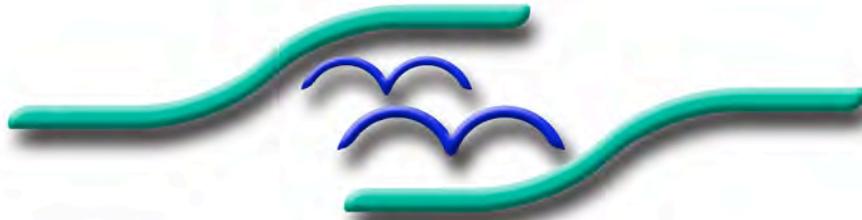


Santa Monica – Malibu Unified School District

Standards-Based Teacher Evaluation System

**Based on the
California Standards for the Teaching Profession (CSTP)**



**Santa Monica
Malibu Schools**

2008-09

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Introduction and Rationale

SMMUSD MISSION

Extraordinary achievement for ALL students while simultaneously closing the achievement gap.

PURPOSE

A qualified, well-trained and highly motivated staff is essential for the success of all students. A comprehensive and collaborative evaluation system is a means to achieve that end. This teacher evaluation process, based on the California Standards for the Teaching Profession (CSTP) and SMMUSD Descriptions of Practice, is designed to refine teacher practice as well as to acknowledge individual strengths. This can best be achieved in a supportive and cooperative atmosphere where administrators use the Descriptions of Practice to provide specific feedback to support teachers in their professional development.

OVERVIEW

The new SMMUSD evaluation process reflects current trends and research. The evaluation process

- Is based on professional standards and benchmarks of performance
- Fosters accountability through adherence to accepted measurement principles in the evaluation system
- Emphasizes teacher self-assessment and reflection
- Uses multi-year cycles, with different procedures for teachers in different phases of the cycle

SMMUSD and SMMCTA have collaborated to construct an evaluation system based on the CSTP. After thoughtful analysis of a range of evaluation systems and tools, SMMUSD and SMMCTA concur that the CSTP provide a common language and an understanding of the scope and complexity of teaching. The CSTP describe the varied aspects of teaching:

1. Engaging and supporting all students in learning
2. Creating and maintaining effective environments for student learning
3. Understanding and organizing subject matter for student learning
4. Planning instruction and designing learning experiences for all students
5. Assessing student learning
6. Developing as a professional educator

The evaluation process relies on multiple data sources to gain a full, fair and accurate picture of a teacher's performance. These include formal and informal observations, artifacts and self-reflection. Multiple data sources increase validity and reliability while decreasing subjectivity.

Standards Based Evaluation System

CONTRACT LANGUAGE- Non-Permanent Teachers

Training Session(s)

The site administrator shall hold a training session with Temporary and Probationary I and II unit members (classroom teachers only) to review the observation and evaluation timeline and provide each unit member an evaluation handbook no later than **October 1**. Additional District training sessions will be provided upon request from SMMCTA.

Teacher Annual Goals

A Teacher Annual Goals form shall be completed by the unit member and submitted to the administrator no later than **October 15**.

Formal Observations

The administrator shall hold a pre-observation conference in person or via phone or email with the unit member prior to the formal observation. A formal observation shall be completed between **October 15 and December 10**. The administrator shall hold a post observation conference within five (5) school days after the formal observation.

At least one day prior to the post-observation conference the administrator shall provide the appropriately marked Descriptions of Practice form for the two observed standards and CSTP 6 to the unit member. Temporary I and Probationary I unit members shall be evaluated on CSTP 1 and 2 in the first formal observation and CSTP 1 and 3 during the second formal observation. Temporary II and Probationary II unit members shall be evaluated on CSTP 3 and 4 in the first formal observation and CSTP 4 and 5 in the second formal observation. The unit member may choose to bring artifacts as evidence of the observed CSTP to the observation conference. Based on these artifacts and discussion additional annotations may be made to the Descriptions of Practice Form. See table below for specific dates and CSTP for all formal observations.

Teacher Evaluation Report

The administrator shall discuss the Teacher Evaluation Report with the unit member no later than **March 15 for Probationary II** unit members and **April 30 for Temporary and Probationary I** unit members. The Teacher Evaluation Report shall be completed with copies to the administrator, unit member, and the Office of Human Resources no later than **March 15 for Probationary II** unit members and **April 30 for Temporary and Probationary I** unit members. The unit member may choose to respond to the Teacher Evaluation Report within five (5) school days. If the unit member chooses to respond, the written response shall be attached to the Teacher Evaluation Report.

	Probationary I and Temporary 1		Probationary II and Temporary II	
	CSTP	Dates	CSTP	Dates
First Observation	CSTP 1 and 2 CSTP 6	October 15-December 10	CSTP 3 and 4 and CSTP 6	October 15-December 10
Second Observation	CSTP 1 and 3 CSTP 6	December 10-April 25	CSTP 4 and 5 and CSTP 6	December 10-March 10
Evaluation Conference	CSTP 1-3 and 6	April 30	CSTP 1-6	March 15

**Permanent Classroom Teachers
Standards Based Evaluation System
CONTRACT LANGUAGE- Permanent Teachers**

Training Session(s)

The site administrator shall hold a training session with Permanent unit members (classroom teachers only) to review the observation and evaluation timeline and provide each unit member an evaluation handbook no later than **October 1**. District training sessions will be provided upon request from SMMCTA.

Selection of Standards Conference

Between October 1 and October 10, the permanent teacher and site administrator will confer regarding which three (3) standards will be the focus of the evaluation. The permanent teacher will select one standard; the site administrator will select a second. All evaluations will include Standard 6 - Developing as a Professional Educator.

Teacher Annual Goals

A Teacher Annual Goals form shall be completed by the unit member for the three agreed upon standards and submitted to the administrator no later than **October 15**.

Formal Observations

The administrator shall hold a pre-observation conference in person or via phone or email with the unit member prior to the formal observation. A formal observation shall be completed between **October 15 and March 10**. The administrator shall hold a post observation conference within five (5) school days after the formal observation.

At least one day prior to the post-observation conference the administrator shall provide the appropriately marked Descriptions of Practice form for the three agreed upon standards to the unit member. The unit member may choose to bring artifacts as evidence of the observed CSTP to the observation conference. Based on these artifacts and discussion, new annotations may be made to the Descriptions of Practice form.

Teacher Evaluation Report

The administrator shall discuss the Teacher Evaluation Report with the unit member no later than **May 10 for Permanent** unit members. The Teacher Evaluation Report shall be completed with copies to the administrator, unit member, and the Office of Human Resources no later than **May 15 for Permanent** unit members. The unit member may choose to respond to the Teacher Evaluation Report within five (5) school days. If the unit member chooses to respond, the written response shall be attached to the Teacher Evaluation Report.

Permanent Teachers	
Activity	Dates
Selection of Standards Conference	October 1-October 10
First Observation: 2 agreed upon standards and CSTP 6	October 15-December 10
Second Observation: 2 agreed upon standards and CSTP 6 (optional)	December 10-March 10
Evaluation Conference	May 10

Evaluation Process Timelines

The following pages contain *Evaluation Process Timelines* to assist Administrators and teachers in following the various activities and deadlines associated with evaluation.

