



GLENN COUNTY  
OFFICE *of* EDUCATION

**Certificated Evaluation  
Procedural Manual**



# CERTIFICATED EVALUATION PROCEDURAL MANUAL

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## EVALUATION PROCESS DESCRIPTION TEACHERS WITH A PRELIMINARY CREDENTIAL

The evaluation process for a non-tenured teacher drives employment and recommendation for tenure. It is imperative that this self-reflective process focus on the State Standards for Teaching specifically.

The formal evaluation process would begin during the first quarter of the school year. Using the Ca. Standards for the Teaching Profession (CTSP), the teacher would self evaluate, ranking current practice as *inconsistent with standards, developing beginning practice, maturing practice* or *experienced practice which exemplifies standards* using provided CSTP rubrics. Based on the outcome a self- evaluation of current practice compared to the teaching standards, the teacher will identify one standard from the CSTP and one area in Standard Six (Developing as a Professional Educator) around which a goal will be developed, as well as a plan to progress on said goal. This self evaluation and goal will be shared with the administrator in the evaluation initial conference.

Throughout the school year, the program administrator will observe the teacher informally via "walk throughs." A formal observation of a lesson, with a lesson plan written to address standards and goals will be scheduled. Within ten days of the formal observation, the administrator will write up a formal evaluation, comment on the progress toward the two goal areas selected by the teacher and comment on other CSTPs observed.



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## EVALUATION PROCESS DESCRIPTION TEACHERS WITH A CLEAR CREDENTIAL

Clear credential holders will be evaluated every three (3) years.

The evaluation process for this teacher drives professional development and growth. These teachers, with administrator approval, may choose to either use the format utilized by teachers with preliminary credential status for evaluation, or they may determine a goal and design a project resulting in a product or outcome that is justified in writing with a clear description of the goal and process as well an articulated connection to the CSTP, which impacts classroom instruction, and is approved by the administrators. By October of the evaluation year, the administrator and the teacher will develop a mutually agreed upon 2-year timeline to complete the project.

An example of a project might include: a research project on improving skills as a supervisor of paraprofessionals, a publication of a professional article, participation in a professional development group such as History Project, Writing Project etc., a portfolio of evidence supporting a classroom action research project, a service learning project done with students, participation in a PLC, etc.

The goal, process, and justification for the project, as well as the proposed outcome will be approved by administrator and evaluated at year's end based on the teacher identified desired outcomes and professional development per the standards.



# INITIAL CONFERENCE AGREEMENT

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

School: \_\_\_\_\_ Number in Caseload: \_\_\_\_\_

**Program Type:**                      Mild/Mod                      Mod/Severe                      Severe                      General

**Credential Status:**

- Internship Credential
- Preliminary Level I Education Specialist Instruction Credential
- Clear Level II Education Specialist Instruction Credential
- Clear Single Subject
- Clear Multiple Subject

**Goals Selected: Choose one standard PLUS Standard 6**

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

**Activities to meet goals in CSTP**

1.

2.

3.

4.

Date of Agreement: \_\_\_\_\_

Formal observation Date: \_\_\_\_\_

Formal Evaluation Conference Date: \_\_\_\_\_

Teacher Signature: \_\_\_\_\_

Administrator Signature: \_\_\_\_\_

GCOE Certificated Eval  
Revised: 11/24/09



# GLENN COUNTY OFFICE OF EDUCATION

## CALIFORNIA STANDARDS FOR THE TEACHING PROFESSION

### SELF EVALUATION TOOL

(Use with Teacher Tool Kit )

Teacher \_\_\_\_\_

Date \_\_\_\_\_

School \_\_\_\_\_

Period Covered by this Evaluation \_\_\_\_\_  
School Year \_\_\_\_\_

Dates of Conferences: Initial: \_\_\_\_\_  
Final: \_\_\_\_\_

Dates of Observations \_\_\_\_\_

Status of Teacher:  Temporary  Probationary  Permanent Grade Levels Being Taught \_\_\_\_\_

1. Practice Not Consistent with Standard Expectation	2. Developing Beginning Practice
3. Maturing Beginning Practice	4. Experienced Practice that Exemplifies Standards

<b>STANDARD 1 - Engaging and Supporting All Students in Learning</b>	1	2	3	4
1-1 Connecting students' prior knowledge, life experiences, and interests with learning goals				
1-2 Using a variety of instructional strategies and resources to respond to students' diverse needs				
1-3 Facilitating learning experiences that promote autonomy, interaction, and choice				
1-4 Engaging students in problem solving, critical thinking, and other activities that make subject matter meaningful				
1-5 Promoting self-directed, reflective learning for all students				
<b>STANDARD 2 - Creating and Maintaining Effective Environments for Student Learning</b>	1	2	3	4
2-1 Creating a physical environment that engages the student				
2-2 Establishing a climate that promotes fairness and respect				
2-3 Promoting social development and responsibility				
2-4 Establishing and maintaining standards for student behavior				
2-5 Planning and implementing procedures and routines that support student learning				
2-6 Using instructional time effectively				
* 2-7 Directs activities of classroom paraprofessional, aides, volunteers, peer tutors (CEC)				
* 2-8 Utilizes positive behavior support techniques (CEC)				
* 2-9 Encourages interactions with typical peers across instructional settings (CEC)				
<b>STANDARD 3 - Understanding and Organizing Subject Matter for Student Learning</b>	1	2	3	4
3-1 Demonstrating knowledge of subject matter content and student development				
3-2 Organizing curriculum to support student's understanding of subject matter				
3-3 Interrelating ideas and information within and across subject matter areas				
3-4 Developing student understanding through instructional strategies that are appropriate to the subject matter				
3-5 Using materials, resources and technologies to make subject matter accessible to students				
* 3-6 Adapts/modifies subject matter to meet students' individual needs (CEC)				
<b>STANDARD 4 - Planning Instruction and Designing Learning Experiences for All Students</b>	1	2	3	4
4-1 Drawing on and valuing student's backgrounds, interests, and developmental learning				
4-2 Establishing and articulating goals for student learning				
4-3 Developing and sequencing instructional activities and materials for student learning				
4-4 Designing long and short term plans to foster student learning				
4-5 Modifying instructional plans to adjust for student needs				
* 4-6 Develops and implements IEP goals to address students' individual needs (SP. ED. ONLY)				
<b>STANDARD 5 - Assessing Student Learning</b>	1	2	3	4
5-1 Establishing and communicating learning goals for all students				
5-2 Collecting and using multiple sources of information to assess student learning				
5-3 Involving and guiding students in assessing their own learning				
5-4 Using results of assessments to guide instruction and assignments				
5-5 Communicating with students, families, and other audiences about student progress				
* 5-6 Develops and administers nonbiased, nondiscriminatory assessment (CEC)				
* 5-7 Utilizes assessment data to develop individual Education Programs (IEP) (SP. ED. ONLY)				

* 5-8 Evaluates instruction and monitors progress of individuals with exceptional learning needs (CEC)				
<b>STANDARD 6 - Developing As a Professional Educator</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
6-1 Reflecting on teaching practice and planning professional development				
6-2 Establishing professional goals and pursuing opportunities to grow professionally				
6-3 Working with communities to improve professional practice				
6-4 Working with families to improve professional practice				
6-5 Working with colleagues to improve professional practice				
6-6 Assumes initiative and responsibility for tasks and assignments				
* 6-7 Collaborates with general education classroom teachers and other school and community personnel to integrate students across instructional environments (SP. ED. ONLY)				
* 6-8 Uses verbal, nonverbal, and written language effectively (CEC)				
* 6-9 Upholds high standards of competence and integrity and exercises sound judgment the practice of the profession (CEC)				

Administrators Signature

Date

Teacher's Signature

Date

- \* Special Education Teacher Standard only
- \* Added from Council of Exceptional Children



**GENERAL EDUCATORS/MILD/MODERATE  
SPECIAL EDUCATORS**

<b>DESCRIPTION OF PRACTICE FOR ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING</b>				
ELEMENT	PRACTICE NOT CONSISTENT WITH STANDARD EXPECTATIONS	DEVELOPING BEGINNING PRACTICE	MATURING BEGINNING PRACTICE	EXPERIENCED PRACTICE THAT EXEMPLIFIES THE STANDARD
1.1 Connecting students' prior knowledge, life experience, and interests with learning goals	The teacher makes no connections between the learning goals and the students' prior knowledge, life experiences, and interests. The teacher does not elicit student questions or comments during a lesson.	The teacher makes some connections between the learning goals and the students' prior knowledge, life experiences, and interests. The teacher elicits some questions from students during a lesson to monitor their understanding.	The teacher makes substantial connections between the learning goals and the students' prior knowledge, life experiences, and interests. The teacher elicits and uses students' questions and comments during a lesson to extend their understanding.	The teacher facilitates as students connect and apply their prior knowledge, life experiences, and interests to new learning and the achievement of learning goals. The teacher builds on students' questions and comments during lessons to modify instruction.
1.2 Using a variety of instructional strategies to respond to students' diverse needs	The teacher uses instructional strategies, but they lack variety, are poorly carried out, or are inappropriate to the students or to the instructional goals. No adjustments are made to respond to students' needs.	The teacher uses a selection of instructional strategies that are largely appropriate to the students and the instructional goals, but they may lack variety or may not be responsive to students' needs.	The teacher uses a variety of instructional strategies that are appropriate to the students and the instructional goals. The teacher carries these strategies out thoughtfully, making some adjustments to respond to students' needs.	The teacher makes skillful use of a wide repertoire of instructional strategies to engage all students in learning, making adjustments while teaching to respond to students' needs.
1.3 Facilitating learning experiences that promote autonomy, interaction, and choice	Learning experiences are directed by the teacher, permitting no student autonomy, interaction, or choice.	Learning experiences are directed by the teacher and allow limited student autonomy, interaction, and choice.	Learning experiences are facilitated by the teacher to promote constructive interactions, autonomy, and choice, and to encourage and support student involvement in learning.	Learning experiences are facilitated by the teacher and students to promote and support a variety of constructive interactions, autonomy, and choice in the pursuit of significant learning.

