

Soledad Unified School District Evaluation Handbook



Evaluation of Certificated Employees Revised October 2016

**Based on the Commission on Teacher Credentialing and the California Department of Education
Formative Assessment for California Teachers (FACT) – 2011**

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Introduction and Background

The Evaluation Committee has produced this handbook to help teachers and administrators work successfully with the district's teacher evaluation and professional growth system. The educational process is an extremely complex one and the appraisal of this process is a difficult and technical function. But, because it is universally accepted that good teaching is the most important element in a sound educational program, teacher appraisal must be done.

Educators today work in an atmosphere where accountability is more than just a byword. State law mandates full participation in the STAR Program which includes the CST, CMA, and CAPA. All graduating high school students are required to pass the California High School Exit Exam (CAHSEE) in order to get their diploma. Every year we are challenged to meet or exceed the Academic Performance Index (API) growth targets and the No Child Left Behind (NCLB) adequate yearly progress (AYP) or face sanctions. Critical to meeting the growth target is the success of our teaching staff in teaching the state standards within a high quality instructional program. This is necessary in order to move students to the proficient and advanced achievement levels. Although the API and AYP are but two of the multiple measures, they are the ones by which we are judged. Consequently, the teacher's success with the teaching/learning process has grown to be based on observable evidence; this evidence is the yardstick for measuring the success of the educational program and schools in general. The purpose of our evaluation process is fourfold:

1. to raise the quality of instruction and educational services for the children of our community;
2. to assist the individual employee in growing professionally;
3. to raise the standards of the professional educator;
4. to recognize professional achievements.

Evaluation of professional performance must be a cooperative and continuing process. All professional employees are involved in the evaluation process. The employee shares with those who work with them the responsibility for developing effective evaluation procedures and instruments, as well as the development and maintenance of professional standards and attitudes regarding the evaluation process.

The district superintendent and staff are charged with developing, on a cooperative basis with the certificated staff, a district-wide program for evaluating the instructional process and personnel as one means of insuring quality control of instruction. The evaluation forms and guidelines contained in this booklet fulfill the requirements of Senate Bill 813 pertaining to certificated staff evaluation relative to:

1. student progress,
2. instructional techniques and strategies,
3. adherence to curricular objectives, outcome and state frameworks,
4. control and learning environment,
5. required duties and professional responsibilities.

CSTP Based Evaluation Committee

Many thanks to the August 2016 Revision Evaluation Committee who worked collaboratively to develop the revisions to the CSTP based evaluation tools. The committee members included: Natalie Keller, Laura Tucker, Lisa McGowne, Catherine Thompson, Jill Bentley, April Richardson, Tommy Frank, Jessie Swift, Luke Dilger, Daniel Bulone, Francisco Rangel, & Dr. Dianne Witwer. .

Evaluation Process and Timelines

Evaluation Procedure

1. Philosophy: The parents, school board members, and staff of the Soledad Unified School District are committed to the continuation of the district's strong educational program. An effective teacher evaluation system that focuses on the improvement of instruction is an important component of this instructional program.

While the primary focus of the evaluation is to improve instruction, teacher evaluation requires teachers to meet the established performance expectations. The process must be continuous, constructive, and take place in an atmosphere of mutual trust and respect. The process is a cooperative effort on the part of the evaluator and teacher. It is designed to encourage productive dialogue between staff and supervisors and to promote improved performance, professional growth and development.

2. Education Code Citations: The administrators in the Soledad Unified School District will adhere to the evaluation and assessment guidelines as listed in the Education Codes 44662-44664. Details of the Education Code are listed in the STA Master Agreement (Article VIII).

3. Evaluation Procedure: Evaluation procedures will be adhered to by the administrators in the Soledad Unified School District as listed in the STA Master Agreement Article VIII.

4. Board Policies and Administrative Regulations: Soledad Unified School District Board Policies BP4315.1, BP4315 (a), BP4315 (b), BP4115 (a), BP4115 (b), and BP4116 will be followed by the administrators in the district. Administrative Regulations 4115(a), 4115(b), 4115(c), and 4116 will be adhered to as well.

Procedure-Sequence-Timeline-Simplified Overview

1. Evaluation Procedure:

- a. Probationary and temporary teachers receive a minimum of two (2) formal evaluations yearly and a summary evaluation.
- b. Permanent teachers receive one (1) formal and one (1) summary evaluation every three (3) years.
- c. Permanent teachers rated unsatisfactory shall receive a summary evaluation each year until satisfactory.
- d. Principals shall provide each employee their expectations for certificated performance.
- e. Affirmative assistance shall be provided by the principal to teachers cited for needs improvement and unsatisfactory.

2. Observation Procedure:

- a. Principal shall prepare a schedule guide of observations and distribute to all teachers (this shall be distributed yearly).
- b. Teacher contact cycle:
 - i. Pre-observation conference (10-20 minutes)
 - ii. Observation (within 5 days of pre-observation conference and 35 minutes minimum)
 - iii. Post-observation Conference (within 5 days after observation for approximately 30 minutes)
 - iv. Written report (within 10 working days after observation)
 - v. Follow –up (per need or written recommendation)
- c. Unsatisfactory observation-requires a second or third formal observation until observation becomes satisfactory.
- d. Three formal observations are required before a teacher can receive an unsatisfactory summary evaluation.
- e. Informal observations will be completed through out the year.
- f. The Director of Special Projects will observe all teachers in their programs at least once. In addition, they may observe other teachers when requested by the principal of superintendent. The director and principals will meet to develop a schedule. All completed observations will be forwarded to the appropriate principal.

3. Documentation:

- a. To support the evaluator’s recommendation for improvement, written documentation must take place prior to the summary evaluation.

4. Timeline for Completing Observations and Evaluations:

- a. Phases for observations will be established yearly based on the district calendar. By May 1, each certificated employee scheduled for evaluation shall receive a summary evaluation reflecting the written feedback he/she has received during the year.

Soledad Unified School District Expectations and Objectives

1. I will follow the core curriculum standards and current state frameworks for the subject matter assigned.
2. I will employ a variety of instructional strategies in order to meet the diverse learning styles of the students including SPED, GATE, low socioeconomic and English Learners. Such strategies includes as appropriate, cooperative learning groups, hands-on projects, classroom simulations, debates, open-ended problem solving, multimedia presentations, writing assignments, lectures, and Specially Designed Academic Instruction in English (SDAIE).
3. I will work to improve inter and intra district communications including the regular use of email, verbal and paper methods.
4. I will establish a positive learning climate in the classroom and will support the growth of positive student self-image by establishing an environment where negative personal statements are not tolerated.
5. I will integrate the District Adopted Character Education Traits in my daily instruction. (Respect, Responsibility, Honesty, Compassion, Perseverance)
6. I will support and enforce all Board policies and school regulations.
7. I will support co-curricular activities.
8. I will support and enforce the improvement of study and organization skills.
9. I will attend meetings as scheduled.
10. I will actively and effectively supervise students and meet duty responsibility.
11. I will support grant-funded or categorically funded programs at my school.
12. I will respond to requests for grade reports, homework assignments, attendance reports and other student information on a timely manner.
13. I will teach the essential skills in all curriculum areas and assess on an on-going basis using approved local assessments.
14. I will collaborate regularly with colleagues and use data analysis to inform my instruction.
15. I will use technology available at my site to enhance my instruction.

Self Reflection and Professional Growth Planning

As the District's motto is, "Education for Life", we believe in life long learning not only for our students, but also for all employees. Therefore, an employee's continuous learning is based on personally identified professional needs as well as district wide and community identified needs. SUSD incorporates self-reflection in the professional growth process and professional development goals are based on that reflection as well as district needs. Soledad Unified School district aims to maintain a high level of professional development that will lead to on-going professional growth. Each fall, principals will meet individually with all teachers to develop individual professional growth plans. These plans will be revisited mid-year and again at the end of the year as well.

The rubric that follows is based on the California Standards for the Teaching Profession. It will serve as a tool for self reflection and will provide clear direction for professional growth expectations.

**Soledad Unified School District
Professional Growth Goals and Professional Development Plan**

Name:

Grade Level/Department

School:

Professional Growth Goals (List CSTP Element)	<u>Common Core Goal and Objective(s)</u>	ELD Goal and Objective(s)
<u>Proposed Professional Development Activities</u> Date: Admin: Teacher:		
<u>Mid Year Touchdown:</u> New Strategy Implementation Evidence, Any Additional Activities Planned Date: Admin: Teacher:		
<u>End of Year Touchdown:</u> New Strategy Implementation Evidence Date: Admin: Teacher:		

**Soledad Unified School District
Professional Growth Goals and Professional Development Plan**

Name:

Grade Level/Department

School:

Professional Growth Goals (List CSTP Element)	<u>Choose a 21st Century Goal and Objective(s) to work on .</u>	PBIS Goal and Objective(s)
<u>Proposed Professional Development Activities</u> Date: <u>Admin:</u> <u>Teacher:</u>		
<u>Mid Year Touchdown:</u> New Strategy Implementation Evidence, Any Additional Activities Planned Date: <u>Admin:</u> <u>Teacher:</u>		
<u>End of Year Touchdown:</u> New Strategy Implementation Evidence Date: <u>Admin:</u> <u>Teacher:</u>		

**Soledad Unified School District
Professional Growth Goals and Professional Development Plan**

Name:

Grade Level/Department:

School:

<p><u>Professional Growth Goals</u> (List CSTP Element)</p>	<p><u>Professional Learning Community Goal and Objective(s)</u></p>	<p><u>Site/Dept./Grade Level Focus Area Goal and Objective(s)</u></p>
<p><u>Proposed Professional Development Activities</u></p> <p><u>Date:</u></p> <p><u>Admin:</u> <u>Teacher:</u></p>		
<p><u>Mid Year Touchdown:</u> New Strategy Implementation Evidence, Any Additional Activities Planned</p> <p><u>Date:</u></p> <p><u>Admin:</u> <u>Teacher:</u></p>		
<p><u>End of Year Touchdown:</u> New Strategy Implementation Evidence</p> <p><u>Date:</u></p> <p><u>Admin:</u> <u>Teacher:</u></p>		

CALIFORNIA STANDARDS FOR THE TEACHING PROFESSION

CSTP STANDARD ONE:

**Engaging & Supporting
All Students in Learning**

1.1	Using knowledge of students to engage them in learning
1.2	Connecting students' prior knowledge, life experience 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

CSTP STANDARD TWO:

**Creating & 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

CSTP STANDARD THREE:

**Understanding & 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 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

CSTP STANDARD FOUR:

**Planning Instruction & 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

CSTP STANDARD FIVE:

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

CSTP STANDARD SIX:

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

Explanation of California Standards for the Teaching Profession (CSTP) and Rubrics

The state of California developed the CSTP as an outgrowth of its attempts to assist new teachers. As part of the Beginning Teacher Support and Assessment (BTSA) Program, the California New Teacher Project, sought consistent and coherent assessment criteria, developed a “descriptive framework for teaching,” which evolved into the CSTP. The Commission on Teacher Credentialing, the State Superintendent, and the State Board of Education adopted the CSTP in 1997 and revised them in 2009. Subsequently, the Commission on Teacher Credentialing (CTC) and the California Department of Education Formative Assessment for California Teachers (FACT) 2011 was authored.

The main purpose of the California standards was to create a common system of assessment that would help new teachers improve. The Soledad Unified School District has chosen to use the CSTP for these same reasons. First, many of our new teachers have used the CSTP in their credential program and in the district’s BTSA program. Therefore, evaluation for all teachers will be consistent with training and assistance for new teachers and efforts at the state level. Second, because the CSTP contain subcategories, they more completely cover the gamut of successful teaching than the criteria we had been using. Third, because we are using rubrics that show various levels of growth and proficiency, every teacher, no matter how experienced or accomplished, should find the CSTP useful for improving his or her teaching. This point emphasizes the importance of ongoing professional development throughout a teacher’s career. Finally, the use of the CSTP provides a precise definition of “unsatisfactory” for the purposes of PAR.

There are six CSTPs. They are:

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

CSTP 1 Engaging and Supporting All Students in Learning

CSTP 1.1 Engaging Students - Knowing the Student

Element 1.1	Unsatisfactory	Needs Improvement	Meets District Standards	Exemplary
Using knowledge of students to engage them in learning.	Limited connections have been made between teacher and students. Does not consider student's learning styles, behavior, family, or community in order to differentiate instruction and build trust.	Acceptable connections have been made between teacher and students. Makes some effort to understand student's learning styles and behavior.	Makes substantial connections between teacher and students. Teacher understands student's learning styles, behavior, family, or community and differentiates instruction.	An atmosphere of trust has been established between teacher and students. Teacher understands each student's learning style, behavior, family, or community and differentiates instruction based on individual needs.

As teachers develop, they may ask, "How do I..." or "Why do I..."