SMMUSD Certificated Evaluation Process Timeline for Year 1 Non-Permanent Teachers

Teacher Name: _____ Teaching Assignment: _____ School Year: _____

School: _____ Evaluator: _____

Event	Person Responsible	Date	Completed (Initial or Date)
Inform all staff of employment status, review evaluation procedures, and provide evaluation handbook	Administrators	By October. 1	
Review appropriate <i>CSTP</i> and <i>Descriptions of Practice</i> Year 1 non-permanent: CSTP 1, 2, 3 and 6	Teacher	By October 15	
Complete Teacher Annual Goals Form by describing strengths and areas of focus (goals) relative to pertinent CSTP	Teacher	By October 15	
Pre-observation #1 conference, email, or phone call (optional)	Administrator and Teacher	Prior to Observation	
Formal observation #1 (focus on CSTP 1 and 2)	Administrator	By December 10	
Descriptions of Practice annotated and given to teacher	Administrator	1 day prior to conference	
Teacher self-reflection and collection of artifacts	Teacher	Prior to conference	
Post observation conference #1	Administrator and Teacher	Within 5 days of observation	
Pre-observation #2 conference, email or phone call (optional)	Administrator and Teacher	Prior to Observation #2	
Formal observation #2 (focus on CSTP 1 and 3)	Administrator	By April 25	
Descriptions of Practice annotated and given to teacher	Administrator	1 day prior to conf	
Teacher self-reflection and collection of artifacts	Teacher	Prior to conference	
Final Evaluation conference	Administrator and Teacher	By April 30	

SMMUSD Certificated Evaluation Process Timeline for Year 2 Non-Permanent Teachers

Teacher Name: _____ Teaching Assignment: _____ School Year: _____

School: _____ Evaluator: _____

Event	Person Responsible	Date	Completed (Initial or Date)
Inform all staff of employment status, review evaluation procedures, and provide evaluation handbook	Administrators	By October 1	
Review appropriate <i>CSTP</i> and <i>Descriptions of Practice</i> Year 2 non-permanent: CSTP 3, 4, 5 and 6	Teacher	By October 15	
Complete Teacher Annual Goals Form by describing strengths and areas of focus (goals) relative to pertinent CSTP	Teacher	By October 15	
Pre-observation #1 conference, email, or phone call (optional)	Administrator and Teacher	Prior to Observation	
Formal observation #1 (focus on CSTP 3 and 4)	Administrator	By December 10	
Descriptions of Practice annotated and given to teacher	Administrator	1 day prior to conf	
Teacher self-reflection and collection of artifacts	Teacher	Prior to conference	
Post observation conference #1	Administrator and Teacher	Within 5 days of observation	
Pre-observation #2 conference, email or phone call (optional)	Administrator and Teacher	Prior to Observation #2	
Formal observation #2 (focus on CSTP 1 and 3)	Administrator	By March 10	
Descriptions of Practice annotated and given to teacher	Administrator	1 day prior to conference	
Teacher self-reflection and collection of artifacts	Teacher	Prior to conference	
Final Evaluation conference	Administrator and Teacher	By March 15	

SMMUSD Certificated Evaluation Process Timeline for Permanent Teachers

Teacher Name: _____ Teaching Assignment: _____ School Year: _____

School: _____ Evaluator: _____

Event	Person Responsible	Date	Completed (Initial or Date)
Inform all staff of employment status, review evaluation procedures, and provide evaluation handbook	Administrators	By October. 1	
Review <i>CSTP</i> and <i>Descriptions of Practice</i> Teacher selects one standard and administrator selects one standard. Standard 6 is also included.	Teacher and Administrator	By October 15	
Complete Teacher Annual Goals Form by describing strengths and areas of focus (goals) relative to pertinent CSTP	Teacher	By October 15	
Pre-observation conference, email, or phone call (optional)	Administrator and Teacher	Prior to Observation	
Formal observation (focus on selected standards)	Administrator	By December 10	
Descriptions of Practice annotated and given to teacher	Administrator	1 day prior to conference	
Teacher self-reflection and collection of artifacts	Teacher	Prior to conference	
Post observation conference	Administrator and Teacher	Within 5 days of observation	
*Pre-observation #2 conference, email or phone call <i>At discretion of administrator</i>	Administrator and Teacher	Prior to Observation #2	
*Formal observation #2 (focus on selected standards)	Administrator and Teacher	By March 10	
*Descriptions of Practice annotated and given to teacher	Administrator	1 day prior to conf	
*Teacher self-reflection and collection of artifacts	Teacher	Prior to conference	
*Post observation #2 conference	Administrator and Teacher	Within 5 days of observation #2	
Final Evaluation conference	Administrator and Teacher	By May 10	

***For permanent teachers, administrator may elect to hold only one formal observation.**

Teacher Annual Goals Forms

The following pages contain two Teacher Annual Goals (TAG) Forms, one for year one of the evaluation process and one for year two. Teachers must complete and submit the appropriate form by October 15.

SMMUSD Non- Permanent Teacher Annual Goals- Year 1

Teacher's Name: _____ **Date:** _____

After reading the *Descriptions of Practice*, evaluate your teaching in each element that will be assessed this year. Identify your teaching strengths and areas in which you would like to improve.

Standard 1: Engaging and Supporting All Students in Learning

- Connecting students' prior knowledge, life experience, and interests with learning goals.
- Using a variety of instructional strategies to respond to students' diverse needs.
- Facilitating learning experiences that promote autonomy, interaction and choice
- Engaging students in problem solving, critical thinking and other activities that make subject matter meaningful.
- Promoting self-directed reflective learning for all students.

Areas of Strength

Goals

Standard 2: Creating and Maintaining Effective Environments for Student Learning

- Creating a physical environment that engages all students
- Establishing a climate that promotes fairness and respect
- Promoting social development and group responsibility
- Establishing and maintaining standards for student behavior
- Planning and implementing classroom procedures and routines that support student learning
- Using instructional time effectively

Areas of Strength

Goals

Teacher's Name: _____ **Date:** _____

Standard 3: Understanding and Organizing Subject Matter for Student Learning

- Demonstrating knowledge of subject matter and student development
- Developing student understanding through instructional strategies that are appropriate to the subject matter
- Organizing curriculum to support student understanding of subject matter
- Using materials, resources and technologies to make subject matter accessible to students.
- Interrelating ideas and information within and across subject matter areas
- Demonstrating knowledge of subject matter and student development

Areas of Strength

Goals

Standard 6: Developing as a Professional Educator

- Reflecting on teaching practice and planning professional development
- Working with families to improve professional practice
- Establishing professional goals and pursuing opportunities to grow professionally
- Working with colleagues to improve professional practice
- Working with communities to improve professional practice
- Reflecting on teaching practice and planning professional development

Areas of Strength

Goals

SMMUSD Non- Permanent Teacher Annual Goals- Year 2

Teacher's Name: _____

Date: _____

After reading the *Descriptions of Practice*, evaluate your teaching in each element that will be assessed this year. Identify your teaching strengths and areas in which you would like to improve.

Standard 3: Understanding and Organizing Subject Matter for Student Learning

- Demonstrating knowledge of subject matter and student development
- Developing student understanding through instructional strategies that are appropriate to the subject matter
- Organizing curriculum to support student understanding of subject matter
- Using materials, resources and technologies to make subject matter accessible to students.
- Interrelating ideas and information within and across subject matter areas
- Demonstrating knowledge of subject matter and student development

Areas of Strength

Goals

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

- Drawing on and valuing students' backgrounds, interests and developmental leaning needs.
- Establishing and articulating goals for student learning.
- Developing and sequencing instructional activities and materials for student learning.
- Designing short-term and long-term plans to foster student learning.
- Modify instructional plans to adjust for student needs.