<p>1.4 Engaging students in problem solving, critical thinking, and other activities that make subject matter meaningful</p>	<p>No learning opportunities are provided for students to engage in problem solving, analysis, or inquiry within or across subject matter areas.</p>	<p>Some learning opportunities are provided for students to engage in problem solving within subject matter areas, but little support is given to develop necessary skills.</p>	<p>Learning opportunities and support are provided for students to engage in problem solving and in investigating and analyzing subject matter concepts and questions within subject matter areas.</p>	<p>Learning opportunities are provided that extend student thinking, and engage and support all students in problem posing, problem solving, inquiry, and analysis of subject matter concepts and questions within or across subject matter areas.</p>
<p>1.5 Promoting self-directed, reflective learning for all students</p>	<p>No opportunities are provided for students to initiate their own learning or to monitor their own work.</p>	<p>Students' learning is directed and monitored by the teacher, and some opportunities are provided for students to reflect on their work individually.</p>	<p>Students are supported in developing the skills needed to monitor their own learning during activities. Students reflect on and talk about their own work with peers.</p>	<p>Students take initiative for their own learning, and reflect on, talk about, and evaluate their own work with peers.</p>

<b>Description Of Practice For Creating And Maintaining Effective Environments For Student Learning</b>				
<b>ELEMENT</b>	<b>PRACTICE NOT CONSISTENT WITH STANDARD EXPECTATIONS</b>	<b>DEVELOPING BEGINNING PRACTICE</b>	<b>MATURING BEGINNING PRACTICE</b>	<b>EXPERIENCED PRACTICE THAT EXEMPLIFIES THE STANDARD</b>
2.1 Creating a physical environment that engages all students	The physical environment does not support student learning. There are one or more safety hazards, and materials are difficult to access when needed.	The physical environment is arranged for safety and accessibility, and it facilitates individual student engagement in learning.	The arrangement of the physical environment ensures safety and accessibility. Most students work well individually or together as they participate in learning activities.	The arrangement of the physical environment ensures safety and accessibility, and facilitates constructive interaction and purposeful engagement for all students in learning activities.
2.2 Establishing a climate that promotes fairness and respect	The classroom climate is characterized by unfairness or disrespect, either between the teacher and students or among students. Students are unwilling to take risks. Teacher response to inappropriate behaviors is unfair or inequitable.	A climate of fairness, caring, and respect is established by the teacher for most students, but few students take risks and the teacher does little to encourage them. For the most part, the pattern of teacher response to inappropriate behavior is fair and equitable.	A climate of fairness, caring, and respect is maintained by the teacher, and students are encouraged to take risks and be creative. The pattern of teacher response to inappropriate behavior is fair and equitable.	Students ensure that a climate of equity, caring, and respect is maintained in the classroom, and students take risks and are creative. The pattern of teacher response to inappropriate behavior is fair and equitable.
2.3 Promoting social development and group responsibility	Students' social development, self-esteem, and diversity are not supported, and students have no sense of responsibility for each other.	Students respect each other's differences most of the time and work together moderately well. The teacher provides limited opportunities for students to assume responsibility.	Student respect each other's differences and work independently and collaboratively, taking responsibility for themselves and their peers.	Students work independently and collaboratively and maintain a classroom community in which they respect each other's differences, assume leadership, and are responsible for themselves and their peers.

2.4 Establishing and maintaining standards for student behavior	No standards for behavior appear to have been established, or students are confused about what the standards are.	Standards for behavior have been established by the teacher, and the teacher's response to student behavior is generally appropriate.	Standard for behavior are established, are clear to all students, and are maintained by the teacher. The teacher's response to student behavior is appropriate.	Students and teacher develop standards for behavior together, and students are responsible for helping each other maintain standards.
2.5 Planning and implementing classroom procedures and routines	Classroom procedures and routines have not been established or are not being enforced.	Procedures and routines have been established and work moderately well with little loss of instructional time.	Procedures and routines work smoothly, with no loss of instructional time.	Students and teacher ensure that classroom procedures and routines operate seamlessly and efficiently.
2.6 Using instructional time effectively	Learning activities are often rushed or too long, and transitions are rough or confusing, resulting in a loss of instructional time.	Instructional time is paced so that most students complete learning activities. Transitions used to move students into new activities are generally effective.	Pacing of the lesson is appropriate to the activities and enables all students to engage successfully with the content. Transitions are smooth.	Pacing of the lesson is adjusted as needed to ensure the engagement of all students in learning activities. Transitions are seamless.

<b>Description Of Practice For Understanding And Organizing Subject Matter For Student Learning</b>				
<b>ELEMENT</b>	<b>PRACTICE NOT CONSISTENT WITH STANDARD EXPECTATIONS</b>	<b>DEVELOPING BEGINNING PRACTICE</b>	<b>MATURING BEGINNING PRACTICE</b>	<b>EXPERIENCED PRACTICE THAT EXEMPLIFIES THE STANDARD</b>
3.1 Demonstrating knowledge of subject matter and student development	The teacher's working knowledge of subject matter and student development is inconsistently evident, does not adequately support students' learning, or may not be current.	The teacher's working knowledge of subject matter and basic principles of student development reflects a single perspective, supports some students' learning, and is usually current.	The teacher's working knowledge of subject matter and basic principles of student development incorporates different perspectives, supports all students' learning, and is current.	The teacher's working knowledge of subject matter and individual students' development incorporates a broad range of perspectives, strongly supports all students' learning, and is current.
3.2 Organizing curriculum to support student understanding of subject matter	The curriculum is not organized and it rarely demonstrates concepts, themes, and skills; rarely values different perspectives or rarely supports students' understanding of core concepts.	The curriculum is loosely organized, inconsistently demonstrates concepts, themes, and skills without revealing or valuing different perspectives; and supports an understanding of core concepts for some students.	The curriculum is organized and sequenced; demonstrates concepts, themes, and skills; reveals and values different perspectives; and supports an understanding of core concepts for all students.	The curriculum is organized and sequenced and demonstrates concepts, themes, and skills, and the relationships between them. It reveals and values a broad range of perspectives, and is organized to ensure that all students develop a deep understanding of core concepts.
3.3 Interrelating ideas and information within and across subject matter areas	The teacher presents curriculum without identifying or integrating key concepts and information, or does not relate contents to previous learning in order to support students' understanding.	The teacher identifies some key concepts and information within the curriculum, and attempts to relate content to previous learning without extending students' understanding.	The teacher identifies and integrates key concepts and information within the curriculum, relates content to students' lives, and uses previous learning to extend students' understanding.	The teacher facilitates students as they identify and integrate concepts and information within and across curriculum, relate content to their lives and previous learning, and use this to extend their understanding.

3.4 Developing student understanding through instructional strategies that are appropriate to the subject matter	Instructional strategies are not appropriately matched to subject matter content or concepts, and do not encourage students to think critically or to extend their knowledge.	The teacher may use a few strategies to make the content accessible to students, and may encourage some students to think critically or to extend their knowledge of subject matter.	The teacher uses appropriate instructional strategies to make content accessible to students, to encourage them to think critically, and to extend their knowledge of subject matter.	A repertoire of instructional strategies is used to make content accessible to all students, to challenge them to think critically, and to deepen their knowledge of and enthusiasm for subject matter.
3.5 Using materials, resources, and technologies to make subject matter accessible to students	Instructional materials, resources and technologies are either not used or used inappropriately. Materials do not accurately reflect diverse perspectives.	Instructional materials, resources, and technologies are used infrequently to convey key subject matter concepts. Materials may reflect diverse perspectives.	Instructional materials, resources, and technologies support the curriculum and promote students' understanding of content and concepts. Materials reflect diverse perspectives.	A range of instructional materials, resources, and technologies are integrated into the curriculum to extend students' understanding of content and concepts. Materials reflect diverse perspectives.

## Description Of Practice For Planning Instruction And Designing Learning Experiences For All Students

ELEMENT	PRACTICE NOT CONSISTENT WITH STANDARD EXPECTATIONS	DEVELOPING BEGINNING PRACTICE	MATURING BEGINNING PRACTICE	EXPERIENCED PRACTICE THAT EXEMPLIFIES THE STANDARD
4.1 Drawing on and valuing students' backgrounds, interests, and developmental learning needs	Instructional plans do not match or reflect students' backgrounds, experiences, interests, and developmental needs, and do not support students' learning.	Instructional plans are partially drawn from information about students' backgrounds, experiences, interests, and developmental needs to support students' learning.	Instructional plans reflect students' backgrounds, experiences, interests and developmental needs to support students' learning.	Instructional plans build on students' backgrounds, experiences, interests, and developmental needs to support all students' learning.
4.2 Establishing and articulating goals for student learning	Instructional goals are not established or do not address students' language, experience, or home and school expectations. Expectations for students are low.	Some instructional goals address students' language, experience, and/or home and school expectations. Expectations for students are inconsistent.	Short-term and long-term instructional goals are based on students' language, experiences, or home and school expectations. Goals are appropriately challenging for most students and represent valuable learning. Expectations for students are generally high.	Short-term and long-term instructional goals are set by teacher and students, and integrate students' language, experience, and home and school expectations. Goals are appropriately challenging for all students and represent valuable learning. Expectations for students are consistently high.
4.3 Developing and sequencing instructional activities and materials for student learning	Instructional activities and materials are not appropriate to the students, or the instructional goals do not engage students in meaningful learning. Activities are not logically sequenced.	Instructional activities and materials are partially appropriate to students and the learning goals, and engage some students in meaningful learning. Some activities are logically sequenced within individual lessons.	Instructional activities and materials are appropriate to students and the learning goals, make content and concepts relevant, and engage most students in meaningful learning. Activities are logically sequenced within individual lessons.	Instructional activities and materials are differentiated to reflect individual students' interests and developmental needs, and engage all students in meaningful learning. Activities support the learning goals and are logically sequenced to clarify content and concepts.

