

**Pajaro Valley Unified School District**

# Evaluation Processes for Tenured Certificated Staff

**All Documents Available at [www.pvUSD.net](http://www.pvUSD.net)**

## **Comments**

From certificated staff who have participated in the evaluation options for tenured staff

### **Self-Assessment**

- Self-assessing on the Continuum helped me reflect, reevaluate, and focus my thinking.
- It helps me revisit strengths and areas for growth.
- I can assess my own effectiveness.
- It's good to take inventory periodically.
- The process brings attention to all area.
- I like using the Continuum.

### **Partner**

- We learned so much from observing, being observed and getting feedback--prompts me to refine my craft.
- It's invaluable to have someone observe with a different perspective.
- Sharing ideas and concerns is a great way to grow professionally (no matter how many years one has).
- We gained skills--good ongoing communication and sharing of ideas.
- Allowed me to focus on a specific area that I wanted to improve in a non-threatening situation with a peer.
- Collaboration betters my teaching for my students.
- I trust my colleague and can receive genuine help.

### **Portfolio**

- I enjoyed meeting with peers as a means of assessment and working with my administrator as a team.
- You can always learn from listening and discussing with your peers. This gives a forum and time to do it.
- I have been able to concentrate on one area and develop ways to improve.
- Made me look carefully to assess students' skills and my teaching--then come up with strategies to improve.
- Periodic meetings with my administrator added to reflection on student progress.
- Allowed me to self-analyze an area of weakness and improve. It encourages my research skills to support teaching and my students benefit from that.

### **Administrative Choice**

- It's been helpful working with my administrator to develop new ideas and techniques.
- My administrator has been helpful in suggesting the use of new materials and resources.
- My administrator's suggestions made my year go smoother.
- I learned about what an outside observer sees in my class.

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# **Professional Standards**

## **Self-Assessment**

**and**

## **Overview**

## **Beliefs that Guide Effective Evaluation Processes**

*The Evaluation Project is a dynamic process, based on ongoing inquiry, data gathering and reflection.*

*Professional collegial interactions promote growth and development*

*Student outcomes will improve if student's work is a focus.*

## **Goals**

- **To improve instruction**
- **To benefit students & certificated staff**
- **To maintain & exceed Professional Standards**
- **To promote ongoing & significant professional growth**

# **Pajaro Valley PROFESSIONAL STANDARDS for Classroom Teachers & California Standards for the Teaching Profession**

## ***Engaging and supporting all students in learning***

- Connecting students' prior knowledge, life experience, and interests with learning goals
- Using a variety of instructional strategies and resources 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

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, interactions 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.

## ***Creating and maintaining an effective environment for students***

- 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

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, are clearly understood, and consistently maintained. Teachers make effective use of instructional time as they implement class procedures and routines.

## ***Understanding and organizing subject matter knowledge for student learning***

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

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 student's understanding. Teachers use their knowledge of student development, subject matter, instructional resources and teaching strategies to make subject matter accessible to all students.

***All Professional Standards function as a guide for administrators and certificated staff.***

***The common language of Professional Standards provide for shared discussions  
between administrators and certificated staff.***

***Planning instruction and designing learning experiences for all students***

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

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-term 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 Student Learning***

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

Teachers establish and clearly communicate learning goals for all students in content standards. Teachers collect information about student performance from a variety of sources. Teachers involve 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 foster academic progress.

***Developing as a professional educator***

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

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 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.

## Professional Standards for Non-Classroom Certificated Staff

<p><b>English Language Specialist</b></p> <ul style="list-style-type: none"> <li>▪ Records and Reports</li> <li>▪ Monitor and Assess</li> <li>▪ Communication</li> <li>▪ Professional Leadership</li> </ul>	<p><b>Nurses</b></p> <ul style="list-style-type: none"> <li>▪ Policies, Statutes and Regulations</li> <li>▪ Interdisciplinary Collaboration Within the School</li> <li>▪ Health Education</li> <li>▪ Nursing Process</li> <li>▪ Program Management</li> <li>▪ Community Health</li> <li>▪ Professional Development</li> </ul>
<p><b>Certificated Staff on an Assignment with no identified Continuum as yet</b></p> <ul style="list-style-type: none"> <li>▪ Follow the process outlined to develop appropriate goals based on the work that you do.</li> </ul>	<p><b>Program Specialists</b></p> <ul style="list-style-type: none"> <li>▪ Placement and Services</li> <li>▪ Staff Development and Curriculum Development</li> <li>▪ Collaboration, Consultation, and Coaching</li> <li>▪ Professional Growth/Maintaining Responsibilities as a Professional Educator</li> </ul>
<p><b>Counselor</b></p> <ul style="list-style-type: none"> <li>▪ Delivery System</li> <li>▪ Management System</li> <li>▪ Accountability System</li> </ul>	<p><b>Psychologists</b></p> <ul style="list-style-type: none"> <li>▪ Pre-Referral Process</li> <li>▪ Assessing and Diagnosing Student Needs</li> <li>▪ Developing and Implementing the IEP</li> <li>▪ Professional...</li> </ul>
<p><b>Early Childhood</b></p> <ul style="list-style-type: none"> <li>▪ <i>Creates and Maintains Effective Child Development Environments for Children</i></li> <li>▪ <i>Planning Instruction and Designing Learning Experiences for All Children</i></li> <li>▪ <i>Engages and Supports All Children in Learning</i></li> <li>▪ <i>Assess Children's Learning</i></li> <li>▪ <i>Understands and Organizes Subject Matter</i></li> <li>▪ <i>Works with Parents/Families in Serving Children</i></li> <li>▪ <i>Develops as a Professional Educator</i></li> </ul>	<p><b><i>SELPA: RSP, SDC, Speech Therapists, Itinerant</i></b></p> <ul style="list-style-type: none"> <li>▪ <i>Classroom Teacher Standards, as appropriate</i></li> <li>▪ <i>Plus additional elements written into each of the Classroom Teacher Standards specifically for Special Education</i></li> </ul>
<p><b>Migrant, Elementary</b></p> <ul style="list-style-type: none"> <li>▪ <i>Classroom Teacher Standards, as appropriate</i></li> <li>▪ <i>Plus additional elements written into each of the Classroom Teacher Standards specifically for Special Education</i></li> </ul> <p><b>Migrant Counselors, Secondary*</b></p> <ul style="list-style-type: none"> <li>▪ <i>Counselor Standards (Delivery System, Management System, Accountability System)</i></li> <li>▪ <i>Plus additional elements written specifically for Migrant Counselors</i></li> </ul>	<p><b>Teachers on Special Assignment*</b></p> <ul style="list-style-type: none"> <li>▪ <i>Engaging Students in Learning</i></li> <li>▪ <i>Effective Environment</i></li> <li>▪ <i>Understanding Subject Matter</i></li> <li>▪ <i>Planning</i></li> <li>▪ <i>Assessing Student Learning</i></li> <li>▪ <i>Developing as a Professional Educator</i></li> </ul> <p><i>* To be used by all teachers on special assignment, and EL/ ELD, literacy and math coaches along with all or part of the Professional Standards for classroom teachers as is appropriate to your job.</i></p>