Areas of Strength

Goals

Teacher's Name: _____

Date: _____

Standard 5: Assessing Student Learning

- Establishing and communicating learning goals for all students
- Using the results of assessment to guide instruction
- Collecting and using multiple sources of information to assess student learning
- Communicating with students, families and other audiences about student progress
- Involving and guiding all students in assessing their own learning

Areas of Strength

Goals

Standard 6: Developing as a Professional Educator

- Reflecting on teaching practice and planning professional development
- Working with families to improve professional practice
- Establishing professional goals and pursuing opportunities to grow professionally
- Working with colleagues to improve professional practice
- Working with communities to improve professional practice
- Reflecting on teaching practice and planning professional development

Areas of Strength

Goals

SMMUSD Permanent Teacher Annual Goals

Teacher's Name: _____ **Date:** _____

After reading the *Descriptions of Practice*, evaluate your teaching in each element that will be assessed this year. Identify your teaching strengths and areas in which you would like to improve.

Standard 1: Engaging and Supporting All Students in Learning

- Connecting students' prior knowledge, life experience, and interests with learning goals.
- Using a variety of instructional strategies to respond to students' diverse needs.
- Facilitating learning experiences that promote autonomy, interaction and choice
- Engaging students in problem solving, critical thinking and other activities that make subject matter meaningful.
- Promoting self-directed reflective learning for all students.

Areas of Strength

Goals

SMMUSD Permanent Teacher Annual Goals

Teacher's Name: _____ **Date:** _____

After reading the *Descriptions of Practice*, evaluate your teaching in each element that will be assessed this year. Identify your teaching strengths and areas in which you would like to improve.

Standard 2: Creating and Maintaining Effective Environments for Student Learning

- Creating a physical environment that engages all students
- Establishing a climate that promotes fairness and respect
- Promoting social development and group responsibility
- Establishing and maintaining standards for student behavior
- Planning and implementing classroom procedures and routines that support student learning
- Using instructional time effectively

Areas of Strength

Goals

SMMUSD Permanent Teacher Annual Goals

Teacher's Name: _____

Date: _____

After reading the *Descriptions of Practice*, evaluate your teaching in each element that will be assessed this year. Identify your teaching strengths and areas in which you would like to improve.

Standard 3: Understanding and Organizing Subject Matter for Student Learning

- Demonstrating knowledge of subject matter and student development
- Developing student understanding through instructional strategies that are appropriate to the subject matter
- Organizing curriculum to support student understanding of subject matter
- Using materials, resources and technologies to make subject matter accessible to students.
- Interrelating ideas and information within and across subject matter areas
- Demonstrating knowledge of subject matter and student development

Areas of Strength

Goals

SMMUSD Permanent Teacher Annual Goals

Teacher's Name: _____ **Date:** _____

After reading the *Descriptions of Practice*, evaluate your teaching in each element that will be assessed this year. Identify your teaching strengths and areas in which you would like to improve.

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

- Drawing on and valuing students' backgrounds, interests and developmental leaning needs.
- Establishing and articulating goals for student learning.
- Using the results of assessment to guide instruction
- Collecting and using multiple sources of information to assess student learning
- Communicating with students, families and other audiences about student progress
- Involving and guiding all students in assessing their own learning

Areas of Strength

Goals

SMMUSD Permanent Teacher Annual Goals

Teacher's Name: _____ **Date:** _____

After reading the *Descriptions of Practice*, evaluate your teaching in each element that will be assessed this year. Identify your teaching strengths and areas in which you would like to improve.

Standard 5: Assessing Student Learning

- Establishing and communicating learning goals for all students
- Using the results of assessment to guide instruction
- Collecting and using multiple sources of information to assess student learning
- Communicating with students, families and other audiences about student progress
- Involving and guiding all students in assessing their own learning

Areas of Strength

Goals

SMMUSD Permanent Teacher Annual Goals

Teacher's Name: _____ **Date:** _____

After reading the *Descriptions of Practice*, evaluate your teaching in each element that will be assessed this year. Identify your teaching strengths and areas in which you would like to improve.

Standard 6: Developing as a Professional Educator

- Reflecting on teaching practice and planning professional development
- Working with families to improve professional practice
- Establishing professional goals and pursuing opportunities to grow professionally
- Working with colleagues to improve professional practice
- Working with communities to improve professional practice
- Reflecting on teaching practice and planning professional development

Areas of Strength

Goals

The Lesson Observation Process

The lesson observation process is intended to be an interactive process that is far more than the observation of the lesson. By providing opportunities for communication before and after the observation, as well as the opportunity to demonstrate achievement of the CSTP before, during and after the observation, this process allows for a deeper understanding of each teacher's efforts to meet or exceed the CSTP.

Before the lesson observation, the teacher and the administrator communicate in a *pre-conference*, either in person, in writing, via email or perhaps even a phone conference. A suggested guideline to questions asked and answered in that pre-conference is on the next page.

In the lesson observation, the administrator observes the teacher, the students, their interactions and the classroom environment. The teacher is aware of what CSTP are being observed and has had the opportunity to prepare a lesson that will demonstrate those CSTP. Keeping in mind the CSTP that he or she is evaluating the teacher upon, the administrator takes notes on the lesson. This handbook has two scripting tools that an administrator may choose to use, but they are not required.

After scripting the lesson, the administrator reviews his or her notes and marks the *Descriptions of Practice* form for each of the relevant standards. It has been suggested that the administrator be specific when marking the form, underlining, checking or highlighting words or phrases that best describe the teaching and learning that occurred during the observation. At least one day before the post-observation conference, the administrator gives that marked Descriptions of Practice Form to the teacher.

Clearly in a single lesson observation, all of the ways in which a teacher may address the CSTP may not be visible. The teacher has the opportunity, after examining the marked Descriptions of Practice form, to bring in *artifacts* to the **post-observation conference** to demonstrate achievement of the CSTP. At the end of the post-observation conference, the administrator will consider the artifacts and the contents of the conference discussion and may make additional annotations on the Descriptions of Practice. The administrator will then provide the teacher with a copy of the Descriptions of Practice and the *Certificated Teacher Observation Report* (Form 1).

Pre-Observation Conference

Teacher: _____
Subject/Grade: _____
Period/Time: _____
Date: _____

Protocol for a Pre-Observation Conference

1. Briefly describe the students in the class (or group of students), including those with special needs.
2. What are your goals for this lesson? What do you want students to learn?
3. To which of your curriculum content standards do these goals relate?
4. Describe the learning that occurred prior to this lesson and what will follow it.
5. How will you engage students in the content? What will you do? What will the students do? Will the students work in groups, or all together?
6. How and when will you know whether the students have learned what you intended?

Scripting the Observation

This section contains two different scripting tools. The first is simply a blank data collection instrument. The second is the same format but there is a different page for each standard, with key descriptors listed to guide the evaluator. The page for the CSTP #6 is intended to be used not in an observation, but over the course of the year of the evaluation. The evaluator may choose either or may choose to use a different one that best suits his or her personal style.

Classroom Observation Record

___ of ___

Teacher: _____

Observer: _____

Date of Observation: _____

School: _____

Grade: _____ Subject: _____

Time In: _____ Time Out: _____

CSTP Focus (Check all that apply)

- Engaging and supporting all students in learning
- Creating and maintaining effective environments for student learning
- Understanding and organizing subject matter for student learning
- Planning instruction and designing learning experiences for all students
- Assessing student learning
- Developing as a professional educator.

<i>Evidence</i>	<i>Interpretation</i>

Classroom Observation Record

___ of ___

Teacher: _____

Observer: _____

Date of Observation: _____

School: _____

Grade: _____ Subject: _____

Time In: _____ Time Out: _____

<i>Evidence</i>	<i>Interpretations/Questions</i>
<p data-bbox="235 478 716 512"><i>Standard 5: Assessing Student Learning</i></p> <p data-bbox="235 512 948 546">Establishing and communicating learning goals for all students:</p> <p data-bbox="235 758 924 816">Collecting and using multiple sources of information to assess student learning:</p> <p data-bbox="235 1031 972 1064">Involving and guiding all students in assessing their own learning:</p> <p data-bbox="235 1276 813 1310">Using the results of assessment to guide instruction:</p> <p data-bbox="235 1522 976 1581">Communicating with students, families and other audiences about student progress:</p> 	

Descriptions of Practice

The next six pages are the Descriptions of Practice forms that the administrator will provide to the teacher to use as a basis of conversation in the post-observation conference and as a basis for determining what rating to give the teacher on the observation.