4.4 Designing short-term and long-term plans to foster student learning	Individual lesson plans have little or no relation to long-term goals, or a unit plan has little recognizable structure.	Long-term plans have a recognizable structure, although the sequence of individual lessons is uneven and only partially helps students develop conceptual understanding.	Long-term plans have a coherent structure, with learning activities in individual lessons well-sequenced to promote understanding of concepts.	Long-term plans are highly coherent. Learning sequences are responsive to the needs of individual students and promote understanding of complex concepts.
4.5 Modifying instructional plans to adjust for student needs	Instructional plans are not modified, in spite of evidence that modifications would improve student learning.	Modifications to instructional plans address only superficial aspects of the lesson.	Instructional plans are modified as needed to enhance student 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 by all students.

<b>Description Of Practice For Assessing Student Learning</b>				
<b>ELEMENT</b>	<b>PRACTICE NOT CONSISTENT WITH STANDARD EXPECTATIONS</b>	<b>DEVELOPING BEGINNING PRACTICE</b>	<b>MATURING BEGINNING PRACTICE</b>	<b>EXPERIENCE PRACTICE THAT EXEMPLIFIES THE STANDARD</b>
5.1 Establishing and communicating learning goals for all students	Few or no learning goals are established. Learning goals are not revised or clearly communicated to students or families.	Learning goals are established to meet school and district expectations. Goals are communicated to all students without revision.	Learning goals are established in relation to students' needs and the curriculum, and meet district and state expectations. Goals are communicated to all students and their families, and are revised as needed.	Learning goals are established by the teacher, students, and families; are appropriate to students' needs and the curriculum; and meet district and state expectations. Goals are communicated to all students and families, and are revised as needed.
5.2 Collecting and using multiple sources of information to assess student learning	The teacher uses no consistent sources of information to assess student learning and/or uses assessment strategies that are not appropriate to students' learning.	The teacher uses one or two sources of information to assess student learning and one or two assessment strategies to understand student progress.	The teacher uses a variety of sources to collect information about student learning and several appropriate assessment strategies to understand student progress.	The teacher uses a variety of sources to collect information about student learning and a wide range of appropriate assessment strategies to understand student progress.
5.3 Involving and guiding all students in assessing their own learning	The teacher does not encourage students to reflect on or assess their own work.	Student reflection is encouraged and guided by the teacher during some activities. Opportunities are provided for students to discuss work with peers.	Student reflection and self-assessment are included in most learning activities. The teacher models skills and assessment strategies to help students understand their own work and discuss it with peers.	Ongoing student reflection and self-assessment are integrated into the learning process. Students demonstrate assessment strategies and discuss work with peers.

<p>5.4 Using the results of assessment to guide instruction</p>	<p>Information about student learning is inappropriately or not used by the teacher to plan, guide, or adjust instruction.</p>	<p>Information from a limited range of assessments is used to plan learning activities and may support class needs and achievement. Assessments are not used to adjust instruction while teaching.</p>	<p>Information from a variety of assessments is used to plan and modify learning activities, as well as to meet class and individual student needs and achievement. Assessments are occasionally used to adjust instruction while teaching.</p>	<p>Information from a variety of ongoing assessments is used to plan and modify learning activities, and to support class and individual student needs and achievement. Assessments are used to adjust instruction while teaching in response to student needs.</p>
<p>5.5 Communicating with students, families, and other audiences about student progress</p>	<p>The teacher provides some information about student learning to students, families, and support personnel, but the information is incomplete or unclear.</p>	<p>The teacher provides information about student learning to students, families and support personnel to promote understanding and academic progress.</p>	<p>The teacher regularly exchanges information about student learning with students, families, and support personnel in ways that improve understanding and encourage academic progress.</p>	<p>Students participate with the teacher to exchange information about their learning with families and support personnel in ways that improve understanding and encourage academic progress.</p>

<b>Description Of Practice For Developing As A Professional Educator</b>				
<b>ELEMENT</b>	<b>PRACTICE NOT CONSISTENT WITH STANDARD EXPECTATIONS</b>	<b>DEVELOPING BEGINNING PRACTICE</b>	<b>MATURING BEGINNING PRACTICE</b>	<b>EXPERIENCED PRACTICE THAT EXEMPLIFIES THE STANDARD</b>
6.1 Reflecting on teaching practice and planning professional development	The teacher may reflect on specific problems or areas of concern in his or her teaching practice, but rarely uses reflection to assess growth over time or to plan professional development.	The teacher reflects on some lessons and areas of concern in his or her teaching practice, assesses growth in these areas with assistance, and may use reflection to plan professional development.	The teacher reflects on his or her teaching practice in relation to areas of concern and student learning, assesses growth over time, and may use reflection to plan professional development.	The teacher reflects on his or her teaching practice in relation to student learning and instructional goals, assess growth over time, and plans professional development based on reflection.
6.2 Establishing professional goals and pursuing opportunities to grow professionally	Professional goals are not established to guide practice. The teacher rarely pursues opportunities to develop new knowledge or skills, or to participate in the professional community.	Professional goals are established with assistance. The teacher pursues some opportunities to acquire new knowledge and skills, but infrequently participates in the professional community.	Professional goals are developed and the teacher pursues opportunities to acquire new knowledge and skills, and participates in the professional community.	Professional goals are extended and the teacher purposefully pursues opportunities to expand knowledge and skills, and participates in and contributes to the professional community.
6.3 Working with communities to improve professional practice	The teacher has limited knowledge of students' communities or of how to access them to provide learning experiences for students or to promote collaboration with the school.	The teacher understands the importance of students' communities, but is not sure how to apply this to benefit students and families, provide experiences to support learning, or promote collaboration with the school.	The teacher values students' communities and develops knowledge of them to benefit students and families, provide some experiences to support student learning, and support collaboration between school and community.	The teacher values students' communities and uses knowledge of them to benefit students and families, provide students with experiences that support their learning, and promote collaboration between school and community.

6.4 Working with families to improve professional practice	The teacher may demonstrate respect for students' families or their backgrounds, but has limited communication with families, and is not sure how to provide opportunities for participation in the classroom or school community.	The teacher respects some students' families, initiates communication and develops an understanding of their diverse background, and may provide some opportunities for families to participate in the classroom or school community.	The teacher respects students' families, develops positive communication and an understanding of their diverse backgrounds, and provides opportunities for families to participate in the classroom or school community.	The teacher respects all students' families, understands their diverse backgrounds, maintains ongoing positive interactions, and provides multiple opportunities for meaningful participation in the classroom or school community.
6.5 Working with colleagues to improve professional practice	The teacher rarely converses with colleagues, rarely seeks out other staff to meet student needs, and rarely participates in school or district events or learning activities.	The teacher engages in dialogue with some colleagues, seeks out staff to help meet students' needs, and participates in some school-wide events.	The teacher engages in dialogue with colleagues, collaborates with staff to meet students' needs, and participates in school-wide events.	The teacher engages in dialogue and reflection with colleagues, collaborates with staff to meet students' needs, and contributes to school-wide and district-wide decision making, events, and professional development.

**MODERATE / SEVERE SPECIAL EDUCATORS  
CSTP RUBRIC**

<b>STANDARD 1 Engaging &amp; Supporting All Students in Learning</b>	<i>Practice Not Consistent With Standard Expectations</i>	<i>Developing Beginning Practice</i>	<i>Maturing Beginning Practice</i>	<i>Experienced Practice That Exemplifies The Standard</i>
1.1 Connecting students' prior knowledge, life experience and interests with learning goals.	The teacher makes no connections between the content and the IEP goals and the students' prior knowledge, life experiences, and interests. The teacher does not elicit student responses during the lesson.	The teacher makes some connections between the content and IEP goals and the students' prior knowledge, life experiences, and interests. The teacher elicits some responses from students during a lesson to check for understanding.	The teacher makes substantial connections between the content and IEP goals and the students' prior knowledge, life experiences, and interests. The teacher elicits responses (using adaptive devices as needed) from students' specific behaviors during a lesson to generalize their understanding.	The teacher facilitates as students connect and apply their prior knowledge, life experiences, and interests to new learning and the achievement of IEP and/or M.O.V.E. goals. The teacher builds on student behaviors and responses (using adaptive devices as needed) during lessons to modify instruction and to generalize understanding.
1.2 Using a variety of instructional strategies and resources to respond to students' diverse needs.	The teacher uses instructional strategies, but they lack variety, are poorly carried out, or are inappropriate to the students or to the instructional goals. No adjustments are made to respond to students' IEP goals and physical needs.	The teacher uses a selection of instructional strategies that are largely appropriate to the students, and the instructional goal, but they may lack variety or may not be responsive to the students' IEP goals and physical needs.	The teacher uses a variety of instructional strategies and adaptive devices that are appropriate to the students IEP goals and the instructional goals. The teacher carries these strategies out thoughtfully, making some adjustments to respond to the students' IEP goals and physical needs.	The teacher makes skillful use of a wide repertoire of instructional strategies and adaptive devices to engage all students in learning, making adjustments before and while teaching to respond to each students' IEP goals and physical needs.