- *know my students as people and as learners?*
- *understand reasons for behavior?*
- *recognize atypical behavior in students?*
- *build trust with students and foster relationships so that students can thrive academically?*
- *adapt my teaching to reflect knowledge of my students?*
- *differentiate instruction based on what I know about my students' strengths, interests, and needs?*
- *get to know parents and connect with the community where I teach?*

Examples of evidence that may be seen that demonstrate that I am addressing this standard:

JK/TK/K:

- Teacher Activates Prior Knowledge
- Teacher Builds Background with Children
- Students use short phrases or sentences of more than two words to communicate. LLD 3
 - Student communicates, "It's my turn," when an adult brings in realia.
 - Student communicates, "I like dogs," while looking at an animal book
- Students engage in brief back and forth communication, using short phrases and sentences. LLD 4
 - Student communicates, "I'm the baby" after a peer communicates, "I'm the mommy," while playing house
 - Student hands play dough to a peer. When the peer takes the play dough and says, "I'm gonna make a dog," responds, "I'm making a snake."

- Teacher differentiates instruction based on need and learning modalities
- Teacher follows 504 Plans, IEP's, Behavior Support Plans, SST Plans
- Teacher assigns preferential seating/ placement based on physical needs and developmental needs
- Parent/ community helpers utilized
- Teacher uses relevant cultural connections to engage students

General Practices:

- Students answer questions freely whether right or wrong
- Seating reflects pairings of high and low EL models
- Teacher has information on Reading, Math, CELDT, Counseling, SpEd, available to help guide questioning levels and student needs
- Teacher recognizes and addresses abnormal behaviors in individual students
- Teacher demonstrates knowledge of students beyond an academic level, (knows likes, dislikes, friends, etc.)
- Teacher has rapport with the students

CSTP 1.2 Engaging Students – Connections to Prior Knowledge

Element 1.2	Unsatisfactory	Needs Improvement	Meets District Standards	Exemplary
<p>Connecting learning to students’ prior knowledge, backgrounds, life experiences, and interests.</p>	<p>Makes limited connections between the learning goals and the student’s prior knowledge, life experiences, and interests. Does not encourage student questions or comments during lessons.</p>	<p>Makes acceptable connections between the learning goals and the student’s prior knowledge, life experiences, and interests. Elicits some questions during lessons to monitor their understanding.</p>	<p>Makes substantial connections between the learning goals and the student’s prior knowledge, life experiences, and interests. Elicits and uses student questions and comments during lessons to extend their learning.</p>	<p>Employs strategies that allow all students to connect and apply their prior knowledge, life experiences, and interests to new learning and the achievement of learning goals. Builds on student’s questions and comments during lessons to modify instruction.</p>

As teachers develop, they may ask, “How do I...” or “Why do I...”

- *help students see the connections between what they already know and the new material?*
- *connect classroom learning to students’ life experiences and cultural backgrounds?*
- *support all students to use first and second language skills to achieve learning goals?*
- *open a lesson or unit to capture student attention and interest?*
- *build on students’ comments and questions during a lesson to extend their understanding?*

Examples of evidence that may be seen that demonstrate that I am addressing this standard:

JK/TK/K:

- Students engage in sustained explorations COG: SCI 2
 - Student watches a fish tank closely for several minutes, and then calls a peer over to watch the fish too
 - Student chooses an activity such as sand or blocks and tries different strategies to build
- Teacher adjusts the lesson based on student observations of their actions
- Teacher adjusts lesson based on prior knowledge
- Teacher uses pictures, realia, and first language to make connections to second language

General Practices:

- GLAD – Brainstorming
- KWL Charts
- Differentiating instruction based on interest or need
- Activating prior knowledge – Academic
- Building background knowledge
- Anchor Charts

CSTP 1.3 Engaging Students – Connection to Real Life

Element 1.3	Unsatisfactory	Needs Improvement	Meets District Standards	Exemplary
Connecting subject matter to meaningful, real-life contexts.	No connections are made between the subject matter and purpose for learning, or real-life contexts. No feedback is elicited from students about relevance in their lives. The learning experience is directed by the teacher.	Limited connections are made between the subject matter and purpose for learning, or real-life contexts. Little feedback is elicited from students about relevance in their lives. The learning experience is directed by the teacher with limited student participation.	Substantial connections are made between the subject matter and purpose for learning, or real-life contexts. Feedback is elicited from students about relevance in their lives. The learning experience is directed by the teacher with student participation.	Substantial connections are made between the subject matter and purpose for learning, or real-life contexts. Feedback is elicited from students about relevance in their lives. The learning experience is directed by the individual needs of the students.

As teachers develop, they may ask, “How do I...” or “Why do I...”

- *establish a connection between subject matter and purpose for learning?*
- *make connections between the subject matter and real-life contexts?*
- *seek feedback from students regarding relevance of subject matter to their lives?*
- *engage all students in a variety of learning experiences that accommodate the different ways they learn?*
- *provide opportunities for all students to acquire and practice skills in meaningful contexts?*

Examples of evidence that may be seen that demonstrate that I am addressing the standard:

JK/TK/K:

- Students demonstrate awareness of basic needs and processes that are unique to living things. COG – SCI 4
 - Students communicates,” My puppy likes to eat a lot because he’s growing and getting bigger.
 - Student wants to know who will feed the fish over the weekend.
 - Student enquires about events that may happen during the day.
- Students demonstrate understanding about common experiences. HLTH - 5
 - Students communicates/Cries to adult, “I’m hurt,” after falling and scrapping hand
 - Students communicates, “I don’t feel well,” and lies down or puts head down
- Students use realia
- Teacher uses real life examples
- Students practice skills through application
- Teacher allows for extended exploration time

General Practices:

- Activating prior knowledge – Real world
- Students are pair sharing or discussing real world applications
- Teacher provides individual or group problem solving activities for real world applications
- Students are creating, viewing, & or giving presentations that make real life connections

CSTP 1.4 Engaging Students - Strategies

Element 1.4	Unsatisfactory	Needs Improvement	Meets District Standards	Exemplary
<p>Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs.</p>	<p>Uses limited instructional strategies that lack variety, are poorly implemented, or are inappropriate to students or to the instructional goals. Few adjustments are made to respond to student's needs.</p>	<p>Uses a selection of instructional strategies that are largely appropriate to the instructional goals, but they may lack variety or may not be responsive to student's needs.</p>	<p>Uses a variety of instructional strategies and technologies that are appropriate to the instructional goals. The teacher carries these out thoughtfully making some adjustments to respond to student's needs.</p>	<p>Makes skillful use of a wide repertoire of instructional strategies and technologies to engage all students in learning. The teacher makes adjustments to learning while teaching to respond to student's individual needs.</p>

As teachers develop, they may ask, “How do I...” or “Why do I...”

- *select and utilize a range of instructional approaches to engage students in learning?*
- *use a variety of strategies to introduce, explain, and restate subject matter concepts and processes so all students understand?*
- *help all students learn, practice, internalize, and apply subject-specific learning strategies and procedures?*
- *use differentiated instruction to meet the assessed learning needs of students and increase active participation in learning?*
- *adapt materials and resources, make accommodations, and use appropriate assistive equipment and other technologies to support students' diverse learning needs?*
- *utilize multiple types of technology to facilitate learning?*

Examples of evidence that may be seen that demonstrate that I am addressing this standard:

TK/JK/K:

- Students use simple strategies (e.g., leaving a difficult situation, offering an alternative to a friend) to regulate own feelings or behaviors. ALT-REG 2
 - Student offers an object in exchange when another child has a desired object.
 - Student leaves the block area during free-choice play, after unsuccessfully attempting to join peers, and then moves to the dramatic play area to join other children playing there.
- Teacher uses a variety of instructional formats and groupings
- Teacher differentiates instruction based on student learning modality
- Teacher pairs visuals with verbal instruction
- Teacher frequently checks for understanding
- Students use adaptive devices for students if needed
- Students choice in activity time is used daily
- A variety of strategies is used to teach the same skill or concept
- The classroom walls and space is used to enhance learning
- Students use manipulatives

General Practices:

- Cooperative learning strategies or activities such as jigsaw, Kagan strategies & others
- Inquiry/Questioning based instructional strategies
- Graphic organizers
- Carousel walks
- Direct instruction, in small chunks of knowledge or steps
- Students using technology: (computers, iPads, chromebooks) to further their understanding or make presentations, etc.
- Teacher teaches students how to study, use mnemonic devices, and engage effectively in study groups.
- Teacher restates directions or concepts in multiple ways
- Use white boards
- Implement pair shares and peer review
- Gradual release of responsibility, close reading & or annotation within your lessons

CSTP 1.5 Engaging Students – Higher Order Thinking

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

As teachers develop, they may ask, “How do I...” or “Why do I...”

- *encourage students to use multiple approaches and solutions to solve problems?*
- *encourage students to ask critical questions and consider diverse perspectives about subject matter?*
- *provide opportunities for students to think about, discuss, and evaluate content?*
- *ask questions to facilitate discussion, clarify, and extend students’ thinking?*
- *support students to think and communicate with clarity and precision?*
- *help students apply previous learning to new situations?*
- *encourage students to create, imagine, and innovate?*
- *help students to develop and use strategies and technologies for accessing knowledge and information?*

Examples of evidence that may be seen that demonstrate that I am addressing this standard:

JK/TK/K:

- Students act in ways that take into account an anticipated result. COG-SCI 1
 - Student yells out when observing a toy is about to fall
 - Student covers or shields eyes when an adult is going to turn on a light
 - Student puts hands over ears before someone makes a loud sound
- Students offer possible explanations for a why certain actions or behaviors result in specific effects COG-SCI 1
 - Student points to a wilted leaf on a plant and communicates that the plant needs water
 - Student explains why the blocks fell when building a tower
- Teacher models experiments
- Teacher provides time for student discussion
- Teacher allows time for peer feedback, teacher feedback or reflection time.
- Students engage in open-ended experiential play

General Practices:

- Close reading
- Using multiple methods to solve one problem
- Inquiry based learning- Open ended questions & responses
- Pair sharing of content and processes
- Higher order questioning (Teacher and Students)
- Creative projects using a process or concept that is standards based
- Using technology to access information to access information, evidence, etc.
- Reverse the process, here is the answer what is the question

CSTP 1.6 Engaging Students - Monitoring

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

As teachers develop, they may ask, “How do I...” or “Why do I...”

- *systematically check for student understanding and revise plans accordingly?*
- *incorporate a variety of strategies in a lesson to check for student understanding?*
- *monitor the learning of students with limited English proficiency or of students with special needs?*
- *adjust the lesson plan to accelerate instruction when I determine that the pace of the lesson is too slow?*
- *make "on the spot" changes in my lesson based on students' interests and questions?*
- *provide additional support and opportunities for students to learn when some students have mastered the lesson objective(s) and others have not?*
- *adjust my lesson when I don't have enough time to complete everything I planned to do?*

Examples of evidence that may be seen that demonstrate that I am addressing this standard:

JK/TK/K:

- Students demonstrate awareness of a few letters in the environment. LLD-9
 - Student holds up hand or communicates, “Me,” when an adult holds up a sign with child’s name
 - Student finds the first letter of own name in the environment, such as on labels, pencil box, or cubbies
 - Student communicates, “I found the same letter,” when playing a letter matching game or looking through books
- Checking for understanding occurs frequently throughout the lesson
- Teacher uses a variety of methods when checking for understanding: random responses, non-verbal responses for student reflection of their understanding, monitoring students as they are playing, collection of work samples, observation of play
- Teacher uses the results from checking for understanding immediately to adjust the lesson i.e. reteaching, de-escalation questioning, adjusting time spent on the lesson or play, redirection of play
- Teacher encourages enrichment activities

General Practices:

- Teacher checking for understanding (roaming and listening, whiteboards, questioning, homework checking, exit tickets, etc.)
- Teachers reteaching a concept or steps in a process
- Lessons continue, are stopped, or adjusted, based on student needs for reteaching.
- Opportunities for reteaching or enrichment are provided for students
- Students who grasp concepts are allowed to move at their own pace when ready
- Compression of lessons occurs when students understand concepts

CSTP 2 Creating and Maintaining Effective Environments for Student Learning

CSTP 2.1 Environment – Classroom Climate

Element 2.1	Unsatisfactory	Needs Improvement	Meets District Standards	Exemplary
<p>Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully.</p>	<p>The classroom climate is characterized by unfairness, inequity, or disrespect toward individuals, cultures, gender, learning differences, family culture, and sexual orientation. Conflicts may be resolved by the teacher in an inconsistent or unfair manner.</p>	<p>A climate of fairness, caring, and respect is established by the teacher for most students, but few take risks in conflict-resolution and student-to-student communication. For the most part the pattern of teacher response to inappropriate behavior is fair and equitable.</p>	<p>A climate of fairness, equity, and respect toward individuals, cultures, gender, learning differences, family culture, and sexual orientation is maintained by the teacher. Students engage in problem – solving, conflict-resolution, and communication using empathy and understanding.</p> <p>The pattern of teacher response to inappropriate behavior is fair and equitable.</p>	<p>Teacher collaborates with students to ensure that a climate of fairness, equity, and respect toward individuals, cultures, gender, learning differences, family culture, and sexual orientation is maintained. Students take a leadership role in the classroom climate utilizing conflict-resolution, empathy, and understanding. The pattern of teacher response to inappropriate behavior is fair and equitable.</p>

As teachers develop, they may ask, “How do I...” or “Why do I...”