Standard 1: Engaging and Supporting All Students in Learning

ELEMENT	PRACTICE DOES NOT MEET STANDARD	PRACTICE PARTIALLY MEETS STANDARD	PRACTICE MEETS STANDARD	PRACTICE EXEMPLIFIES STANDARD
Connecting students' prior knowledge, life experience, and interests with learning goals.	The teacher makes no connection between learning goals and students' prior knowledge, life experiences, and interests. Teacher does not elicit student questions or comments during a lesson.	The teacher makes some connections between the learning goals and the students' prior knowledge, life experiences and interests. The teacher elicits some questions from students during a lesson to monitor their understanding.	The teacher makes substantial connections, between the learning goals and the students' prior knowledge, life experiences and interests. The teacher elicits and uses students' questions and comments during a lesson to extend their understanding.	The teacher facilitates as students connect and apply their prior knowledge, life experiences and interests to new learning and the achievement of learning goals. The teacher builds on students' questions and comments during lessons to modify instruction.
Using a variety of instructional strategies to respond to students' diverse needs.	The teacher uses instructional strategies, but they lack variety, are poorly carried out, or are inappropriate to the students or to the instructional goals. No adjustments are made to respond to students' needs.	The teacher uses a selection of instructional strategies that are largely appropriate to the students and the instructional goals, but they may lack variety or may not be responsive to students' needs.	The teacher uses a variety of instructional strategies that are appropriate to the students and the instructional goals. The teacher carries these strategies out thoughtfully, making some adjustments to respond to students' needs.	The teacher makes skillful use of a wide repertoire of instructional strategies to engage all or almost all students in learning, making adjustments while teaching to respond to students' needs.
Facilitating learning experiences that promote autonomy, interaction and choice	Learning experiences are directed by the teacher, permitting no student autonomy, interaction or choice.	Learning experiences are directed by the teacher and allow limited student autonomy, interaction and choice.	Learning experiences are facilitated by the teacher to promote constructive interactions, autonomy and choice, and to encourage and support student involvement in learning.	Learning experiences are facilitated by the teacher and students to promote and support a variety of constructive interactions, autonomy and choice in the pursuit of significant learning.
Engaging students in problem solving, critical thinking and other activities that make subject matter meaningful.	No learning opportunities are provided for students to engage in problem solving, analysis or inquiry within or across subject matter areas.	Some learning opportunities are provided for students to engage in problem solving within subject matter areas, but little support is given to develop necessary skills.	Learning opportunities and support are provided for students to engage in problem solving, investigating and analyzing subject matter concepts and questions within subject matter areas.	Learning opportunities are provided that extend student thinking and engage and support all or almost all students in problem posing, problem solving, inquiry and analysis of subject matter concepts and questions within or across subject matter areas.
Promoting self-directed reflective learning for all students.	No opportunities are provided for students to initiate their own learning or to monitor their own work.	Students' learning is directed and monitored by the teacher and some opportunities are provided for students to reflect on their work individually.	Students are supported in developing skills needed to monitor their own learning. Students reflect on and talk about their own work with peers.	Students take initiative for their own learning, and reflect on, talk about and evaluate their own work with peers.

Teacher's Name: _____ Evaluator's Initials: _____ Date of Observation: _____

Standard 2: Creating and Maintaining Effective Environments for Student Learning

ELEMENT	PRACTICE DOES NOT MEET STANDARD	PRACTICE PARTIALLY MEETS STANDARD	PRACTICE MEETS STANDARD	PRACTICE EXEMPLIFIES STANDARD
Creating a physical environment that engages all students	The physical environment does not support student learning. There are one or more safety hazards and materials are difficult to access when needed.	The physical environment is arranged for safety and accessibility. It facilitates individual student engagement in learning.	The arrangement of the physical environment ensures safety and accessibility. Most students work well individually or together as they participate in learning activities.	The arrangement of the physical environment ensures safety and accessibility and facilitates constructive interaction and purposeful engagement for all or almost all students.
Establishing a climate that promotes fairness and respect	The classroom climate is characterized by unfairness or disrespect, between the teacher and students or among students. Students are unwilling to take risks. Teacher response to inappropriate behaviors is unfair or inequitable.	A climate of fairness, caring and respect is established by the teacher for most students, but few students take risks and the teacher does little to encourage them. For the most part, the pattern of teacher response to inappropriate behavior is fair and equitable.	A climate of fairness, caring and respect is maintained by the teacher. Students are encouraged to take risks and be creative. The pattern of teacher response to inappropriate behavior is fair and equitable.	Students ensure that a climate of equity, caring and respect is maintained in the classroom and students take risks and are creative. The pattern of teacher response to inappropriate behavior is fair and equitable.
Promoting social development and group responsibility	Students' social development, self-esteem and diversity are not supported. Students have no sense of responsibility for each other.	Students respect each other's differences most of the time and work together moderately well. The teacher provides limited opportunities for students to assume responsibility.	Students respect each other's differences and work independently and collaboratively, taking responsibility for themselves and their peers.	Students work independently and collaboratively and maintain a respectful classroom community, assume leadership, and are responsible for themselves and their peers.
Establishing and maintaining standards for student behavior	No standards for behavior appear to have been established, or students are confused about what the standards are.	Standards for behavior have been established by the teacher. The teacher's response to student behavior is generally appropriate.	Standards for behavior are established, clear to all students and are maintained by the teacher. The teacher's response to student behavior is appropriate.	Students and teacher develop standards for behavior together, and students are responsible for helping each other maintain standards.
Planning and implementing classroom procedures and routines that support student learning	Classroom procedures and routines have not been established or are not being enforced.	Procedures and routines have been established and work moderately well, with little loss of instructional time.	Procedures and routines work smoothly, without loss of instructional time.	Students and teacher ensure that classroom procedures and routines operate seamlessly and efficiently.
Using instructional time effectively	Learning activities are often rushed or too long and transitions are rough or confusing, resulting in a loss of instructional time	Instructional time is paced so that most students complete learning activities. Transitions to move into new activities are generally effective.	Pacing of the lesson is appropriate to the activities and enables all or almost all students to engage successfully with the content. Transitions are smooth.	Pacing of the lesson is adjusted as needed to ensure the engagement of all or almost all students in learning activities. Transitions are seamless.

