, and family to guide instruction to promote student engagement or learning.	The teacher regularly uses information provided by district, school, and family to guide instruction to promote student engagement or learning.	The teacher makes ongoing use of information provided by district, school, and family, to guide instruction to promote student engagement or learning. The teacher facilitates as students take ownership of their learning.
1.2 Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests	The teacher seldom makes connections between the learning goals and the students' prior knowledge, life experiences, and interests. The teacher seldom elicits questions from students during a lesson to monitor their understanding.	The teacher occasionally makes connections between the learning goals and the students' prior knowledge, life experiences, and interests. The teacher occasionally elicits questions from students during a lesson to monitor their understanding.	The teacher regularly makes connections between the learning goals and the students' prior knowledge, life experiences, and interests. The teacher regularly elicits questions from students during a lesson to monitor their understanding.	The teacher facilitates as students connect and apply their prior knowledge, life experiences, and interests to new learning and the achievement of learning goals. The teacher elicits questions from students during a lesson to monitor their understanding.
1.3 Connecting subject matter to meaningful, real-life contexts	The teacher seldom uses real-life connections during instruction. The teacher seldom seeks feedback from students regarding relevance of subject matter to students' lives.	The teacher occasionally uses real-life connections during instruction. The teacher occasionally seeks feedback from students regarding relevance of subject matter to students' lives.	The teacher regularly uses real-life connections during instruction. The teacher regularly seeks feedback from students regarding relevance of subject matter to students' lives.	The teacher makes ongoing use of real-life connections during instruction. The teacher seeks feedback from students regarding relevance of subject matter to students' lives.
1.4 Using a variety of instructional strategies, resources, and technologies to meet student' diverse learning needs.	The teacher seldom uses a range of instructional strategies, resources, and technologies that are appropriate to students' learning goals. The teacher seldom makes adjustments to respond to students' diverse needs.	The teacher occasionally uses a range of instructional strategies, resources, and technologies that are appropriate to students' learning goals. The teacher occasionally responds to students' diverse needs.	The teacher regularly uses a range of instructional strategies, resources, and technologies that are appropriate to students' learning goals. The teacher makes regular adjustments to respond to students' diverse needs.	The teacher makes ongoing use of a wide range of instructional strategies, resources, and technologies that are appropriate to students' learning goals. The teacher makes ongoing adjustments to respond to students' diverse needs.

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<b>1.5 Promoting critical thinking through inquiry, problem solving, and reflection</b>	The teacher seldom provides learning opportunities for students to engage in problem solving, analysis, or inquiry. The students are seldom given opportunities to communicate their learning using clear and precise academic language.	The teacher occasionally provides learning opportunities for students to engage in problem solving, analysis, or inquiry. The students are given occasional opportunities to communicate their learning using clear and precise academic language.	The teacher regularly guides and supports students in problem solving, analysis, or inquiry. The students are regularly provided with opportunities to communicate their learning using clear and precise academic language.	The teacher acts as facilitator as all students extend thinking, and engage in problem solving, analysis, or inquiry. The students communicate their learning using clear and precise academic language.
<b>1.6 Monitoring student learning and adjusting instruction while teaching</b>	The teacher seldom checks for understanding during lessons and seldom makes adjustments to instruction based on students' needs.	The teacher occasionally checks for understanding during lessons and occasionally makes adjustments to instruction based on students' needs.	The teacher regularly checks for understanding during lessons and makes ongoing adjustments to instruction based on students' needs.	The teacher extends learning opportunities for students during lessons and makes ongoing adjustments to instruction based on students' needs.