<p>1.3 Facilitating learning experiences that promote autonomy, interaction, and choice.</p>	<p>Learning experiences are directed by the teacher, permitting no student independence, interaction, or choice. No adaptive devices are evident.</p>	<p>Learning experiences are directed by the teacher and allow limited student independence, interaction, and choice. Limited use of adaptive equipment is evident.</p>	<p>Learning experiences are facilitated by the teacher to promote constructive interactions, independence, and choice, and to encourage and support student involvement in life skill learning. Adaptive equipment is available for communication, computers, and mobility.</p>	<p>Learning experiences are facilitated by the teacher and students to promote and support a variety of constructive interactions, independence, and choice (using adaptive devices when needed) in the collaborative pursuit of significant life skill learning. Many different types of adaptive devices are used by students for communication, computers, and mobility.</p>
<p>1.4 Engaging students in problem solving, critical thinking, and other activities that make subject matter meaningful.</p>	<p>No learning opportunities are provided for students to engage in problem solving or generalizations within or across life skill areas.</p>	<p>Some learning opportunities are provided for students to engage in problem solving or generalization within subject matter or life skill areas, but little support is given to develop necessary skills.</p>	<p>Learning opportunities and support are provided for students to engage in problem solving and generalization in subject matter and life skill concepts.</p>	<p>Learning opportunities are provided that extend and generalize students thinking, and engage and support all students in problem solving and generalizing, inquiry and analysis of subject matter and life skill concepts.</p>
<p>1.5 Promoting self-directed reflective learning for all students.</p>	<p>No opportunities are provided for independence. Students do not initiate their own learning or monitor their own work.</p>	<p>Students' learning is directed and monitored by the teacher, and some opportunities are provided for students to think about and act on the progress of their own work.</p>	<p>Students are supported in developing the skills needed to monitor their own learning during activities. They are given opportunities to think about and act on progress of their own work with peers through adaptations appropriate to their disability.</p>	<p>Students take initiative for their own learning and growth. They are given opportunities to think about, act on, and indicate progress of work with peers through adaptations and adaptive devices appropriate to their disability.</p>

<b>STANDARD 2 Creating &amp; Maintaining Effective Environments for Student Learning</b>	<i>Practice Not Consistent With Standard Expectations</i>	<i>Developing Beginning Practice</i>	<i>Maturing Beginning Practice</i>	<i>Experienced Practice That Exemplifies The Standard</i>
2.1 Creating a physical environment that engages all students	The physical environment does not support student learning. There are one or more safety hazards. Materials used by students are difficult to get to when needed and are not wheelchair accessible.	The physical environment is arranged for safety and accessibility, and it facilitates individual student engagement in learning. Wheelchair accessibility is evident.	The arrangement of the physical environment ensures safety and accessibility for ambulatory and non ambulatory students. Most students work well individually or together as they participate in learning activities.	The arrangement of the physical environment ensures safety and accessibility, and facilitates constructive interaction and purposeful engagement for all students, ambulatory and non ambulatory students, in learning activities.
2.2 Establishing a climate that promotes fairness and respect.	The feeling tone of the classroom is characterized by unfairness or disrespect, either between the teacher and students or among students. Students are not willing to take risks. Teacher response to inappropriate behaviors is unfair.	A feeling tone of fairness, caring and respect is established by the teacher for most students, but very few students take risks. The teacher does little to encourage risk taking. For the most part, the pattern of teacher response to inappropriate behavior is fair.	A feeling tone of fairness, caring, and respect is maintained by the teacher, and students are encouraged to take risks and be creative. The pattern of teacher response to inappropriate behavior is fair.	Students ensure that a climate of fairness, caring and respect is maintained in the classroom. Students take risks and are creative. The pattern of teacher response to inappropriate behavior is fair.

<p>2.3 Promoting social development and group responsibility.</p>	<p>The teacher gives no support for students' social development, self-esteem, and diversity. Students have no sense of responsibility for each other.</p>	<p>The teacher gives limited support for students' social development, self-esteem, and diversity. Students respect each other's differences most of the time and work together moderately well. The teacher provides limited opportunities for students to assume responsibility.</p>	<p>The teacher gives support for most students' social development, self-esteem building, and diversity. Students respect each other's differences and work independently and collaboratively (using communication devices when necessary), taking responsibility for themselves and their peers.</p>	<p>The teacher engages and gives full support for all students' social development, self-esteem building, and diversity. Students work independently and collaboratively (using communication devices when necessary) and maintain a classroom community in which they respect each other's differences, assume leadership, and are responsible for themselves and their peers.</p>
<p>2.4 Establishing and maintaining standards for student behavior.</p>	<p>No evidence of standards for student behavior have been established. Students are confused about behavior expectations. Needed individual behavior plans are not in place.</p>	<p>Evidence of standards for behavior is in place and established by the teacher. The teacher's response to student behavior is generally appropriate. Needed individual behavior plans are either written or in the progress of being written.</p>	<p>Evidence of standards for behavior are in place and established. Behavior expectations are clear and consistently implemented by the teacher with all students. The teacher's response to student behavior is appropriate.</p>	<p>Students and teacher develop standards for behavior appropriate for the classroom. Students are responsible for helping maintain standards. Behavior plans are in place as needed. Teacher and staff redirect inappropriate behaviors.</p>
<p>2.5 Planning and implementing classroom procedures and routines that support student learning.</p>	<p>Classroom procedures and routines have not been established or consistently being enforced.</p>	<p>Procedures and routines have been established. There is little loss of instructional time.</p>	<p>Procedures and routines work smoothly. Lesson plans and visual schedules are in place. Teacher, staff and all students work as a team. Loss of instructional time is minimal.</p>	<p>All students and staff work with the teacher to ensure that classroom procedures and routines operate efficiently. Lesson plans and visual schedules are in place. No obvious loss of instructional time.</p>

<p>2.6 Using instructional time effectively.</p>	<p>Learning activities are often rushed or too long, and transitions are rough or confusing, resulting in a loss of instructional time. Teacher has no strategies to assist students with transitions.</p>	<p>Instructional time is paced so that most students complete learning activities. Transitions used to move students into new activities are generally effective. Teacher uses picture communication and other strategies as needed for transitions.</p>	<p>Pacing of the lesson is appropriate to the activities and enables students to engage successfully with the content. Transitions are smooth. Teacher uses picture communication and other strategies as needed for transitions.</p>	<p>Pacing of the lesson is adjusted as needed to ensure the engagement of students in learning activities. Transitions are smooth. Teacher uses a variety of communication strategies, including pictures, as needed to assist with transitions. Students with special needs achieve at levels beyond what they could accomplish independently.</p>
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<b>STANDARD 3 Understanding &amp; Organizing Subject Matter for Student Learning</b>	<i>Practice Not Consistent With Standard Expectations</i>	<i>Developing Beginning Practice</i>	<i>Maturing Beginning Practice</i>	<i>Experienced Practice That Exemplifies The Standard</i>
3.1 Demonstrating knowledge of subject matter content and student development	The teacher's working knowledge of subject matter and student cognitive and physical development is not evident. Lessons do not adequately support students' learning. Working knowledge may not be current.	The teacher's working knowledge of subject matter and basic principles of student cognitive and physical development reflects a single perspective and supports some student learning. Working knowledge is usually current.	The teacher's working knowledge of subject matter and basic principles of student cognitive and physical development incorporates different perspectives, supports all student learning. Working knowledge is current.	The teacher's working knowledge of subject matter and individual student cognitive and physical development incorporates a broad range of perspectives, strongly supports all student learning. Working knowledge is current.
3.2 Organizing curriculum to support student understanding of subject matter	The life skills and core curricula is not organized and it rarely demonstrates concepts, themes, and skills; rarely values different perspectives; or rarely supports how content is learned by students.	The life skills and core curricula is loosely organized; inconsistently demonstrates concepts, themes, and skills without revealing or valuing different perspectives; and supports how content is learned by some students.	The life skills and core curricula is organized and sequenced; demonstrates concepts, themes, and skills; reveals and values different perspectives; and supports and understanding of how content is learned by students.	The life skills and core curricula is organized and sequenced; demonstrates concepts, themes, and skills, and the relationships between them. It reveals and values a broad range of perspectives, and is organized to insure that content is learned by students.