- *model and promote fairness, equity, and respect in a classroom atmosphere that values all individuals and cultures?*
- *help all students accept and respect diversity in terms of cultural, religious, linguistic, and economic backgrounds; learning differences and ability; gender and gender identity; family structure and sexual orientation; and other aspects of humankind?*
- *engage students in shared problem-solving and conflict resolution?*
- *provide learning opportunities that encourage student-to-student communication with empathy and understanding?*
- *develop students’ leadership skills and provide opportunities to apply them?*
- *create a classroom culture where students feel a sense of responsibility to and for one another?*
- *help students to appreciate their own identities and to view themselves as valued contributors to society?*
- *develop activities that support positive interactions among students and that help students get to know each other?*

What evidence proves that I am addressing this standard?

JK/TK/K:

- Students participate in extended episodes of cooperative play (including pretend play) with one or two friends. SED 4
 - Student builds a train with two friends, taking turns connecting the track pieces
 - Student plays a game of telephone that involves having a conversation with a friend.
- Teacher uses direct teaching or modeling of appropriate social skills
- Students participate in cooperative activities
- Students use respectful demeanor with adult support, both verbal and non-verbal
- Student reflection on class climate is encouraged

General Practices:

- Student personal experiences, knowledge, and diverse background is shared and respected in discussions
- Student posters or brainstorming may be present on topics of equity, safety, responsibility, etc.
- Process vs. product groups and discussions witnessed and teacher can articulate the purpose of the group as (social dynamics norm setting, classroom climate building exercise, appropriate question and answer practice, etc.)
- Teacher responses to students' actions are fair, equitable, and respectful
- Direct teaching and modeling of appropriate social skills
- Use of cooperative activities
- Teacher recognizes students' success through effort & perseverance often

CSTP 2.2 Environment Curriculum Access

Element 2.2	Unsatisfactory	Needs Improvement	Meets District Standards	Exemplary
Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students.	The physical or virtual environment does little to support student learning. Materials are difficult to access, and displays do not enhance the learning or make it accessible.	The physical environment is arranged for safety and accessibility. It does little to facilitate individual student engagement and learning.	The arrangement of the environment ensures safety and accessibility. Most students work well individually or together as they participate in learning activities.	The arrangement of the environment ensures safety and accessibility and facilitates constructive interaction and purposeful engagement for all students in learning activities.

As teachers develop, they may ask, “How do I...” or “Why do I...”

- *arrange and adapt classroom seating to accommodate individual and group learning needs?*
- *establish a stimulating, curriculum-rich learning environment that supports content learning and academic vocabulary development?*
- *ensure that students develop an appreciation of diversity?*
- *provide students access to resources, technologies, and comfortable workspaces?*
- *create an environment that promotes optimal learning for each student?*
- *construct an equitable learning environment for all students?*

What evidence proves that I am addressing this standard?

JK/TK/K:

- Students maintain control of some preferred materials, allowing others to use the rest, but will need adult support to share preferred materials with others ATL-REG 4
 - Student holds onto all pencils while at the writing center, but then gives some to peers, with adult prompting
 - Student lets a peer take a book from a pile near by, but holds onto a few favorite books
- Space is arranged to facilitate the activity
- Classroom environment reflects learning
- Teacher uses proximity
- Students are seated to facilitate easy interaction among each other
- Student interactions are appropriate for the activity they are choosing

General Practices:

- Teacher seating chart reflects students’ diverse needs for disabilities, language, learning modalities, and/or personal preferences
- Wall displays, hands-on materials, books, and centers are designed to be accessible and useful for learning curriculum
- Students have access to technology as needed for assignments, research, presentations, and virtual learning experiences
- Academic and content vocabulary, curriculum posters, anchor charts, concept graphic organizers are posted or present

CSTP 2.3 Environment – Emotional & Physical Safety

Element 2.3	Unsatisfactory	Needs Improvement	Meets District Standards	Exemplary
<p>Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe.</p>	<p>The classroom environment is not supported in a way that will facilitate interaction between students.</p> <p>There are one or more safety hazards.</p> <p>Encouragement, support, or recognition is not given for achievements or contributions of students. Students do not take risks in learning.</p>	<p>The classroom environment is arranged in a way that will facilitate interaction between students. Little encouragement, support, or recognition is given for achievements or contributions of students. Students seldom take risks in learning.</p> <p>Physical environment is cluttered or disorganized.</p>	<p>The classroom environment is arranged in a way that will facilitate interaction between students.</p> <p>Encouragement, support, or recognition is consistently given for achievements or contributions of students. Students take risks in learning.</p> <p>Physical environment is organized and uncluttered.</p>	<p>The classroom environment is organized in a way that encourages students to work independently, collaboratively and maintain a classroom community in which they respect each other’s differences.</p> <p>Students assume leadership, and are responsible for themselves and their peers.</p> <p>Students regularly extend and take risks in their learning.</p>

As teachers develop, they may ask, “How do I...” or “Why do I...”

- *arrange the learning environment to facilitate positive and productive classroom interactions?*
- *encourage, support, and recognize the achievements and contributions of all students?*
- *encourage students to take risks and to express thoughtful and respectful opinions related to the topic or subject of discussion?*
- *foster the development of each student's self-esteem?*
- *create a safe, accessible learning environment for all students?*

Examples of evidence that may be seen that demonstrate I am addressing this standard:

JK/TK/K:

- Room is arranged for a variety of learning styles
- Students are given time to extend their learning
- Room is set up so there is space for all strands of development such as fine motor, gross motor, cognitive, linguistic, social, etc.
- Materials are accessible
- Classroom is organized for learning
- Redirection is respectful
- Students ask questions and express opinions with adult support
- Student to student interaction is respectful

General Practices:

- School, city, and state safety laws are being followed. (fire codes, amount of paper on walls or near electrical outlets, not blocking exits, approved chemical use, etc.)
- The classroom is organized and uncluttered
- The classroom has clear traffic patterns free of obstacles
- The classroom is arranged in a way to allow easy collaboration among students and good visual access to direct instruction areas
- The classroom learning and technology areas are accessible to all students for learning purposes
- Teacher encourages students to take risks with responses and/or guides students to use environment, peers, resources (including technology) to find answers
- Teacher redirects, corrects, reteaches, and/or punishes inappropriate or hurtful comments to others
- Teacher has posted expectations
- Environment is welcoming & engaging so that students ask questions and express opinions openly

CSTP 2.4 Environment – Rigorous Education

Element 2.4	Unsatisfactory	Needs Improvement	Meets District Standards	Exemplary
<p>Creating a rigorous learning environment with high expectations and appropriate support for all students.</p>	<p>The classroom is not productive and students' expectations for assignment quality are low. Students do not examine and evaluate their work quality. Lesson content is similar for all students.</p>	<p>The classroom is usually productive and students' expectations for assignment quality have been made clear. Students do not examine and evaluate their work quality. Lesson content is similar for all students.</p>	<p>The classroom is productive and students' expectations for assignment quality are high. Students examine and evaluate their work quality. Lesson content is similar for all students.</p>	<p>The classroom is productive and students' expectations for assignment quality are high. Students examine and evaluate their work quality. Lesson content is adjusted to ensure access to challenging and diverse academic content for all students.</p>

As teachers develop, they may ask, “How do I...” or “How might I...”

- *establish a productive, achievement-oriented climate in my classroom?*
- *set high expectations for all of my students?*
- *motivate all students to initiate their own learning and strive for challenging learning goals?*
- *provide all students opportunities to examine and evaluate their own work and to learn from the work of their peers?*
- *ensure access to challenging and diverse academic content for all students?*

Examples of evidence that may be seen that demonstrate I am addressing this standard:

JK/TK/K:

- Students continue to self-select activities on own, seeking adult support to work through challenges. Alt Reg 3
 - Student continues looking at a book as an adult encourages other children entering the same area to find a book
 - Student starts to get ready to go outside with other children, and asks for adult assistance with zipper when putting coat on
- Students explore through simple observations, manipulations, or asking simple questions. Alt Reg 1
- Teacher shows examples of good and poor work
- Teacher uses rubrics
- Teacher provides sub skills as necessary to support child development
- Teacher uses individual, small group or whole class instruction to support
- Students are engaged in appropriate activities

General Practices:

- Rubrics are reviewed and used by teacher and students
- Students set goals for long and short-term achievement
- Students and teachers meet to review, discuss, and set new goals for current assignments
- Learning choices are made available to students for key projects or assignments
- Technology is used in a manner that enhances learning
- Students use technology to showcase their understanding of curriculum
- Students engage in peer discussions to improve quality of work
- Teacher checks in with students to gauge time, materials, technology, and content needs
- All students have equal access to grade level standards

CSTP 2.5 Environment - Behavior

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

As teachers develop, they may ask, “How do I...” or “Why do I...”

- *facilitate student participation in classroom decision-making?*
- *foster and support appropriate student behavior?*
- *collaborate with students, families, and communities to establish, maintain, and communicate standards for student behavior?*
- *understand the underlying causes of student behavior, including developmental and individual needs, and utilize that knowledge in support of positive classroom conduct?*
- *work proactively to prevent and respond quickly to minimize behavioral issues?*
- *understand and respond to inappropriate behaviors in an efficient, fair, and equitable way?*
- *help all students learn to take responsibility for their own behavior and actions?*

Examples of evidence that may be seen that demonstrate that I am addressing this standard:

JK/TK/K:

- Rules and routines are explicitly taught and reinforced
- Students may roll play standards for behavior
- Students may verbalize or demonstrate rules for specific situations
- Students may verbally question or demonstrate a procedure, as a way of asking an adult if the behavior is appropriate
- Students use appropriate words and actions to express desires in conflict situations, often seeking adult assistance to resolve conflict. HSS- 4
 - Student communicates, “I am sitting here.” While looking at an adult for support, as another child squeezes onto the same carpet square
 - Student communicates to a peer that a child is still playing with a toy when the peer tries to take the toy away
- Students follow simple group expectations with occasional adult reminders, but needs specific guidance when wanting to do something else or having to stop a preferred activity. HSS-5
 - Student stops building a road with blocks and begins to put away blocks when an adult models for the child and gives signals for clean up
 - Student begins to get on a tricycle with another peer, but stops when an adult says, “We take turns with the trike, and your turn is next.”

General Practices:

- Expectations for behavior are posted in the classroom, verbalized & or modeled
- Students have collaboration on behavioral expectations (as evidenced by brainstorming posters or articulated by students)
- A visible means to track positive and negative behaviors are present and being used. (individual, group, or whole class systems)
- Teacher responds to inappropriate behavior in an efficient, fair, and least disruptive manner
- Teacher has provided written rules and procedures for students, families, and administration
- Teacher regularly communicates with students and parents about behavioral needs
- Student behavior contracts are in place as needed

CSTP 2.6 Environment - Norms

Element 2.6	Unsatisfactory	Needs Improvement	Meets District Standards	Exemplary
Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn.	Classroom procedures and routines have not been established or are not routinely enforced. Schedules and timelines are not posted.	Procedures and routines have been established and work moderately well. Schedules and timelines are posted.	Procedures and routines work smoothly and support student learning. Schedules and timelines are posted.	Teacher and students ensure that classroom procedures and routines operate seamlessly. Teachers are responsive to student needs. Schedules and timelines are posted.

As teachers develop, they may ask, “How do I...” or “Why do I...”

- *involve all students in the development of classroom procedures and routines?*
- *help students transition smoothly and efficiently from one instructional activity to the next?*
- *apply knowledge of students’ physical, social, cognitive, and emotional development to ensure that adequate time and support are provided for students to complete learning activities?*
- *develop daily schedules, timelines, classroom routines, and norms that maximize learning?*
- *connect district, site, and classroom procedures to promote a climate of fairness and respect for all students?*
- *adapt routines, procedures, and norms to ensure the success of students with special needs?*

Examples of evidence that may be seen that demonstrate that I am addressing this standard:

JK/TK/K:

- Students continue to self-select activities with adult support, even though interest briefly shifts to other activity. ALT-REG 3
 - Student continues to work on a difficult puzzle, asking an adult for help when needed
 - Student continues to look at a book as an adult encourages other children entering the same area to find a book
- Students follow expectations or procedures for sharing, most of the time, with adult prompting. ALT REG 4
 - Student communicates to another child, “That’s mine. (referring to a toy). Go get one over there
 - Student gets individual pencil box off of a shelf to give to another child according to the usual classroom practice
- Transition routines minimize down time
- Daily goals are posted
- Students follow routines with adult support
- Routines support identified needs in 504 plans, IEP’s, SST plans, etc.

