

SAN JUAN UNIFIED SCHOOL DISTRICT

Professional Evaluation Handbook

Teachers

San Juan Unified School District

Certificated Pilot Evaluation

Committee

Susan Griffin-SJUSD
Karla Dellner-SJUSD
John Rabe-SJUSD
Steve Duditch-SJTA
Ed Burges-SJTA

2004-2005 Pilot Administrators

Jan Bencken	Ethan Hoff	Marlyn Pino-Jones
Lynn Brown	Pat Lennie	Mark Roberts
Janet Deal	Michele Lorenzo	Janis Stonebreaker
Trudy Erickson	Gail Pierce	Dave Terwilliger
Tom Ford		

2004-2005 Pilot Teachers

Jeff Allen	Sandi Coulter	Cathie Hatfield	Susan Salow	Suzanne Waszak
Kristin Baker	Susan Crook	Lois Kellam	Mark Siewert	Scott Werly
Kathryn Blodgett	Susan Diehm	Jeanne Marcucci	Bill Simmons	Nancy Withers
Sandra Bultorac	Timmi Elcock	Shirley Patch	Brooke Thomas	Lynn Zumbiel
Kellie Costo	Pat Grove	Daven Phares	Jan Walker	Stan Zumbiel

SAN JUAN UNIFIED SCHOOL DISTRICT PILOT EVALUATION PLAN

A Joint Professional Development Process Designed by the San Juan Unified School District and The San Juan Teachers Association

From 2001 until September of 2004 the SJUSD and SJTA collaborated to develop a professional evaluation plan designed to incorporate the San Juan district's three operational goals* with the California Teaching Standards. Together the goals and standards form a unique evaluation/professional development plan that enhances the formative years of newer employees. In a guided process designed with a focus upon specific teaching standards/elements, teachers participate in a process leading to a thorough incorporation of the standards and operational goals within their professional practices. .

Once teachers have gained these skills, they may take advantage of a second professional growth process that is designed by the individual to enhance specific areas of his/her teaching leading to higher levels of teaching expertise.

The professional evaluation/professional growth model consists of two options: **Option A** and **Option B**. All new teachers, experienced teachers new to the district and those experienced San Juan employees who desire to continue working within the formative assessment model participate in **Option A**. This option is for less experienced teachers who are still mastering each standard and those experienced teachers who still desire to focus upon standards accompanied with formal classroom observations to guide their professional growth. **Option A** emphasizes the initial teaching skills and focuses upon the formative components of the California Teaching Standards. However, for the first time, **Option A** teachers will also have the opportunity to explore similar professional growth opportunities previously only available to **Option B** participants.

Only teachers who have worked within the San Juan schools for a period of four years and who have met or exceeded all of the evaluation criteria on their Option A evaluations for those four years are eligible to participate in Option B. Option B recognizes that teachers continue to grow professionally and require Jess supervision. The program is based on the premise that professional educators are capable of setting meaningful goals that will serve as a focus for their professional growth. It is an excellent

model for the teacher who desires to explore individual goals leading to self-directed professional growth or to collaborate with other professionals in order to benefit from group interactions, leading to significant professional growth. Improvement of instruction remains the central theme of **Option B**.

These two options provide the vehicle for teachers to continue their professional growth, but with slightly different goals. The district and SJTA see both options as critical to the continuing development of both newer and senior members as they strive to bring excellence to the classroom.

DISTRICT OPERATIONAL GOALS

- Build a collaborative culture at school sites and across the district, which focuses on student learning and evidence of learning results
- Accelerate implementation of consistent effective instructional practices to support a standards-based educational system
- Increase student achievement for "at risk" students *with* focus on African American, Hispanic/Latino and low socio-economic students

SAN JUAN UNIFIED SCHOOL DISTRICT

Evaluation Process Frequently Asked Questions

San Juan Unified School District Professional Evaluation Report

- **What is the purpose of this form?**

This form is primarily a record-keeping form. It records the status of the previous year's evaluation, documents activities related to the current year's evaluation process and records the final evaluation determination for the current year.

- **Is it used only at the beginning and again at the end of the year?**

No. The evaluator records the conferences and observations as they occur.

- **What should be attached to this document?**

*The evaluator will attach a copy of the **Option A or B End-of-Year Summary Evaluation** form, and may attach any other relevant forms and data related to Standard Six and/or the SJUSD Professional Duties and Responsibilities.*

Plans to Achieve Student Progress/Professional Growth

- **What is the purpose of the *Plans to Achieve Student Progress* packet?**

*The goal is to strengthen the professional growth aspect of the evaluation process for Option A, as well as Option B teachers. The **Plans to Achieve Student Progress/Professional Growth** packet is intended as a reflective piece that provides the teacher a format in which to examine his or her own professional needs and interests in the area of improving student achievement. Teachers then plan and implement inquiries, investigations, collaborations and related professional growth activities during the school year.*

- **When should the teacher receive the *Plans to Achieve Student Progress* packet?**

*The teacher will receive the **Plans to Achieve Student Progress** packet by the end of the first full week of the school year. (All of the component pages of this packet are available on the SJUSD intranet.)*

- **What is the purpose of the *Plans to Achieve Student Progress Conference*?**

At this conference, the teacher and the evaluator will discuss his/her initial thinking/plans for professional growth related to student achievement for this school year. (The plan may be on going—continuing into more than one school year.) This is an opportunity for the evaluator to provide input and support related to the teacher's plan. Additionally, the evaluator will review the evaluation process and forms.

- **May goal-setting conferences with the administrator be held in groups?**

Yes, if the teachers who are collaborating wish to do so and the administrator agrees to a group conference.

- Should the teacher come to the *Plans to Achieve Student Progress Conference* with the first section of the form completed?

If the teacher has a clear professional growth plan in mind and has already investigated the relevant current research/best practices, it is possible that s/he would be ready to complete the form. However, this initial part of the evaluation process is intended as an initial conversation about the year's plan where the evaluator can provide valuable support and input. Likewise, many teachers will elect to collaborate with colleagues for their professional growth plan, thus necessitating time to develop a collaborative plan.

- Does the evaluator receive a copy of the *Plans to Achieve Student Progress* form?

Not at this time. This is the teacher's "working document" to record his/her professional growth thinking and activities during the school year. The teacher will provide the evaluator a copy of this document prior to the summary evaluation conference.

- Where does the evaluator make notes regarding the *Plans to Achieve Student Progress Conference*?

*The evaluator will make a copy of the **Teacher's Interactive Meeting Log** at the end of the Professional Evaluation Conference in the fall and following subsequent meetings that occur relative to the Professional Growth/Plans to Achieve Student Progress for the year. The evaluator may use this form for his/her notes. Additionally, the evaluator may make notes on the **Professional Evaluation Report** form in the space provided to record conferences and observations.*

- How is the *Teacher's Interactive Meeting Log* used?

This form is intended for use by the teacher to document and record notes at the conferences with the evaluator, as well as the interactive meetings with colleagues (minimum of two) that occur during the year. The teacher should provide the evaluator with a photocopy of the log as meetings occur throughout the year to keep him/her apprised of progress.

Option A—Formative Observation Evaluation

- Must the evaluator write comments for each of the *elements* listed next to each standard?

No. The evaluator is required to address any elements that result in a "Does Not Meet Standards" rating. The evaluator may address any elements that are observed as strengths or as elements that are seen as relative weaknesses but not resulting in a "Does Not Meet Standards" rating.

- Some of the *elements* are not readily observable through an observation. How will the evaluator obtain evidence that these *elements* are part of the teacher's practice?

It is expected that these elements will be documented through conferences with the evaluator, as well as through samples of student work, teacher-created plans/materials and/or assessment data.

- How are the ratings derived?

The evaluator will collect data related to the "standards" and their related "elements" through formal and informal observations, as well as conferences with the teacher which may include such evidence as student work samples, assessment data and/or samples of teacher-created work/plans. To obtain a rating this evidence will be compared to the teaching standards, the elements related to those standards and to the Professional Evaluation Rubric. This rating will reflect "over-all" performance within an individual standard, rather than individual elements.

- What is the significance of the three "boxes" within each of the three ratings?

These three "boxes" are intended to allow the evaluator to indicate the teacher's performance relative to the particular rating received. For example—if the rating in a particular standard were "Meets Standards" but the evaluator saw it as somewhat weak, the evaluator would mark the box closest to the "Does Not Meet Standards" rating.

Practice Exemplifies Proficiency	Practice Meets Standards	Practice Does Not Meet Standards
		X

Likewise, if the teacher's performance were seen as very close to being in the next highest rating, the evaluator would mark the box adjacent to that rating.

Practice Exemplifies Proficiency	Practice Meets Standards	Practice Does Not Meet Standards
	X	

The overall intent is to provide as much data in order for the teacher to have a clear understanding of his/her practice in relation to the teaching standards.