<p>3.3 Inter-relating ideas and information within and across subject matter areas</p>	<p>The teacher presents life skills and core curricula without identifying or integrating key concepts, IEP goals and information. The teacher does not relate content to previous learning in order to support students' understanding.</p>	<p>The teacher identifies some key concepts, IEP goals and information within the life skills and core curricula. The teacher attempts to relate content to previous learning without generalizing students' understanding or appropriately including IEP goals.</p>	<p>The teacher identifies and integrates key concepts, IEP goals and information within the life skills and core curricula, relates content to students' lives, and uses previous learning to generalize students' understanding.</p>	<p>The teacher facilitates student learning through experiences in which they practice their IEP goals. The teacher identifies and integrates concepts and information within and across life skill and core curricula. The teacher relates content to the student's life and previous learning. The teacher uses previous learning to assist students to generalize their understanding.</p>
<p>3.4 Developing student understanding through instructional strategies that are appropriate to the subject matter.</p>	<p>Instructional strategies are not appropriately matched to subject matter, Individual Education Plans, or handicapping conditions. Strategies do not encourage students to think critically or to generalize their knowledge.</p>	<p>The teacher may use a few instructional strategies to appropriately match subject matter, IEP goals, and handicapping conditions in order to make the content accessible to students. The teacher may encourage some students to think critically and to generalize their knowledge of subject matter.</p>	<p>The teacher uses appropriate instructional strategies to appropriately match subject matter, IEP goals, and handicapping conditions with content making it accessible to students, encouraging them to think critically, and to generalize their knowledge of subject matter.</p>	<p>A repertoire of instructional strategies are used to appropriately match subject matter, IEP goals and handicapping conditions making content accessible to all students, challenging them to think critically and to generalize their knowledge of subject matter.</p>

<p>3.5 Using materials, resources and technologies to make subject matter accessible to students</p>	<p>Instructional materials, resources, and technological adaptations are either not used or used inappropriately. Materials do not accurately reflect diverse perspectives and students' handicapping conditions.</p>	<p>Instructional materials, resources, and technological adaptations are used infrequently to convey key life skills information and core concepts. Materials may reflect diverse perspectives and students' handicapping conditions.</p>	<p>Instructional materials, resources, and technological adaptations support the curricula and promote students' generalization of life skills. Materials reflect diverse perspectives and students' handicapping conditions.</p>	<p>A range of instructional materials, resources, and technological are integrated into the curricula to extend students' generalization of life skills. Materials reflect diverse perspectives and students' handicapping conditions.</p>
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<b>STANDARD 4 Planning Instruction &amp; Designing Learning Experiences for All Students</b>	<i>PRACTICE NOT CONSISTENT WITH STANDARD EXPECTATIONS</i>	<i>DEVELOPING BEGINNING PRACTICE</i>	<i>MATURING BEGINNING PRACTICE</i>	<i>EXPERIENCED PRACTICE THAT EXEMPLIFIES THE STANDARD</i>
4.1 Drawing on and valuing students' backgrounds, interests, and developmental learning needs.	Instructional plans do not match or reflect students' IEP goals, backgrounds, experiences, interests, and developmental (cognitive and physical) needs, and do not support students' learning.	Instructional plans are partially drawn from information about students' IEP goals, backgrounds, experiences, interests, and developmental (cognitive and physical) needs to support students' learning.	Instructional plans reflect students' IEP goals, backgrounds, experiences, interests, and developmental (cognitive and physical) needs to support students' learning.	Instructional plans build on students' IEP goals, backgrounds, experiences, interests, and developmental (cognitive and physical) needs to support all students' learning.
4.2 Establishing and articulating goals for student learning.	Instructional goals are not established or do not address students' language, or the inability to speak, cognitive and physical development, experience, or home and school expectations. Expectations for students are low.	Some instructional goals address students' language or the inability to speak, cognitive and physical development, experience, and /or home and school expectations. Expectations for students are inconsistent.	Short-term and long-term instructional goals are based on students' language, or inability to speak, cognitive and physical development, experience, and/or home and school expectations. Expectations for students are inconsistent.	Short-term and long-term instructional goals are set by teacher, student, and/or family. The goals integrate students' language or inability to speak, cognitive and physical development, experience, and home and school expectations. Goals are appropriately challenging for all students and represent valuable learning. Expectations for students are consistently high. Goals and objectives are reviewed annually.

4.3 Developing and sequencing instructional activities and materials for student learning.	Instructional activities and materials are not appropriate to the students, or the instructional goals do not engage students in meaningful learning. Activities are not logically sequenced. No thought has been given to task analyzing the instructional activities.	Instructional activities and materials are partially appropriate to students and the instructional goals, and engage some students in meaningful learning. Some activities are logically sequenced and task analyzed within individual lessons.	Instructional activities and materials are appropriate to students and the instructional goals, make content and concepts relevant and engage most students in meaningful learning. Activities are logically sequenced and task analyzed within individual lessons.	Instructional activities and materials are differentiated to reflect individual students' interests and developmental (cognitive and physical) needs, and engage all students in meaningful learning. Activities support the IEP goals and are logically task analyzed to clarify content and concepts.
4.4 Designing short-term and long-term plans to foster student learning.	Individual lesson plans have little or no relation to long-term IEP goals, or unit plan has little recognizable structure.	Long-term plans have a recognizable structure, although the sequence of individual lessons are uneven and only partially helps students develop conceptual understanding, IEP goal progress, and life skill independence.	Long-term plans have a coherent structure, with learning activities in individual lessons well-sequenced to promote understanding of concepts, life skill independence and IEP progress.	Long-term plans are highly coherent. Learning sequences are responsive to the needs of individual students IEP goals, promote understanding of concepts and life skill independence.
4.5 Modifying instructional plans to adjust for student needs.	Instructional plans are not modified and adaptive devices are not used, in spite of evidence that modifications would improve student learning.	Modifications to instructional plans and adaptive devices address only superficial aspects of the lesson.	Instructional plans are modified as needed to enhance lessons. Student learning is based on formal and informal assessment.	Instructional plans are modified as needed and adaptive devices are used. Based on formal and informal assessment student progress is monitored. Base line data for individual student growth is collected by teacher..

<b>STANDARD 5 Assessing Student Learning</b>	<i>Practice Not Consistent With Standard Expectations</i>	<i>Developing Beginning Practice</i>	<i>Maturing Beginning Practice</i>	<i>Experienced Practice That Exemplifies The Standard</i>
5.1 Establishing and communicating learning goals for all students	Few or no Individual Education Plan goals (IEP) goals are not revised annually or clearly communicated to students or their families.	IEP goals are established to meet school and district expectations. IEP goals are not revised annually or clearly communicated to all students or their families.	IEP goals are established in relation to students' needs and the curricula, and meet the district and state expectations. IEP goals are communicated to all students and their families, and are revised annually.	IEP goals are established by the teacher, students, and families; are appropriate to student's needs and the curricula; and meet district and state expectations. IEP goals are communicated to all students and their families, and revised annually.
5.2 Collecting and using multiple sources of information to assess student learning	The teacher uses no consistent sources of information to assess student learning. Assessment strategies are used that may not be appropriate to the student's learning.	The teacher uses one or two sources of information to assess student learning and one or two assessment strategies to calculate student progress. Assessment strategies are appropriate to student learning.	The teacher uses a variety of sources to collect information about student learning and several appropriate assessment strategies to calculate student progress.	The teacher uses a variety of sources to collect information about student learning and a wide range of appropriate assessment strategies to calculate student progress. The teacher writes addendums to IEP as necessary during the year.
5.3 Involving and guiding all students in assessing their own learning	The teacher does not encourage students to think about their own work. Adaptation devices are not used as a means for students to assess their own work.	Student reflection is encouraged and guided by the teacher during some activities. Opportunities are provided for students (using, as needed, communication devices) to discuss and assess their own work with peers.	Student reflection and self-assessment are included in most learning activities. The teacher models assessment skills and strategies to help students understand their own work and discuss and assess their own work (using, as needed, communication devices) with peers.	Ongoing student reflection and self-assessment are integrated into the learning process. Students demonstrate assessment skills and strategies. Students have opportunities (using, as needed, communication devices) to discuss and assess their own work with peers.

<p>5.4 Using the results of assessments to guide instruction</p>	<p>The teacher does not use information about student learning appropriately to plan and guide instruction.</p>	<p>The teacher uses a limited range of assessments to plan lessons and other learning activities. The teacher does not self assess and adjust during the teaching episode.</p>	<p>Information from a variety of assessments is used to plan and modify lessons and other learning activities. The teacher occasionally self assesses and adjusts during the teaching episode in response to student needs and/or behaviors.</p>	<p>Information from a variety of ongoing assessments is used to plan and modify learning activities, and to support class and individual student needs and achievement. The teacher self assesses and adjusts instruction during the teaching episode in response to student needs and/or behavior.</p>
<p>5.5 Communicating with students, families, and other audiences about student progress</p>	<p>The teacher provides some information about student progress to families, and support personnel. The information may not be complete or clear.</p>	<p>The teacher provides information about student progress to families. Support personnel, teacher, and student meet occasionally to promote understanding and progress in IEP goals, life skills, and curricula.</p>	<p>The teacher regularly exchanges information about student progress with families. Support personnel, teacher and student meet regularly to improve communication about and encourage progress in IEP goals, life skills, and core curricula.</p>	<p>The students and the teacher exchange information about individual progress with families on a daily basis using communication books or other means of information exchange. Support personnel, teacher and student meet when needed to improve understanding, communication, and encourage progress in IEP goals, life skills, and core curricula.</p>

<b>STANDARD 6 Developing As a Professional Educator</b>	<i>Practice Not Consistent With Standard Expectations</i>	<i>Developing Beginning Practice</i>	<i>Maturing Beginning Practice</i>	<i>Experienced Practice That Exemplifies The Standard</i>
6.1 Reflecting on teaching practice and planning professional development	The teacher may reflect on specific problems or areas of concern in his or her teaching practice, but rarely uses reflection to assess growth over time or to plan professional development based on student needs.	The teacher reflects on some lessons and areas of concern in his or her teaching practice, assesses growth in these areas with assistance, and may use reflection to plan professional development based on student needs.	The teacher reflects on his or her teaching practice in relation to areas of concern and student progress, assesses growth over time, and may use reflection to plan professional development based on student needs.	The teacher reflects on his or her teaching practice in relation to student IEP progress and other instructional goals, assesses growth over time, and plans professional development based on student needs and personal long-term professional needs.
6.2 Establishing professional goals and pursuing opportunities to grow professionally	Professional goals are not established to guide practice. The teacher rarely pursues opportunities to develop new knowledge or skills based on student needs or participates in professional community.	Professional goals are established with assistance. The teacher pursues some opportunities to acquire new knowledge and skills based on student needs and infrequently participates in the professional community.	Professional goals are developed and the teacher pursues opportunity to acquire new knowledge and skills based on student needs and participates in the professional community.	Professional goals are extended and the teacher purposefully pursues opportunities to expand knowledge and skills based on student needs and participates in and contributes to the professional community.
6.3 Working with communities to improve professional practice	The teacher has limited knowledge of students' communities (circle of friends) or how to access them to provide learning experiences for students or to promote collaboration with the school.	The teacher understands the importance of students' communities (circle of friends), but is not sure how to apply this to benefit students and families, provide experiences to support learning, or promote collaboration with the school.	The teacher values students' communities (circle of friends) and develops knowledge of them to benefit students and families, provide some experiences to support student learning, and support collaboration between school, agencies, and community.	The teacher values students' communities (circle of friends) and uses knowledge of them to benefit students and families, provide students with experiences that support their learning, and promote collaboration between school, agencies, and community.