General Practices:

- Timelines, schedules, and agenda are posted
- Transitions are smooth, timely, and age appropriate
- Beginning and end of day routines are in place as evidenced by student responses and behaviors
- Norms, routines, and procedures, are in place throughout the day as evidenced by student and teacher responses and behaviors
- Teacher and students can articulate the rules, procedures, and expectations that are occurring
- Students help to enforce the rules and procedures with their peers
- Teacher checks on students with special needs to adjust or modify procedures as needed
- Teacher uses signals to gain student attention

CSTP 2.7 Environment - Time

Element 2.7	Unsatisfactory	Needs Improvement	Meets District Standards	Exemplary
Using instructional time to optimize learning.	Teacher’s pacing reflects too much or too little time for direct instruction, learning activities, and classroom business. Transitions are not smooth.	Teacher’s pacing allows for presentation and completion of learning activities. Some transitions run smoothly.	Teacher paces instruction to include ongoing review and closure of lessons to connect them to future lessons. Direct instruction is effectively delivered. Transitions are efficient.	Teacher facilitates and adjusts instruction so all students are engaged in learning, reflection and self-assessment. Teacher supports students in self-monitoring time on task.

As teachers develop, they may ask, “How do I...” or “Why do I...”

- *organize instruction to optimize learning time?*
- *pace instruction to accomplish learning goals?*
- *re-direct students’ off-task behavior to make the most of instructional time?*
- *adjust instructional time so that all students remain engaged and challenged?*
- *structure time for both independent and collaborative learning opportunities?*
- *balance instructional, preparation, administrative, and managerial time?*

Examples of evidence that may be seen that demonstrate I am addressing this standard:

JK/TK/K:

- Students engage in pretend play sequences with others by organizing and negotiating roles or rules around a shared idea. SED 5
 - Student makes a pretend cake and offers a taste to an adult
 - Student pretends to be a doctor and takes care of a stuffed animal that pretends to be sick
 - Student arranges chairs with a peer holding a pretend steering wheel saying, “It’s my turn to drive
- Student carries out-group expectations during an extended activity (5 minutes), needing adult reminders to follow expectations from beginning to end HSS-5
 - Student follows expected steps of putting away toys, putting on coat and sitting on rug to wait to go outside after being shown a visual schedule depiction of the sequence of steps
 - Student follows the morning routing of putting away belongings, but then needs adult reminder to take out name card for attendance
- Rules and routine are taught and reinforced
- Teacher quickly identifies, intervenes or monitors student misbehavior
- Teacher appropriately maintains communication with families regarding student behavior

General Practices:

- Instruction is paced in a way that learning goals can be reached
- Instruction is organized to allow time for direct instruction, gradual release of responsibility, independent work, re-teaching, pair share, group work, or reflection (whether this be in one lesson or multiple lessons)
- Redirection of off-task behavior minimally impacts instruction
- Instructional component time is monitored or adjusted to maintain engagement in learning,
- Teacher balances preparation, instruction and management to have the least impact on student engagement opportunities
- Closes the lesson to reinforce today's learning & connect to overall objectives

CSTP 3 Understanding and Organizing Subject Matter for Student Learning

CSTP 3.1 Curriculum – Teacher’s Knowledge

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

As teachers develop, they may ask, “How do I...” or “Why do I...”

- *ensure that my subject matter knowledge is sufficient to support student learning?*
- *continue to keep my subject matter knowledge current?*
- *identify, understand, and teach the key concepts and underlying themes and relationships in the academic content standards and state curriculum frameworks?*
- *integrate key concepts, themes, relationships, and connections across subject matter areas?*
- *ensure that my knowledge of the subject matter incorporates different perspectives, appropriate to the discipline?*
- *maintain and utilize current understanding of relevant content standards and frameworks*

Examples of evidence that may be seen that demonstrate I am addressing this standard:

JK/TK/K:

- Teacher has knowledge of DRDP-K’s and the 6 Domains, (CCSS added for kinder)
- Students progress through the “Building (earlier, middle, later)- measures” of the 6 Domains during TK and “Integrating (earlier, middle, later) – measures” of the 6 Domains during Kindergarten. (CCSS added for kinder)
- Students progress through the developmental curriculum
- Students activities are consistent with the assigned grade level, DRDP-K’s, and CCSS added during kindergarten
- Lessons or play encompass skill, content and context expressed in adopted curriculum
- Concepts and skills are taught accurately
- Activities allow students to demonstrate knowledge of the subject matter

General Practices:

- Teacher is using common core state standards
- Teacher's lesson plans show knowledge of grade level standards and key concepts
- Teacher has knowledge of district adopted curriculum materials and supplemental sources
- Content is based on grade level standards

CSTP 3.2 Curriculum – Teacher’s Knowledge of Students

Element 3.2	Unsatisfactory	Needs Improvement	Meets District Standards	Exemplary
Applying knowledge of student development and proficiencies to ensure student understanding of subject matter.	Teacher demonstrates limited knowledge of students’ understanding of subject matter and their cognitive and linguistic abilities, social, emotional, or physical development.	Teacher demonstrates beginning knowledge of students’ understanding of subject matter and their cognitive and linguistic abilities, social, emotional, or physical development.	Teacher demonstrates substantial knowledge of students’ understanding of subject matter and their cognitive and linguistic abilities, social, emotional, or physical development.	Teacher demonstrates superior knowledge of students’ understanding of subject matter and their cognitive and linguistic abilities, social, emotional, or physical development.

As teachers develop, they may ask, “How do I...” or “Why do I...”

- *apply my knowledge of human development and learning theory to the unique students that I teach?*
- *acquire understanding of my students' individual cognitive, social, emotional and physical development?*
- *connect content being taught to students' prior knowledge and experiences?*
- *build understanding of my English learners’ levels of language acquisition in order to know how to best support their learning?*
- *build understanding of my students with special needs in order to know how and when to differentiate instruction?*

Examples of evidence that may be seen that demonstrate I am addressing this standard:

JK/TK/K:

- Teacher analyzes data from assessments
- Teacher uses DRDP-K’s developmental continuum to identify students levels: Self-Regulation, Social and Emotional Development, Language and Literacy, English Language Development, Physical Development, etc. For Kindergarten add developmental components of Common Core
- When applicable, new content is tied to previous learning
- IEP’s, 504 Plans, SST plans etc. are reviewed and implemented
- Teachers use child development practices and learning theory to construct lessons
- Students use a variety of activities and materials that both support and challenge student learning and various intelligences

General Practices:

- Teacher uses CELDT levels to help prepare lessons
- CELDT levels are used to help guide student questioning
- Teacher gives a diagnostic survey to help assess student learning preferences
- Students use accommodations for special populations
- Teacher structures lessons in a way that shows knowledge of learning theories (HOQ,, EDI, TPR, SDAIE, GRR, TAPPLE, RTI, etc.)
- Data from Pre-, ongoing, and summative assessments are used to for plan individual student and group formation
- Teacher elicits student response that shows mastery of content

CSTP 3.3 Curriculum – Planning Lessons

Element 3.3	Unsatisfactory	Needs Improvement	Meets District Standards	Exemplary
Organizing curriculum to facilitate student understanding of the subject matter	The curriculum is poorly organized and rarely demonstrates appropriate concepts, themes, and skills: without valuing different perspectives or supporting students' understanding of core concepts.	The curriculum is loosely organized and inconsistently demonstrates appropriate concepts, themes, and skills. Curriculum rarely touches on different perspectives or supports students' understanding of core concepts.	The curriculum is organized and sequenced, it demonstrates appropriate concepts, themes, and skills. Curriculum reveals and values different perspectives and there is a strong support for students' understanding of core concepts.	The curriculum is organized and sequenced. It demonstrates appropriate concepts, themes, and skills and the relationships between them. Curriculum reveals a broad range of perspectives and is organized to ensure support for all students' understanding of core concepts.

As teachers develop, they may ask, “How do I...” or “Why do I...”

- *use my knowledge of student readiness to learn to organize, sequence, and enhance the curriculum?*
- *apply my knowledge of the subject matter to organize curriculum, plan lessons and units, and select instructional strategies that demonstrate key concepts and their interrelationships?*
- *organize subject matter to reveal and value different cultural perspectives?*
- *incorporate subject or grade level expectations and curriculum frameworks in organizing subject matter?*
- *utilize standards-aligned and/or adopted curriculum in ways that support student learning?*

Examples of evidence that may be seen that demonstrate that I am addressing this standard:

JK/TK/K:

- Students development level is determined by DRDP-K’s domains
- A variety of learning activities are provided so a child may demonstrate growth in diverse and sometimes unique ways
- Student observes objects and events of interest in the environment, making simple predictions about them and checks the predictions. COG-SCI 2
 - Student indicates that a “roly-poly” bug will roll up into a ball if touched, and then checks by touching it
 - Student communicates that if you add water to the sand it will become sticky and able to form shapes in the sand table. During sand play water is added and students are able to mold forms
- Teacher uses observation of play to assess progress of student
- Instruction reflects awareness of various cultural perspectives
- Lessons are based on the DRDP-K domains (CCSS added for kinder)

General Practices:

- Teacher has long (yearly, trimester, semester) and short (weekly, daily, unit) range lesson plans
- Lesson plans show integration of standards across subject matter areas and integrated technology as necessary
- Lesson plans incorporate different perspectives or techniques for learning a standard
- Plans show different cultural perspectives

CSTP 3.4 Curriculum – Instructional Strategies

Element 3.4	Unsatisfactory	Needs Improvement	Meets District Standards	Exemplary
Utilizing instructional strategies that are appropriate to the subject matter	Instructional strategies are not matched to subject matter content or concepts, and do not encourage students to think critically or extend their knowledge.	The teacher uses few instructional strategies to make the subject matter content accessible to students, and encourage some students to think critically or to extend their knowledge base.	The teacher consistently uses appropriate instructional strategies to make the subject matter content accessible to students, and encourage some students to think critically or to extend their knowledge base.	The teacher uses a repertoire of appropriate instructional strategies to make the subject matter content accessible to all students. and Teacher encourages students to think critically and deepen their knowledge and enthusiasm for the instructional content.

As teachers develop, they may ask, “How do I...” or “Why do I...”

- *develop and use a repertoire of instructional strategies appropriate to the subject matter?*
- *build on students’ life experiences, prior knowledge, and interests to make subject matter relevant and meaningful to students?*
- *use effective instructional strategies and approaches to illustrate a concept and its connections within and across subject areas?*
- *challenge all students to think critically in the subject area?*
- *help all students develop enthusiasm for and a deep knowledge of the subject matter?*
- *use strategies that make the depth and complexity of subject matter understandable to all students?*

Examples of evidence that may be seen that demonstrate I am addressing this standard:

JK/TK/K:

- Students use sand table; play dough, magna-tiles, Legos, blocks and a variety of choice play to demonstrate developmental behaviors. Teacher observes students’ activities and behaviors
- Teacher uses a variety of instructional strategies to make learning accessible to all students
- Teacher uses a range of critical thinking skills to deepen the understanding of content
- Hands-on, visual, kinesthetic or combinations of these are used to make learning comprehensible to all students
- Instructional delivery develops the motivation and enthusiasm of the students

General Practices:

- Higher order questioning (Bloom's Taxonomy)
- Carousel Walks
- KWL charts
- 4 Corners
- Educational Games
- Think-out-louds
- Highlighting text
- Taking notes
- Provide/create posters with problems solving steps
- Monitor students frequently (circulate and check for understanding)
- Reinforce memorization with songs, mnemonic devices, study skill training
- Provide materials, task, and learning opportunities at varied levels
- Use Graphic organizers
- Use multi-sensory techniques to present and learn information
- Provide opportunities for student to respond in various ways (written, oral, non-verbal cues, partner share, etc.)
- Teacher guided/student-led exploration and problem solving
- Give the student a master set of notes to improve note-taking skills
- Review and practice previously taught material frequently
- Provide movement opportunities for kinesthetic learners
- Deliver instruction in short session with a snappy pace
- Make eye contact before giving instructions
- Write, say, and/or provide instructions for students
- Teach expectations by (explaining, modeling, demonstrating, role-playing, and practicing tasks)
- Provide task cards, timers, etc. to keep kids on track
- Adjust and extend time as needed
- Provide cooperative experiences
- Provide direct, systematic instruction
- Use technology or computers to enhance learning and access content in multiple ways
- Use light humor, singing, dancing, to enhance instructional moments
- Close reading & annotation

CSTP 3.5 Curriculum Using Resources

Element 3.5	Unsatisfactory	Needs Improvement	Meets District Standards	Exemplary
Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students	Instructional materials, resources, and available technologies are either not used or used inappropriately.	Instructional materials, resources, and available technologies are minimally used to convey key subject matter concepts. Materials may reflect diverse perspectives.	Instructional materials, resources, and available technologies support the curriculum and key subject matter concepts. Materials reflect diverse perspectives.	A range of instructional materials, and resources are used. Technology is integrated into the curriculum to enhance subject matter and students' understanding. Technology and materials are used by students to further extend learning.