- Is this form used only one time per year?

This form is used a minimum of once; however, it may be used more frequently. When a formal observation takes place, the evaluator will hold a pre-conference and a post-conference related to the observation.

- This form does not address **Standard Six** or the **San Juan Unified School District Professional Duties and Responsibilities**. How and when should these areas be addressed?

These areas will be discussed in the Plans to Achieve Student Progress/Professional Growth Conference in the fall, as well as the Summary Evaluation conference held in the spring. Additionally, it is the evaluator's responsibility to communicate throughout the year with the teacher regarding any concerns related to her/his performance in Standard Six or the San Juan Unified School District Professional Duties and Responsibilities.

- **What should the teacher provide the administrator prior to the observation?**

*In addition to a lesson outline or plan, the teacher should provide the evaluator with a copy of the **curriculum standards** relevant to the particular lesson to be observed. In many cases, it is helpful to provide seating charts, copies of relevant student materials, etc.*

Informal Observation Notes

- **Is this form used only for Option A teachers?**

No, this form is used for both Option A and Option B teachers, as well as teachers on an “alternate year.”

- **When should this form be used?**

This form is intended for use in any informal observation that results in written recommendations, suggestions or comments related to exemplary findings.

- **How often should this form be used?**

This form is used any time an informal observation results in written recommendations or suggestions, or comments related to exemplary findings.

- **When should the teacher be provided a copy of this form?**

Any time this form is used, the teacher must receive a copy within two working days. If it contains suggestions or recommendations, the teacher must be given the opportunity for a conference with the observer.

- **This form does not address *Standard Six* or the *San Juan Unified School District Professional Duties and Responsibilities*. How and when should these areas be addressed?**

*As with the **Option A-Formative Observation Report**, these areas will be discussed in the **Plans to Achieve Student Progress/Professional Growth Conference** in the fall, as well as the **Summary Evaluation conference** held in the spring. Additionally, it is the evaluator’s responsibility to communicate throughout the year with the teacher regarding any concerns related to their performance in Standard Six or the San Juan Unified School District Professional Duties and Responsibilities.*

Option A—End-of-Year Summary Evaluation

- **This form does not have a continuum of ratings. How is it used differently from the *Option A—Formative Observation Evaluation form*?**

*The ratings on this form are intended to result from the year’s work and reflect the overall performance of the teacher. It is expected that where a teacher received less than “Meets Standards” in any standard on the *Formative Evaluation Report*, there would be subsequent observations—formal as well as informal—as well as conferences with the evaluator that focus on those areas.*

- **What is the relationship between the two rating choices on the *Option A—End-of-Year Summary Evaluation* and the three ratings choices on the *Option A—Formative Observation Evaluation*?**

*This form is intended to report the final rating. The *Formative Observation Evaluation* form is intended to be used to promote growth and improvement throughout the year.*

- **What if the teacher does not meet 1 district standard and is submitted to the Peer Assistance and Review (PAR) panel, but the PAR panel decides not to assign the teacher to PAR?**

If the teacher is not assigned to PAR, the site administrator will develop an improvement plan with the teacher and will monitor and support the teacher throughout the implementation of the plan.

- **What constitutes eligibility for a teacher to move from Option A to Option B?**

*Teachers may move from Option A to Option B after completing a minimum of (4) years of successful experience in the San Juan Unified School district in which they demonstrated competence by receiving all “Meets or Exceeds Standards” on the *Summary Evaluation Report*.*

Option B—End-of-Year Summary Evaluation

- **Where does the evaluator get the information to use in completing the *Evaluator’s Comments Related to Essential Questions/Goal and/or Standards* on this form?**

It is expected that the evaluator will meet with the Option B teacher formally or informally throughout the school year for the dual purposes of discussing progress, as well as providing any support for the teacher in achieving his/her goal. The evaluator will also do informal observations or drop-in classroom visits periodically during the year.

- **What kind of documentation is appropriate to attach to this form?**

*A copy of any *Informal Observation Notes* should be provided for the teacher and another copy attached to this form.*

- **If it is an issue, what data is used to respond to *Standard Six and the SJUSD Professional Duties and Responsibilities*?**

*The evaluator utilizes the provisions in Article 16, *Bargaining Unit Members Just Cause, Due Process and Progressive Discipline* and *Exhibits* in the Collective Bargaining Contract. It is expected that the evaluator communicate with the teacher promptly when there are issues regarding *Standard Six and/or the SJUSD Professional Duties and Responsibilities*.*

- **Can a teacher be referred to the Peer Assistance and Review (PAR) panel for not meeting *Standard Six and the SJUSD Professional Duties and Responsibilities*?**

No, these areas relate to discipline and are not eligible for PAR referral.

- **Can a teacher be recommended for dismissal for not meeting *Standard Six* and the *SJUSD Professional Duties and Responsibilities*?**

Yes, refer to Article 16, Bargaining Unit Members Just Cause, Due Process and Progressive Discipline and Exhibits in the Collective Bargaining Contract.

Alternate Year

- **On an alternate year when no formal evaluation is taking place, is the teacher responsible for writing goals and meeting with the administrator at the beginning and end of year related to those goals?**

No.

- **Does the administrator use the Professional Evaluation Report form for Alternate Year staff?**

Yes, this form documents the prior year, as well as the current year's status of all staff.

- **Does the administrator use the Option B Summary Evaluation form?**

Not usually. The Option B Summary is only used in the case that after a series of very thorough Informal Observations, accompanied by written feedback and conferences it is determined that the teacher does not meet 1 or more standards. In that case, the evaluation would proceed in the same manner as with a teacher who is not on an alternate year. Additionally, the teacher would be referred to PAR if 2 or more standards are not met, or the administrator would develop a work plan if 1 standard is not met.

- **Can an Option-A permanent teacher be on an alternate year status?**

Yes.

- **May the administrator conduct informal observations and use the Informal Observation Notes during a teacher's alternate year?**

Yes. It is the evaluator's responsibility to communicate throughout the year with the teacher regarding any concerns related to their performance related to these areas.

- **What is the contract language regarding Alternate Year Evaluations?**

Article 3 Evaluation

Article 3.1 .. District Evaluators

An annual evaluation shall occur for each temporary and probationary member, and at least every two (2) years for permanent members.

- **How long is a teacher considered to be probationary?**

A teacher is probationary for two years. Therefore they shall be evaluated annually for the first two years. When a teacher attains permanent status, , the language in 3.1 takes effect.

- Who decides whether to evaluate a permanent teacher annually or on alternate years?

This decision is left to the site administrator.

- Does the administrator need to give the teacher a reason why s/he is being evaluated annually?

It is important that evaluators do not place themselves in a position where their actions may be construed as arbitrary, capricious or discriminatory. The reason(s) why a teacher is being evaluated annually should be discussed during the goal setting period prior to October 15th of the evaluation year.

- Is it possible that a teacher would file a grievance if the administrator doesn't do any alternate year evaluations?

Certainly, anything is possible, but contract language is very clear that an administrator may evaluate teachers annually.

- Why did the district and SJTA negotiate this language?

Both the district and the SJTA felt this was a good option. Both parties want high quality evaluations and this language provides more time for the site administrator to focus on fewer evaluations if he/she chooses. The following are primary reasons for the new evaluation process:

- quality professional growth activities
- flexibility regarding when and who to evaluate
- focus upon teaching standards

- Can an administrator still do informal observations and evaluate, if needed, a teacher who is on an alternate year evaluation schedule?

An administrator has the right and responsibility to do informal observations at any time. In the course of an informal observation, should an administrator detect a problem, s/he would put in writing the observed problem, and hold a conference with the teacher. If future informal observations showed evidence that the teacher was not meeting one standard, the administrator would develop an improvement plan with the teacher for the following year or refer the teacher to the Peer Assistance and Review(PAR) panel for possible support.

- If an Option B teacher does a two year professional growth activity approved by the site administrator, can the site administrator in turn use the third year as an alternate year evaluation?

Yes, referring to the contract language in 3.1, "and at least every two (2) years for permanent members" would, by definition, give an administrator the authority to provide that option.

- **What is the difference between an Option B plan that takes one year and one that takes two years to complete?**

There is no single answer to the question, but consider the two following examples:

1. One year plan: *The teacher has been studying ways to implement differentiated instruction within the classroom and decided to write a plan to implement differentiation during the school year. The differentiation was implemented at the beginning of the school year and an assessment plan was designed to evaluate the effect of the process by early spring with a summary as part of the complete one year plan. The teacher submitted the completed portfolio and the principal completed the evaluation summary.*
2. Two year plan: *The teacher had attended a conference during the summer on differentiated instruction. The teacher didn't feel she had enough information to implement the procedure during the first year. In her plan she visited classes that were highly differentiated, read two books about differentiated instruction, gathered information and research from internet sources and professional journals and worked with peers to lay the ground work for a fall implementation. Additionally she attended two workshops at the Sacramento County Office of Education. By the end of the first year, she had a well organized plan for fall implementation in her classroom. During the second year, she implemented differentiation in her class and had peers, as well as the principal, observe her implementation. In the spring, she wrote a summary of her success and completed her portfolio which was submitted to her principal.*

Note: It is very important that the teacher and the principal agree on the two year plan which articulates clear guidelines for measuring successful first year progress.