## **Establishing and Maintaining Professional Standards**

**All Professional Standards are a description of minimal expectations for certificated personnel to receive and maintain tenure. Professional Standards act as a guide for administrators and certificated staff and provide a common language for shared discussions on professional growth.**

### **Administrative Mandated:**

All non-tenured certificated staff are responsible for establishing Professional Standards to receive tenure.

### **Please Note:**

**All non-tenured staff are expected to establish their practice generally at the “Applying” column as per appropriate continuum to receive tenure.**

### **Partner, Portfolio, Administrative Choice, Self-Assessment:**

All tenured certificated staff are responsible for maintaining Professional Standards at all times.\*

### **Please Note:**

All tenured staff are expected to maintain their practice generally at the “Applying” column as per appropriate continuum.

- **Administrators always have the right and responsibility to observe classrooms or work settings at any time. As administrators observe or interact in classrooms or work settings, they have the right and responsibility to identify any concerns related to maintaining the Professional Standards.**
- Professional Standards are met and exceeded by most all certificated staff.
- \*However, at times some tenured staff require additional guidance and support to maintain Professional Standards. If additional guidance and support is needed, the supervising administrator will initiate the Pre-Assistance process.
- \*Pre-Assistance is focused on specific Professional Standards that need improvement and is to be viewed positively as providing the necessary guidance and support required to reestablish Professional Standards at the “Applying” level. The duration for Pre-Assistance is 10 weeks. If the Pre-Assistance Plan is not met, Mandatory Peer Assistance and Review (Mandatory PAR) will follow Pre-Assistance for one year.



TO: All Certificated Staff  
 FROM: PVUSD & PVFT

**WOULD YOU LIKE THE OPPORTUNITY FOR SUPPORT FROM A CONSULTING TEACHER?**

**Consulting teachers from the New Teacher Project are available to meet individually with certificated staff based on the following priorities and this application process.**

*Support will be given to certificated staff who:*

- Are new to the district, but do not qualify for a Santa Cruz New Teacher Project (SCNTP) advisor
- Have a new assignment
- Are first or second year teachers who do not have an advisor in the SCNTP
- Are experienced certificated staff who have identified an area of the PVUSD Professional Standards in which they want support.

A consulting teacher can meet with you from 2 – 4 sessions and support you in your area of focus and at your convenience.

**INTERESTED?**

Fill out the application below and return to Human Resources Attention: Beth Dyer as soon as possible. Consulting Teachers will be assigned on a “first come first served” basis.

**Voluntary PAR APPLICATION**

Name: \_\_\_\_\_ Date: \_\_\_\_\_  
 School: \_\_\_\_\_ School Phone: \_\_\_\_\_  
 Home Address: \_\_\_\_\_ Home Phone: \_\_\_\_\_

Please describe specifically how you qualify for Voluntary PAR based on the above priorities:  
 \_\_\_\_\_  
 \_\_\_\_\_

Please describe you placement (grade level, content areas, special education area, etc.)  
 \_\_\_\_\_

Please describe the specific type of support you would like:  
 \_\_\_\_\_

# Professional Standards as applied to PRE-ASSISTANCE

Pre-Assistance is considered to be a signal to certificated staff that additional guidance and support is needed in maintaining Professional Standards in a particular domain(s). When Pre-Assistance is initiated by the supervising administrator, it is the responsibility of the administrator, along with certificated staff:

1. To identify the specific problem in relationship to Professional Standards,
2. To develop and implement a plan for improvement within a period of ten weeks,
3. To gather selections to show evidence of improvement in Professional Standards.

Throughout Pre-Assistance the administrator makes a commitment to certificated staff to support the improvement plan and allow the necessary time for learning new patterns of behavior. The early and frequent use of Pre-Assistance is viewed as positive support for certificated staff who find themselves with difficult challenges in their teaching or work.

When a certificated staff member is placed on Pre-Assistance there is no record of it submitted to his or her certificated personnel file. Only when certificated staff member is placed on Mandatory PAR is a record submitted to the permanent file. The period for Pre-Assistance is 10 weeks. The period for Mandatory PAR is one year. While on Mandatory PAR certificated staff are not eligible to transfer or advance to a higher step or column on the certificated salary schedule.

*When on Mandatory PAR certificated staff will be assigned the support of a consulting teacher through the PVUSD/PVFT Peer Assistance and Review Program (PAR).*

## ***Below are the components of the Pre-Assistance Plan, as per contract:***

The supervising administrator will give a written notice to the teacher regarding:

- A statement of the problem in relationship to Professional Standards
- A statement of the desired behavior in relationship to Professional Standards
- Date when the problem is to be resolved; and
- Recommendations and assistance that will be given to the teacher

After the written notification is given to the teacher, follow-up observations and conferences between the teacher and the evaluator will take place. The conferences will result in one of the following actions:

- Continue observations and conferences
- Referral to Mandatory PAR
- Problem resolved and Professional Standards met. Return to current evaluation option.