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<b>STANDARD 2</b>	<b>-CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING</b>			
<b>ELEMENT</b>	<b>1. DOES NOT MEET STANDARD</b>	<b>2. PARTIALLY MEETS STANDARDS</b>	<b>3. MEETS STANDARDS</b>	<b>4. EXCEEDS STANDARDS</b>
<b>2.1 Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully</b>	The teacher seldom promotes the social development and self-esteem of students. The teacher seldom promotes diversity awareness and students' sense of leadership and responsibility in a group setting.	The teacher occasionally promotes the social development and self-esteem of students. The teacher occasionally promotes diversity awareness and students' sense of leadership and responsibility in a group setting.	The teacher regularly promotes the social development and self-esteem of students. The teacher regularly promotes diversity awareness and students' sense of leadership and responsibility in a group setting.	The teacher facilitates the social development and self-esteem of students. The teacher facilitates as students respect diversity, assume leadership, and behave responsibly in a group setting.
<b>2.2 Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students</b>	The physical or virtual learning environment seldom supports student learning. There is seldom structured interaction between students to support learning.	The teacher occasionally creates a physical or virtual learning environment that supports student learning. The teacher occasionally structures interaction between students to support learning.	The teacher regularly creates a physical or virtual learning environment that supports student learning. The teacher regularly structures interaction between students to support learning.	The physical or virtual learning environment supports student learning. The teacher facilitates structured interaction between students to support learning.
<b>2.3 Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe</b>	The teacher seldom establishes a safe physical, intellectual, and emotional environment. There is seldom appropriate response to behaviors that impact student safety.	The teacher occasionally establishes a safe physical, intellectual, and emotional environment. The teacher occasionally responds appropriately to behaviors that impact student safety.	The teacher regularly establishes a safe physical, intellectual, and emotional environment. The teacher regularly responds appropriately to behaviors that impact student safety.	The teacher shares responsibility with students for the establishment and maintenance of a safe physical, intellectual, and emotional environment. Students maintain intellectual and emotional safety for themselves and others in the classroom.

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2.4 Creating a rigorous learning environment with high expectations and appropriate support for all students.	The teacher seldom holds high expectations for students and integrates appropriate strategies to address achievement gaps. The teacher seldom integrates rigor that values accuracy, analysis, problem solving, and critical thinking.	The teacher occasionally holds high expectations for students and integrates appropriate strategies to address achievement gaps. The teacher occasionally applies rigor that values accuracy, analysis, problem-solving, and critical thinking.	The teacher regularly holds high expectations for students and integrates appropriate strategies to address achievement gaps. The teacher regularly applies rigor that values accuracy, analysis, problem-solving, and critical thinking.	The teacher holds high expectations for students and adjusts lessons as needed for students' success. The teacher establishes a rigorous learning environment in which students take leadership in learning that values analysis, problem-solving, and critical thinking.
2.5 Developing, communicating, and maintaining high standards for individual and group behavior	The teacher seldom communicates and integrates equitable behavioral expectations, support for positive behavior, and consequences for individual and group standards for behavior within and across learning activities.	The teacher occasionally communicates and integrates equitable behavioral expectations, support for positive behavior, and consequences for individual and group standards for behavior within and across learning activities.	The teacher regularly communicates and integrates equitable behavioral expectations, support for positive behavior, and consequences for individual and group standards for behavior within and across learning activities.	The teacher establishes a positive environment using behavioral expectation systems that ensure students take an active role in monitoring and maintaining high standards for individual and group behaviors.
2.6 Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn.	The teacher seldom maintains use of routines and procedures. The teacher seldom promotes positive behaviors and seldom responds appropriately to behaviors disruptive to the learning climate.	The teacher occasionally maintains use of routines and procedures. The teacher occasionally promotes positive behaviors and occasionally responds appropriately to behaviors disruptive to the learning climate.	The teacher regularly maintains use of routines and procedures. The teacher regularly promotes positive behaviors and regularly responds appropriately to behaviors disruptive to the learning climate.	The teacher and students develop routines and procedures that maximize learning. Students share responsibility for maintaining a positive classroom climate.
2.7 Using instructional time to optimize learning	The teacher seldom uses organization, proper pacing, and student engagement to maximize the use of instructional time.	The teacher occasionally uses organization, proper pacing, and student engagement to maximize the use of instructional time.	The teacher regularly uses organization, proper pacing, and student engagement to maximize the use of instructional time.	The teacher and students use organization, pacing, and ongoing engagement to maximize the use of instructional time.