California Standards

For the

Teaching Profession

Narratives

California Standards for the Teaching Profession

Since 1988, California has sought to provide intensive learning experiences for beginning teachers. First-year and second-year teachers need intensive learning activities that build on their preservice preparation and lead to lifelong professional development. The State's efforts revealed a need for a common language and a new vision of the scope and complexity of teaching that would enable teachers to define and develop their practice. The *California Standards for the Teaching Profession* address these needs. The *Standards* are designed to be used by teachers to:

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

The *Standards* address the diversity of students and teachers in California schools today, and they reflect a holistic, developmental view of teaching.

Diversity of Teaching in California

Professional educators in the State of California are serving the most diverse population of students in the history of education. This diversity among students can greatly enrich and enliven the educational experience. There is a critical need for teachers who are responsive to the diverse cultural, linguistic and socioeconomic backgrounds of all students. The *California Standards for the Teaching Profession* support the creation of inclusive classrooms in which diverse students of varying abilities are engaged and challenged as learners. The *Standards* reflect an expectation that the education of diverse students is likely to be most productive when teachers use effective pedagogical principles and practices in all subject areas.

The *Standards* also value the diversity of teachers' backgrounds, perspectives, skills, knowledge and practices. Teaching is not a profession in which a single approach to professional practice will be effective for all practitioners. Although the *Standards* articulate a common vision of excellence in teaching, different teachers have different ways to fulfill the *Standards* effectively. By respecting the diverse ways in which teachers pursue excellence in professional practice, schools enrich and enliven the education of diverse students.

A Holistic Vision of Teaching

A holistic view of teaching recognizes that teaching and learning are complex processes that are interdependent, occur in a variety of contexts, and are affected by many factors that are intrinsic and external to the classroom. A vision of teaching in California must therefore emphasize relationships between the various aspects of teaching and learning. A teacher's knowledge of students, of subject matter and curriculum, and of instructional methods, strategies and styles are ultimately linked to how the teacher plans instruction and creates and assesses opportunities for student learning.

Teaching is more than methodology. Philosophical and theoretical understandings of teaching and learning empower teachers to make thoughtful, informed decisions about instructional strategies and ways to support students' learning. A teacher's practice cannot be viewed or evaluated separately from her or his professional ideas and understandings; all aspects of teaching are interdependent. The *Standards* are broad and interdependent because the professional practice of teaching needs to be seen comprehensively as a complex, dynamic process in which practical and conceptual elements are woven together as a seamless fabric.

A Developmental View of Teaching

Teachers' knowledge, skills and practices develop throughout their professional careers. The nature of teaching requires continuous growth in order to

engage and challenge increasingly diverse students in a rapidly changing world. Teachers are never "finished" as professional learners, no matter how extensive or excellent their formal education and preparation. If teachers' expertise, capabilities, and accomplishments are to be enriched over time, the teachers must become reflective practitioners who actively seek to strengthen and augment their professional skills, knowledge and perspectives throughout their careers.

A developmental view of teaching gives particular attention to the early years of each teacher's career. Individual teachers enter the profession at varied levels of experience and expertise. New teachers may move forward in their professional practice in a variety of ways, developing at different rates in different areas of teaching, just as students develop at individual rates in different curricular areas as a result of varied life experiences and perspectives. Support, mentoring, and assessment during the early years of teaching are essential to a beginning teacher's development and success in the profession.

The policies and practices of teacher education programs, certification bodies, and schools must be guided by clear and realistic standards regarding professional performance. The *California Standards for the Teaching Profession* incorporate and inform a developmental view of teaching, and are an integral part of the State's efforts to foster excellence in teaching and learning.

Six Narratives

California Standards for the Teaching Profession
ADOPTED January 1997

Standard for engaging and supporting all students in learning

Teachers build on students' prior knowledge, life experience, and interests to achieve learning goals for all students. Teachers use a variety of instructional strategies and resources that respond to students' diverse needs. Teachers facilitate challenging learning experiences for all students in environments that promote autonomy, interaction, and choice. Teachers actively engage ALL students in problem solving and critical thinking within and across subject matter areas. Concepts and skills are taught in ways that encourage students to apply them in real-life contexts that make subject matter meaningful. Teachers assist all students to become self-directed learners who are able to demonstrate, articulate, and evaluate what they learn.

Standard for developing as a professional educator

Teachers reflect on their teaching practice and actively engage in planning their professional development. Teachers establish professional learning goals, pursue opportunities to develop professional knowledge and skill, and participate in the extended professional community. Teachers learn about and work with local communities to improve their professional practice. Teachers communicate effectively with families and involve them in student learning and the school community. Teachers contribute to school activities, promote common school goals and improve professional practice by working collegially with all school staff. Teachers balance professional responsibilities and maintain motivation and commitment to all students.

Standard for assessing student learning

Teachers establish and clearly communicate learning goals for all students. Teachers collect information about student performance from a variety of sources. Teachers involve all students in assessing their own learning. Teachers use information from a variety of ongoing assessments to plan and adjust learning opportunities that promote academic achievement and personal growth for ALL students. Teachers exchange information about student learning with students, families, and support personnel in ways that improve understanding and encourage academic progress.

Standard for creating and maintaining effective environments for student learning

Teachers create physical environments that engage ALL students in purposeful learning activities, and encourage constructive interactions among students. Teachers maintain safe learning environments in which all students are treated fairly and respectfully as they assume responsibility for themselves and one another. Teachers encourage all students to participate in making decisions and in working independently and collaboratively. Expectations for student behavior are established early, clearly understood, and consistently maintained. Teachers make effective use of instructional time as they implement class procedures and routines.

Standard for understanding and organizing subject matter for student learning

Teachers exhibit strong working knowledge of subject matter and student development. Teachers organize curriculum to facilitate students' understanding of the central themes, concepts, and skills in the subject area. Teachers interrelate ideas and information within and across curricular areas to extend students' understanding. Teachers use their knowledge of student development, subject matter, instructional resources and teaching strategies to make subject matter accessible to all students.

Standard for planning instruction and designing learning experiences for all students

Teachers plan instruction that draws on and values students' backgrounds, prior knowledge, and interests. Teachers establish challenging learning goals for all students based on student experience, language, development, and home and school expectations. Teachers sequence curriculum and design long-term and short-range plans that incorporate subject matter knowledge, reflect grade level curriculum expectations, and include a repertoire of instructional strategies. Teachers sequence curriculum and use instructional activities that promote learning goals and connect with student experiences and interests. Teachers modify and adjust instructional plans according to student engagement and achievement.

Engaging Students in Learning

California Standards for the Teaching Profession
ADOPTED January 1997

Connecting students' prior knowledge, life experience, and interests with learning goals.

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

- help students to see the connections between what they already know and the subject matter?
- help students connect classroom learning to their life experiences and cultural understanding?
- support all students to use first and second language skills to achieve learning goals?
- open a lesson or unit to capture student attention and interest?
- build on students' comments and questions during a lesson to extend their understanding?
- make "on the spot" changes in my teaching based on students' interests and questions?

Promoting self-directed, reflective learning for all students.

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

- motivate students to initiate their own learning and to strive for challenging learning goals?
- encourage all students to describe their own learning processes and progress?
- explain clear learning goals for all students of each activity or lesson?
- engage all students in opportunities to examine and evaluate their own work and to learn from the work of their peers?
- help all students to develop and use strategies for knowing about, reflecting on, and monitoring their own learning?
- help all students to develop and use strategies for accessing knowledge and information?

Using a variety of instructional strategies and resources to respond to students' diverse needs

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

- engage students in a variety of learning experiences to address the different ways they learn?
- use a variety of strategies to introduce, explain, and restate subject matter concepts and processes so that ALL students understand?
- choose strategies that make the complexity and depth of subject matter understandable to all students, including second language learners?
- vary my instructional strategies to increase students' active participation in learning?
- ask questions or facilitate discussion to clarify or extend students' thinking?
- make use of unexpected events to augment student learning?
- recognize when a lesson is falling apart and what do I do about it?