## Professional Standards as applied to MANDATORY PAR for Tenured Staff Only

Certificated staff are referred to Mandatory PAR when staff are unable to meet the goals in a Pre-Assistance Plan.

When referred to Mandatory PAR certificated staff may appeal the referral.

If an appeal is not requested or if the appeal is not successful, staff is placed on Mandatory PAR and will be assigned a PAR consulting teacher for one year.

- The certificated staff member will remain on the Administrative Option, Mandated the year following the successful completion of Mandated PAR.
- Mandatory PAR includes intensified observations and conferences based on Professional Standards and follows the guidelines of the PVUSD/PVFT PAR Program.

### The Mandatory PAR Plan:

The consulting teacher meets with the principal and the referred teacher to develop a plan that includes:

- A statement of the problem and existing conditions in relationship to Professional Standards
- Specific objective(s) for the evaluatee in relationship to Professional Standards
- Specific methods and resources which the evaluatee will use to remedy the problem and meet Professional Standards
- Specific guidance and assistance that will be offered to the evaluatee

### During the Mandatory PAR :

- Consulting teachers develop reports in consultation with the principal.
- **Formative Reports** are written quarterly and presented to the PAR Governing Panel by the consulting teacher. The site administrator continues to observe and also attends PAR Governing Panel meetings to share his/her perspective.
- **A Summative Report** is written and presented to the PAR Governing Panel at the end of the yearlong Mandatory PAR period by the consulting teacher and the site administrator shares his/her perspectives.

# **Guide to Self-Assessment**

**All evaluation materials may be copied and  
are available at**

**[www.pvUSD.net](http://www.pvUSD.net)**

**HR (employment)**

**Human Resources**

**Evaluation**

# **GUIDE TO SELF ASSESSMENT Using a Continuum**

## **Who does self-assessment?**

- All certificated staff self-assess on a Continuum appropriate to their position.

## **Why do I self-assess?**

- The Continuums are meant to be used by certificated staff to:
  1. Support the development of goals for non-tenured staff in all standards for your position,
  2. Support the development of the Area of Investigation for tenured staff in all standards for your position,
  3. Guide ongoing professional growth.
- The purpose of the first self-assessment is to create a baseline. Subsequent self-assessments are to analyze and reflect on professional growth and to answer the question, “Where is the next step in my professional growth?”

## **Is there any paperwork to fill out?**

- For Partner, Portfolio, Administrative Choice, Self-Assessment there is no paperwork required for your administrator regarding self-assessment.
- Teachers on Administrative Mandated, Pre-Assistance and Mandatory PAR do have to fill out a self-assessment summary form.
- Please Note: *Administrators and all certificated staff are responsible for maintaining Professional Standards at all times. Consequently, as administrators observe in classrooms or work settings they also have the right and responsibility to identify any concerns related to the Professional Standards while they are observing formally or informally. In addition, Administrators always have the right and the responsibility to observe classrooms or work settings at any time.*

## **In which domains do I self-assess? & When do I self-assess?**

- All certificated staff will self-assess in all of the Professional Standards in the Continuum designed for your position.
- You self-assess in the fall and the spring.
- Continuums are available for:
  1. English Language Specialists
  2. Classroom Teachers
  3. Counselors
  4. Early Childhood
  5. Migrant Staff: Elementary and Secondary
  6. SELPA Staff: Nurses, Program Specialist, Psychologists, RSP/SDC/Speech Therapists/Itinerant Staff
  7. Teachers on Special Assignment
  8. –Certificated Staff without a job description

## **How do I self-assess?**

- Read each row. Mark & date the box that best describes where your practice is currently.
- Notice and reflect upon your strengths and areas for professional growth.
  1. Marking in the same box for more than one self-assessment or marking a box to the left of a previous mark does not necessarily show a lack of professional growth, although it might. It can also mean that there is now a deeper understanding of what is described in the box and a correspondingly deeper awareness of your practice or that you’ve had a particularly challenging class/work load or that you’ve had a major change of assignment, etc.
  2. As you do your self-assessment twice during the year, you may want to reflect in writing on your markings as indicated on your personal Continuum. A way to do this would be to keep a professional journal or log along with your Continuum during your employment in P.V.U.S.D. Any written comments you’ve made will be helpful to you when meeting in collegial discussion groups during the year. These notes would be for your personal use.

## Example of Self-Assessment for Fall and Spring Using the Teacher Continuum

<b>Engaging and Supporting all Students in Learning</b>					
	Beginning	Emerging	Applying	Integrating	Innovating
<b>Connecting students' prior knowledge, life experience and interests with learning goals.</b>	<p>Opens lesson to capture students' attention and interest. Teacher recognizes the value of students' prior knowledge and life experiences.</p> <p style="text-align: center;"><i>8/06</i></p>	<p>Asks questions that elicit students' prior knowledge, life experiences and interests. Some connections are made to the learning goals and objectives of the lesson.</p> <p style="text-align: center;"><i>4/07</i></p>	<p>Implements activities and elicits questions that help students make connections between what they already know and the learning goals and objectives.</p>	<p>Uses questions and activities to extend students' abilities to integrate what they know with the learning goals and objectives. Makes adjustments during lesson to ensure that all students meet the learning goals.</p>	<p>Creates a context for students to synthesize learning goals and objectives with what they know and develop their own complimentary learning goals.</p>
<b>Using a variety of instructional strategies to respond to students' diverse needs.</b>	<p>Uses a few instructional strategies. Delivers instruction with available resources and materials.</p>	<p>Varies instruction to increase student participation. Selects strategies, resources, and visuals with some consideration of students' academic and linguistic needs.</p> <p style="text-align: center;"><i>8/06</i></p>	<p>Elicits student participation through a variety of instructional strategies intended to match students' academic and linguistic needs. Checks for student understanding.</p> <p style="text-align: center;"><i>4/07</i></p>	<p>Uses a repertoire of strategies and resources. Selects and differentiates learning to accommodate students' diverse learning styles.</p>	<p>Uses extensive repertoire of strategies to meet students' diverse academic and linguistic needs and ensure fullest participation and learning for all students.</p>
<b>Facilitating learning experiences that promote autonomy, interaction, and choice.</b>	<p>Directs learning experiences through whole group and individual work with possibilities for interaction and choice.</p>	<p>Varies learning experiences to include work in large groups and small groups with student choice within learning activities.</p> <p style="text-align: center;"><i>8/06</i></p>	<p>Provides learning experiences utilizing individual and group structures to develop autonomy and group participation skills. Students make choices about and within their work.</p> <p style="text-align: center;"><i>4/07</i></p>	<p>Uses a variety of learning experiences to assist students in developing independent working skills and group participation skills. Supports students in making appropriate choices for learning.</p>	<p>Integrates a variety of challenging learning experiences that develop students' independent learning, collaboration, and choice.</p>