6.4 Working with families to improve professional practice	The teacher may demonstrate respect for students' families or their backgrounds, but has limited communication with families, and is not sure how to provide opportunities for integration, mainstreaming, or inclusion in the classroom or school community.	The teacher respects some students' families, initiates communication and develops an understanding of their diverse backgrounds, and may provide some opportunities for integration, mainstreaming, or inclusion in the classroom or school community.	The teacher respects some students' families, Develops positive communication and an understanding of their diverse backgrounds, and provides opportunities for integration, mainstreaming, or inclusion in the classroom or school community.	The teacher respects all students' families, understands their diverse backgrounds, maintains ongoing positive interactions, and provides multiple opportunities for integration, mainstreaming, or inclusion in the classroom or school community.
6.5 Working with colleagues to improve professional practice	The teacher rarely converses with colleagues, rarely seeks out other support staff to meet individual student needs, and rarely participates in school or district events or learning activities.	The teacher engages in dialogue with some colleagues, seeks out support staff to help meet students' individual needs, and participates in some school-wide events.	The teacher engages in dialogue with colleagues, collaborates with support staff to meet students' individual needs, and participates in school-wide events.	The teacher engages in dialogue and reflection with colleagues, collaborates with support staff to meet students' individual needs, and contributes to school-wide decision making, events, and professional development.



## **GENERAL / MILD / MODERATE / SEVERE SPECIAL EDUCATOR / CSTP ACTIVITY TOOL KIT (FOR TEACHER)**

### *California Standards for the Teaching Profession*

#### **STANDARD 1:**

##### **Engaging & Supporting All Students in Learning**

- Use of artifacts, pictures, drawings to develop vocabulary, interest, manipulative
- Use of cooperative groups
- Use of SDAIE techniques
- Use of collaborative and group presentations
- Use of open-ended questions, applying subject matter to current events
- Assigning of long-term research projects
- Creating personal goals for learning by students

#### **STANDARD 2:**

##### **Creating & Maintaining Effective Environments for Student Learning**

- Interest centers, extending activities, students access to materials, student work displays
- Conflict resolution activities
- Cross age tutoring, Peer tutoring, sharing
- Teacher and students discussion of behavior consequences
- Role playing (teacher-student modeling)
- Periodic review and self evaluation of activities planned-rubric discussion/self evaluation
- Effective curriculum planning

#### **STANDARD 3:**

##### **Understanding & Organizing Subject Matter for Student Learning**

- Posting of Visuals that relate to subject; sharing of personal experiences
- Giving students clear expectations: daily objectives on board, long-term goals, check-off lists, ongoing assessments
- Assigning of journal writing, story problems- illustrate/write, role-play, skits
- Actively engaging students; multiple modalities, group work, self evaluations
- Using manipulative/hands-on activities, use of computer programs for reinforcement; Internet research, and guest speakers

**STANDARD 4:**

**Planning Instruction & Designing Learning Experiences for all Students**

- Projects/Posters showing cultural diversity
- Activities that meet multiple levels
- Lesson Plans showing modifications/expectations for special populations
- Agenda posted for day and/or work
- Placement of progress timelines around classroom
- Long term projects – research projects
- Portfolios
- Frequency of assessment
- Yearly lesson plans
- Student-created learning units
- Cooperative learning groups with emphasis on students explaining lessons
- Checking for understanding and repeating guided practice if necessary

**STANDARD 5:**

**Assessing Student Learning**

- Semester learning plans, posted standards and standards sent home to parents
- Students given knowledge of “how” they are evaluated
- Portfolios, standardized tests, observations
- Self-monitoring charts, grouping, teacher/student conferencing
- Skill based learning
- Regular progress letters to parents

**STANDARD 6:**

**Developing as a Professional Educator**

- Staff meeting participation, IEPs, parent conferences, committees, yard duty, advising/supervising of students
- Self-Improvement (conferences, classes, continuing education), extra curricular activities supervision
- Evidence gathering: Is the teacher: prepared, knowledgeable, even-tempered, punctual, respectful of others, courteous, actively involved; appropriately attired, well mannered; ethically bound; responsive to constructive criticism, and mindful of the school hierarchy?
- Ability to work cooperatively with individuals and in groups

## FORMAL TEACHING EVALUATION DESCRIPTION

### Formal Classroom Observation Form

(In reference to Table of Contents 9a)

- This form is for use by the administrator during the contractually required yearly, formal classroom observation. The teachers should be aware that not all Standards would be observed during an observation, thus, not all Standards will be marked on the checklist.



# FORMAL TEACHING EVALUATION FORM

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

## California Standards for the Teaching Profession

Standard 1: Engaging & Supporting All Students in Learning		
Teacher Reflections	Common Reflections	Administrator Reflections

Standard 2: Creating & Maintaining Effective Environments for Student Learning		
Teacher Reflections	Common Reflections	Administrator Reflections

<b>Standard 3: Understanding &amp; Organizing Subject Matter for Student Learning</b>		
<b>Teacher Reflections</b>	<b>Common Reflections</b>	<b>Administrator Reflections</b>

<b>Standard 4: Planning Instruction &amp; Designing Learning Experiences for All Students</b>		
<b>Teacher Reflections</b>	<b>Common Reflections</b>	<b>Administrator Reflections</b>

<b>Standard 5: Assessing Student Learning</b>		
<b>Teacher Reflections</b>	<b>Common Reflections</b>	<b>Administrator Reflection</b>

<b>Standard 6: Developing as a Professional Educator</b>		
<b>Teacher Reflections</b>	<b>Common Reflections</b>	<b>Administrator Reflection</b>

Commendations:

Recommendations:

RE-EMPLOYMENT RECOMMENDATIONS

- Professional Growth Plan
- Plan for Improvement Needed

Administrator Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Note: Signature of employee indicates the above Performance Review was discussed with the Reviewer and does not necessarily indicate agreement on the part of the employee. If the employee disagrees with the above review, he/she may submit a written statement to the Department head within five (5) working days from the receipt of the review. The employee's statement will be attached to the performance Review and submitted to the employee's personnel file.

Employee's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

PLEASE ROUTE THIS AS CONFIDENTIAL



**GLENN COUNTY OFFICE OF EDUCATION  
ALTERNATIVE EVALUATION PROCESS FORM  
FOR TEACHERS WITH A CLEAR CREDENTIAL**

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

School: \_\_\_\_\_ Number in Caseload: \_\_\_\_\_

**Program Type:** Mild/Mod                      Mod/Severe                      Severe                      General

**STEP ONE:**

- Choose a Standard from the CSTPs that will drive a two-year goal that will impact classroom instruction.
- Design a project resulting in a product or outcome that is justified in writing with a clear description of the goal and process as well as an articulated connection to the CSTP that you chose above.
- Meet with your Administrator for approval and to set the timeline for your goal and project by November 1<sup>st</sup> of Year One.
- Date of Agreement \_\_\_\_\_
- Date of Annual Review: \_\_\_\_\_ Year One: \_\_\_\_\_ Date                      Year Two: \_\_\_\_\_ Date

**STEP TWO:**

- |  | <b>Teacher Initial</b> | <b>Administrator Initial</b> |
|--|------------------------|------------------------------|
| 1. Two-Year Goal is:   | _____                  | _____                        |
| 2. Connection to the following CSTP:   | _____                  | _____                        |
| 3. Action Steps for Year One:  | _____                  | _____                        |
| 4. Time Line for Year One:   | _____                  | _____                        |
| 5. Evaluation progress monitoring with Administrator at the end of Year One. |                        |                              |

**STEP THREE:**

- |   | <b>Teacher Initial</b> | <b>Administrator Initial</b> |
|---|------------------------|------------------------------|
| 6. Action Steps for Year Two:   | _____                  | _____                        |
| 7. Time Line for Year Two:  | _____                  | _____                        |
| 8. Evaluation with Administrator before the end of Year Two that includes submission of product/outcomes. |                        |                              |



GLENN COUNTY  
OFFICE of EDUCATION

**EVALUATION PROGRESS MONITOR PLAN**

*(This document is in template form)*

YEAR ONE \_\_\_\_\_  
Date

OR

YEAR TWO \_\_\_\_\_  
Date

**I. Standard # \_\_\_\_\_**

**II. Teacher:**

Write a Self-Reflection Summary on your progress toward completing your project goals and activities.

**III. Administrator Comments:**

List the Commendations (What are the teacher's strengths?) and Recommendations (What does the teacher still need to work on?)