Standard for Engaging and Supporting All Students in Learning

Teachers build on students' prior knowledge, life experience, and interests to achieve learning goals for all students. Teachers use a variety of instructional strategies and resources that respond to students' diverse needs. Teachers facilitate challenging learning experiences for all students in environments that promote autonomy, interaction, and choice. Teachers actively engage all students in problem solving and critical thinking within and across subject matter areas. Concepts and skills are taught in ways that encourage students to apply them in real-life contexts that make subject matter meaningful. Teachers assist all students to become self-directed learners who are able to demonstrate, articulate, and evaluate what they learn.

Facilitating learning experiences that promote autonomy, interaction, and choice.

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

- use the classroom environment to provide opportunities for independent and collaborative learning?
- participate in and promote positive interactions between all students?
- support and monitor student autonomy and choice during learning experiences?
- support and monitor student collaboration during learning activities?
- help students make decisions about managing time and materials during learning activities?

Engaging students in problem solving, critical thinking, and other activities that make subject matter meaningful.

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

- provide opportunities for students to think, discuss, interact, reflect, and evaluate content?
- help students to learn, practice, internalize, and apply subject-specific, learning strategies and procedures?
- support all students in critically investigating subject matter concepts and questions?
- engage all students in problem solving activities and encourage multiple approaches and solutions?
- encourage all students to ask critical questions and consider diverse perspectives about subject matter?
- provide opportunities for students to learn and practice skills in meaningful contexts?
- help students to analyze and draw valid conclusions about content being learned?

Effective Environment

California Standards for the Teaching Profession
ADOPTED January 1997

Creating a physical environment that engages all students.

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

- arrange the room to facilitate positive classroom interactions?
- arrange and adapt classroom seating to accommodate individual and group learning needs?
- manage student and teacher access to materials, technology, and resources to promote learning?
- create a classroom environment that reflects and promotes student learning?
- make the classroom environment safe and accessible for all students?

Using instructional time effectively.

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

- structure time with students to support their learning?
- help students move from one instructional activity to the next?
- pace and adjust instructional time so that students remain engaged?
- redirect student behavior in the most productive and time effective way?
- ensure that adequate time is provided for students to complete learning activities?
- provide time for students to reflect on their learning and process of instruction?
- structure time for day to day managerial and administrative tasks?

Planning and implementing classroom procedures and routines that support student learning.

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

- develop a daily schedule, timelines, classroom routines, and classroom rules?
- involve all students in the development of classroom procedures and routines?
- support students to internalize classroom rules, routines, and procedures to become self-directed learners?
- develop classroom procedures and routines that promote and maintain a climate of fairness and respect?
- make decisions about modifying procedures and rules to support student learning?

Establishing a climate that promotes fairness and respect.

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

- help all students become respectful of others who may be different from them?
- model and promote fairness, equity, and respect in the classroom?
- encourage, support, and recognize the achievements and contributions of all students?
- encourage students to take risks and be creative?
- understand and respond to inappropriate behaviors in a fair, equitable way?

Standard for Creating and Maintaining Effective Environments for Student Learning

Teachers create physical environments that engage all students in purposeful learning activities and encourage constructive interactions among students. Teachers maintain safe learning environments in which all students are treated fairly and respectfully as they assume responsibility for themselves and one another. Teachers encourage all students to participate in making decisions and in working independently and collaboratively. Expectations for student behavior are established early, clearly understood, and consistently maintained. Teachers make effective use of instructional time as they implement class procedures and routines.

Promoting social development and responsibility.

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

- help all students accept and respect different experiences, ideas, backgrounds, feelings, and points of view?
- group students to promote social development and learning?
- facilitate the development of each student's self esteem?
- create opportunities for students to communicate and work with one another?
- teach leadership skills and provide opportunities for all students to use them?
- use classroom rules to support all students in assuming responsibility for themselves and one another?
- create opportunities for all students to become self-directed learners?

Establishing and maintaining standards for student behavior.

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

- understand the reasons for student behavior?
- establish and consistently maintain standards for behavior that reflect my students' developmental and personal needs?
- intervene when student behavior does not meet agreed-upon classroom standards?
- facilitate student participation in classroom decision-making?
- help all students learn to solve problems and resolve conflicts?
- support students as they develop responsibility for their own behavior?
- work collaboratively with families to maintain standards for student behavior?

Organizing Subject Matter

California Standards for the Teaching Profession
ADOPTED January 1997

Demonstrating knowledge of subject matter content and student development.

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

- identify and understand the key concepts and underlying themes and relationships in the subject area(s) to be taught?
- ensure that my knowledge of the subject matter incorporates different perspectives?
- continue to keep my subject matter knowledge current?
- ensure that my subject matter knowledge is sufficient to support student learning?
- build understanding of my students' cognitive and linguistic development?
- build understanding of my students' social, emotional, and physical development?

Using materials, resources, and technologies to make subject matter accessible to students.

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

- use subject matter resources, materials, and technologies to organize the curriculum?
- select and use instructional materials and resources that promote students' understanding of subject matter?
- select and use learning materials and resources that reflect the diversity in my classroom?
- use technologies to convey key concepts in the subject matter area?
- help all students gain access to useful materials, resources, and technologies to support their learning of subject matter?

Organizing curriculum to support student understanding of subject matter.

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

- use my knowledge of development to organize and sequence the curriculum to increase student understanding?
- use my subject matter knowledge to organize and sequence the curriculum to increase student understanding?
- use my knowledge of the subject to plan units and instructional activities that demonstrate key concepts and their interrelationships?
- organize subject matter effectively to reveal and value different cultural perspectives?
- incorporate subject or grade level expectations and curriculum frameworks in organizing subject matter?
- organize curriculum to ensure that students develop a deep understanding of core concepts in each subject matter area?

Standard for Understanding and Organizing Subject Matter for Student Learning

Teachers exhibit strong working knowledge of subject matter and student development. Teachers organize curriculum to facilitate students' understanding of the central themes, concepts, and skills in the subject area. Teachers interrelate ideas and information within and across curricular areas to extend students' understanding. Teachers use their knowledge of student development, subject matter, instructional resources, and teaching strategies to make subject matter accessible to all students.

Interrelating ideas and information within and across subject matter areas.

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

- identify and integrate key concepts and relationships across subject matter areas?
- help all students to relate subject matter concepts to previous lessons and their own lives?
- help all students to see the relationships and connections across subject matter areas?
- help all students to apply learning from different curricular areas to solve problems?
- develop units and lessons that highlight themes within and across subject matter areas?

Developing student understanding through instructional strategies that are appropriate to the subject matter.

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

- develop and use a repertoire of instructional strategies that are well suited to teaching a particular subject matter?
- use my knowledge of subject matter to help students construct their own knowledge?
- challenge all students to think critically in each subject area?
- build on student life experience, prior knowledge, and interests to make the content relevant and meaningful to them?
- use a variety of instructional strategies and approaches to illustrate a concept and its connections within and across subject areas?
- help all students develop enthusiasm for and a deep knowledge of the subject matter?

Planning Instruction

California Standards for the Teaching Profession
ADOPTED January 1997

Drawing on and valuing students' backgrounds, interests, and developmental learning needs.

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

- incorporate students' knowledge and experience in my curriculum and instructional planning?
- use knowledge about students' lives and their families and communities to inform my planning of curriculum and instruction?
- recognize and incorporate student diversity as an integral part of my planning?
- plan lessons and units that promote access to academic content for all students?
- design lessons that promote subject matter knowledge and language development for second language learners?
- use what I know about cognitive and linguistic development to plan instruction that supports student learning?

Modifying instructional plans to adjust for student needs.

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

- adjust the lesson plan to make content relevant and accessible to each student?
- revise plans based on formal and informal student assessment?
- adjust my plans to allow enough time for student learning?
- modify my plans to ensure opportunities for all students to learn and synthesize information?
- reflect on my teaching to inform short-term and long-term planning?

Designing short-term and long-term plans to foster student learning.

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

- develop short-term and long-term plans that build on and extend students' understanding of subject matter?
- make decisions about organizing curriculum to allow enough time for student learning, review, and assessment?
- think ahead toward long-term goals for student learning?
- use my knowledge of subject matter and my students to plan and pace instructional activities over time?
- plan to ensure access to challenging, diverse, academic content for all students?
- provide opportunities for all students to learn at their own pace in my daily, weekly, and unit plans?
- incorporate diverse subject matter perspectives in my planning?

Establishing and articulating goals for student learning.

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

- establish short-term and long-term goals for student learning?
- ensure that each instructional activity is related to learning goals?
- build on the strengths, interests, and needs of all students to establish high expectations for learning?
- establish learning goals that address all students' language, experience, and home and school expectations?
 - design instructional activities so that all students participate in setting and achieving learning goals?
- ensure that goals for student learning promote critical thinking and problem solving?

Developing and sequencing instructional activities and materials for student learning.