Note:

- Diversity refers to culture, ethnicity, language, race, religion, gender, sexual orientation, socio-economic background, learning abilities and learning styles.
- Equity means doing whatever it takes to ensure learning for all students.

*Developed by Ellen Moir, Susan Freeman, Lynne Petrock & Wendy Baron;*

*Revised 5/01, by Colleen Stobbe & Linda St. John.*

*If you are . . .*

**1 - Newly Tenured**

*-----First day of service as tenured certificated staff, you will choose from three options:*

*Partner Option,*

*Portfolio Option,*

*Administrative, Choice;*

*unless you are placed on Administrative, Mandated.*

**2 - Tenured & last year you**

**were on: Partner** -- *For two (2) years between being on the Partner Option and your next choice, you are responsible for the regular first and fourth quarter self-assessments on the Continuum, unless you are placed on Administrative Mandated.*

**3- Tenured & last year you**

**were on: Portfolio or Administrative Choice** -- *For one (1) year between being on the Portfolio or Administrative Choice and your next choice, you are responsible for the regular first and fourth quarter self-assessments, unless you are placed on Administrative Mandated.*

**4 - Non-tenured and a Temporary or Probationary Employee**

*-----Administrative, Mandated*

**5 - Categorical Employee**

a)-----*First & Second Year: Administrative, Mandated*  
b)-----*Third year: If you have had good evaluations in your first 2 years you may choose from the options of Partner, Portfolio or Administrative Choice, unless you are placed on Administrative, Mandated*



### Description of Processes for each Option

	<b>PARTNER</b>	<b>PORTFOLIO</b>	<b>ADMINISTRATIVE-CHOICE</b>
<b>Self-Assessment</b>	For all of the above options tenured staff self-assess on the appropriate Continuum for their position		
<b>Goals as Inquiry</b>	For all of the above options tenured staff develop an Area of Investigation in preparation for the initial meeting with administrator		
<b>Initial Meeting</b>	For all of the above options tenured staff meet with administrator to present, discuss and agree on final wording of the Area of Investigation		
<b>Observing and Conferring for Assessment and Reflection</b>	<p><b>Two Conference Cycles with Partner</b></p> <p>Partners meet before each set of observations to have a pre-conference (2 pre-conferences)</p> <p>Partners observe each other two times during the year</p> <p>Partners meet after each set of observations to have a post-conference (2 post-conferences)</p> <p><b>PARTNERS SEND ADMINISTRATOR COPIES OF ALL PRE/POST CONFERENCE FORMS WITHIN SEVEN DAYS OF EACH POST CONF.</b></p>	<p><b>One Conference Cycle with Administrator &amp; First Quarter Meeting</b></p> <p>Select and reflect on at least four portfolio items.</p> <p><b>First quarter group meeting with administrator to share and discuss first portfolio selection/reflection.</b></p> <p>Second semester one collaboration between teacher and administrator based on in-class work to gather a portfolio selection and write reflection.</p>	<p><b>Two Conference Cycles with Administrator</b></p> <p>Two pre-conferences with administrator.</p> <p>Two observations by administrator to support the Area of Investigation.</p> <p>Two post-conferences with administrator.</p>
<b>Re-Self-Assessment</b>	For all of the above options tenured staff re-self-assess on the appropriate Continuum for their position		
<b>Summative Meeting Final Self-Assessment</b>	For all of the above options tenured staff writes Final Evaluation Summary Administrator adds Comments		
<b><u>Evaluation Period</u></b>	<p><b>Three Years</b> Year 1 -- <b>Partner</b>, Years 2 &amp; 3 – Self assess on appropriate Continuum</p>	<p><b>Two Years</b> Year 1 -- <b>Portfolio or Administrative Choice</b> Year 2 -- Self assess on appropriate Continuum</p>	

\*Santa Cruz New Teacher Project, University of California Santa Cruz

# Inquiry

## **Developing your Area of Investigation**

- The foundation for your Area of Investigation is your self-assessment on the Continuum matched to your job.
- In addition to your self-assessment take into account school and district goals when developing your Area of Investigation

**All evaluation materials may be copied and  
are available at**

**[www.pvUSD.net](http://www.pvUSD.net)**

**HR (employment)**

**Human Resources**

**Evaluation**

**SAMPLE**

**AREA OF INVESTIGATION- CLASSROOM TEACHER SAMPLE**

(Check one Partner; Portfolio; Admin. Choice)

Name: \_\_\_\_\_ School: \_\_\_\_\_ Date: \_\_\_\_\_ Current Assignment \_\_\_\_\_

To clarify your Area of Investigation, Briefly respond to the following questions.