Teacher's Name: _____ Evaluator's Initials: _____ Date of Observation: _____

Standard 3: Understanding and Organizing Subject Matter for Student Learning

ELEMENT	PRACTICE DOES NOT MEET STANDARD	PRACTICE PARTIALLY MEETS STANDARD	PRACTICE MEETS STANDARD	PRACTICE EXEMPLIFIES STANDARD
Demonstrating knowledge of subject matter and student development	The teacher's working knowledge of subject matter and student development is inconsistently evident, does not adequately support students' learning, or may not be current.	The teacher's working knowledge of subject matter and basic principles of student development reflects a single perspective, supports some students' learning, and is usually current.	The teacher's working knowledge of subject matter and basic principles of student development incorporates different perspectives, supports all students' learning, and is current.	The teacher's working knowledge of subject matter and individual students' development incorporate a broad range of perspectives, strongly supports all students' learning and is current.
Organizing curriculum to support student understanding of subject matter	The curriculum is not organized and it rarely values different perspectives or rarely supports students' understanding of core concepts.	The curriculum is loosely organized, inconsistently demonstrates concepts and skills without revealing or valuing different perspectives; supports an understanding of core concepts for some students.	The curriculum is organized and sequenced, demonstrates concepts, themes and skills; reveals and values different perspectives; and supports an understanding of core concepts for all students.	The curriculum is organized and sequenced and demonstrates concepts, themes, and skills and the relationships between them. It reveals and values a broad range of perspectives and is organized to ensure that all students develop a deep understanding of core concepts.
Interrelating ideas and information within and across subject matter areas	The teacher presents curriculum without identifying or integrating key concepts and information, or does not relate content to previous learning in order to support students' understanding.	The teacher identifies some key concepts and information within the curriculum, and attempts to relate content to previous learning without extending students' understanding.	The teacher identifies and integrates key concepts and information within the curriculum, related content to students' lives and uses previous learning to extend students' understanding.	The teacher facilitates students as they identify and integrate concepts and information within and across curriculum, relate content to their lives and previous learning, and use this to extend their understanding.
Developing student understanding through instructional strategies that are appropriate to the subject matter	Instructional strategies are not appropriately matched to content or concepts and do not encourage students to think critically or to extend their knowledge.	The teacher may use a few strategies to make the content accessible to students, and may encourage some students to think critically to extend their knowledge of subject matter.	The teacher uses appropriate instructional strategies to make content accessible to students, to encourage them to think critically, and to extend their knowledge of subject matter.	A repertoire of instructional strategies is used to make content accessible to all students, to challenge them to think critically, and to deepen their knowledge of and enthusiasm for subject matter.
Using materials, resources and technologies to make subject matter accessible to students.	Instructional materials, resources and technologies are either not used or used inappropriately. Materials do not accurately reflect diverse perspectives.	Instructional materials, resources and technologies are used infrequently to convey key subject matter concepts. Materials may reflect diverse perspectives.	Instructional materials, resources and technologies support the curriculum and promote students' understanding of content and concepts. Materials reflect diverse perspectives.	A range of instructional materials, resources and technologies are integrated into the curriculum to extend students' understanding of content and concepts. Materials reflect diverse perspectives.

Teacher's Name: _____ Evaluator's Initials: _____ Date of Observation: _____

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

ELEMENT	PRACTICE DOES NOT MEET STANDARD	PRACTICE PARTIALLY MEETS STANDARD	PRACTICE MEETS STANDARD	PRACTICE EXEMPLIFIES STANDARD
Drawing on and valuing students' backgrounds, interests and developmental learning needs.	Instructional plans do not match or reflect students' backgrounds, experiences, interests and developmental needs and do not support students' learning.	Instructional plans are partially drawn from information about students' backgrounds, experiences, interests and developmental needs to support students' learning.	Instructional plans reflect students' backgrounds, experiences, interests and developmental needs to support students' learning.	Instructional plans build on students' backgrounds, experiences, interests and developmental needs to support all students' learning.
Establishing and articulating goals for student learning	Instructional goals are not established or do not address students' language, experiences, or home and school expectations. Expectations for students are low.	Some instructional goals address students' language, experiences, and/or home and school expectations. Expectations for students are inconsistent.	Short-term and long-term instructional goals are based on students' language, experiences, or home and school expectations. Goals are appropriately challenging for most students and represent valuable learning. Expectations for students are generally high.	Short-term and long-term instructional goals are set by teachers and students and integrate students' language, experiences, or home and school expectations. Goals are appropriately challenging for all students and represent valuable learning. Expectations for students are generally high.
Developing and sequencing instructional activities and materials for student learning	Instructional activities and materials are not appropriate to the students or the instructional goals do not engage students in meaningful learning. Activities are not logically sequenced.	Instructional activities and materials are partially appropriate to the students or the instructional goals and engage some students in meaningful learning. Some activities are logically sequenced within individual lessons.	Instructional activities and materials are appropriate to the students or the instructional goals, make content and concepts relevant and engage most students in meaningful learning. Activities are logically sequenced within individual lessons.	Instructional activities and materials are differentiated to reflect individual students' interests and developmental needs and engage all students in meaningful learning. Activities support the instructional goals and are logically sequenced to clarify content and concepts.
Designing short-term and long-term plans to foster student learning	Individual lesson plans have little or no relation to long-term goals or a unit plan has little recognizable structure.	Long-term plans have a recognizable structure, although the sequence of individual lessons have is uneven and only partially helps students develop conceptual understanding.	Long-term plans have a coherent structure, with learning activities in individual lessons well sequenced to promote understanding of concepts.	Long-term plans are highly coherent. Learning sequences are responsive to the needs of individual students and promote understanding of complex concepts.
Modify instructional plans to adjust for student needs	Instructional plans are not modified, in spite of evidence that modifications would improve student learning.	Modifications to instructional plans address only superficial aspects of the lesson.	Instructional plans are modified as needed to enhance student learning based on formal and informal assessment.	Instructional plans are modified as needed, based on formal and informal assessment and students' suggestions, to ensure deeper conceptual understanding by all students.

Teacher's Name: _____ Evaluator's Initials: _____ Date of Observation: _____

Standard 5: Assessing Student Learning

ELEMENT	PRACTICE DOES NOT MEET STANDARD	PRACTICE PARTIALLY MEETS STANDARD	PRACTICE MEETS STANDARD	PRACTICE EXEMPLIFIES STANDARD
Establishing and communicating learning goals for all students	Few or no learning goals are established. Learning goals are not revised or clearly communicated to students or families.	Learning goals are established to meet school and district expectations. Goals are communicated too all students without revision.	Learning goals are established in relation to students' needs and the curriculum and meet district and state expectations. Goals are communicated to all students and their families and are revised as needed.	Learning goals are established by the teacher, students and families. They are appropriate to students' needs and the curriculum and meet district and state expectations. Goals are communicated to all students and families and are revised as needed.
Collecting and using multiple sources of information to assess student learning	The teacher uses no consistent sources of information to assess student learning and/or uses assessment strategies that are not appropriate to students' learning.	The teacher uses one or two sources of information to assess student learning and one or two assessment strategies to understand student progress.	The teacher uses a variety of sources to collect information about student learning and several appropriate assessment strategies to understand student progress.	The teacher uses a variety of sources to collect information about student learning and a wide range of appropriate assessment strategies to understand student progress.
Involving and guiding all students in assessing their own learning	The teacher does not encourage students to reflect on or assess their own work.	Student reflection is encouraged and guided by the teacher during some activities. Opportunities are provided for students to discuss work with peers.	Student reflection and self-assessment are included in most learning activities. The teacher models skills and assessment strategies to help students understand their own work and discuss it with peers.	Ongoing student reflection and self-assessment are integrated into the learning process. Students demonstrate assessment strategies and discuss work with peers.
Using the results of assessment to guide instruction	Information about student learning is inappropriately or not used by the teacher to plan, guide or adjust instruction.	Information from a limited range of assessments is used to plan learning activities and may support class needs and achievement. Assessments are not used to adjust instruction while teaching.	Information from a variety of assessments is used to plan and modify learning activities and to meet class and individual needs and achievement. Assessments are occasionally used to adjust instruction while teaching.	Information from a variety of ongoing assessments is used to plan and modify learning activities and to support class and individual student needs and achievement. Assessments are used to adjust instruction while teaching in response to student needs.
Communicating with students, families and other audiences about student progress	The teacher provides some information about student learning to students, families and support personnel, but the information is incomplete or unclear.	The teacher provides information about student learning to students, families and support personnel to promote understanding and academic progress.	The teacher regularly exchanges information about student learning with students, families and support personnel in ways that improve understanding and encourage academic progress.	Students participate with the teacher to exchange information about their learning with families and support personnel in ways that improve understanding and encourage academic progress.