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

- sequence subject matter concepts to support student learning?
- use formal and informal student assessment in short-term and long-term planning?
- plan to use instructional strategies appropriate to the complexity of the lesson content and student learning needs?
- select and sequence curriculum to promote understanding and critical thinking for all students?
- sequence instruction to help students see relationships and connections across subject matter areas?
- choose and adapt instructional materials to make subject matter relevant to students' experience and interests?
- develop and sequence instruction that supports students' second language learning and subject matter knowledge?

Standard for Planning Instruction and Designing Learning Experiences for All Students

Teachers plan instruction that draws on and values students' backgrounds, prior knowledge, and interests. Teachers establish challenging learning goals for all students based on student experience, language, development, and home and school expectations. Teachers sequence curriculum and design long-term and short-range plans that incorporate subject matter knowledge, reflect grade-level curriculum expectations, and include a repertoire of instructional strategies. Teachers use instructional activities that promote learning goals and connect with student experiences and interests. Teachers modify and adjust instructional plans according to student engagement and achievement.

Assessing Learning

California Standards for the Teaching Profession
ADOPTED January 1997

Establishing and communicating learning goals for all students.

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

- use subject matter standards from district, state, and other sources to guide how I establish learning goals for each student?
- involve all students and families in establishing goals for learning?
- review and revise learning goals with every student over time?
- ensure that student learning goals reflect the key subject matter concepts, skills, and applications?
- ensure that goals for learning are appropriate to my students' development, language acquisition, or other special needs?
- ensure that my grading system reflects goals for student learning?
- work with other educators to establish learning goals and assessment tools that promote student learning?

Collecting and using multiple sources of information to assess student learning.

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

- use a variety of assessments to determine what students know and are able to do?
- select, design, and use assessment tools appropriate to what is being assessed?
- know that the assessment tools I use are matched to and support my goals for student learning?
- collect, select, and reflect upon evidence of student learning?
- work with families to gather information about all students and their learning?
- ensure that my grades are based on multiple sources of information?
- assess my students to support student learning goals, district standards, and family expectations?
- use standardized test, diagnostic tools, and developmental assessments to understand student progress?
- use a range of assessment strategies to implement and monitor individualized student learning goals (including IEP goals)?

Involving and guiding all students in assessing their own learning.

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

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

Standard for Assessing Student Learning

Teachers establish and clearly communicate learning goals for all students. Teachers collect information about student performance from a variety of sources. Teachers involve all students in assessing their own learning. Teachers use information from a variety of ongoing assessments to plan and adjust learning opportunities that promote academic achievement and personal growth for all students. Teachers exchange information about student learning with students, families, and support personnel in ways that improve understanding and encourage further academic progress.

Using the results of assessments to guide instruction.

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

- use assessment to guide my planning?
- use informal assessments of student learning to adjust instruction while teaching?
- use assessment data to plan more effective ways of teaching subject matter concepts and processes?
- use assessment information to determine when and how to revisit content that has been taught?
- use assessment data to meet students' individual needs?
- use assessment results to plan instruction to support students' individual educational plans (IEP)?

Communicating with students, families, and other audiences about student progress.

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

- provide all students with information about their progress as they engage in learning activities?
- provide opportunities for all students to share their progress with others?
- communicate learning goals to all students and their families?
- initiate and maintain regular contact with families and resource providers about student progress?
- communicate the results of assessments with my students and their families?
- involve families as partners in the assessment process?

Developing as a Professional

California Standards for the Teaching Profession
ADOPTED January 1997

Reflecting on teaching practice and planning professional development.

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

- assess my growth as a teacher over time?
- learn about teaching as I observe and interact with my students?
- reflect on my instructional successes and dilemmas to move my practice forward?
- analyze my teaching to understand what contributes to student learning?
- formulate professional development plans that are based on my reflection and analysis?

Establishing professional goals and pursuing opportunities to grow professionally.

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

- maintain an attitude of lifelong learning?
- learn more about my own professional roles and responsibilities?
- establish goals and seek out opportunities for professional growth and development?
- use professional literature, school district, and other professional development opportunities to increase my understanding of teaching and learning?
- continue to seek out and refine approaches that make the curriculum accessible to every student?
- expand my knowledge of new instructional methods and technologies?
- benefit from and contribute to professional organizations to improve my teaching?

Working with communities to improve professional practice.

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

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

Working with families to improve professional practice.

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

- value and respect students' families and appreciate their role in student learning?
- develop an understanding of families' racial, cultural, linguistic, and socioeconomic backgrounds?
- engage families as sources of knowledge about students' linguistic and social backgrounds?
- promote positive dialogue and interactions with all families and respond to their concerns about student progress?
- ensure that communication with all students and their families is understood?
- provide opportunities for all families to participate in the classroom and school community?
- present the educational program to all families?

Working with colleagues to improve professional practice.

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

- create opportunities to collaborate with my colleagues?
- collaborate with teachers, administrators, education specialists, and paraprofessionals to ensure that all students' diverse learning needs are met?
- engage in thoughtful dialogue and reflection with colleagues to solve teaching-related problems?
- participate in making and implementing school-wide decisions?
- contribute to school-wide events and learning activities?
- establish and maintain relationships with other school staff to become a visible and valued member of the school community?
- use observations of colleagues to improve my teaching?
- prevent and resolve personal and professional conflicts with colleagues?
- contribute to the learning of other educators?

Balancing professional responsibilities and maintaining motivation.

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

- reduce stress and maintain a positive attitude with students and colleagues?
- challenge myself intellectually and creatively throughout my career?
- deal with the isolation of teaching?
- find support to balance professional responsibilities with my personal needs?
- demonstrate professional conduct and integrity in the classroom and school community?
- extend my knowledge about my professional and legal responsibilities for students' learning, behavior and safety?

California Standards

For the

Teaching Profession

And

Rubrics

STANDARD 1—Engaging and Supporting All Students in Learning

Element 1.1—Connecting student’s knowledge, life experiences, and interests with learning goals

Practice Exemplifies Proficiency	Practice Meets Standards	Practice Does Not Meet Standards
Demonstrates knowledge and understanding of students’ prior knowledge, life experience, and interests. Consistently employs a variety of strategies to connect students’ background knowledge, interests and experiences to student learning goals.	Consistently connects lesson objectives and long-term learning goals to students’ prior knowledge, life experiences and interests	Seldom implements activities or elicits questions that help students form connections between what knowledge they possess and the learning goals and objectives.

Element 1.2—Using a variety of instructional strategies and resources to respond to students’ diverse interests

Practice Exemplifies Proficiency	Practice Meets Standards	Practice Does Not Meet Standards
Demonstrates a thorough knowledge of students’ diverse interests by consistently using instructional materials and strategies that respond to those interests—collaborative learning, problem solving, dialogue and decision-making. Where appropriate, adjusts instruction to respond to knowledge of student’s varied interests and approaches to learning.	Displays understanding of students’ diverse interests. Uses a variety of strategies to involve students in dialogue and higher-order thinking. Instructional groups varied appropriate to the different instructional goals.	Seldom provides differentiated instruction to enhance student participation. Usually there is a single instructional strategy used to meet students’ academic and linguistic needs. Checking for understanding is generally not evidenced.

Element 1.3—Facilitating learning experiences that promote autonomy, interaction, and choice

Practice Exemplifies Proficiency	Practice Meets Standards	Practice Does Not Meet Standards
Consistently and routinely involves all students in collaborative learning, problem solving and decision-making. Provides choice in selecting different patterns of instructional groups, as well as the manner or mode of work completion.	Uses a variety of strategies to involve students in collaborative learning, problem solving and decision-making. Instructional groups varied appropriate to different instructional goals. Provides some choice for students to select pattern of instructional groups.	Seldom or never provides learning experiences utilizing individual and group structures to develop autonomy and group participation skills. Students seldom are encouraged to make choices about and within their work.

Element 1.4—Engaging students in problem solving, critical thinking, and other activities that make subject matter meaningful

Practice Exemplifies Proficiency	Practice Meets Standards	Practice Does Not Meet Standards
Consistently and routinely involves all students in higher-order thinking when presenting concepts through inquiry and interactive learning. Consistently involves all students in collaborative learning, problem solving and decision-making. Engages all students in lesson activities that encourage them to initiate extensions. Makes adjustments throughout the instruction to meet students' needs and capitalize on teachable moments.	Involves all students in higher-order thinking when presenting concepts through inquiry and interactive learning. Involves all students in collaborative learning, problem solving and decision-making. Successfully provides opportunities for active student engagement throughout the instruction. Adjusts lessons to meet student needs during instruction.	Lessons are superficial in that evidence of student involvement in problem solving, critical thinking and other activities that make subject matter meaningful are seldom utilized.