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STANDARD 3 ~ UNDERSTANDING AND ORGANIZING SUBJECT MATTER KNOWLEDGE				
ELEMENT	1. DOES NOT MEET STANDARD	2. PARTIALLY MEETS STANDARDS	3. MEETS STANDARDS	4. EXCEEDS STANDARDS
3.1 Demonstrate knowledge of subject matter, academic content standards, and curriculum frameworks.	The teacher demonstrates minimal knowledge of key concepts, current academic content standards, and curriculum frameworks while incorporating minimal perspectives, and supporting some student learning.	The teacher demonstrates basic knowledge of key concepts, current academic content standards, and curriculum frameworks, while incorporating limited perspectives, and supporting some student learning.	The teacher regularly uses a broad knowledge of key concepts, current academic content standards, and curriculum frameworks, while incorporating multiple perspectives, and supporting student learning.	The teacher uses extensive knowledge of subject matter, key concepts, and research to guide students to make relevant connections to current academic content standards during instruction to extend their learning.
3.2 Applying knowledge of student development and proficiencies to ensure student understanding of subject matter	The teacher demonstrates minimal knowledge of the range of student development needed to make instructional decisions to ensure student understanding of subject matter, including related academic language.	The teacher demonstrates basic knowledge of the range of student development needed to make instructional decisions to ensure student understanding of subject matter, including related academic language.	The teacher regularly applies knowledge of the range of student development to instructional decisions to ensure student understanding of subject matter, including related academic language.	The teacher utilizes comprehensive knowledge of student development to facilitate as all students develop proficiencies and understand subject matter, including related academic language.
3.3 Organizing curriculum to facilitate student understanding of the subject matter.	The teacher demonstrates minimal knowledge of curriculum, student readiness to learn, cultural perspectives, and resources, but fails to organize instruction and facilitate student understanding of subject matter.	The teacher demonstrates basic knowledge of curriculum, student readiness to learn, cultural perspectives, and resources, while occasionally organizing instruction to facilitate student understanding of subject matter.	The teacher regularly uses knowledge of curriculum, student readiness to learn, cultural perspectives, and resources to effectively organize instruction and facilitate student understanding of subject matter.	The teacher uses knowledge of curriculum, student readiness to learn, cultural perspectives, and resources to expertly organize instruction and facilitate student understanding of subject matter.



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3.4 Utilizing instructional strategies that are appropriate to the subject matter.	The teacher seldom integrates appropriate instructional strategies to make content accessible to students, to encourage them to think critically, and to extend their knowledge of the content within and across subject areas.	The teacher occasionally integrates appropriate instructional strategies to make content accessible to students, to encourage them to think critically, and to extend their knowledge of the content within and across subject areas.	The teacher regularly integrates appropriate instructional strategies to make content accessible to students, to encourage them to think critically, and to extend their knowledge of the content within and across subject areas.	The teacher uses a repertoire of instructional strategies to make content accessible to all students. The teacher facilitates as students challenge themselves to think critically and to deepen their knowledge of 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.	The teacher seldom uses standards aligned and adopted instructional materials, resources, and technologies to support the curriculum, make subject matter accessible to students, and meet students' diverse needs.	The teacher occasionally uses standards-aligned and adopted instructional materials, resources, and technologies to support the curriculum, make subject matter accessible to students, and meet students' diverse needs.	The teacher regularly uses standards aligned and adopted instructional materials, resources, and technologies to support the curriculum, make subject matter accessible to students, and meet students' diverse needs.	The teacher uses standards-aligned and adopted instructional materials, resources, and technologies into the curriculum to facilitate as students engage and extend critical thinking about subject matter.
3.6 Addressing the needs of English learners and students with special needs to provide equitable access to the content	The teacher seldom develops and adapts instruction to provide a wide range of supports for all English Learners and students with special needs. The teacher seldom assesses strengths and competencies to provide appropriate challenge and accommodations in instruction based on ELD standards and IEP goals.	The teacher occasionally develops and adapts instruction to provide a wide range of supports for all English Learners and students with special needs. The teacher occasionally assesses strengths and competencies to provide appropriate challenge and accommodations in instruction based on ELD standards and IEP goals.	The teacher regularly develops and adapts instruction to provide a wide range of supports for all English Learners and students with special needs. The teacher regularly assesses strengths and competencies to provide appropriate challenge and accommodations in instruction based on ELD standards and IEP goals.	The teacher facilitates and supports all English Learners and students with special needs as they actively engage to assess, and monitor their own strengths, learning needs, and achievements in accessing content.