Teacher's Name: _____ Evaluator's Initials: _____ Date of Observation: _____

Standard 6: Developing as a Professional Educator

ELEMENT	PRACTICE DOES NOT MEET STANDARD	PRACTICE PARTIALLY MEETS STANDARD	PRACTICE MEETS STANDARD	PRACTICE EXEMPLIFIES STANDARD
Reflecting on teaching practice and planning professional development	The teacher may reflect on specific problems or areas of concern in his/her teaching practice, but rarely uses reflection to improve instruction.	The teacher reflects on some lessons and areas of concern in his/her teaching practice and may use reflection to plan professional development.	The teacher reflects on his/her teaching practice in relation to areas of concern and student learning and may use reflection to plan professional development.	The teacher reflects on his/her teaching practice in relation to student learning and instructional goals and plans professional development based on reflection.
Establishing professional goals and pursuing opportunities to grow professionally	Professional goals are not established to guide practice. The teacher rarely pursues opportunities to develop new knowledge or skills, or to participate in the professional community.	Professional goals are established with assistance. The teacher pursues some opportunities to acquire new knowledge and skills, but infrequently participates in the professional community.	Professional goals are developed and the teacher pursues opportunities to acquire new knowledge and skills. The teacher participates in the professional community.	Professional goals are extended and the teacher purposefully pursues opportunities to expand knowledge and skills, and participates in and contributes to the professional community.
Working with communities to improve professional practice	The teacher has limited knowledge of students' communities or how to access them to provide learning experiences or to promote collaboration with the school.	The teacher understands the importance of students' communities, but is not sure how to apply this to benefit students and families, to provide learning experiences, or promote collaboration.	The teacher understands students' communities and develops knowledge of them to benefit students and families, provide experiences to support learning, and support collaboration between school and community.	The teacher understands students' communities and uses knowledge of them to benefit students and families, provide students with experiences that support learning, and promote collaboration between school and community.
Working with families to improve professional practice	The teacher may demonstrate an understanding of students' families, but is not sure how to provide opportunities for participation in the classroom or school.	The teacher demonstrates some understanding of students' families, initiates communication, and may provide some opportunities for families to participate in the classroom or school.	The teacher understands students' families, develops positive communication and provides opportunities for families to participate in the classroom or school.	The teacher understands students' families, maintains ongoing positive interactions, and provides multiple opportunities for meaningful participation in the classroom or school.
Working with colleagues to improve professional practice	The teacher rarely converses with colleagues, or seeks out other staff to meet student needs, and rarely participates in school or district learning events.	The teacher engages in dialogue with some colleagues, seeks out staff to help meet students' needs, and participates in some school-wide events.	The teacher engages in dialogue with colleagues, collaborates with staff to meet students' needs, and participates in school-wide events.	The teacher engages in dialogue and reflection and collaborates with colleagues to meet students' needs, and contributes to school-wide and district-wide decision-making, events and professional development.

Teacher's Name: _____ Evaluator's Initials: _____ Date of Observation: _____

Additional Support for Achieving the CSTP

There is a great deal more information on examples of achievement towards the CSTP. Teachers who have experienced the BTSA process are very aware of the complexity of the CSTP and the myriad of ways to achieve them. The next six pages contain some more information on the CSTP and examples of them in action in the classroom.

Teachers and Administrators may find the following web sites helpful in gaining understanding of the CSTP:

www.smmcta.org

www.ctc.ca.gov/reports/cstpreport.pdf

www.cde.ca.gov connect through Professional Development

STANDARD 1: ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING

CONNECTING STUDENTS' PRIOR KNOWLEDGE, LIFE EXPERIENCE, AND INTERESTS WITH LEARNING GOALS

- Links current objectives of learning to prior student learning
- Solicits comments, questions, examples, demonstrations, or other contributions from students throughout the lesson
- Helps students connect classroom learning to their life experiences and cultural understanding
- Supports all students to use first and second language skills to achieve learning goals
- Opens a lesson or unit to capture student attention and interest
- Builds on students' comments and questions during a lesson to extend their understanding
- Makes "on the spot" changes in teaching based on students' interests and questions

USING A VARIETY OF INSTRUCTIONAL STRATEGIES AND RESOURCES TO RESPOND TO STUDENTS' DIVERSE NEEDS

- Builds a classroom culture in which reflection on and communication about the content area is highly valued
- Provides students with a variety of activities, projects, problem solving situations and understands that what matters most is students reflection on content/topic relationships and ideas
- Instructs through whole group, small group and individual learning opportunities
- Presents content/concepts through a variety of materials
- Prepares learning opportunities that incorporate the different intelligences and allows students to choose to learn through a strength such as doing a project and reporting results through different methods
- Recognizes when a lesson is falling apart and modifies instruction

FACILITATING LEARNING EXPERIENCES THAT PROMOTE AUTONOMY, INTERACTION AND CHOICE

- Provides easy access to a variety of resources and students are encouraged to choose the materials and tools they need
- Poses problems that allow access from several different modalities, methods, and the use of different materials
- Students may choose from several problems or projects that build the same concept
- Maintains a menu of interesting and challenging activities for students to work on, either alone or in small groups, when they have completed other assignments before the rest of the class

ENGAGING STUDENTS IN PROBLEM SOLVING, CRITICAL THINKING AND OTHER ACTIVITIES THAT MAKE SUBJECT MATTER MEANINGFUL

- The students demonstrate understanding through defending and justifying their thought process
- Centers learning around curricular concepts, not just skills. The students are given opportunities to express their understanding of the concepts verbally and in writing.
- Opens units of learning by posing a challenging problem or question that cannot be solved with the current level of learning.
The problem or question is revisited as the learning progresses.
- Asks questions from a variety of levels and helps the students learn to question each other at the higher levels: justify, explain, defend and generalize.
- Students do peer review of each other's work

PROMOTING SELF-DIRECTED, REFLECTIVE LEARNING FOR ALL STUDENTS

- Models and provides opportunities for students to self reflect
- Students report reasons why they receive a particular score
- Provides opportunities for student reflective progress reports
- Presents activities such as: KWL, student generated questions and peer evaluation of work
- Motivate students to initiate their own learning and to strive for challenging learning goals
- 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
- Helps all students to develop and use strategies for knowing about, reflecting on, and monitoring their own learning

STANDARD 2: CREATING & MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING

CREATING A PHYSICAL ENVIRONMENT THAT ENGAGES STUDENTS

- 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

ESTABLISHING A CLIMATE THAT PROMOTES FAIRNESS AND RESPECT

- 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 manner

PROMOTING SOCIAL DEVELOPMENT AND GROUP RESPONSIBILITY

- Help 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 students to use them
- Use classroom rules to support students in assuming responsibility for themselves and one another

ESTABLISHING AND MAINTAINING STANDARDS FOR STUDENT BEHAVIOR

- Understand the reasons for student behavior
- Establish and consistently maintain standards for behavior that reflect students' developmental and personal needs
- Recognize and redirect when student behavior does not meet agreed upon classroom standards
- Facilitate student participation in classroom decision making
- Help students as they develop responsibility for their own behavior
- Work collaboratively with families to maintain standards for student behavior

PLANNING AND IMPLEMENTING CLASSROOM PROCEDURES AND ROUTINES THAT SUPPORT STUDENT LEARNING

- Develop a daily schedule, timelines, classroom routines and classroom rules
- Involve 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