Element 1.5—Promoting self-directed, reflective learning for all students

Practice Exemplifies Proficiency	Practice Meets Standards	Practice Does Not Meet Standards
Consistent evidence of student choice in selecting different learning paths—collaborative groups, individual activities, technology, etc. Evidence of active encouragement of student self-direction, reflection and self-assessment.	Evidence of student choice in selecting different learning paths. Involves students in developing skills needed to monitor their own learning through self-direction and reflection.	The teacher seldom supports students in developing skills needed to monitor their own learning. Additionally, there is little or no evidence that the teacher provides opportunities for students to practice or utilize self-directed, reflective learning.

STANDARD 2—Creating and Maintaining Effective Environments for Student Learning

Element 2.1—Creating a physical environment that engages all students

Practice Exemplifies Proficiency	Practice Meets Standards	Practice Does Not Meet Standards
Consistently establishes proximity to students during all instruction and activities. Consistently displays student work throughout the classroom and in other environments in the school. Both teacher and students use physical resources optimally. Skillful and purposeful use of a wide variety of instructional materials or teaching aids that significantly enhance instruction and learning.	Classroom arrangement encourages proximity to students. Frequently displays student work. Learning activities employ a variety of instructional materials and teaching aids for use by teacher and students.	The physical environment is designed in a manner that discourages individual and group engagement. Students are expected to be passive learners and the physical environment lacks displays that are typically used in learning activities.

Element 2.2—Establishing a climate that promotes fairness and respect

Practice Exemplifies Proficiency	Practice Meets Standards	Practice Does Not Meet Standards
Demonstrates genuine rapport, interest and respect for individual students. Students exhibit respect for teacher and treat each other with genuine caring and respect.	Teacher-student interactions demonstrate general patience, interest and respect. Evidence of generally polite and respectful student interactions.	There is seldom evidence that an environment exists promoting caring and respectful interactions. Incidents of unfairness and disrespect are seldom addressed in an equitable manner. Students are rarely encouraged to respect differences.

Element 2.3—Promoting social development and group responsibility

Practice Exemplifies Proficiency	Practice Meets Standards	Practice Does Not Meet Standards
Student interactions reflect respect and genuine caring. In partnership, students and teacher establish and maintain high expectations for learning and achievement. Clear evidence that students independently solve problems and resolve conflicts.	Student interactions reflect mutual respect and an understanding and acceptance of individual students' responsibility to help to maintain a positive, productive learning environment.	There is little or no evidence that opportunity for student leadership exists within the classroom. Promoting social development and group responsibility is seldom practiced or encouraged by the teacher.

Element 2.4—Establishing and maintaining standards for student behavior

Practice Exemplifies Proficiency	Practice Meets Standards	Practice Does Not Meet Standards
Evidence of student understanding, acceptance and participation in establishment of consistent, clear standards of conduct. Evidence of subtle and preventive monitoring of behavior. Both students and teacher establish and maintain high expectations for the learning of all students.	Student behavior reflects that students clearly understand and accept the standards for conduct. Evidence that the behavior management system is appropriate and successful. Evidence of preventive monitoring of behavior.	Strategies that prevent or reduce disruptive behavior are not consistently applied. Seldom is there evidence that positive behavior is reinforced. The teacher occasionally monitors student behavior while teaching and during student work time.

Element 2.5—Planning and implementing classroom procedures and routines that support student learning

Practice Exemplifies Proficiency	Practice Meets Standards	Practice Does Not Meet Standards
Classroom procedures and routines consistently optimize student learning. Students assume some responsibility for efficiently performing routines and organizational duties. Where available support staff, volunteers, student aides and/or volunteers make a substantive contribution to the class.	Classroom procedures and routines support student learning. Routines or systems for performing non-instructional duties, managing student work of handling materials and supplies are efficient. Where available other staff or volunteers contribute to the class.	Seldom identifies, supports and monitors students in following routines and procedures that are appropriate for the learning activities.

Element 2.6—Using instructional time effectively

Practice Exemplifies Proficiency	Practice Meets Standards	Practice Does Not Meet Standards
Consistent student engagement throughout all lessons. Transitions occur smoothly with students assuming part of the responsibility for efficient operation. Consistent productivity of groups working independently. Students consistently engaged at the beginning and end of each lesson.	Evidence of student engagement throughout lessons. Transitions occur smoothly with little loss of instructional time. Evidence of organization and management of groups to engage most students at all times. Lessons begin and end on time.	Seldom evidence that the teacher provides adequate time for presentation and for completion of learning activities. Instruction and classroom business to maintain engagement is inadequately paced. Transitions supporting engagement of all students are seldom evidenced.

STANDARD 3—Understanding and Organizing Subject Matter for Student Learning

Element 3.1—Demonstrating knowledge of subject matter content and student development

Practice Exemplifies Proficiency	Practice Meets Standards	Practice Does Not Meet Standards
Consistently addresses the diverse backgrounds, developmental levels, and learning needs of all students. Displays extensive knowledge of subject content to effectively communicate concepts to all students. Consistently integrates content with other disciplines. Evidence of continuing pursuit of such knowledge.	Addresses the diverse backgrounds, developmental levels, and learning needs of all students. Displays solid content knowledge and makes connection between the content and other parts of the discipline and other disciplines.	Key concepts, skills and themes are seldom communicated in an accurate, clear and coherent manner. Instruction planned around students' cognitive and linguistic abilities seldom or never occurs.

Element 3.2—Organizing curriculum to support student understanding of subject matter

Practice Exemplifies Proficiency	Practice Meets Standards	Practice Does Not Meet Standards
Consistently matches appropriate instructional strategies to subject matter to effectively communicate concepts to all students, identifying key concepts, skills and units/themes. Consistently selects materials and resources that support the instructional goal and engage students in learning. Consistent evidence of instruction focused upon standards and frameworks.	Frequently matches appropriate instructional strategies to subject matter to effectively communicate concepts to all students. Identifies key concepts, skills and units/themes to facilitate student learning. Uses materials and resources that support the instructional goal and engages students in learning. Consistent evidence of instruction focused upon standards and frameworks.	Generally does not identify key concepts, skills and units/themes to facilitate student understanding. Lessons seldom reflect standards and frameworks.

Element 3.3—Interrelating ideas and information within and across subject matter

Practice Exemplifies Proficiency	Practice Meets Standards	Practice Does Not Meet Standards
Consistently makes meaningful connections between the content and other parts of the discipline and to other disciplines. Consistently builds upon students' prior learning in other content areas.	Makes meaningful connections between the content and other parts of the discipline and to other disciplines. Builds upon students' prior learning in other content areas.	Does not connect key concepts, skills, and themes within subject matter to the standards in any meaningful manner. Seldom builds on prior lessons or prior student learning.

Element 3.4—Developing student understanding through instructional strategies that are appropriate to the subject matter

Practice Exemplifies Proficiency	Practice Meets Standards	Practice Does Not Meet Standards
Consistently matches appropriate strategies to subject matter to effectively communicate concepts to all students. Accurately presents subject matter in a logical sequence, which builds upon students' prior knowledge and facilitates student thinking. Consistently uses high quality questioning that encourages students to formulate their own questions and foster independent inquiry. Engages students in activities that encourage them to initiate extensions. Lesson pace supports student understanding and facilitates shared responsibility for learning.	Matches instructional strategies to subject matter to communicate concepts to all students. Presents subject matter in a logical sequence, building upon students' prior knowledge. Lesson pace supports active engagement.	Rarely matches strategies appropriate to subject matter to encourage student understanding and critical thinking. Strategies that utilize students' interests and background are seldom employed.

Element 3.5—Using materials, resources, and technologies to make subject matter accessible to students

Practice Exemplifies Proficiency	Practice Meets Standards	Practice Does Not Meet Standards
Consistent use of instructional materials and resources suitable to the instructional goals and mentally engaging for students. Students initiate choice, adaptation or creation of materials to enhance their own purposes. All activities use materials and resources that capitalize on students' interests to engage all students cognitively throughout the lesson. Representation of content utilizes a variety of high quality materials and resources and links well with students' knowledge and experiences. Students contribute to representation of content.	Frequently supports instruction by selecting and adapting a variety of relevant materials to enrich learning for all students. Most activities use resources and materials that are appropriate for all students. Frequently uses examples from own knowledge or that of students' interests to clarify Representation of content uses high quality materials and resources and links well with students' knowledge and experiences. .	Usually does not select and utilize relevant instructional materials, resources and technologies to present concepts and skills. Materials seldom or never reflect linguistic diversity of students. Resources are not made available to all students.

STANDARD 4—Planning Instruction and Designing Learning Experiences for All Students

Element 4.1—Drawing on and valuing students' backgrounds, interests and developmental learning needs

Practice Exemplifies Proficiency	Practice Meets Standards	Practice Does Not Meet Standards
Plans instruction that consistently addresses the diverse backgrounds, developmental levels, and learning needs of all students. Goals/Objectives take into account the varying needs of individual students or groups and represent opportunities for different types of learning using academic and course standards. Goals/Objectives reflect initiative in establishing important learning for students.	Clearly links instructional plans with academic and course standards. Frequently plans and modifies future activities based on assessment of student progress. Plans instruction to meet the needs for most students in the class. Planning reflects several types of learning and opportunities for integration.	Rarely or never develops lessons that incorporate students' prior knowledge, interests, and instructional or developmental needs.