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STANDARD 4 –PLANNING, DESIGNING AND DELIVERING LEARNING EXPERIENCES FOR ALL STUDENTS				
ELEMENT	1. DOES NOT MEET STANDARD	2. PARTIALLY MEETS STANDARDS	3. MEETS STANDARDS	4. EXCEEDS STANDARDS
4.1 Using knowledge of student's academic readiness, language proficiency, cultural background, and individual development to plan instruction.	The teacher's instructional plans seldom reflect instruction based on knowledge of students' academic readiness, language proficiency, cultural background, and individual development.	The teacher's instructional plans occasionally reflect instruction based on knowledge of students' academic readiness, language proficiency, cultural background, and individual development.	The teacher's instructional plans regularly reflect instruction based on knowledge of students' academic readiness, language proficiency, cultural background, and individual development.	The teacher's instructional plans support and extend student learning based on comprehensive information about the students.
4.2 Establishing and articulating goals for student learning.	The teacher's instructional goals are seldom established, articulated, and reinforced with students. Learning goals are seldom challenging and differentiated to address students' diverse learning needs.	The teacher's instructional goals are occasionally established, articulated, and reinforced with students. Learning goals are occasionally challenging and differentiated to address students' diverse learning needs.	The teacher's instructional goals are regularly well established, articulated, and reinforced with students. Learning goals are challenging and differentiated to address students' diverse learning needs.	The teacher's instructional goals are well established, articulated, differentiated, and reinforced with students. The teacher assists students to articulate and monitor their own learning goals.
4.3 Developing and sequencing long-term and short-term instructional plans to support student learning.	The teacher seldom develops a sequence of short and long-term plans to reflect integration of curriculum guidelines, frameworks, and content standards. Instruction is seldom differentiated based on assessment data to ensure all students' learning needs are met.	The teacher occasionally develops a sequence of short and long-term plans to reflect integration of curriculum guidelines, frameworks, and content standards. Instruction is occasionally differentiated based on assessment data to ensure all students' learning needs are met.	The teacher regularly develops a sequence of short and long-term plans to reflect integration of curriculum guidelines, frameworks, and content standards. Instruction is differentiated based on assessment data to ensure all students' learning needs are met.	The teacher refines short and long-term plans to reflect integration of curriculum guidelines, frameworks, and content standards. Instruction is differentiated and students use assessment data to reflect upon and monitor their own learning.

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<p><b>4.4 Planning instruction that incorporates strategies to meet the learning needs of all students.</b></p>	<p>The teacher seldom plans instruction that incorporates strategies suggested by curriculum and district guidelines. The teacher seldom demonstrates awareness of student learning needs.</p>	<p>The teacher occasionally plans instruction that incorporates strategies suggested by curriculum and district guidelines. The teacher occasionally demonstrates awareness of student learning needs.</p>	<p>The teacher regularly plans instruction that incorporates strategies suggested by curriculum and district guidelines. The teacher regularly demonstrates awareness of student learning needs.</p>	<p>The teacher plans instruction that incorporates a repertoire of strategies to specifically meet the diverse learning needs of all students. The teacher facilitates opportunities for students to reflect on assessment data to meet their learning needs.</p>
<p><b>4.5 Adapting instructional plans and curricular materials to meet the assessed learning needs of all students.</b></p>	<p>The teacher seldom applies knowledge of the purposes, characteristics, and uses of different types of assessments to support learning.</p>	<p>The teacher occasionally applies knowledge of the purposes, characteristics, and uses of different types of assessments to support learning.</p>	<p>The teacher regularly adapts instructional plans and curricular materials to meet the assessed learning needs of all students.</p>	<p>The teacher anticipates and plans for a wide range of adaptations to instructional plans based on in-depth analysis of individual learning needs of all students.</p>