USING INSTRUCTIONAL TIME EFFECTIVELY

- 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 day to day managerial and administrative tasks

STANDARD 3: UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING

DEMONSTRATING KNOWLEDGE OF SUBJECT MATTER CONTENT AND STUDENT DEVELOPMENT

- Identifies and understands the key concepts and underlying themes and relationships in the subject matter area (s) to be taught
- Continues to keep subject matter knowledge current
- Builds understanding of students' cognitive and linguistic development
- Builds understanding of students' social, emotional and physical development

ORGANIZING CURRICULUM TO SUPPORT STUDENT UNDERSTANDING OF SUBJECT MATTER

- Uses knowledge of student development to organize and sequence the curriculum to increase student understanding
- Uses subject matter knowledge to organize and sequence the curriculum to increase student understanding
- Uses knowledge of subject matter and content area standards to plan instructional units and activities that demonstrate key concepts and their interrelationships
- Organizes subject matter effectively to reveal and value different cultural perspectives
- Organizes curriculum for students to develop a deep understanding of core concepts in each subject matter area

INTERRELATING IDEAS AND INFORMATION WITHIN AND ACROSS SUBJECT MATTER AREAS

- Identifies and integrates key concepts and relationships across subject matter areas
- Helps students relate subject matter concepts to previous lessons and their own lives
- Helps students see the relationships and connections across subject matter areas
- Helps students apply learning from different curricular areas to solve problems
- Develops units and lessons that highlight themes within and across subject matter areas

DEVELOPING STUDENT UNDERSTANDING THROUGH INSTRUCTIONAL STRATEGIES THAT ARE APPROPRIATE TO SUBJECT MATTER

- Develops and uses a repertoire of instructional strategies
- Uses knowledge of subject matter to help students construct their own knowledge
- Challenges students to think critically in each subject area
- Builds on student life experiences, prior knowledge and interests to make the content relevant and meaningful to them
- Uses a variety of instructional strategies and approaches to illustrate a concept and its connections within and across subject areas
- Helps students develop enthusiasm and a deep knowledge of the subject matter

USING MATERIALS, RESOURCES AND TECHNOLOGIES TO MAKE SUBJECT MATTER ACCESSIBLE TO ALL STUDENTS

- Uses a range of subject matter resources, materials and technologies to organize the curriculum
- Selects and uses instructional materials and resources that promote students' understanding of subject matter
- Selects and uses learning materials and resources that reflect diversity in the classroom
- Uses technologies to convey key concepts in the subject matter area
- Helps students gain access to useful materials, resources and technologies to support their learning of subject matter

STANDARD 4: PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS

DRAWING ON AND VALUING STUDENTS' BACKGROUNDS, INTERESTS AND

DEVELOPMENTAL LEARNING NEEDS

- Incorporate students' knowledge and experience in curriculum and instructional planning
- Use knowledge about students' lives and their families and communities to inform planning of curriculum and instruction
- Recognize and incorporate diversity as an integral part of planning
- Plan lessons and units that promote access to academic content for students
- Design lessons that promote subject matter knowledge and language development for second language learners
- Use information about cognitive and linguistic development to plan instruction that supports student learning
- Use information about physical, social and emotional development to plan instruction and make appropriate adaptations to meet students' unique needs

ESTABLISHING AND ARTICULATING GOALS FOR STUDENT LEARNING

- Establish short-term and long-term goals for student learning
- Establish activities 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 students participate in setting and achieving learning goals
- Establish goals for student learning to promote critical thinking and problem solving

DEVELOPING AND SEQUENCING INSTRUCTIONAL ACTIVITIES AND MATERIALS FOR STUDENT LEARNING

- Sequence subject matter concepts to support 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 concept and student learning needs
- Select and sequence curriculum to promote understanding and critical thinking for students
- Sequence instruction to help students see relationships and connections across subject matter areas
- Choose and adapt instructional materials to make subject matter

DESIGNING SHORT-TERM AND LONG-TERM PLANS TO FOSTER STUDENT LEARNING

- 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
- Plan and pace instructional activities
- Plan challenging, diverse academic content for students
- Incorporate diverse subject matter perspectives in planning

MODIFYING INSTRUCTIONAL PLANS TO ADJUST FOR STUDENT NEEDS

- Adjust the lesson plan to make content relevant and accessible to students
- Revise plans based on formal and informal student assessment
- Adjust plans to allow enough time for student learning
- Modify plans to ensure opportunities for students to learn and synthesize information

STANDARD 5: STANDARD FOR ASSESS STUDENT LEARNING

ESTABLISHING AND COMMUNICATING LEARNING GOALS FOR ALL STUDENTS

- Use subject matter standards from district, state and other sources to establish learning goals for students
- Involve students and families in establishing goals for learning
- Review and revise learning goals with students
- Establish student learning goals reflecting key subject matter concepts, skills and applications

- Establish goals for learning appropriate to students' development, language acquisition or other special needs
- Establish a grading system reflecting goals for student learning
- Work with other educators to establish learning goals and assessment tools that promote student learning adaptations to meet students' unique needs

COLLECTING AND USING MULTIPLE SOURCES OF INFORMATION TO ASSESS STUDENT LEARNING

- Use a range of assessments
- Select, design and use appropriate assessment tools
- Collect, select and reflect upon evidence of student learning
- Work with families to gather information about students and their learning
- Establish grades based on multiple sources of information
- Use standardized tests, diagnostic tools and developmental assessments to understand student progress
- Use a range of assessment strategies to implement and monitor

INVOLVING AND GUIDING ALL STUDENTS IN ASSESSING THEIR OWN LEARNING

- Make assessment integral to the learning process
- Model assessment strategies for students
- Develop and use tools and guidelines that help promote self-assessment
- Help students build their skills in self-reflection
- Provide opportunities for students to engage in peer discussion of their work
- Help students understand and monitor their own learning goals
- Provide opportunities for students to demonstrate and reflect on their learning inside and outside of the classroom

USING THE RESULTS OF ASSESSMENTS TO GUIDE INSTRUCTION

- Use assessment to guide 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

- Provide students with information about their progress
- Provide opportunities for students to share their progress with others
- Communicate learning goals to students and their families
- Initiate and maintain regular contact with families and resource providers about student progress
- Communicate the results of assessment with students and their families
- Involve families as partners in the assessment process

STANDARD 6: DEVELOPING AS A PROFESSIONAL EDUCATOR

REFLECTING ON TEACHING PRACTICE AND PLANNING PROFESSIONAL DEVELOPMENT

- Learn about teaching through observation and interactions with students
- Reflect on instruction success and dilemmas
- Formulate professional development plans based on reflection and analysis

ESTABLISHING PROFESSIONAL GOALS AND

PURSuing OPPORTUNITIES TO GROW PROFESSIONALLY

- Maintain an attitude of lifelong learning
- Learn more about 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 understanding of teaching and learning
- Continue to seek out and refine approaches that make the curriculum accessible to students
- Expand knowledge of new instructional methods and technologies

WORKING WITH COMMUNITIES TO IMPROVE PROFESSIONAL PRACTICE

- Value and respect the students community and appreciate its role in student learning
- Increase understanding of the cultures and dynamics of 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
- Facilitate community-based experiences that support student learning

WORKING WITH FAMILIES TO IMPROVE PROFESSIONAL PRACTICE

- Value and respect students' families and their role in student learning
- Develop an understanding of families' racial, cultural, linguistic and socio-economic backgrounds
- Engage families as source of knowledge about students' linguistic and social backgrounds
- Promote positive dialogue and interactions with families, and respond to their concerns about student progress
- Communicate with students and their families
- Provide opportunities for families to participate in the classroom and school community
- Present the educational program to families

WORKING WITH COLLEAGUES TO IMPROVE PROFESSIONAL PRACTICE

- Create opportunities to collaborate with colleagues
- Collaborate with teachers, administrators, education specialists and paraprofessionals
- 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 teaching
- Prevent and resolve personal and professional conflicts with colleagues
- Contribute to the learning of other educators

Artifacts of Practice

As part of the evaluation process, teachers may choose to present artifacts of practice at their evaluation in order to demonstrate elements of CSTP that may not be readily observable during formal and informal observations. The following are just some examples of artifacts that might be used to demonstrate elements of CSTP. This is not an exhaustive list, and teachers may provide other relevant artifacts not included below. Please note that, in some cases, one artifact could be used as evidence for several different standards.