As teachers develop, they may ask, “How do I...” or “Why do I...”

- *know the full range of materials, resources, and technologies provided by the school or district?*
- *select materials, resources, and technologies to support differentiated student learning of the subject matter?*
- *select and use learning materials and resources that reflect the diversity in my classroom?*
- *use technologies to convey key concepts in the subject matter?*
- *learn about and access new instructional resources to support student learning*

Examples of evidence that may be seen that demonstrate I am addressing this standard:

JK/TK/K:

- Teacher uses centers and open ended play scenarios to further extend learning
- Child demonstrates increasing precision, strength, coordination, and efficiency when using hand muscles for play and functional tasks PD-4
 - Student uses scissors to cut out simple shapes
 - Student pushes a cord through a hole, holding the cord with one hand and the paper with the other
- Teacher uses district adopted or First Five purchased materials to teach DRDP-K’s in addition for Kinder adopted common core materials
- Teacher uses a variety of technology devices that are used to enhance learning such as document camera, projector, or I-pad with small groups)

General Practices:

- Teacher is using district adopted curriculum materials to teach standards
- Teacher is using district technology as a supplementary option for teaching standards and processes such as videos, powerpoints, keynotes, kahoot, etc.
- Teacher is using supplemental materials to assist with understanding of key concepts
- Teacher is collaborating with support staff to ensure students' understanding of concepts is achieved
- Teacher is team teaching with a grade level colleague to ensure students' understanding

CSTP 3.6 Curriculum – Special Populations

Element 3.6	Unsatisfactory	Needs Improvement	Meets District Standards	Exemplary
Addressing the needs of English learners and students with special needs to provide equitable access to the content	Teacher does not reference ELD standards, CELDT levels, IEP's, GATE, or other special needs requirements to ensure students have equitable access to the curriculum content.	Teacher shows some references to ELD standards, CELDT levels, IEP's, GATE, or other special needs requirements to ensure students have equitable access to the curriculum content.	Teacher shows references to ELD standards, CELDT levels, IEP's, GATE, or other special needs requirements when planning and carrying out lessons to ensure students have equitable access to the curriculum content.	Teacher shows child specific references to ELD standards, CELDT levels, IEP's, GATE, or other special needs requirements when planning and carrying out lessons. This ensures all students have equitable access to the curriculum content.

As teachers develop, they may ask, “How do I...” or “Why do I...”

- *address the English Language Development (ELD) standards as they relate to my English learners’ levels of language acquisition?*
- *address the Individual Education Plan (IEP) goals and objectives of my students with special needs?*
- *select materials, resources, and technologies to support subject matter instruction of my English learners and students with special needs?*
- *ensure access to the critical concepts and themes in the academic content standards and state curriculum frameworks for students at various levels of English proficiency and for students with special needs?*

Examples of evidence that may be seen that demonstrate I am addressing this standard:

JK/TK/K:

- Student shows understanding of words and phrases in conversations, stories and interactions in home language. ELD-1
 - Student adds a block to the top of a tower in response to a question in the child’s home language, “can you make it taller”
 - Student passes a book to another child when requested in the child’s home language, having not responded to the same request in English
- Student communicates completely in home language, occasionally using single words or short memorized sequences of words in English. ELD-2
 - Student communicates in English, “Bye” to peer when leaving at the end of the day
 - Student chimes in with, “The End!” in English when an adult finishes reading a story to a small group of children
- Teacher uses a variety of levels of questions to meet other needs of English Learners, SPED students

- Teacher integrates IEP, 504 Plan, SST requirements into lessons for specific students
- Teacher reviews, remediates, and extends activities that are planned and carried out
- Teacher has knowledge of the ELD level of each English Learner and uses instructional strategies that support all learners

General Practices:

- Teacher has specific references about differentiation in lesson plans for EL's and Special Populations
- Teacher follows students' IEP goals and objectives
- Teacher has students using assistive technology or specialized materials to assist the student with learning needs
- Teacher uses leveled materials, differentiating, modality choice boards etc. for projects
- Teacher delivery includes differentiation for sub groups such as heterogeneous, homogeneous, & teacher lead small groups

CSTP 4 Planning Instruction and Designing Learning Experiences for All Students

CSTP 4.1 Planning Instruction – Using Knowledge

Element 4.1	Unsatisfactory	Needs Improvement	Meets District Standards	Exemplary
Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction	Instructional plan inadequately addresses a diverse student body. There are few modifications of instructional plans for differences in learning needs.	Instructional plans are partially drawn from information about students' backgrounds, experiences, interests, and learning needs to support students' learning.	Instructional plans reflect students' backgrounds, experiences, interests, instructional and linguistic needs to support students' learning.	Instructional plans build on students' background experiences, interests, instructional and linguistic needs and diversity to extend all students' learning.

As teachers develop, they may ask, “How do I...” or “Why do I...”

- *incorporate students' prior knowledge and experience in my curriculum and instructional planning?*
- *use knowledge of my students' lives, their families, and their communities to inform my planning of curriculum and instruction?*
- *use knowledge of my students' individual cognitive, social, emotional, and physical development to plan instruction and make appropriate adaptations to meet students' unique needs?*
- *plan lessons and units that promote access to academic content standards for all students?*
- *use knowledge of my English learners' levels of language proficiency to plan instruction that supports their subject matter learning and academic language development?*
- *use knowledge of my students' diverse learning needs to plan instruction that supports their learning?*

Examples of evidence that may be seen that demonstrate I am addressing this standard:

JK/TK/K:

- Students participate in literacy activities in home language and attend to simple literacy activities in English with some adult support. ELD-3
 - Student joins in with peers who are singing a song or chant in home language
 - Student looks at pages of a picture book with a peer while an adult reads the book aloud in English
- Students use home language, gestures or simple words in English to show understanding of literacy activities in English ELD-3
 - Student makes face gestures or sounds like a tiger when an adult reads an illustrated poem in English about tigers
 - Student connects in home language about a picture in a book, after hearing another child make a comment

- Teacher plans daily for 45 minutes of Developmental Play
- Teacher plans for extended outdoor activity time
- When available, teacher uses CELDT assessment results to guide and plan appropriate questioning for lessons
- Teacher use of IEP goals and recommendations in planning
- Teacher frontloads and reteaches
- Plans instruction that connects to cultural backgrounds

General Practices:

- Plans reflect academic, social, linguistic, and/or behavioral needs of students
- Plans access prior knowledge
- Plans include connecting learning with student's cultural background
- Plans include frontloading vocabulary or skills before starting the lesson

CSTP 4.2 Planning Instruction – Goals and Expectations

Element 4.2	Unsatisfactory	Needs Improvement	Meets District Standards	Exemplary
Establishing and articulating goals for student learning	<p>Instructional goals are inadequately communicated or do not consider students' language experience and school expectations. Expectations for students are low.</p> <p>Instructional goals are not closely matched to academic content standards and developmental continuum.</p>	<p>Some instructional goals consider language, experience, and school expectations. Expectations are not high for some students.</p> <p>Instructional goals are sometimes matched to academic content standards and developmental continuum.</p>	<p>Short-term and long-term instructional goals consider students' language, experience, and school expectations. Goals reflect high expectations and are appropriately challenging for students.</p> <p>Instructional goals are closely matched to academic content standards and developmental continuum.</p>	<p>Short-term and long-term instructional goals are set and revised by teacher and student and integrate students' language, experience, and school expectations. Goals reflect high expectations and are challenging for all students.</p> <p>Instructional goals are closely matched to academic content standards and developmental continuum.</p>

As teachers develop, they may ask, “How do I...” or “Why do I...”

- *build on the strengths, interests, and needs of all students to establish high expectations for learning?*
- *establish learning goals that address all students' language abilities and diverse learning needs?*
- *establish learning goals that address school, district, and community expectations?*
- *work with students and families to establish learning goals?*
- *develop goals that prepare students for successful transition to their next learning environment?*
- *communicate clear, challenging, and achievable expectations for students?*
- *establish goals and objectives that develop 21st Century Skills (communication, collaboration, critical thinking, creating/innovating, global citizenship)?*
- *establish measurable long-term and short-term learning objectives that are based on academic content standards and facilitate progression toward learning goals?*

Examples of evidence that demonstrate I am addressing this standard:

JK/TK/K:

- Teachers provide small group instruction around DRDP-K domains including CCSS for kinder
- Teachers use rubrics in assessing
- Teacher conferences with parents and students regarding student goals
- Expectations for student achievement are developmentally appropriate according to DRDP-K's and CCSS added for kinder
- Goals and expectations are consistently communicated to students

General Practices:

- Teacher's plans articulate expectations and learning goals to parents, students, and/or colleagues
- Teacher's plans show meeting individually with students to revise goals
- Plans include learning objectives and goals that are connected to standards

CSTP 4.3 Planning Instruction – Long and Short Term

Element 4.3	Unsatisfactory	Needs Improvement	Meets District Standards	Exemplary
Developing and sequencing long-term and short-term instructional plans to support student learning	Long term and short term instructional plans are not evident. Lessons are poorly constructed and do not take into account students' needs.	Short term instructional plans are evident. Long term plans are not evident. Lessons do not take into account students' needs.	Short and long term instructional plans are evident. Lessons take into account the needs of students' linguistic, social, emotional, or physical needs.	Short and long term instructional plans are evident. Lessons take into account the needs of all students' linguistic, social, emotional, or physical needs are modified during lessons to accommodate lesson review or achieved mastery.

As teachers develop, they may ask, “How do I...” or “Why do I...”

- *design an instructional program that considers the long-term and the short-term?*
- *use assessment results for long-term and short-term planning?*
- *incorporate diverse subject matter perspectives in my planning?*
- *select and sequence instructional strategies appropriate to the complexity of the lesson content and to student learning needs?*
- *plan an instructional program that supports students' second language learning and diverse learning needs?*
- *incorporate my professional expertise and knowledge of my students into a prescribed curriculum, pace, and district assessment calendar?*
- *collaborate with colleagues to make instructional decisions?*
- *design instruction so that students participate in setting and achieving their individual learning goals?*

Examples of evidence that may be seen that demonstrate I am addressing this standard:

JK/TK/K:

- Teacher plans with grade level
- Developmental centers are aligned with DRDP-K's including CCSS for kinder
- Data on student progress is reviewed by teachers and future instruction is planned based on the results of the analysis
- Long-term plans are present
- Grade level collaboration minutes demonstrate team decisions on instructional planning
- Weekly and daily lessons are planned
- Students move through stages 1-3, “Building”, in the DRDP-Ks, kindergarten moves through stages 1-3 of “Integrating”.
- Lessons are planned to the rigor of the DRDP-K's, including CCSS for kinder
- Lesson plans are revised based on prior days progress

General Practices:

- Teacher uses assessment results to guide planning
- Teacher has a long term plan that uses data, standards, and takes in linguistic, social, emotional issues of student
- Teacher has short term plans that uses data, standards, and takes in linguistic, social, emotional issues of student
- Teacher takes into account the student's academic, behavioral, & attendance data to create a long term plan
- Teacher uses a syllabus to show alignment with a long term instructional plan
- Short term plans can include: unit plan, daily plan, & activity specific plans

CSTP 4.4 Planning Instruction - Strategies

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

As teachers develop, they may ask, “How do I...” or “Why do I...”

- *develop unit and lesson plans that build on and extend students' understanding of subject matter?*
- *ensure that each instructional strategy is related to learning goals?*
- *plan instruction to allow enough time for student learning, review, and assessment?*
- *use my knowledge of subject matter and my students to plan and appropriately pace instructional activities within a lesson and over time?*
- *check for understanding, prepare for adjustments, remediate or accelerate instruction, and individualize when appropriate?*
- *address the ELD standards appropriately, based on my English learners' levels of language acquisition?*
- *address the IEP goals and objectives of my students with special needs?*
- *select materials, resources, and technologies to support the learning needs of English learners and students with special needs?*
- *address multiple levels of learning in each lesson?*
- *incorporate subject-specific texts and text-based discussions?*

What evidence proves that I am addressing this standard?