**A. Area of Investigation** (To be completed before your first meeting with your administrator)

**1. Name the specific curriculum area or work related topic you wish to focus on in your Area of Investigation.** *Problem Solving in Math*

**2. Specifically, what aspect of that curriculum area or work related topic would you like to improve or enhance? Why? When answering please make links to site and/or district goals and student assessments you have made.** *I want to improve my abilities to teach my students how to see relationships in problems and break them down into parts. Our site is focused on improving students abilities to problem solve. From testing results I find that my students score poorly in problem solving. From observing my students over the years I notice in particular that they tend to guess based on thinking about only a portion of the information in the problem and are often distracted by information that is interesting to the “story”, but not essential in the problem solving. They also tend to get frustrated and give up on the task easily.*

**B. Desired Outcomes**

**1. How will you improve in your teaching or work through this Area of Investigation? Make explicit links to your self-assessment on your Continuum and student content standards or work related standards.** *I am focusing on the content standard for Mathematical Reasoning, especially “Make Decisions about a Problem” and “Solve Problems/Justify Reasoning”. Based on my self-assessment on the Continuum of Teacher Abilities, I want to focus on two standards--Engaging and supporting all students in learning and Assessing student learning. In the Engaging standard, I want to improve my ability to teach my students problem solving. I want them to know what kind of a problem they are trying to solve, how the parts relate, ways to organize the information and what steps to use in solving it. In the Assessing standard, I want to improve my ability to support my students to assess and monitor their own work. I want to develop a rubric with the class that will include estimation, reasonableness of answer, steps used and clarity of student written explanations of their work. Then we can use it as a reference when we do the work and when we analyze our work. I will also work with my partner to develop some graphic organizers and processes for my students to try.*

**2. How will you improve the abilities of your students or clientele through this Area of Investigation to meet content standards or work related standards? My main focus in this Area of Investigation for improving my teaching will be to teach my students ways to graphically organize information in a story problem to help the students see the relationship of the parts of the story problem. Throughout the year we will learn different formats for displaying the information, to analyze and then make decisions about what operation(s) to use to solve the problem. I will also teach my students how to work together in partners or small groups to do the work of “problem solving” and to assess how well they are doing using our rubric. I’d also like to use the rubric to develop our own data about our progress in getting better at problem solving and to help students make their own goals.**

**3. What type of evidence (observation formats, data gathering tools, student work, assessments, etc.) are you planning to use in order to reflect upon progress in your Area of Investigation?** *I want my partner to observe me teaching lessons on problem solving as I practice using procedure charts, graphic organizers, the rubric and teaching them how to write about their work. I want to know if my students are paying attention and if my directions are clear. (Are they looking and taking notes? Are they asking a lot of questions that show that they are confused? Do they start their work right away?) I would also like my partner to go around to the groups as they work to write down what the students are saying to each other, so we can figure out where they are still having problems and how much they are on or off task. My partner and I will also use the class rubric and samples of the students’ work to reflect on progress.*

Certificated Staff \_\_\_\_\_ **SAMPLE** \_\_\_\_\_ Administrator \_\_\_\_\_ Date \_\_\_\_\_

**AREA OF INVESTIGATION -- CLASSROOM TEACHER**

Check one Partner; Portfolio; Admin. Choice

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

**Current Teaching Assignment** \_\_\_\_\_

**To clarify your Area of Investigation, Briefly respond to the following questions.**

**A. Area of Investigation** (To be completed before your first meeting with your administrator)

1. Name the specific curriculum area or work related topic you wish to focus on in your Area of Investigation.

2. Specifically, what aspect of that curriculum area or work related topic would you like to improve or enhance? Why? When answering please make links to site and/or district goals and student assessments you have made.

**B. Desired Outcomes**

1. How will you improve in your teaching or work through this Area of Investigation? Make explicit links to your self-assessment on your Continuum and student content standards or work related standards.

2. How will you improve the abilities of your students or clientele through this Area of Investigation to meet content standards or work related standards?

3. What type of evidence (observation formats, data gathering tools, student work, assessments, etc.) are you planning to use in order to reflect upon progress in your Area of Investigation?

Certificated Staff \_\_\_\_\_ Administrator \_\_\_\_\_ Date \_\_\_\_\_

**AREA OF INVESTIGATION -- NON-CLASSROOM**

Check one Partner; Portfolio; Admin. Choice

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

**Current Assignment**

*To clarify your Area of Investigation, Briefly respond to the following questions.*

**A. Area of Investigation** (To be completed before your first meeting with your administrator)

1. Name the specific curriculum area or work related topic you wish to focus on in your Area of Investigation.

2. Specifically, what aspect of that curriculum area or work related topic would you like to improve or enhance? Why? When answering please make links to site and/or district goals and assessments you have made.

**B. Desired Outcomes**

1. How will you improve in your teaching or work through this Area of Investigation? Make explicit links to your self-assessment on your Continuum and student content standards or work related standards.

2. How will you improve the abilities of your students or clientele through this Area of Investigation to meet content standards or work related standards?

3. What type of evidence (observation formats, data gathering tools, student or client work, assessments, etc.) are you planning to use in order to reflect upon progress in your Area of Investigation?

Certificated Staff \_\_\_\_\_ Administrator \_\_\_\_\_ Date \_\_\_\_\_

# Assessment & Reflection

**All evaluation materials may be copied and  
are available at**

**[www.pvUSD.net](http://www.pvUSD.net)**

**HR (employment)  
Human Resources  
Evaluation**

## General Timelines

Months	Partner	Portfolio	Admin. Choice
Beginning mid-August and completed before initial meeting.	For all of the above options administrator provides information on evaluation processes. Certificated staff self-assess on appropriate Continuum and develop draft Area of Investigation		
Between <b>9/1 and 9/30</b>	<u>Administrators fax/email/pony to Human Resources: "Choices" of Tenured staff</u> For all of the above options administrators will meet with certificated staff to review and agree on final form for the Area of Investigation		
Between <b>10/1 and 12/1</b> Partners follow sub schedule	1st Partner Pre Conferences, Observations .& Post Conferences	Write 1st portfolio selection and reflection. <b>First quarter group meeting with administrator.</b>	<b>Between 10/1 and 12/15</b> 1st Administrative , Choice Pre Conference Observation and Post Conference
		Write 2nd portfolio selection and reflection. Turn into administrator by <b>12/15</b>	
Between <b>1/20 and 4/15</b> Partners follow sub schedule	2nd Partner Pre Conferences, Observations .& Post Conferences	<b>Between 1/20 and 4/1</b> Write 3rd* and 4th* portfolio selections and reflections.  *Administrator will collaborate to collect either the 3rd or 4th portfolio section and co-write the corresponding reflection through observation and conference.	<b>Between 1/22 and 4/15</b>  2nd Administrative , Choice Pre Conference Observation and Post Conference
Between <b>4/15 and 5/1</b>	For all of the above options re-self-assess on the appropriate Continuum, write a draft Final Evaluation Summary, and meet with administrator to share and finalize Final Evaluation Summary.		