Commendations:

Recommendations:

Administrator's Signature \_\_\_\_\_ Date \_\_\_\_\_

Teacher Signature \_\_\_\_\_ Date \_\_\_\_\_

Note: Signature of employee indicates the above Performance Review was discussed with the Reviewer and does not necessarily indicate agreement on the part of the employee. If the employee disagrees with the above review, he/she may submit a written statement to the Department head within five (5) working days from the receipt of the review. The employee's statement will be attached to the performance Review and submitted to the employee's personnel file.

Employee's Signature: \_\_\_\_\_ Date \_\_\_\_\_



## WALK-THROUGH INFORMAL CLASSROOM OBSERVATION DESCRIPTION

### Walk-Through Classroom Observation Form:

(In reference to Table of Contents 9a)

- These forms are for optional use by the evaluator for an informal walk-through, classroom or activity observations. These forms will provide substantive feedback on classroom or related activities that align with identified Standards. Not all Standards descriptors listed at the bottom of the form will be marked during the observation. The administrator will have immediate feedback about what he/she observes working and a possible recommendation for enhancement/encouragement.

# WALK-THROUGH INFORMAL CLASSROOM OBSERVATION FORM

9-b

Teacher \_\_\_\_\_

Date \_\_\_\_\_

School \_\_\_\_\_

Time Period \_\_\_\_\_ Grade & Subject \_\_\_\_\_

	1	2	3	4
<b>1. Practice Not Consistent with Standard Expectation</b>				
<b>2. Developing Beginning Practice</b>				
<b>3. Maturing Beginning Practice</b>				
<b>4. Experienced Practice that Exemplifies Standards</b>				
<b>STANDARD 1 - Engaging and Supporting All Students in Learning</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1-1 Connecting students' prior knowledge, life experiences, and interests with learning goals				
1-2 Using a variety of instructional strategies and resources to respond to students' diverse needs				
1-3 Facilitating learning experiences that promote autonomy, interaction, and choice				
1-4 Engaging students in problem solving, critical thinking, and other activities that make subject matter meaningful				
1-5 Promoting self-directed, reflective learning for all students				
<b>STANDARD 2 - Creating and Maintaining Effective Environments for Student Learning</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
2-1 Creating a physical environment that engages the student				
2-2 Establishing a climate that promotes fairness and respect				
2-3 Promoting social development and responsibility				
2-4 Establishing and maintaining standards for student behavior				
2-5 Planning and implementing procedures and routines that support student learning				
2-6 Using instructional time effectively				
2-7 Directs activities of classroom paraprofessional, aides, volunteers, peer tutors				
2-8 Utilizes positive behavior support techniques				
2-9 Encourages interactions with typical peers across instructional settings				
<b>STANDARD 3 - Understanding and Organizing Subject Matter for Student Learning</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
3-1 Demonstrating knowledge of subject matter content and student development				
3-2 Organizing curriculum to support student's understanding of subject matter				
3-3 Interrelating ideas and information within and across subject matter areas				
3-4 Developing student understanding through instructional strategies that are appropriate to the subject matter				
3-5 Using materials, resources and technologies to make subject matter accessible to students				
3-6 Adapts/modifies subject matter to meet students' individual needs				
<b>STANDARD 4 - Planning Instruction and Designing Learning Experiences for All Students</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
4-1 Drawing on and valuing student's backgrounds, interests, and developmental learning				
4-2 Establishing and articulating goals for student learning				
4-3 Developing and sequencing instructional activities and materials for student learning				
4-4 Designing long and short term plans to foster student learning				
4-5 Modifying instructional plans to adjust for student needs				
4-6 Develops and implements IEP goals to address students' individual needs				
<b>STANDARD 5 - Assessing Student Learning</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
5-1 Establishing and communicating learning goals for all students				
5-2 Collecting and using multiple sources of information to assess student learning				
5-3 Involving and guiding students in assessing their own learning				
5-4 Using results of assessments to guide instruction and assignments				
5-5 Communicating with students, families, and other audiences about student progress				
5-6 Develops and administers nonbiased, nondiscriminatory assessment				
5-7 Utilizes assessment data to develop individual Education Programs (IEP)				
5-8 Evaluates instruction and monitors progress of individuals with exceptional learning needs				
<b>STANDARD 6 - Developing as a Professional Educator</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
6-1 Reflecting on teaching practice and planning professional development				
6-2 Establishing professional goals and pursuing opportunities to grow professionally				
6-3 Working with communities to improve professional practice				
6-4 Working with families to improve professional practice				
6-5 Working with colleagues to improve professional practice				
6-6 Assumes initiative and responsibility for tasks and assignments				
6-7 Collaborates with general education classroom teachers and other school and community personnel to integrate students across instructional environments				
6-8 Uses verbal, nonverbal, and written language effectively				
6-9 Upholds high standards of competence and integrity and exercises sound judgment in the practice of the profession				

**Evidence of Standards During Observation** (Use back of form to document)



## PLAN FOR IMPROVEMENT

Directions: any employee who has areas needing improvement or which are unsatisfactory must develop a Plan for Improvement with the employee's administrator. The administrator lists the areas needing improvement and both the administrator and employee agree on the plan.

Employee's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Position: \_\_\_\_\_

Administrator Name: \_\_\_\_\_ Date: \_\_\_\_\_

Title: \_\_\_\_\_

1. Which standards and/or sub-standards of the California Standards for the Teaching Profession have been identified as areas that need improvement?

2. The Employee agrees to: \_\_\_\_\_ By Date: \_\_\_\_\_

3. The Administrator agrees to: \_\_\_\_\_ By Date: \_\_\_\_\_

\_\_\_\_\_  
Employee's Signature      Date

\_\_\_\_\_  
Administrator Signature      Date



GLENN COUNTY  
OFFICE of EDUCATION

## PROFESSIONAL GROWTH PLAN

Employee's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Position: \_\_\_\_\_ Primary Administrator \_\_\_\_\_

Advisory Evaluator \_\_\_\_\_

**Goal/goals:**

**Objectives:**

\_\_\_\_\_  
Department Director

GCOE Certificated Eval.  
Revised: 11/24/09



## **GLENN COUNTY OFFICE OF EDUCATION GUIDE FOR EVALUATION OF CERTIFICATED PERSONNEL**

### **I. BASIS OF EVALUATION**

The following documents are used as the basis for evaluation:

1. Sections 44660-44664 of the Education Code
2. The standards of expected student achievement (CA State Curriculum Standards)
3. Standards listed in the self-evaluation form (i.e. rubrics CSTP's and CEC's)
4. Job Descriptions
5. California Standards for the Teaching Profession (CSTP's)
6. The individual objectives as mutually established by the teacher and the evaluator.

### **II. PHILOSOPHY OF EVALUATION**

It is the philosophy of the Glenn County Office of Education that the principle purpose of evaluation should be to contribute to the professional growth and development of staff. It is understood that while the instruments of evaluation have the intent of being objective, the process of evaluation in itself is a subjective process. Individuals involved in the implementation of the evaluation program are exchanging perceptions and personal points of view, and hence, should approach their task with empathy and an understanding of the imperfection of such endeavors. Evaluation procedures effected on these premises can, hopefully, be used successfully for the improvement of instruction and to encourage individual self-growth and development in the performance of assignment.

### **III. PURPOSES OF EVALUATION**

The evaluation procedures have the following purpose:

1. To comply with the requirements of state law.
2. To upgrade the quality of instructional services provided for the students.
3. To identify and recognize outstanding, professional performance of individual staff members.
4. To identify areas of weakness in the performance of individual staff members so that proper procedures of assistance can be designed to support them to become more effective in the performance of their assigned duties.
5. To identify staff members whose services are unsatisfactory.

#### IV EVALUATION PROCEDURES

1. Frequency of Evaluation- Evaluation and assessment of the performance of each certificated staff member shall be on a continuing basis, at least once each school year for Preliminary Credential holders, and at least every three years for Clear Credential holders. Any certificated staff may be evaluated more frequently if the need for such evaluation is deemed to exist by the administrator. In the case of any employee who has served longer than three years with the office and has received an unsatisfactory evaluation, the office shall annually evaluate the teacher until a positive evaluation is achieved or employment is terminated.
2. Inauguration of Evaluation Procedure- All annual evaluations shall commence with an *Initial Evaluation Conference Agreement* between the teacher and the administrator. The pre-evaluation conference shall include a discussion about the California Standards for the Teaching Profession (CSTPs) and the establishment of performance goals and activities. The teacher will complete the *Self Evaluation Tool* and review the *CSTP Rubrics*. Through the discussion with the administrator, the teacher will identify two CSTP standards (one of the standards must be from the CSTP Standard Six) and develop goals and activities as well as a plan to progress on said goals/activities. This conference between the teacher and administrator shall be completed according to the *Evaluation Time Line*.
3. Formal Observation Teacher Tool Kit :To prepare the lesson for the formal observation the teacher has the following teacher tools available:
  - **The CSTP Self-Evaluation Tool**
  - **The CSTP Rubrics for:**
    - a.) General Educators and Mild/Moderate Special Educators
    - b.) Moderate/Severe Special Educators
  - **General Educators and Mild/Moderate/Severe Educators CSTP Activity Tool Kit**
4. Evaluation Conference: The teacher will complete the *Formal Teaching Evaluation Form* and self-reflect in all areas of the CSTPs, before the *Final Evaluation Conference*. The administrator will also complete the *Formal Teaching Evaluation Form* and reflect on all observation notes and CSTP Rubrics, before the *Final Evaluation Conference*. At the evaluation conference the administrator and teacher will share and discuss all reflections and review the administrator's recommendations and commendations, *and develop a Professional Growth Plan*. Any evaluation which contains an unsatisfactory rating or standard not consistent with CSTP standard expectations shall, as determined necessary by the Director of Special Education and/or designee, participate in a *Plan For Improvement*.