JK/TK/K:

- Teacher observes progress over time and across learning situations and in a variety of play settings
- Students use simple strategies (e.g., leaving a difficult situation, offering an alternative toy to a friend) to regulate own feelings or behaviors. ALT-REG 2
 - Student offers an object in exchange when another child has a desired object
 - Student communicates , “Okay, but it is my turn when you are done,” while waiting for a drink at the water fountain
- Strategies are planned to engage students

- Differentiation of instructional strategies is incorporated into lesson planning
- Various materials, manipulatives, or technologies are used to accommodate learning needs
- Lesson plans reflect an appropriate pace

General Practices:

- Plans reflect multiple instructional strategies
- Plans reflect strategies that will allow for a variety of student teaching formats
- Plans reflect opportunities for student choice
- Plans include appropriate technology to engage all students at their level

CSTP 4.5 Planning Instruction – Adapting Instruction

Element 4.5	Unsatisfactory	Needs Improvement	Meets District Standards	Exemplary
Adapting instructional plans and curricular materials to meet the assessed learning needs of all students	Instructional plans are rarely modified in spite of evidence that modifications would improve student learning.	Modifications to instructional plans address only some aspects of the lesson in order to improve student learning.	Instructional plans are modified as needed to enhance students learning based on formal and informal assessment.	Instructional plans are modified as needed, based on formal and informal assessment and students’ suggestions, to ensure deeper conceptual understanding.

As teachers develop, they may ask, “How do I...” or “Why do I...”

- *interact with my colleagues to identify typically difficult concepts or skills for students in order to re-examine and strengthen plans for future lessons?*
- *proactively prepare for appropriate adjustments based on my assessment of student learning while teaching?*
- *strengthen existing plans for students at identified levels of English proficiency?*
- *strengthen existing plans for students with special needs?*
- *reflect on my successes and struggles and apply what I have learned about effective and ineffective strategies to existing plans for future lessons?*
- *reflect on my successes and struggles with the use of curriculum and apply what I have learned to existing plans for future lessons?*
- *capture what I have learned during a particular lesson so that I can revisit my plans in advance of teaching the lesson again?*

Examples of evidence that may be seen that demonstrate I am addressing this standard:

JK/TK/K:

- Teacher has weekly lesson plans
- Collaboration notes reflect changes in instruction based on the success of strategies used in prior lessons
- Lessons are adapted based on student needs
- Lesson plans are organized for easy reference and modification in the future

General Practices:

- Teacher shows changes in lesson plans and adjusts delivery of lesson based on reflection concerning order of lesson, strategies used, discussions with colleagues about possible difficulties teaching a concepts, students’ special needs, EL needs, etc.
- Teacher makes notes on plans during or immediately following the lesson to ensure a change happens in the lesson the next time it is taught
- Teacher uses warm-ups to conduct an initial check for understanding and then modify instruction based on the results
- Teacher uses informal assessment to modify instruction by questioning and observation of student work

CSTP 5 Assessing Students for Learning

CSTP 5.1 Assessment - Knowledge

Element 5.1	Unsatisfactory	Needs Improvement	Meets District Standards	Exemplary
Applying knowledge of the purposes, characteristics, and uses of different types of assessments	The teacher is unfamiliar with different types of assessments, and use of developmental continuum their uses, benefits, and limitations for informing instruction.	The teacher has limited experience and knowledge with different types of assessments, and use of developmental continuum their uses, benefits, and limitations for informing instruction. They seldom take into account validity, bias, and reliability when choosing assessments.	The teacher has experience and knowledge with different types of assessments, and use of developmental continuum their uses, benefits, and limitations for informing instruction. They take into account validity, bias, and reliability when choosing assessments.	The teacher has experience and knowledge with different types of assessments, and use of developmental continuum their uses, benefits, and limitations for informing instruction. They take into account validity, bias, and reliability when choosing assessments. Teachers design and encourage students in assisting in the design of assessments.

As teachers develop, they may ask, “How do I...” or “Why do I...”

California Standards for the Teaching Profession (2009) 14

- *become knowledgeable of the different types of assessments--and their uses, benefits, and limitations--that I draw on to inform my instruction?*
- *select assessment strategies and instruments appropriate to the learning outcomes being evaluated?*
- *use my knowledge of assessment concepts such as validity, reliability, and bias to choose assessments appropriate to my students?*
- *design grading practices that draw on multiple sources of information and reflect student learning?*

Examples of evidence that may be seen that demonstrate that I am addressing this standard:

JK/TK/K:

- Teacher uses knowledge of DRDP-K continuum, progress report, report card, writing samples, draw man samples, 1 to 1 assessments, and antidotal records
- Effective use of both formative and summative assessments
- Appropriate assessment information is used in meeting (SST’s, 504 meetings, IEP’s and parent conferences
- Grading is based on multiple measures and multiple observations
- Assessments are based on the rubrics and DRDP-K levels of each student

General Practices:

- Teacher knows the district and state adopted assessments that need to be administered to their students
- During discussion about assessments used in a lesson, the teacher recognizes the need for validity, reliability, and bias in assessments and can discuss these points
- Teacher is aware of and uses multiple ways to assess students for the same standard
- Teacher starts with a quick diagnostic assessment to find out what students already know
- Teacher uses formative assessment during the lesson to modify the lesson
- Teacher uses summative assessment to measure progress towards mastery

CSTP 5.2 Assessment – Collect and Analyze Data

Element 5.2	Unsatisfactory	Needs Improvement	Meets District Standards	Exemplary
<p>Collecting and analyzing assessment data from a variety of sources to inform instruction</p>	<p>The teacher has invalid or superficial forms of assessment to evaluate students' learning.</p>	<p>The teacher uses several sources of information to assess student learning and several assessment strategies to understand student progress.</p>	<p>The teacher uses a variety of sources, including adopted district and state tests, CA Department of Education current DRDP-K, benchmarks to collect information about student learning and several appropriate assessment strategies to understand student progress.</p>	<p>The teacher uses a wide range of sources, including adopted district and state tests, CA Department of Education current DRDP-K, benchmarks to collect information about student learning and several appropriate assessment strategies that take into consideration the students special needs to understand student progress.</p>

As teachers develop, they may ask, “How do I...” or “Why do I...”

- *keep a continuous and comprehensive record of group and individual achievement?*
- *select, design, and use assessment tools appropriate to what is being assessed?*
- *collect, select, and reflect upon evidence of student learning?*
- *work with families to gather information about all students and their learning?*
- *use standardized tests, diagnostic tools, and developmental assessments to understand student progress?*
- *use a range of assessment strategies to implement and monitor individualized student learning goals (including IEP goals)?*
- *assess student behavior to support learning?*
- *interpret data based on how an assessment is scored and what results it reports?*

What evidence proves that I am addressing this standard?

JK/TK/K:

- Teacher partner uses reciprocal observation on student behaviors
- Teacher uses district data system as needed
- Antidotal records, observation, student work samples are used in addition to summative assessments to guide instruction
- Assessment strategies are used which inform daily progress of students
- Parent conferences are held as scheduled and additional conferences are held as needed to give and receive information

General Practices:

- Teacher keeps a grade book with group and/or individual achievement
- Teacher keeps anecdotal records on students' academics, social, and behavioral milestones and challenges
- Teacher collects student work that is tied to the learning objective to analyze
- Teacher uses standardized tests, diagnostic tools, and other grade appropriate assessments to understand student progress
- Teacher collects and analyzes information about student behavior
- Teacher uses grade level or department required assessments or benchmarks

CSTP 5.3 Assessment – Review Data and Guide Instruction

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

As teachers develop, they may ask, “How do I...” or “Why do I...”

- *review student assessment data with colleagues?*
- *use assessment results to monitor my teaching and guide planning and instruction?*
- *use assessment information to determine when and how to revisit content that has been taught?*
- *use assessment data to eliminate gaps between students’ potential and their performance?*
- *use assessment results to plan instruction to support English learners?*
- *use assessment results to plan instruction to support students' IEPs?*

Examples of evidence that demonstrate I am addressing this standard:

JK/TK/K:

- Teacher attends PLC meetings as needed and minutes reflect analysis of student information
- Samples of student work or progress is reviewed to determine next steps in progress of student in various subgroups
- Samples of student work or progress is analyzed following each assessment to determine future instruction

General Practices:

- Teacher uses assessment results to modify lesson plans for groups and individuals
- Teacher reviews data with colleagues to inform future instruction
- Teacher uses data to guide re-teaching
- Teacher uses assessment information to plan for EL and Special Population needs

CSTP 5.4 Assessment – Use Data to Modify Goals and Plans

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

This is an essential standard

As teachers develop, they may ask, “How do I...” or “Why do I...”

- *draw upon assessment data to support development of learning goals?*
- *review and revise learning goals with students over time?*
- *ensure that student learning goals reflect key subject matter concepts, skills, and applications?*
- *use informal assessments to adjust instruction while teaching?*
- *use multiple sources of assessment to measure student progress and revise instructional plans?*
- *work to differentiate goals and plans based on assessed needs of my diverse learners?*
- *address the specific needs of English learners and students with special needs as I use assessments to inform my instruction?*

Examples of evidence that demonstrate I am addressing this standard:

JK/TK/K:

- Teacher reviews assessment results for each subgroup of students
- Teachers’ use a variety of assessments to make instructional decisions
- Assessments are based on the domains taught, including CCSS for kinder

General Practices:

- Teacher uses assessment to help set learning goals & objectives for students
- Teacher uses multiple assessment sources to help revise instructional plans
- Teacher meets with students and uses data to help them set learning goals and continue to monitor and adjust as needed

CSTP 5.5 Assessment – Students Role

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

As teachers develop, they may ask, “How do I...” or “Why do I...”

- *make assessment integral to the learning process?*
- *make assessment an interactive process between teacher and student?*
- *model self-assessment strategies for all students?*
- *develop and use tools and guidelines that help all students assess their work and monitor their learning goals?*
- *provide opportunities for all students to engage in peer discussion and reflection of their work?*
- *provide opportunities for all students to demonstrate and reflect on their learning inside and outside of the classroom?*

Examples of evidence that demonstrate I am addressing this standard:

JK/TK/K:

- Teacher uses questions such as: What are you doing? Why? What are you making? Explain. What are you building? Who or what are you pretending to be? Tell me more. What are you going to choose next?
- Students reflect on their learning individually or in groups
- Students can revise work based on feedback from peers

General Practices:

- Teacher presents tools and guidelines to students for self-assessment & revisions
- Teacher encourages students to have peer discussions about work quality or processes
- Teacher models self-assessment strategies for students
- Teacher provides opportunities for students to present work and self-assess its quality
- Teachers have students monitor their progress through posted grades and the check off sheets for assignments

CSTP 5.6 Assessment – Technology Use

Element 5.6	Unsatisfactory	Needs Improvement	Meets District Standards	Exemplary
Using available technologies to assist in assessment, analysis, and communication of student learning	Teacher does not use assessment technologies and analysis tools provided by the district to assist in communicating and revising learning goals and objectives.	Teacher does not fully meet the district and state expectations for use of assessment technologies and analysis tools provided by the district to assist in communicating and revising learning goals and objectives.	Teacher meets the district and state expectations for use of assessment technologies and analysis tools provided by the district to assist in communicating and revising learning goals and objectives.	Teacher exceeds the district and state expectations for use of assessment technologies and analysis tools provided, by implementing and seeking out additional technological resources for communicating and revising learning goals and objectives, and assisting students in self-analysis.

As teachers develop, they may ask, “How do I...” or “Why do I...”

- *become familiar with and select technology resources that support assessment practices?*
- *use technology to analyze student learning and inform instruction?*
- *use appropriate technology resources to communicate students’ learning to students and their families?*

What evidence proves that I am addressing this standard?

JK/TK/K:

- Teacher uses of DRDP-K rubric for reference
- Electronic report cards are used
- Electronic communication is used
- Kindergarten asses with online CPAA

General Practices:

- Teacher uses technology to help assess students’ learning and inform instruction
- Teacher uses electronic media to develop assessments
- Teacher uses technology to inform students and parents about the students’ learning goals and achievements
- Teacher uses technology to enhance classroom organization of data
- Teacher will have their students and parents check their grades online
- Teachers use an online system for classroom assignments and other information

CSTP 5.7 Assessment – Communicate Results

Element 5.7	Unsatisfactory	Needs Improvement	Meets District Standards	Exemplary
Using assessment information to share timely and comprehensible feedback with students and their families	Little or no feedback is given in regards to students' achievement toward the learning goals. Students and families have minimal information or contact from teacher.	Feedback is given in accordance with the school and district grade reporting windows. Feedback to students, support personnel and families is given, but may not be in a timely or specific manner.	Feedback is given in relation to each students' needs and the curriculum objectives. Feedback meets district and state expectations. Learning feedback is regularly communicated to student's families, and support personnel in ways that improve understanding.	Teacher involves students collaboratively in learning feedback and future goals. Feedback is appropriate to students' needs and the curriculum while meeting district and state expectations. Feedback is communicated regularly with students' families and support personnel.

As teachers develop, they may ask, “How do I...” or “Why do I...”