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STANDARD 5	~ ASSESSING STUDENT LEARNING			
ELEMENT	1. DOES NOT MEET STANDARD	2. PARTIALLY MEETS STANDARDS	3. MEETS STANDARDS	4. EXCEEDS STANDARDS
<p><b>5.1 Applying knowledge of the purposes, characteristics, and uses of different types of assessments.</b></p>	<p>The teacher seldom applies knowledge of the purposes, characteristics, and uses of different types of assessments.</p>	<p>The teacher occasionally applies knowledge of the purposes, characteristics, and uses of different types of assessments.</p>	<p>The teacher regularly applies knowledge of the purposes, characteristics and uses of different types of assessments.</p>	<p>The teacher designs and adapts formative and summative assessments to support differentiated student learning needs and reflect progress.</p>
<p><b>5.2 Collecting and analyzing assessment data from a variety of sources to inform instruction.</b></p>	<p>The teacher seldom collects and analyzes assessment data from a variety of sources to inform instruction.</p>	<p>The teacher occasionally collects and analyzes assessment data from a limited variety of sources to inform instruction.</p>	<p>The teacher regularly collects and analyzes assessment data from a variety of sources to inform instruction.</p>	<p>The teacher consistently collects and analyzes assessment data from a variety of sources to inform instruction. The teacher continuously utilizes data analysis to plan and differentiate instruction. The teacher reflects upon evidence of student learning.</p>
<p><b>5.3 Reviewing data, both individually and with colleagues to monitor student learning.</b></p>	<p>The teacher seldom reviews assessment data individually or with colleagues to monitor student learning.</p>	<p>The teacher occasionally reviews assessment data individually or with colleagues to monitor student learning.</p>	<p>The teacher regularly reviews assessment data individually and with colleagues to monitor a broad range of data in order to maximize student learning.</p>	<p>The teacher collaborates in student assessment results data analysis with colleagues in order to monitor instruction and eliminate gaps between students' potential and their performance.</p>
<p><b>5.4 Using assessment data to establish learning goals and to plan, differentiate, and modify instruction.</b></p>	<p>The teacher seldom uses assessment data to measure student progress and revise instruction. Learning goals are seldom revised or used to modify instruction.</p>	<p>The teacher occasionally uses assessment data to measure student progress and revise instruction. Learning goals are occasionally revised or used to modify instruction.</p>	<p>The teacher regularly uses assessment data to measure student progress and revise instruction. Learning goals are regularly revised or used to modify instruction.</p>	<p>The teacher continually uses assessment data to revise students' learning goals. Assessment data is used to differentiate instruction to respond to students' diverse needs.</p>

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5.5 Involving all students in self-assessment, goal setting, and monitoring progress	The teacher seldom provides opportunities for students to assess their progress and reflect on their own learning goals.	The teacher occasionally provides opportunities for students to assess their progress and reflect on their own learning goals.	The teacher regularly provides opportunities for students to assess their progress and reflect on their own learning goals.	The teacher guides students to assess their progress and reflect on their own learning goals.
5.6 Using available technologies to assist in assessment, analysis, and communication of student learning.	The teacher seldom uses the available technology to record assessments, determine proficiency levels, and make required communications about student learning to students and their families.	The teacher occasionally uses the available technology to record assessments, determine proficiency levels, and make required communications about student learning to students and their families.	The teacher regularly uses the available technology to record assessments, determine proficiency levels, and make required communications about student learning to students and their families.	The teacher continually uses the available technology to record assessments, determine proficiency levels, and make required communications about student learning to students and their families.
5.7 Using assessment information to share timely and comprehensible feedback with students and their families.	The teacher seldom provides assessment information about student learning to students and their families.	The teacher occasionally provides assessment information about student learning to students and their families.	The teacher regularly initiates contact regarding assessment information about student learning to students and their families.	The teacher engages students and their families in a variety of ongoing comprehensible communications about individual student progress and ways to provide support.