5. Teacher Response- The teacher may respond following any evaluation conference. The teacher may submit a written statement to the Human Resources Department Chair, within 5 working days from the receipt of the evaluation review. In the response, the teacher may list any comments deemed desirable and/or take any exceptions to viewpoints discussed during the evaluation conference. Responses can include both negative and positive comments.
6. Signing and Distribution of Reports- The teacher and the administrator shall jointly sign all evaluation forms. The original copy of all evaluation forms and reports are to be deposited in the employee's personnel file within 10 days of the final conference. A copy of all forms will be given to the staff member.

**V Definitions of Terms**

Administrator/Evaluator- Holder of Level 1 or 2 Administrative Credential or a Program Specialist who co-evaluates with an Administrative Credential Holder.

Evaluatee- Teacher/Staff person who is being evaluated.

**VI Evaluation Time Line**

**Preliminary Credential Holders**

<b><u>Procedure</u></b>	<b><u>Time Limit</u></b>
1. Initial conference agreement including CSTP Self-Evaluation Tool & CSTP Rubrics	on or before November 1 <sup>st</sup>
2. Observations: Walk-Through and Formal Observation	On or before January 25 <sup>th</sup>
3. Final Evaluation Conference Regarding CSTP Rubrics, Administrators' Observation Notes & Teacher Self-Reflection. Evaluation to be placed in personnel file.	On or within 10 days of the observation
4. Prof Growth Plan or Work Improvement Plan	
5. Teacher response	If so desired, within 5 working days of the Final Conference

**Clear Credential Holders**

Clear Credential Holders may choose to use the process and time line above, OR may determine a goal and design a project (to be approved by the administrator) by November 1<sup>st</sup> of the evaluation year. The administrator and the teacher will develop a mutually-agreed upon 2-year time line to complete the project.

## **VII Evaluation of Standards-Aligned Instruction**

The following will take each standard and pose relevant questions teachers should consider in planning instruction. Observable classroom activities will also be suggested as an indication of what a teacher might do and what an administrator might see as evidence that the Standard is being addressed. It is important to note that these are only suggestions and are, by no means, intended to prescribe or limit instructional practice. Good teaching is an evolving process as described in the Learning to Teach Continuum. A process that is strengthened by trial and error, experimentation and successful experience.

Standards One through Five are typically observable in classroom settings. Please note that Standard Six has to do with developing as a professional educator and, as such, will require observation and evaluation outside the regular classroom environment.

### **STANDARD ONE:**

1. How can teachers help students connect previously acquired knowledge with new material?
2. How can teachers help students connect classroom instruction to their own experience and cultural heritage?
3. How can teachers facilitate autonomy, group interaction, and choice in learning?
4. How can teachers engage students in critical thinking and problem solving?
5. How can teachers assist students in directing their own learning?

### **Observable Activities:**

- \*Open lessons with interest-catching manipulatives to capture attention
- \*Building on student comments/questions to extend understanding
- \*Spontaneous changes in lesson plans based on student interest and questions
- \*Appropriate cooperative learning assignments
- \*Assigning roles for panels or individual characterizations
- \*Assigning long term research projects
- \*Using consistent open-ended questioning
- \*Assigning individual oral reports
- \*Using technology to encourage inquiry
- \*Speaking clearly and using vocabulary accessible to all students
- \*Building lessons around unexpected events
- \*Encouraging multiple approaches and solutions in problem solving
- \*Encouraging students to analyze and describe their own learning processes and progress
- \*Facilitating strategies for accessing knowledge and information

## **STANDARD TWO:**

### Creating and Maintaining Effective Environments for Student Learning

1. How can teachers create a physical environment that engages all students?
2. How can teachers establish a climate that promotes fairness and respect?
3. How can teachers promote positive social development and group responsibility?
4. How can teachers establish and maintain student behavior standards that are consistent with school and district standards?
5. How can teachers plan and implement classroom procedures that support student learning?
6. How can teachers use instructional time most effectively?

#### Observable Activities:

- \*Classroom arranged for positive interaction
- \*Accommodation of arrangements for individual and group learning
- \*Facilitation of student access to materials and technology
- \*An environment that reflects the subject (s) being taught
- \*Safe and clean classroom
- \*Important safety information displayed
- \*Assistance for students to become sensitive to others' differences
- \*Modeling of fairness, equity, and respect
- \*Inappropriate behavior is responded to in a fair and equitable way
- \*Students are encouraged to take risks and to be creative
- \*Contributions of all students are acknowledged and supported
- \*Students are encouraged to accept and respect divergent points of view
- \*Development of self esteem is facilitated
- \*Opportunities for leadership are created
- \*Student behavior expectations are posted and reviewed
- \*Conflict resolution among students is facilitated
- \*Rules are enforced fairly and consistently
- \*Activities are paced for maximum student engagement
- \*Adequate time for students to complete activities is provided
- \*Materials and equipment are prepared in advance
- \*Even transitions between learning activities are provided

**STANDARD THREE:**

## Understanding and Organizing Subject Matter for Student Learning

1. How can teachers demonstrate knowledge of subject matter and student development?
2. How can teachers organize the curriculum to ensure student understanding?
3. How can teachers interrelate ideas and information across and within subject areas?
4. How can teachers develop student understanding through appropriate instructional strategies?
5. How can teachers use materials, resources, and technologies to make subject matter accessible to students?

## Observable Activities

- \*Identifiable key concepts, relationships and underlying themes in a subject matter
- \*Subject matter knowledge is kept current
- \*Building of the understanding of student cognitive and linguistic development
- \*Curriculum that is organized and sequenced to increase student learning
- \*Subject matter has been organized to reveal and value cultural perspectives
- \*Subject/grade level expectations and frameworks have been incorporated in the organization of subject matter
- \*Key concepts are identified and integrated across subject matter areas
- \*A variety of instructional strategies are being used
- \*Students are challenged to think critically
- \*Technology is being utilized to convey key subject matter concepts

**STANDARD FOUR:**

## Planning Instruction and Designing Learning Experiences for All Students

1. How can teachers draw on and value students' backgrounds, interests and developmental learning needs?
2. How can teachers establish and articulate goals for student learning?
3. How can teachers develop and sequence instructional activities and materials for student learning?
4. How can teachers design short-term and long-term plans to foster student learning?
5. How can teachers modify instructional plans to adjust for student needs?

## Observable Activities:

- \*Students' past knowledge and experience incorporated in lesson planning
- \*Student diversity incorporated in to lesson and activity planning
- \*Teacher knowledge of physical, social, and emotional development utilized in lesson planning
- \*High expectations are established for student learning
- \*Subject matter is sequenced to enable students to see connections and relationships across curricular areas.

- \*Instructional time is organized to enable learning, review, and assessment
- \*Instructional plans are revised based on formal and informal assessment
- \*Emergency lesson plans that are current and easily understood have been prepared for substitute teachers

## **STANDARD FIVE:**

### Assessing Student Learning

1. How will teachers establish and communicate learning goals for all students?
2. How will teachers collect and use multiple sources of information to assess student learning?
3. How will teachers involve and guide all students in assessing their own learning?
4. How will teachers use the results of assessments to guide instruction?
5. How will teachers communicate with students, families, and other stakeholders about student progress?

### Observable Activities:

- \*District and State standards, frameworks, and other sources are used as guides in developing student learning goals
- \*Students and families are involved in goal planning as appropriate
- \*Learning goals are appropriate to language development and acquisition, as well as other special needs
- \*A variety of assessments are used in determining what students are able to do
- \*Assessment tools support student learning
- \*Grades are based on multiple sources of information
- \*Grading policies are fairly and equitably applied
- \*Tools and guidelines that help students assess their own work have been developed
- \*Opportunities for students to engage in peer discussion of their work are provided
- \*Informal assessments are used to adjust instruction while teaching
- \*Assessment data is used to plan more effective ways of teaching subject matter
- \*Assessment data is used to meet individual student needs
- \*Regular feedback is provided to students about their learning progress
- \*Regular communication with families about their student's progress is initiated

## **STANDARD SIX:**

### Developing As a Professional Educator

1. How can teachers reflect on teaching practice and plan professional development?
2. How can teachers establish professional goals and pursue opportunities to grow professionally?
3. How can teachers work with communities to improve professional practice?
4. How can teachers work with families to improve professional practice?
5. How can teachers work with colleagues to improve teaching and learning?

#### Observable Activities

- \*Learning about teaching happens while interacting with and observing students
- \*Instructional successes and challenges are reflected upon to move practice forward
- \*Professional development plans that are based on reflection and analysis
- \*Opportunities for professional development are sought after
- \*An attitude of lifelong learning is apparent
- \*Current knowledge of instructional strategies and technology are expanded
- \*The students' community and its role in student learning is valued and respected by the teacher
- \*Collaboration between families, community, and the school is promoted
- \*Local community resources are sought out and used to support student learning
- \*An understanding of student families has been developed
- \*Positive interactions between the school and community is promoted
- \*Families are encouraged to participate in classroom and school activities
- \*Opportunities to collaborate with colleagues are created
- \*Participation in school-wide decisions
- \*Collaboration with all relevant members of the school community to support student success
- \*Observations of colleagues are used to improve teaching
- \*Communication with students, families, and school personnel is conducted in a professional and effective manner
- \*Appropriate supervision and direction for paraprofessionals, student aides, student teachers and volunteer is provided
- \*Participation in school committees to review and revise curriculum
- \*Facilitation of support, as appropriate, to maintain a balance of personal and professional responsibility