- *provide all students with information about their progress as they engage in learning activities?*
- *initiate regular and timely contact with families and resource providers about student progress?*
- *communicate assessment results to families in ways that are respectful and understandable?*
- *provide families with ways to use assessment information at home to improve student learning?*

Examples of evidence that demonstrate I am addressing this standard:

JK/TK/K:

- Teacher has current data available for parent conferences, student progress meetings, 504 plans, IEP meetings etc.
- Teacher communicates with parents and colleagues in a timely manner regarding students progress
- Teacher gives corrective and constructive feedback to students in a timely manner
- Teacher relays information to parents in a way that is comprehensible to each family

General Practices:

- Teacher is walking through the room providing feedback to students about their progress
- Teacher provides assessment results at a conference, and gives suggestions or materials to parents on how to assist students at home
- Teacher communicates regularly with parents as needed about assessments their students have taken
- Teacher speaks with aides, resource teachers, etc. to communicate student progress and needs
- Teachers do progress reports, online grades, and gives constructive feedback in a timely manner
- Teachers conduct parent conferences

CSTP 6 Developing as a Professional Educator

CSTP 6.1 Professional Reflection

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

As teachers develop, they may ask, “How do I...” or “Why do I...”

- *assess my growth as a teacher over time?*
 - *learn about teaching as I observe and interact with my students?*
 - *reflect on my instructional successes and dilemmas to move my practice forward?*
 - *analyze my teaching to understand what contributes to student learning?*
 - *formulate professional development plans that are based on my reflection and analysis?*
- California Standards for the Teaching Profession (2009) 16*
- *develop awareness of potential bias that might influence my teaching or affect student learning?*

Examples of evidence that demonstrate I am addressing this standard:

JK/TK/K:

- LCAP plan for TK and JK professional growth, LCAP 2.5 is utilized for professionals development
- Professional development plans are completed, updated, and communicated to supervisors
- Professional development plans are based on demonstrated need
- Professional development plans include a variety of activities
- Professional development plans target increased student progress
- Advice and suggestions are sought from resources such as coaches, grade level leaders, administrators, and colleagues

General Practices:

- Teacher thoughtfully reflects on their teaching practices in lesson plans & actively participates in PLC meetings, grade level, department meetings, or principal follow-ups
- Teacher formulates a professional development plan that is based on their individual needs and analysis of teaching needs
- Teacher revisits goals and professional development plans and can articulate successes and needs concerning this plan
- Goes to professional development with colleagues
- Attends and actively participates in PLC meetings
- Teacher completes New Teacher, Keenan Training, and other district training

CSTP 6.2 Professional - Growth

Element 6.2	Unsatisfactory	Needs Improvement	Meets District Standards	Exemplary
Establishing professional goals and engaging in continuous and purposeful professional growth and development	Teacher develops goals through required processes. Attends required in-service trainings.	Teacher sets goals considering self-assessment and other feedback. Expands knowledge of skills through available professional development opportunities (e.g., workshops, classes, seminars, etc.)	Sets and modifies short- and long-term goals considering self-assessment and feedback from a variety of resources. Actively engaged and participates in professional development discussions and activities.	Contributes to professional organizations, literature, and development opportunities to extend own teaching practice and that of colleagues. Leads professional development.

As teachers develop, they may ask, “How do I...” or “Why do I...”

- *maintain an attitude of lifelong learning?*
- *establish goals and seek out opportunities for professional growth and development?*
- *ensure that professional goals are informed by appropriate resources such as the knowledge base for teaching, school and district priorities, colleagues, supervisors, mentors, and my personal reflections?*
- *use professional literature, district professional development, and other professional opportunities to increase my understanding of teaching and learning?*
- *learn more about my own professional roles and responsibilities?*
- *continue to seek out and refine approaches that make the curriculum accessible to all students?*
- *expand my knowledge and effective application of new instructional methods and technologies?*

Examples of Evidence that demonstrate I am addressing this standard:

JK/TK/K:

- Teachers attend MCOE / First Five monthly meetings with district support
- Specific and achievable goals for professional growth are sent
- Teacher seeks out professional growth opportunities such as workshops, seminars etc. that relate to stated goals
- Teacher participates actively in district and school sponsored professional growth activities
- Teacher participates in professional growth that targets increased development for all subgroups

General Practices:

- Teacher actively seeks out opportunities for professional growth or training
- Teacher actively participates in district-led professional development that will increase their understanding of teaching and learning
- Teacher asks questions of colleagues and supervisors about their professional responsibilities
- Teacher seeks out information about new technologies and how to use them in instruction and a professional setting

CSTP 6.3 Professional - Collaboration

Element 6.3	Unsatisfactory	Needs Improvement	Meets District Standards	Exemplary
Collaborating with colleagues and the broader professional community to support teacher and student learning	The teacher will only collaborate with selected individuals. Exhibits difficulty maintaining positive relationships with colleagues.	The teacher passively engages in a PLC and is willing to participate, but needs explicit instruction in all facets of communication. Is often not willing to seek assistance from colleagues as needed.	Engages in PLC and works with colleagues to increase student learning and personal professional growth. Seeks assistance from colleagues as needed.	Maintains leadership roles and engages in a PLC to support student learning. Contributes to professional development of other colleagues.

As teachers develop, they may ask, “How do I...” or “Why do I...”

- *collaborate with teachers, administrators, education specialists, paraeducators, and staff to ensure that all students' diverse learning needs, interests, and strengths are met?*
- *remain receptive to the feedback of colleagues, mentors, and supervisors in support of my teaching practice and student learning?*
- *support school and district goals and priorities?*
- *contribute to school-wide events, activities, and decision-making?*
- *establish and maintain productive relationships with other school staff to become a visible and valued member of the school and district communities?*
- *contribute to the learning of other educators?*
- *benefit from and contribute to professional organizations to improve my teaching?*
- *benefit from and add to the knowledge base of the profession?*

Examples of evidence that demonstrate I am addressing this standard:

JK/TK/K:

- Teacher attends MCOE TK network monthly meeting with district support
- Teachers will plan curriculum in the summer when district money is available
- Teacher participates in grade level meetings to analyze data and plan instructional strategies
- Teacher supports all members of the grade level and or department team as well as the broader school community
- Teacher responds professionally and constructively to feed back from colleagues, mentors, supervisors, etc.
- Teacher plans and implements goals, instructional strategies, etc. that support the school and district goals

General Practices:

- Teacher collaborates with & supports all staff as needed to ensure learning goals for students' are met
- Teacher remains engaged and receptive when discussing new strategies and teaching practices that support student learning
- Teacher brings ideas, materials, or new theories to professional discussions during PLC, grade level, leadership, etc.
- Teacher is involved in professional organizations outside of the immediate school environment that will benefit their teaching practices
- Teacher supports school-wide practices, events, and curriculum priorities
- Teacher is willing to take on a leadership role

CSTP 6.4 Professional – Family Support

Element 6.4	Unsatisfactory	Needs Improvement	Meets District Standards	Exemplary
Working with families to support student learning	The teacher communicates with families at reporting periods and school events. Inconsistently advises families of problems.	The teacher shares student progress and classroom activities as required. Invites families to contribute in the classroom. Values family backgrounds and their role in student learning.	The teacher regularly communicates students' progress in appropriate ways, taking into account the diversity of families. Encourages families to contribute to the classroom and school.	Engages families in a variety of responsible, on-going, two-way communications in support of student success. Structures a wide range of opportunities for families to contribute to the classroom and school community.

As teachers develop, they may ask, “How do I...” or “Why do I...”

- *value and respect students' families and appreciate their role in student learning?*
- *develop an understanding of families' racial, cultural, linguistic, and socioeconomic backgrounds?*
- *engage families as sources of knowledge about students' strengths, interests, and needs in support of their learning and personal growth and development?*
- *present the educational program to all families in a thorough and comprehensible fashion?*
- *provide opportunities for all families to participate in the classroom and school community?*

Examples of evidence that demonstrate I am addressing this standard:

JK/TK/K:

- Instructional plans and activities demonstrate an awareness of the various cultural, linguistic and socioeconomic backgrounds
- Communication with families is designed to be comprehensible to non-educators
- Thorough and accurate information is communicated to families
- Contact with families is appropriate and is designed to elicit information that will help the students to be more successful

General Practices:

- Teacher provides a survey or has direct contact with families to assess student's interests or learning preferences
- Teacher communicates with parents with letters or in person about the educational goals of the classroom and their child. (Welcome letters, discipline guidelines, back to school night, parent conferences, SST meetings, etc.)
- Teacher provides opportunities for families to participate in the classroom
- Teacher understands a family's cultural, racial, socioeconomic, and linguistic backgrounds (translates letters home, is sensitive to religious, economic, and cultural needs of the students)
- Teacher is present for back to school night
- Teacher actively facilitates parent conferences
- Teacher maintains a record of parent contacts
- Teacher holds SST meetings when needed
- Teacher holds IEP meetings to support student's needs

CSTP 6.5 Professional – Community Outreach

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

As teachers develop, they may ask, “How do I...” or “Why do I...”

- *increase my understanding of the cultures and dynamics of my students' communities?*
- *value and respect the students' communities and appreciate the role of community in student learning?*
- *promote collaboration between school and community?*
- *identify and draw upon school, district, and local community social service resources to benefit students and their families?*
- *seek out and use additional resources from the local community and businesses to support student learning?*
- *provide my students with community-based experiences that support their learning?*

Examples of evidence that demonstrate I am addressing this standard:

JK/TK/K:

- Students roll play community helpers such as fire fighter, nurse etc.
- Instructional plans and activities demonstrate an awareness of the various backgrounds of the community
- Teacher uses resources available in the community to support the classroom instructional activities
- Teacher uses services offered by the community and families
- Teacher is aware of and recommends students and families to various services offered in the community to meet the demonstrated needs of the student

:General Practices:

- Teacher is familiar with community organizations and agencies that can assist students’ needs. (libraries, YMCA, clubs, etc.)
- Teacher plans a community-based field trip that is aligned with learning goals and objectives
- Teacher supports local contests and activities that are aligned with learning goals and objectives
- Teacher is knowledgeable about the local community culture and needs
- Teacher seeks community support for school activities such as athletics, music, & theatre

CSTP 6.6 Professional – Commitment to Teaching

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

As teachers develop, they may ask, “How do I...” or “Why do I...”

- *challenge myself intellectually and creatively throughout my career?*
- *find support and develop strategies to balance professional responsibilities with my personal needs?*
- *manage stress and maintain a positive attitude with students and colleagues?*
- *address the complications and challenges of teaching?*
- *identify sources of engagement and renewal in my professional work?*

Examples of evidence that demonstrate I am addressing this standard:

JK/TK/K:

- Teacher demonstrates ability to manage stress appropriately
- Teacher maintains a positive attitude
- Teacher maintains an effective professional life by balancing professional and personal needs
- Teacher demonstrates ability to maintain professional motivation and dedication to students

General Practices:

- Teacher finds a way to balance professional and personal needs
- Teacher maintains a positive attitude with students, parents & colleagues
- Teacher challenges themselves professionally and creatively throughout their career. (Helps the school community outside the classroom, takes a leadership role, brings an expertise or passion into the school setting when it will further educational goals, attends a workshop or class to further educational goals)
- Teacher represents and models district/site vision and mission
- Teacher is a role model for students
- Teacher dresses professionally
- Teacher completes and submits required documents on time

CSTP 6.7 Professional - Integrity

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

As teachers develop, they may ask, “How do I...” or “Why do I...”