Element 4.2—Establishing and articulating goals for student learning

Practice Exemplifies Proficiency	Practice Meets Standards	Practice Does Not Meet Standards
Consistently demonstrates a deep understanding of academic and course standards and frequently uses assessment to adjust long-range plans. Assists in leadership in joint planning with grade/team/department and serves as a resource for other teachers.	Frequently develops long-range plans for instruction from a repertoire of strategies based on academic and course standards. Plans with grade/team/department to coordinate instruction.	Does not consistently link goals to instructional activities. High expectations are seldom maintained when setting goals for students. Goals are seldom established for students.

Element 4.3—Developing and sequencing instructional activities

Practice Exemplifies Proficiency	Practice Meets Standards	Practice Does Not Meet Standards
Lesson plans consistently progress coherently, producing a unified whole from yearly goal to daily lesson. Consistently connects all lesson objectives to prior experiences, related knowledge, and other content areas; important student learning is readily reflected. Orders lesson objectives in logical and sequential pattern; integrates the best pedagogical practices.	Lesson plans reflect logical sequence from yearly goal to daily lesson. Plans connect lesson objectives to prior experiences, related knowledge and other content areas.	Does not or seldom plans appropriately sequenced instruction and use of materials to promote student understanding of basic concepts and skills. Rarely or never considers linguistic and individual students' instructional needs.

Element 4.4—Designing short-term and long-term plans to foster student learning

Practice Exemplifies Proficiency	Practice Meets Standards	Practice Does Not Meet Standards
Consistently develops plans that smoothly progress from related daily, weekly, and monthly planning to a unified yearly goal. Incorporates best pedagogical practices.	Develops plans that possess an even progression of activities that reflect the best practices of course/ grade.	Seldom or inconsistently develops short and long-term plans that organize and link goals with learning activities and student content standards.

Element 4.5—Modifying instructional plans to adjust for student needs

Practice Exemplifies Proficiency	Practice Meets Standards	Practice Does Not Meet Standards
Persists in seeking effective approaches for students who need help, using an extensive repertoire of strategies and soliciting additional resources available at the school. Seizes a major opportunity to enhance learning, building on a spontaneous event. Consistently addresses the diverse backgrounds, of students in plans for curriculum and instruction.	Persists in seeking approaches for students who have difficulty learning, possessing a moderate repertoire of strategies. Successfully accommodates students' questions or interests. Frequently addresses the diverse backgrounds, etc. of students in plans for instruction.	Rarely or never adjusts plans in advance to accommodate levels of ability and interests of most students. Seldom modifies the lesson in progress to address confusions and individual student performance.

STANDARD 5—Assessing Student Learning

Element 5.1—Establishing and communicating learning goals for all students

Practice Exemplifies Proficiency	Practice Meets Standards	Practice Does Not Meet Standards
Clearly and consistently aligns assessment and standards. Communicates standards to students and parents. Students participate in the development of the criteria and standards for the learning.	Aligns assessment criteria and standards. Communicates standards to all audiences. Provides opportunities for students to participate in establishing criteria and methods of assessment.	Does not articulate goals based on student content standards. Ineffectively communicates learning goals to students and families.

Element 5.2—Collecting and using multiple sources of information to assess student learning

Practice Exemplifies Proficiency	Practice Meets Standards	Practice Does Not Meet Standards
Consistently checks for understanding throughout the lesson. Consistently plans and modifies future activities based on authentic assessment of student progress. Consistently uses a variety of assessment instruments and strategies that are congruent with learning outcomes.	Frequently checks for understanding in all lessons. Frequently plans and modifies future activities based on assessment of student progress. Frequently uses a variety of assessment instruments and strategies that are congruent with learning outcomes. Frequently involves students in assessing and interpreting their own learning.	Seldom if at all relies upon assessment tools for monitoring student progress and developing instruction strategies.

Element 5.3—Involving and guiding all students in assessing their own learning

Practice Exemplifies Proficiency	Practice Meets Standards	Practice Does Not Meet Standards
Creates a learning environment where students accept responsibility for their progress and use assessment results in their own learning. Involves all students in assessing and interpreting their own learning. Routinely guides students to reflect on their own progress.	Creates an environment where students make use of feedback in their own learning. Frequently involves students in assessing and interpreting their own learning.	Seldom presents or does not present guidelines for assessment to students. Seldom assists students in reflecting on and assessing their own work.

Element 5.4—Using the results of assessments to guide instruction

Practice Exemplifies Proficiency	Practice Meets Standards	Practice Does Not Meet Standards
Consistently uses assessment data to adjust short and long term planning. Consistently plans and modifies future activities based on authentic assessment.	Recognizes the value of observing, monitoring and recording students' learning, and routinely incorporates assessment strategies into short and long-term planning. Plans and modifies future activities based on authentic assessment. Uses results of formal assessment, along with formal assessment data to adjust planning for future instruction.	Seldom or never uses formal and informal assessments to plan lessons. Seldom checks for understanding from a wide variety of students to identify student needs and modify instruction.

Element 5.5—Communicating with students, families, and other audiences about student progress

Practice Exemplifies Proficiency	Practice Meets Standards	Practice Does Not Meet Standards
Routinely provides consistently high quality feedback to students and families in a timely manner. Creates a system so that students may make prompt use of feedback in their own learning. Maintains a fully effective system tracking students progress; students frequently contribute information and interpretation of the records.	Provides consistently high quality feedback to students and families in a timely manner. Creates and maintains a system for reporting student progress to parents clearly, effectively and frequently.	Inconsistently provides students with information about their current progress and how to improve their work. Does not establish regular communication with families and support personnel.

STANDARD 6—Developing as Professional Educator

Element 6.1—Reflecting on teaching practice and planning professional development

Practice Exemplifies Proficiency	Practice Meets Standards	Practice Does Not Meet Standards
Consistently reflects on practice and seeks out suggestions/information for improvement of knowledge and skills from colleagues, specialists, evaluator and/or other professional sources. Uses this reflection and feedback to plan future professional development.	Reflects on practice and seeks out suggestions to enhance content knowledge and pedagogical skill. Accepts and implements suggestions about improving knowledge of curriculum or pedagogical skills. Participates actively in assisting and working with other educators to better the practice of all.	Rarely reflects on the relationship of teaching practice and students learning. Seldom plans professional development based on reflections.

Element 6.2—Establishing professional goals and pursuing opportunities to grow professionally

Practice Exemplifies Proficiency	Practice Meets Standards	Practice Does Not Meet Standards
Seeks out opportunities for professional development according to long-range plan for professional growth and makes a systematic attempt to transfer knowledge into practice. Seeks out suggestions for improvement by coaching or evaluation. Initiates important activities to contribute to the profession, such as mentoring, leading important committees on professional practices or making presentations.	Seeks out opportunities for professional development based upon a long-term plan. Transfers knowledge from professional growth into practice. Participates actively with other educators to better the practice of all.	Rarely sets short-term professional goals based on self-assessment of effectiveness, student learning, and feedback. Seldom seeks out opportunities to realize professional goals.

Element 6.3—Working with communities to improve professional practice

Practice Exemplifies Proficiency	Practice Meets Standards	Practice Does Not Meet Standards
Actively fosters positive, productive relationship between parents, community and the school. Provides leadership/participation in parent/community school improvement or service efforts.	Fosters positive, productive relationship between parents, community and the school. Participates in parent/community school activities.	Rarely fosters positive, productive relationship between parents, community and the school. Rarely, if at all, participates in parent/community school activities.

Element 6.4—Working with families to improve professional practice

Practice Exemplifies Proficiency	Practice Meets Standards	Practice Does Not Meet Standards
Provides information with great sensitivity to parents frequently on both positive and negative student progress. Provides a feedback system where parents can comfortably express concerns, questions, etc. Initiates or contributes to activities to support and educate parents to enhance their child's learning success.	Communicates with parents about student's progress on a regular basis and is available as needed to respond to parent concerns. Actively participates in maintaining appropriate school-wide behavior. Makes a substantial contribution to school projects or events.	Rarely identifies and uses appropriate district resources in support of families and student learning. Seldom expands knowledge of and connection with the full range of community resources.