***IMPORTANT:***

**For Specific Timeline Dates**

**Your administrator  
will provide you with  
a copy of the Timeline**



## **SUBSTITUTES For Partners**

- Certificated Personnel has automatically scheduled substitutes for partners, as per the specific calendar.
- Each school will receive a substitute three times during the year for partners. As much as possible, the scheduling has been done to avoid restructured days, parent conferences and testing periods.
- The number of full day substitutes being allocated by the district per scheduled date is one full day sub for 4 teachers at elementary and middle schools and three full day subs for high schools.
- Administrators are responsible for the cost of any additional subs needed beyond the school's allocation.
- We understand that the scheduling of substitutes is a challenge. Human Resources continues to work hard to improve the process for everyone.

**Partners:**

**Remember to turn in**

**your Pre & Post Conference form to your**

**administrator within 7 days of your observation.**

**All evaluation materials may be copied and  
are available at  
[www.pvUSD.net](http://www.pvUSD.net)  
HR (employment)  
Human Resources  
Evaluation**

**Partner and Administrative Choice Form**

Name\_\_\_\_\_ Partner\_\_\_\_\_ (2 sets) Pre & Post Conferences 1 2

Date\_\_\_\_\_ Admin. Choice/Administrator\_\_\_\_\_ (2 sets) Pre & Post Conferences 1 2

**Pre Conference**

Identify the specific behaviors (of students or targeted individuals or group) that will demonstrate achievement of the Area of Investigation. State what will be observed for specifically.

**Post Conference**

After sharing the observation data, compare what happened with what was desired. Reflect on what helped and what hindered and why.

**Next Steps**

**Improvements**

**New Strategies**

**Administrative Comments:**

Certificated Staff\_\_\_\_\_ Administrator\_\_\_\_\_ Date\_\_\_\_\_

Partners:

Remember to turn in  
your Pre & Post Conference form to your  
administrator within 7 days of your observation.

# Portfolio

## **Defining the Portfolio:**

- The portfolio for the evaluation option is not a “showcase” or “best work” portfolio. It is a “learning” or “working” portfolio. In a learning/working portfolio certificated staff gather and reflect on selections of student work, assessments, etc. in order to guide professional decision-making regarding next steps for improvement at the time of the selection.
- The first selection represents initial information regarding the Area of Investigation. The reflection on that first selection should guide decision making for adaptations or improvements at that time. The remaining selections and reflections throughout the year continue that same process; including the selection and reflection done in collaboration with the administrator. The first selection and reflection are brought to a group meeting to support further thinking about the first selection and reflection and to make connections with other teachers regarding your process and topic.
- Collectively at the end of the year, the selections and their accompanying written reflections show learning and growth over time. This is a learning/working portfolio.

## **The Portfolio Includes:**

- 1. An Area of Investigation**
- 2. Selection of and written reflection on at least four artifacts throughout the year in support of the Area of Investigation. One of the written reflections is done in collaboration with your administrator. *Feel free to copy more Reflection forms as needed to support your Area of Investigation.***
- 3. Final Evaluation Summary**

## **Possible Selections for Portfolios:**

Work samples, video and audio tapes of students, teacher developed observation tools, assessments, etc.

## **Key ideas about selections--**

- They are focused on the learning or progress of students (or clientele, if you are Non-Classroom staff)
- They can be gathered over time
- They support understanding of how teaching or your work with individuals and groups effects learning or progress.

**Portfolio**  
**Attend First Quarter Meeting**  
**to discuss 1st Selection and Reflection**

**The purpose of the meeting is to support--**

\*Analyzing the 1st selection for the Portfolio in order to get a deeper understanding of it through dialogue and to get additional ideas for new strategies or improvements

\*Adding to or revising the 1st written reflection based on the analysis and dialogue

\*Making connections with other teachers regarding your process and topic

**All evaluation materials may be copied and  
are available at  
[www.pvUSD.net](http://www.pvUSD.net)  
HR (employment)  
Human Resources  
Evaluation**

**The following form may be used to prepare for group meetings and/or meeting with  
administrator.**

**Portfolio Option**  
**REFLECTION ON PORTFOLIO SELECTION**

Name: \_\_\_\_\_ School: \_\_\_\_\_ Portfolio Selection # \_\_\_\_\_ Date: \_\_\_\_\_

Current Assignment: \_\_\_\_\_

**1. What does this selection show about progress in your Area of Investigation?**

**2. What will be your next steps?-- Improvements? or New Strategies?**

# Portfolio

## Collaboration with your Administrator During February or March

- **Meet with your administrator to share the progress in your Area of Investigation as evidenced by your selections and written reflections.**
  
- **Together decide on:**
  1. **A time for your administrator to come into your class or accompany you in your work, if you are Non-Classroom staff and**
  
  2. **Decide on a method for him/her to gather information through observation for you in support of your Area of Investigation.**
  
- **Using the information written by your administrator when s/he observed, together write a reflection and add it to your portfolio.**

Please Note:

*Administrators and all certificated staff are responsible for maintaining Professional Standards at all times. Consequently, as administrators observe in classrooms or work settings they also have the right and responsibility to identify any concerns related to the Professional Standards while they are observing for specific goals or for an Areas of Investigation. In addition, Administrators always have the right and the responsibility to observe classrooms or work settings at any time.*



# Final Evaluation

**All evaluation materials may be copied and  
are available at**

**[www.pvUSD.net](http://www.pvUSD.net)**

**HR (employment)**

**Human Resources**

**Evaluation**

During the **fourth quarter** remember to--

**Self-Assess on the Continuum**

Consider the results of your assessments and reflections  
in support of your Area of Investigation, and complete #1 and #2  
of your Final Evaluation Summary.