- *remain informed of, understand, and uphold the professional codes, ethical responsibilities, and legal requirements applicable to the profession?*
- *contribute to school and student success by being knowledgeable of learning goals, standards, and objectives established by relevant national, state, and local organizations and stakeholders?*
- *meet my professional obligations to implement school, district, state, and federal policies and guidelines?*
- *extend my knowledge about my professional and legal responsibilities for students' learning, behavior, and safety?*
- *maintain professional conduct and integrity in the classroom and school community?*
- *interact appropriately with students and families outside the classroom?*
- *demonstrate my professional obligations to students, colleagues, school, and the profession?*

Examples of Evidence that demonstrate I am addressing this standard:

JK/TK/K:

- Teacher consistently interacts professionally and ethically with students, families, colleagues and supervisors even under challenging circumstances
- Teacher is up to date in their knowledge of the codes, responsibilities, and legal requirements of the profession
- Teacher completes and submits required documents thoroughly and on time
- Teacher fulfills professional responsibilities and duties thoroughly and on time
- Teacher remains up to date in knowledge of federal, state, district and school learning goals

General Practices:

- Teacher meets professional obligations (attends meetings, PLC’s, Grade level or department meetings, does yard duty, attends required after-school activities, does adjunct duties, turns in paperwork, grades, reports on-time)
- Teacher follows school, district, and state guidelines and rules
- Teacher interacts appropriately with students and families at school and outside the school setting
- Teacher interacts appropriately with colleagues
- Teacher upholds the professional codes, ethical responsibilities, and legal requirements of the profession

Soledad Unified School District Informal Classroom Observation Form

Walkthrough Name	Site	Template Name
Walkthroughs		SUSD Informal Observation
Category	Start Date / Time	End Date / Time
<none>		
Staff		
Grade	Subject Area	

SUSD Informal Classroom Observation Form	
<p>1.1 Student Grouping</p> <ul style="list-style-type: none"> • Whole Group <input type="checkbox"/> • Small Group <input type="checkbox"/> • Cooperative Group <input type="checkbox"/> • Independent <input type="checkbox"/> • Guided Group <input type="checkbox"/> • Closure <input type="checkbox"/> • Other <input type="checkbox"/> 	
<p>1.2 CSTP 2.3: Classroom Environment</p> <ul style="list-style-type: none"> • Physically, emotionally, and intellectually safe and accessible learning environment <input type="checkbox"/> • Clean, Neat & Organized (room is physically safe) <input type="checkbox"/> • Current Student work posted <input type="checkbox"/> • Rigorous learning environment with high expectations and appropriate support for all students. <input type="checkbox"/> <p>Note :</p> <div style="border: 1px solid black; height: 20px; width: 100%;"></div>	
<p>1.3 CSTP 4.2: Goals for student learning</p> <ul style="list-style-type: none"> • Learning objectives are posted, grade level appropriate, rigorous with clear measureable outcomes. <input type="checkbox"/> • Learning goals address school and district expectations and meet common core standards <input type="checkbox"/> <p>Note :</p> <div style="border: 1px solid black; height: 20px; width: 100%;"></div>	
<p>1.4 CSTP 2.6: Routines & Procedures</p> <ul style="list-style-type: none"> • Students understand and know routines, procedures, norms and supports for positive behavior. <input type="checkbox"/> • Transitions are smooth from one task to the next <input type="checkbox"/> • Adequate time is given for completion of tasks <input type="checkbox"/> • Daily schedule posted <input type="checkbox"/> • Clear expectation of learning and tasks <input type="checkbox"/> <p>Note :</p> <div style="border: 1px solid black; height: 20px; width: 100%;"></div>	
<p>1.5 CSTP 1.4: Student Engagement</p> <ul style="list-style-type: none"> • Students are actively engaged in learning <input type="checkbox"/> • Variety of strategies are used to engage students such as white board, cooperative groups, partners, online tools <input type="checkbox"/> • Students take responsibility for their own behavior and actions. <input type="checkbox"/> <p>Note :</p> <div style="border: 1px solid black; height: 20px; width: 100%;"></div>	

SUSD Informal Classroom Observation Form	
<p>1.6 CSTP 2.7: Instructional Time</p> <ul style="list-style-type: none"> • Is optimized for learning <input type="checkbox"/> • Bell to Bell instruction <input type="checkbox"/> • Students are re-directed for off-task behavior <input type="checkbox"/> • Transitions are smooth and maximize instructional time <input type="checkbox"/> <p>Note :</p> <div style="border: 1px solid black; height: 20px; width: 100%;"></div>	
<p>1.7 CSTP 3.4: Instructional Strategies</p> <ul style="list-style-type: none"> • Instructional strategies are appropriate for content being delivered to engage, activate prior knowledge, scaffold, and/or challenge student with grade level content. <input type="checkbox"/> • Instructional strategies are used to engage and support English language learners (ELD/SADIE) and students with special needs. <input type="checkbox"/> <p>Note :</p> <div style="border: 1px solid black; height: 20px; width: 100%;"></div>	
<p>1.8 CSTP 1.6: Monitoring Student Learning</p> <ul style="list-style-type: none"> • Checking for understanding of all students including EL's and Students with Special Needs <input type="checkbox"/> • Monitors student learning prior to independent work, <input type="checkbox"/> • Reinforcement and remediation for students requiring additional supports <input type="checkbox"/> • Enrichment tasks for students who have mastered content. <input type="checkbox"/> <p>Note :</p> <div style="border: 1px solid black; height: 20px; width: 100%;"></div>	
<p>1.9 A written response may be submitted within 10 working days of receiving the informal observation to the Principal and/or the Associate Superintendent of Human Capital.</p>	

PRE-OBSERVATION GUIDE

(Fill out prior to pre-conference meeting)

Teacher: _____ Status: _____

Observation date: _____ Time: _____ Subject area: _____

Grade Level: _____ Pre-Ob. Conf.: _____ Time: _____

Date

Observer: _____ Post-Ob. Conf.: _____ Time: _____

Date

District Standard: _____

Lesson Objective: _____

Activating Prior Knowledge:

Concept Definition:

Guided Practice/Skill Development: _____

Closure: _____

Independent Practice:

Assessment (How will you know your students have achieved the objective?):

Indicate any areas you may wish feedback on (Delivery strategies, classroom environment, particular students, etc.):



Soledad Unified School District Formal Observation Report

Teacher: _____ Status: _____ Observer: _____

School: _____ Assignment: _____ Subject Area Observed: _____

Date of Pre-Observation Conference: _____ Observation Date: _____ Time of Observation: _____

Lesson Standard: _____

Lesson Objective: _____

Observation Rating for Each California Standard for the Teaching Profession

	Unsatisfactory	Needs Improvement	Meets Standards	Exemplary
STANDARD 1 Engaging and supporting all students in learning				
1.4 Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs.				
1.5 Students are engaged in problem solving, critical thinking and other activities that make subject matter meaningful and promote higher order thinking skills.				
1.6 Monitoring student learning and adjusting instruction while teaching.				
Comments/Evidence:				
STANDARD 2. Creating and maintaining effective environments for student learning				
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 students can learn.				
2.7 Using instructional time to optimize learning.				

Comments/Evidence:

STANDARD 3	Unsatisfactory	Needs Improvement	Meets Standards	Exemplary
Understanding and organizing subject matter for student learning.				
3.1 Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks.				
3.3 Organizing curriculum to facilitate student understanding of subject matter.				
3.4 Utilizing instructional strategies that are appropriate to the subject matter.				
3.6 Addressing the needs of English learners and students with special needs to provide equitable access to the content.				

Comments/Evidence:

STANDARD 4	Unsatisfactory	Needs Improvement	Meets Standards	Exemplary
Planning instruction and designing learning experiences for all students				
4.2 Teacher establishes and articulates goals for student learning.				
4.3 Developing and sequencing long-term and short-term instructional plans to support student learning.				
4.5 Adapting instructional plans and curricular materials to meet the assessed learning needs of all students.				

Comments/Evidence:

STANDARD 5	Unsatisfactory	Needs Improvement	Meets Standards	Exemplary
Assessing student learning				
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.				

Comments/Evidence:

STANDARD 6	Unsatisfactory	Needs Improvement	Meets Standards	Exemplary
Developing as a professional educator				
6.2 Establishing professional goals and engaging in continuous purposeful professional growth and development.				
6.3 Collaborating with colleagues and the broader professional community to support teacher and student learning.				
6.7 Demonstrating professional responsibility, integrity, and ethical conduct.				

Comments/Evidence:

***Standards 5 and 6 are assessed based on written feedback up through this observation date.**

NEXT STEPS:

Objectives	Strategies/Support	Date Objective Will Be Met By	Evidence Objective Accomplished (How and What)

Overall Performance Rating

Unsatisfactory **Needs Improvement** **Meets District Standards** **Exemplary**

Observer's Signature/Title: _____

Post Observation Conference Date: _____

Teacher's Signature: _____
(Does not imply agreement)

A written response may be submitted within 10 working days to Principal and HR Director.

Distribution: Original: Human Resources Department Copy: Teacher, Principal

Observation Rating Formal Observation and Signature Page
Form S-182 (Revised 9/7/12)
Board Approved on 9/12/12

Soledad Unified School District Summary Evaluation Form

Teacher: _____

School: _____

Status: Temporary _____

Probationary I _____

Probationary II _____

Permanent _____

Evaluation Codes:

“Unsatisfactory” Practice that is inadequate and is inconsistent with expectations of the California Standards for the Teaching Profession and is in need of immediate improvement and/or intervention (PAR)

“Needs Improvement” Practice that is developing or weak in relation to the California Standards for the Teaching Profession and is in need of strengthening before the next evaluation.

“Meets District Standards” Practice that is competent, satisfactory and consistent with the California Standards for the Teaching Profession.

“Exemplary” Practice that exemplifies the California Standards for the Teaching Profession.

Standard One: Engaging and Supporting All Students in Learning

	Unsatisfactory	Needs Improvement	Meets District Standards	Exemplary
1.4 Using a variety of instructional strategies, resources, and technologies to meet students’ diverse learning needs.				
1.5 Students are engaged in problem solving, critical thinking and other activities that make subject matter meaningful and promote higher order thinking skills.				
1.6 Monitoring student learning and adjusting instruction while teaching,				

Evaluator’s Comments:

Standard Two: Creating and Maintaining Effective Environments for Student Learning

	Unsatisfactory	Needs Improvement	Meets District Standards	Exemplary
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 students can learn.				
2.7 Using instructional time to optimize learning.				

Evaluator’s Comments:

Standard Three: Understanding and Organizing Subject Matter for Student Learning

	Unsatisfactory	Needs Improvement	Meets District Standards	Exemplary
3.1 Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks.				
3.3 Organizing curriculum to facilitate student understanding of subject matter.				
3.4 Utilizing instructional strategies that are appropriate to the subject matter.				
3.6 Addressing the needs of English learners and students with special needs to provide equitable access to the content.				

Evaluator's Comments:

Standard Four: Planning and Designing Learning Experiences for All Students

	Unsatisfactory	Needs Improvement	Meets District Standards	Exemplary
4.2 Teacher establishes and articulates goals for student learning.				
4.3 Developing and sequencing long-term and short-term instructional plans to support student learning.				
4.5 Adapting instructional plans and curricular materials to meet the assessed learning needs of all students.				

Evaluator's Comments:

Standard Five: Assessing Student Learning

	Unsatisfactory	Needs Improvement	Meets District Standards	Exemplary
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.				

Evaluator's Comments:

Standard Six: Developing as a Professional Educator

	Unsatisfactory	Needs Improvement	Meets District Standards	Exemplary
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.				
6.7 Demonstrating professional responsibility, integrity, and ethical conduct.				

Evaluator's Comments

Overall Performance Rating:

Unsatisfactory _____ Needs Improvement _____ Meets District Standards _____ Exemplary _____

Performance Objectives Action Plan

Performance Objective	Date Objective Will Be Met By	Evidence of Objective Accomplished (How and What)

Dates of Pre-Observation Conferences:

Dates of Classroom Observations:

Dates of Post-Observation Conferences:

You are being recommended to be placed on next year's evaluation cycle (permanent employees only).

Principal's Signature: _____ Date: _____

Teacher's Signature: _____ Date: _____

EVALUATEE STATEMENT:

I acknowledge that I have seen this evaluation and have been provided with suggestions for improvement in performance when needed and/or continued professional growth. I understand that my signature does not necessarily mean that I agree with this evaluation and that I may submit a statement to accompany this form within 10 working days to principal and HR Director.

Date Delivered to Teacher: _____

Date of Follow-up Conference (if held): _____

The Content of this form is derived from a variety of sources regarding performance. This may include observations, memos and other forms of direct contact relating to the six major performance areas that the supervisor has discussed with the teacher as possibly being included in the evaluation. (Reference article VIII, section 3)

Distribution: Original: Human Resources Department
Board Approved on 9/12/12

Copy: Teacher, Principal

Form S-181 (Revised 9/7/12)

RATING SCALE

There are 20 Essential Elements. Below is the rating scale to achieve Exemplary, Meets District Standards, Needs Improvement, or Unsatisfactory. This rating scale applies to either a Formal Observation or a Summary Evaluation.

Unsatisfactory Criteria	Needs Improvement Criteria	Meets District Standards Criteria	Exemplary Criteria
<ul style="list-style-type: none"> ● 4 or more Unsatisfactory Ratings ● Any and/or combination of N's or U's greater than 5 ● Meeting either criteria will result in Unsatisfactory Rating. 	<ul style="list-style-type: none"> ● 13 or less Meets District Standards or Exemplary Ratings ● More than 4 Needs Improvement Ratings ● 3 or Less Unsatisfactory ratings. ● Must not meet either of the Unsatisfactory Criteria. ● Must meet all of the above criteria. 	<ul style="list-style-type: none"> ● 14-20 Meets District Standards or Exemplary Ratings ● 4 or Less Needs Improvement Ratings ● No Unsatisfactory Ratings ● Must meet all of the above criteria. 	<ul style="list-style-type: none"> ● 13 or more Exemplary Ratings ● 7 or less Meets District Standards Ratings ● No Needs Improvement Ratings ● No Unsatisfactory Ratings ● Must meet all of the above criteria.

Revised (8/29/12, 1/28/13, 10/27/16)
 Board Approved on: (9/12/12, 11/2016)