Element 6.5—Working with colleagues to improve professional practice

Practice Exemplifies Proficiency	Practice Meets Standards	Practice Does Not Meet Standards
Exhibits positive relationships with all colleagues. Takes initiative in assuming a leadership role in at least some aspect of school life. Initiates important activities to contribute to the profession, such as mentoring, leading important committees on professional practices or making presentations. Actively maintains appropriate school-wide behavior and safe practice for students. Consistently seeks out and collaborates with other teachers or specialists to provide support for the needs of individual students.	Support and cooperation characterize relationships with colleagues. Participates actively in at least some aspect of school life. Actively maintains school-wide behavior plan and safe practices for students. Seeks out and collaborates with other teachers or specialists to provide support for the needs of individual students.	Seldom works with colleagues and support staff to improve student learning and reflect on practice.

San Juan Unified School District Professional Duties and Responsibilities

Practice Meets Professional Duties and Responsibilities
1. Attends required meetings 2. Supervises students outside of classroom 3. Maintains records punctually and accurately 4. Maintains materials and equipment 5. Works with colleagues cooperatively and effectively 6. Communicates effectively with students, parents and staff 7. Fulfills board-adopted Code of Ethics of the Teaching Profession

DEVELOPING EFFECTIVE ESSENTIAL QUESTIONS

The **Essential Question**, the first part of an overall professional growth plan, empowers teachers to be more effective in establishing productive learning environments, planning and assessing, instructing and using research as a valid tool for guiding instructional practices. Its purpose is to assist teachers to become more self analytical and reflective about their practices. Additionally, it is intended to encourage teachers to work collaboratively in discussing common problems and potential solutions and thus develop a more powerful and supportive learning community.

The goal of an **essential question/professional growth plan** is to encourage the teacher to improve some aspect of their practice as it relates to student performance. The professional growth plan is usually a yearlong teacher-led professional growth investigation; however, a plan may include multiple years if appropriate.

Effective Essential Questions

- Focus on the Teaching Standards
- Promote continuous professional growth in an area of importance to the teacher and is the essence of effective student learning.
- Allow the teacher to focus on a problem, develop a growth plan, collect student data, study the research, reflect on the plan's impact on student learning and adjust the plan as necessary.

Starter Phrases

- Quality Essential Questions are phrased to address a teacher's interest in a particular teaching area or as a way to address a particular concern about student learning.

Quality Starter Phrases Ask...

- How can I. . .?
- How do I. . .?
- What strategies can I use to...?

Examples of Possible Essential Questions

- How can I include differentiated teaching strategies in my classroom?
- What comprehension strategies can I teach my students to enable them to comprehend chapter books independently?
- How do I increase the use of manipulatives as an instructional strategy to engage all children in powerful learning?
- How can I increase my students' abilities to use a multicultural perspective to reflect on the experiences of different racial, religious and ethnic groups?
- How can I help my students construct personal meaning by sharing written work, acting out stories, or responding graphically to literature pieces.
- How can I improve my math instructional practices with the addition of manipulatives and concrete materials?
- How can I develop a classroom management plan that will keep students focused and on task?
- How can I expand my repertoire of strategies better to develop the themes, concepts and skills covered in my literature program?
- What assessment strategies can I develop and use to accommodate the different learning styles and developmental needs of my students
- How can I effectively implement strategies that assure students are actively involved in constructing their own meaning?
- What assessment strategies can I use to assure student work demonstrates the connections students are making between history and personal experiences?
- How can I increase my students' ability to respond in their writing to literature representative of a variety of genres and cultural perspectives?
- How can I develop math units in which students are working on math investigations which are complex and which more often than not have multiple solutions?

San Juan Unified School District
Plan to Achieve Student Progress—Options A and B

Teacher: _____ School: _____ School Year: ____ - ____

Grade(s)/Subjects Assigned: _____

Area of Focus:

Essential Question/Goal:

Sample

Why did I choose this goal?

- **What do I want to know about this area?**

- **How will I go about finding information?**

- **What is the current research/promising practice in my chosen goal area? (*This information collection is an on-going process.*)**

What kinds of new strategies, concepts and understandings do I hope to learn?

sample

- | | |
|--|---|
| <ul style="list-style-type: none"> • In what ways will students benefit from my practice? | <ul style="list-style-type: none"> • What kind of data/evidence will I collect to illustrate the benefit my professional growth/changed practice has for students? |
|--|---|

Evaluator: _____ Date: _____ Teacher: _____ Date: _____

Sample

REFLECTIONS

- | | | |
|--|--|--|
| <ul style="list-style-type: none"> • How has my practice changed? | <ul style="list-style-type: none"> • What new strategies have I acquired? | <ul style="list-style-type: none"> • What have I learned? |
|--|--|--|

- How have my students benefited

- What are my next steps?

Evaluator: _____ Date: _____ Teacher: _____ Date: _____

San Juan Unified School District
Plan to Achieve Student Progress—Options A and B

Teacher: _____ School: _____ School Year: ____ - ____

Grade(s)/Subjects Assigned: _____

Area of Focus:

Sample

Essential Question/Goal:

Why did I choose this goal?

- **What do I want to know about this area?**

- **How will I go about finding information?**

- **What is the current research/promising practice in my chosen goal area? (*This information collection is an on-going process.*)**

- **What strategies do I currently use?**

- **What kinds of new strategies, concepts and understandings do I hope to learn?**

- In what ways will students benefit from my practice?
- What kind of data/evidence will I collect to illustrate the benefit my professional growth/changed practice has for students?

Evaluator: _____

Date: _____

Teacher: _____

Date: _____

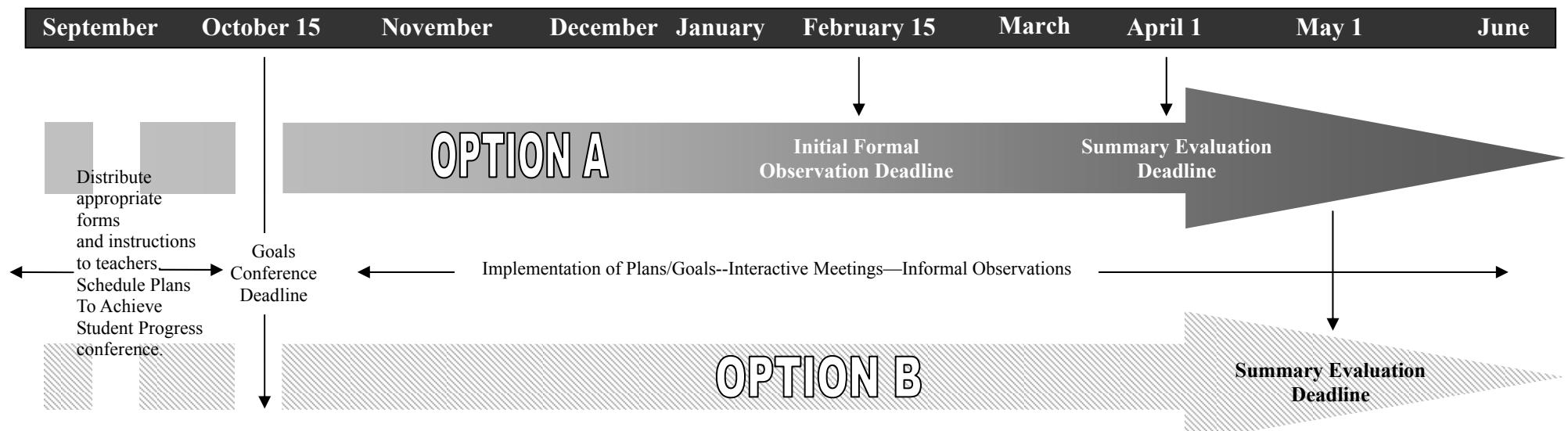
Sample

REFLECTIONS

- How has my practice changed?
- What new strategies have I acquired?
 - How have my students benefited
- What have I learned?

- What are my next steps?

San Juan Unified School District Pilot Professional Evaluation Timeline



Option A Forms

- **Professional Evaluation Report**—Record-keeping cover sheet for evaluation documents
- **Plans to Achieve Student Progress/Professional Growth Portfolio**—Working document for year-long work toward goal
- **Teacher's Interactive Meeting Log**—Record of interactive meetings with evaluator and peers
- **Option A Formative Observation Evaluation**—Formal observation form; may be used for multiple observations
- **Informal Observation Notes**—Used to communicate with teacher after an informal observation or “walk-through”
- **Option A End-of-Year Summary Evaluation**—Final evaluation based upon all evaluation data collected during the year

Option B Forms

- **Professional Evaluation Report**—Record-keeping cover sheet for evaluation documents
- **Plans to Achieve Student Progress/Professional Growth portfolio**—Working document for year-long work toward goal
- **Teacher's Interactive Meeting Log**—Record of interactive meetings with evaluator and peers
- **Informal Observation Notes**—Used to communicate with teacher after an informal observation or “walk-through”
- **Option B End-of-Year Summary Evaluation**—Final evaluation based upon all evaluation data collected during the year