If you chose the portfolio option, please turn in your portfolio at  
your final evaluation meeting.

**All evaluation materials may be copied and  
are available at**

**[www.pvUSD.net](http://www.pvUSD.net)**

**HR (employment)**

# FINAL EVALUATION SUMMARY for All CERTIFICATED STAFF

Check one Partner; Portfolio; Admin. Choice

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

Current Assignment: \_\_\_\_\_

**Partner & Portfolio--Complete #1 & #2 and meet with administrator. Admin. Choice--Administrator & Staff share in writing #1 & #2**

## **1. Area of Investigation Accomplishments**

As you progressed through your Area of Investigation, how did you and your students or clientele benefit? What did you learn about teaching and learning?

## **2. Recommendations or Considerations for the Future**

A. Describe how you will continue to work on this and any other inquiries that extend from your Area of Investigation.

B. Describe what you think is most important about what you learned through your Area of Investigation to share with others.

## **Final Evaluation Summary -- Administrative Assessment**

1. Administrative Comments and Recommendations:

Certificated Staff: \_\_\_\_\_ Administrator: \_\_\_\_\_ Date: \_\_\_\_\_

# Resources

## Underlying Assumptions for Effective Coaching/Collegial Conversations

- \*That the coaching/collegial conversation process is a mutual learning process
- \*That the speaker and the listener are professionals with the ability to self-assess and self-prescribe
- \*That the speaker and the listener possess high professional standards and seek to be successful
- \*That the speaker and the listener have the best interest of the students in mind
- \*That the listener's role is NOT to "fix" the speaker

<u>Conversation</u>	<u>Coaching during Conferencing &amp; Collegial Conversation</u>
<p>We talk about whatever comes up. Talk flows from one thing to another.</p>	<p>The speaker controls the conversation. The goal for the conversation is to improve teacher and student success.</p> <p>The listener is totally focused on the speaker in order to actively participate in supporting the best thinking of the speaker to reflect on planning, classroom information and identify next steps for improvement or new strategies. As desired, the listener shares ideas with the speaker.</p> <p>Paraphrasing, clarifying questions and questions that probe new ideas and relationships are helpful tools for the listener to use to support the thinking of the speaker.</p>

C. Stobbe, June 1996, Adapted from Santa Cruz New Teacher Project/BTSA

## COACHING-COLLEGIAL CONVERSATION SKILLS

To support effective communication  
that promotes professional growth please consider:

- \*Communication skills are acquired more than they are in-born
- \*The meaning people get from you comes less from what you say  
than from how you say it
- \*Whenever two people are in each other's presence,  
communication inevitably occurs.
- \*87% of the information stored in people's minds  
entered their body through their eyes.
- \*Communication is a complex, ongoing dynamic and changing process

### **Build a Trusting and Reflective Environment by:**

- Using non-judgmental responses (avoid criticism or praise)
- Acknowledging ideas and feelings
- Using statements & questions that are open ended and assume the positive intentions of the speaker
- Listening
- \*Listen to truly want to hear what the speaker has to say to support his/her best thinking
- \*Listen knowing that the speaker is separate from yourself with alternative ways of seeing the world
- \*Listen trusting that the speaker has the capacity to handle, work through and find solutions to his/her own problems

### **Paraphrase and Ask Clarifying Questions to Fully Understand the Speaker's Thinking**

#### Paraphrasing Stems:

- What I hear you saying is . . .
- So, if I understand you correctly . . .
- Then you're thinking that . . .

#### Clarifying Stems:

- Please tell me a little more about. . .
- Help me understand . . . (that idea. . ., what you mean when. . .)
- It'd help me understand if you'd give me an example of . . .
- Tell me what you mean when you. . .
- To what extent . . .?
- So, are you suggesting/saying . . .?
- I'm curious about. . .

### **Ask questions to promote thinking**

- What might you see happening in your classroom if . . .?
- What do you think would happen if . . .?
- What seems to be effecting . . .?
- How might it look if . . . were changed in some way?
- How might it seem from. . . (any other point of view? - students?, parents?, other teachers?, etc.)

Adapted from Santa Cruz New Teacher Project/BTSA 1995, Turnbull & Turnbull 1986, Sussman, 1988

## Pre-Observation Conference – ALL CERTIFICATED

Non-Classroom Certificated cover topics written in capitals and adapt questions to match the observation

Name \_\_\_\_\_ Evaluator \_\_\_\_\_ Date \_\_\_\_\_

❖ **Clarify GOALS for student learning and CONTEXT for the lesson:**

*Talk about this lesson and how it fits in the curriculum. Tell about the context and what has led up to it.*

How is this lesson building on students' background, knowledge and experience? How has assessment guided the design of this lesson? What are the goals for student learning? How will you make students aware of the goals for the lesson? Set their own goals, as appropriate? How are the learning goals related to grade level appropriate content standards, state frameworks or other resources?

❖ **Determine EVIDENCE OF SUCCESS and student achievement:**

*Talk about your expectations and what you will be looking for in your students as evidence of success.*

How might you assess what students know and are able to do? What assessment tool would give you the data you need? In what ways are students assessing their own learning? How will students know they have learned it, i.e. students assessing their own learning)? What informal assessments of student learning might help adjust instruction while teaching?

❖ **SHARE YOUR PLANNING, including teaching strategies and decisions made:**

*Give* your lesson plan to the administrator and talk about the specifics of the lesson.

*Explain* the organization and sequence of instructional activities as they relate to the learning goals and content standards. Be sure to include how you planned for “Checking for Understanding” and “Closure” in the lesson.

*Identify* how scaffolding or differentiation might address the diverse learning needs of the students.