Standard 1: Engaging and supporting all students in learning

- Student work samples that evidence their building on life experiences, prior knowledge and interest (autobiographies, family histories, personal narratives, college/career reports, for example)
- Documentation of student led conferences or goal setting conferences
- Lesson plans that utilize a variety of instructional strategies (small group, partners, technology, mini lesson, Socratic seminar, preview/review, SADAI, TPR)
- Video of classroom instruction that evidences a variety of instructional strategies, grouping strategies, and student engagement
- Documentation of a wide variety of grouping strategies (list of cooperative learning groups, partner assignments, student-teacher conference schedules)
- Lesson plans or other documents that demonstrate modifications for students with special needs and/or differentiation to meet students' unique learning styles and levels of achievement
- Student work samples that evidence problem solving and critical thinking (open ended problems, extended projects, research and writing assignments, thematic units of instruction)
- Student work samples that evidence student reflection and self-evaluation (student led conferences, peer editing, student scored work, student use of rubrics/checklists, student reflections)

Standard 2: Creating and maintaining an effective environment for student learning

- Photographs of classroom displays, learning centers, seating arrangements
- Posters or lists of classroom rules, agreements, schedules, agendas, routines, procedures
- Posters or lists of student roles and responsibilities, and leadership opportunities
- Video tape of classroom instruction that evidences smooth transitions from one activity to another
- Charts, posters, displays that provide clear expectations, standards, rubrics, checklists and other resources for students

Standard 3: Understanding and organizing subject matter for student learning

- List of professional reading in subject matter being taught
- Identification of key concepts in subject matter used for designing instruction
- Lesson plans which reference key standards
- Documentation of collaborative planning of units of study with colleagues
- Example of integrated units of study organized around key concepts, themes and skills
- Lesson plans which evidence use of variety of instructional strategies to make content accessible to all students
- Lists of wide range of materials used, including technology integration, to extend students' understanding of content and concepts
- Lists of books and materials used that reflect diverse perspectives

Standard 4: Planning instruction and designing learning experiences for all students

- Lesson plans evidencing a variety of instructional designs and strategies
- Student work samples that evidence their building on life experiences, prior knowledge and interests (autobiographies, family histories, personal narratives, college/career reports, for example)
- Documentation of student led conferences, student goal sheets, or individualized instructional plans
- Lesson plans evidencing differentiation to reflect individual students' interests and developmental needs
- Samples of student assessments and lesson plans that reflect changes in instruction based on results of assessments

Standard 5: Assessing student learning

- Examples of student learning goals, goal setting conferences, progress reports which indicate student progress toward goals
- Samples of anecdotal student records
- Samples of student assessments
- Samples of student reflection, self-evaluations, peer evaluations
- Documentation of parent nights, parent-teacher-student conferences
- Samples of parent newsletters, web pages, parent communication logs, homework hotlines
- Samples of student awards
- Samples of student progress reports

Standard 6: Developing as a professional educator

- Materials from workshops and seminars attended
- Notes from peer coaching, grade level team, department meetings
- Samples of work produced from team collaboration/team teaching/team planning sessions
- Materials from professional organizations, conferences, networks that demonstrate professional collaborations
- Documentation of meetings, committees and school event planning with parents and other community members
- Written notes/reflections on professional goals, written notes from plan books, lesson plans
- Learning walk documentation
- Samples of parent newsletters
- Documentation of parent workshops/training/partnership

Post-Observation Conference

The Post-Observation Conference will occur with both the teacher and the administrator having reflected on the marked Descriptions of Practice form. The teacher may have elected to bring artifacts to the meeting demonstrating further achievement in the relevant CSTP. Based on these artifacts and discussion, additional notations may be made to the Descriptions of Practice. The following questions may be of assistance in leading the post-observation conference discussion. They should form the basis of the conversation but not all must be addressed.

1. As you reflect on the lesson, to what extent were students productively engaged?
2. Did the students learn what you intended? Were your instructional goals met? How do you know, or how and when will you know?
3. Did you alter your goals or plan as you taught the lesson? Why or why not?
4. If you had the opportunity to teach this lesson again to the same group of students, what would you do differently? Why?
5. What do you plan to do next with these students?

Official Observation and Evaluation Forms

The following two forms, the *Certificated Teacher Observation* and the *Certificated Teacher Evaluation* are the forms that are completed at the end of the observation and evaluation process. These are the only two documents (and the written comments accompanying them) that are required to be placed in the teacher's personnel file. As per the SMMCTA- SMMUSD Agreement, the teacher may submit a rebuttal that will be attached to the document in the personnel file.

Santa Monica-Malibu Unified School District Certificated Teacher Observation Report (Form 1)

Teacher: _____ Assignment: _____
School: _____ School Year: _____
Evaluator: _____ Title: _____

Personnel Status: Temporary Probationary 1 Probationary 2 Permanent

Observation 1 Observation 2 Date/Time of Observation: _____

California Standards for the Teaching Profession:

- Standard 1: Engaging and supporting all students in learning
- Standard 2: Creating and maintaining effective environments for student learning
- Standard 3: Understanding and organizing subject matter for student learning
- Standard 4: Planning instruction and designing learning experiences for all students
- Standard 5: Assessing student learning
- Standard 6: Developing as a professional educator

Observation Report:

- Satisfactory Needs Improvement Unsatisfactory

See evaluator's comments attached

I have received a copy of the observation report and discussed the contents with my administrative supervisor.

Teacher's Signature

Date

I have received a copy of the observation report and discussed the contents with my administrative supervisor. I DISAGREE WITH THE OBSERVATION REPORT. I understand that I have the right to submit a rebuttal which will be attached to this document.

Teacher's Signature

Date

- Teacher comments attached No teacher comments attached

Administrator's Signature

Title

Date

Santa Monica-Malibu Unified School District Certificated Teacher Evaluation Report (Form 2)

Teacher: _____

Assignment: _____

School: _____

School Year: _____

Evaluator: _____

Title: _____

Personnel Status: Temporary Probationary 1 Probationary 2 Permanent

California Standards for the Teaching Profession:

- Standard 1: Engaging and supporting all students in learning
- Standard 2: Creating and maintaining effective environments for student learning
- Standard 3: Understanding and organizing subject matter for student learning
- Standard 4: Planning instruction and designing learning experiences for all students
- Standard 5: Assessing student learning
- Standard 6: Developing as a professional educator

Evaluation Report:

- Satisfactory Needs Improvement Unsatisfactory

See evaluator's comments attached

I have received a copy of the evaluation report and discussed the contents with my administrative supervisor.

Teacher's Signature

Date

I have received a copy of the evaluation report and discussed the contents with my administrative supervisor. I DISAGREE WITH THE EVALUATION REPORT. I understand that I have the right to submit a rebuttal which will be attached to this document.

Teacher's Signature

Date

- Teacher comments attached No teacher comments attached

Administrator's Signature

Title

Date

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