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STANDARD 6		~ DEVELOPING AS A PROFESSIONAL EDUCATOR			
ELEMENT	1. DOES NOT MEET STANDARD	2. PARTIALLY MEETS STANDARDS	3. MEETS STANDARDS	4. EXCEEDS STANDARDS	
6.1 Reflecting on teaching practice in support of student learning	The teacher seldom uses reflective practice in supporting student learning and raising the level of academic achievement. The teacher does not formulate a professional development plan.	The teacher occasionally uses reflective practice in supporting student learning and raising the level of academic achievement. The teacher partially formulates a professional development plan.	The teacher regularly uses reflective practice in supporting student learning and raising the level of academic achievement. The teacher regularly formulates a professional development plan.	N/A	
6.2 Establishing professional goals and engaging in continuous and purposeful professional growth and development.	The teacher demonstrates limited knowledge of how to establish professional goals and promote collaboration with the school. The teacher seldom engages in and contributes to professional development.	The teacher occasionally establishes and modifies professional goals based on self-assessment and feedback from a variety of sources. The teacher occasionally engages in and contributes to professional development targeted for student achievement.	The teacher regularly establishes and modifies professional goals based on self-assessment and feedback from a variety of sources. The teacher regularly engages in and contributes to professional development.	N/A	
6.3 Collaborating with colleagues and the broader professional community to support teacher and student learning.	The teacher seldom engages in collaboration with colleagues and the broader professional community to support school culture and student learning.	The teacher occasionally engages in collaboration with colleagues and the broader professional community to support school culture and student learning.	The teacher regularly engages in collaboration with colleagues and the broader professional community to support school culture and student learning.	N/A	
6.4 Working with families to support student learning.	The teacher seldom demonstrates awareness of the role of the family in student learning. The teacher seldom communicates with families in ways which show understanding of and respect for cultural norms.	The teacher occasionally provides opportunities and support for families to actively participate in student learning. The teacher occasionally communicates with families in ways which show understanding of and respect for cultural norms.	The teacher regularly provides opportunities and support for families to actively participate in student learning. The teacher regularly communicates with families in ways which show understanding of and respect for cultural norms.	N/A	

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<p><b>6.5 Engaging local communities in support of the instructional program.</b></p>	<p>The teacher seldom uses neighborhood and community resources to support the curriculum, students, and families. The teacher seldom includes knowledge of communities when designing and implementing instruction.</p>	<p>The teacher occasionally uses neighborhood and community resources to support the curriculum, students, and families. The teacher occasionally includes knowledge of communities when designing and implementing instruction.</p>	<p>The teacher regularly uses neighborhood and community resources to support the curriculum, students, and families. The teacher regularly includes knowledge of communities when designing and implementing instruction.</p>	<p>N/A</p>
<p><b>6.6 Managing professional responsibilities to maintain motivation and commitment to all students.</b></p>	<p>The teacher seldom maintains and submits accurate and complete records and reports to support the learning needs of all students.</p>	<p>The teacher occasionally maintains and submits accurate and complete records and reports to support the learning needs of all students.</p>	<p>The teacher regularly maintains and submits accurate and complete records and reports. The teacher regularly maintains a commitment to support the learning needs of all students.</p>	<p>N/A</p>
<p><b>6.7 Demonstrating professional responsibility, integrity, and ethical conduct</b></p>	<p>The teacher's professional responsibilities, conduct and integrity are not always demonstrated.</p>	<p>N/A</p>	<p>The teacher regularly maintains a high standard of personal integrity and commitment to student learning and the profession in all circumstances.</p>	<p>N/A</p>