*Add* other areas related to lesson planning such as:

- Classroom Management
- Adjustments for specific students/groups of students, i.e. ELL, special needs
- Promotion of critical thinking
- Use of technology
- Content

❖ **Identify FOCUS FOR DATA COLLECTION:**

**In addition to the Professional Standards, tell the administrator what you would like him/her to focus on during the lesson.** What are you curious about? What additional data might be collected for later reflection? How might this inquiry support your professional growth?

## Post-Observation Conference – ALL CERTIFICATED

Non-Classroom Certificated cover topics written in capitals and adapt questions to match the observation

Name \_\_\_\_\_ Evaluator \_\_\_\_\_ Date \_\_\_\_\_

### ➤ **SUMMARIZE IMPRESSIONS of the lesson**

*Share your thinking in general terms about the lesson.*

How do you think the lesson went overall? What indicated that? What parts of the lesson were most successful? What caused you to think/feel that?

### ➤ **RECALL DATA TO SUPPORT IMPRESSIONS AND ASSESSMENTS**

*Share your thinking about the evidence.*

In what ways were your students successful? How did individual students/groups of students meet or not meet your expectations and learning goals? How did you know? How did they know? What informal assessments about student learning did you make while instructing? In what ways did you adjust your lesson? How did that work? Let's reflect on the student you brought. (3-5 pieces of student work from the lesson representing a range or a selected group, etc.). What do these samples of student work tell us about their understanding of the concepts?

### ➤ **ANALYZE the observation DATA**

*Talk about the data in relationship to the area(s) of focus.*

What do you notice? What seems surprising or unexpected? What are you wondering? What conclusions can you draw? What are some patterns or trends?

### ➤ **SYNTHESIZE LEARNINGS, DRAW CONCLUSIONS**

*Document ideas that emerge and begin planning next steps.*

How might you support your individual/groups of students in moving forward in their learning? What factors might you consider as you plan future lessons? (i.e. choice of instructions strategies, checking for understanding, closure, scaffolding, pacing, physical environment, use of agenda/goals, etc.).

<b>Teacher's NEXT STEPS:</b>	<b>ADMINISTRATOR'S NEXT STEPS:</b>

### ➤ **REFLECT ON THIS OBSERVATION AND FEEDBACK PROCESS**

Talk about the process. Set a date for the next pre-observation conference, observation, and post conference or mid-year or final conference.

What was most supportive about this process? In what ways did this process support your professional growth? What thoughts do you have about the next observation and conferences?

## OBSERVATION

**The intent of observation is to gather information about your class/work to support success for teachers and students.**

**At the pre conference the partners OR administrator and certificated staff member use coaching/collegial conversational skills to assist in thoroughly thinking through the planning for the lesson.**

**Before the discussion is completed they also decide on what specific teacher and/or student behaviors are to be observed and how the information will be recorded (where to stand, what students to focus on, what student/teacher behaviors to record by using a code or tally, writing what people say, i.e. questions & responses, etc.)**

**Partners/Administrators enter classrooms or work areas as research assistants for the person they are observing.**

**They are gathering “data” that the person needs to learn in order to move forward in her/his Area of Investigation.**

**What is observed for is personal to each Area of Investigation.**

**The observation tools that you design together may be very specific or more broad in scope depending on the focus of the inquiry.**

**Create the observation tools that will give you the information you need.**

**Please Note:**

***Administrators and all certificated staff are responsible for maintaining Professional Standards at all times. Consequently, as administrators observe in classrooms or work settings they have the right and responsibility to identify any concerns related to the Professional Standards while they are observing for specific goals or for an Areas of Investigation. In addition, Administrators always have the right and responsibility to observe classrooms or work settings at any time.***



## Three Examples of Generic Observation Tools

### 1. *Selected Verbatim Scripting*

In Selected Verbatim Scripting you don't need to write everything down that is said. Selected Scripting is used to capture specific language and its effects on student behavior. The box below shows what questions the teacher used because s/he wanted to analyze how s/he was supporting higher order thinking through questioning. In a column next to the questions you might tally or script how many students have raised hands, where are they in the room, what level higher order thinking or problem solving, etc. did the students respond with and so on. Selected Verbatim Scripting focuses on topics and the relationship between what teachers say/do and what students say/do.

**Example:**

TEACHER QUESTIONS	STUDENT BEHAVIORS
1. Think about the dogs that you have been around, how are those dogs different than Alaskan sled dogs?	
2. What do you think contributes to their differences?	
3. Thinking about all we are learning about Alaska, why . . .	

**2. *Seating Chart*** (The seating chart is useful in many different ways--identifying student participation in teacher lead discussions, at task behavior in independent groups, levels of student response by group/gender/etc., frequency and location of specific student behaviors you are trying to develop, such as problem solving, cooperation, listening, questioning and so on. A seating chart can be useful in finding out movement and interaction patterns of students with other students and teachers with students. A legend clarifying what it is you are looking for (A=At task, TA=Talking on task, TO=Talking off task, etc.) is helpful when using a seating chart, along with student names and times. Tallies or other codes, such as arrows to show who is talking to who can also be used effectively with seating charts.)

### 3. *Tally for teacher and student behaviors*

Simply making a list of teacher behaviors, keeping a tally of occurrence and recording what effect that behavior has on students can provide useful data for analysis.

Adapted from SCNTP Collaborative, 6/97

## Site and District Resources

With questions on certificated evaluation, in addition to your administrator and colleagues, the following people can be sources of information:

PVFT Building Representative	_____
Department Chair	_____
Santa Cruz New Teacher Project Advisor	_____

For questions on other topics:

Assistant Superintendent, Secondary 786-2100 ext. 2395

Assistant Superintendent, Elementary 786-2100 ext. 2133

Certificated Personnel 786-2145

Migrant Education 786-2100 ext. 2385

Payroll 786-2100 ext. 2350

Special Education (SELPA) 786-2130

PVFT Office 722-2331

Santa Cruz COE, General 466-5600

Santa Cruz COE, Human Resources 466-5750