

Pajaro Valley Unified School District

Evaluation Processes for Non-Tenured Certificated Staff

All Documents Available at www.pvUSD.net

General Timeline

Months	Administrative Mandated
Aug.	Staff informed on Evaluation Processes. Self-Assess on appropriate Continuum Develop goals in each standard, using form provided.
Sept.	Initial meeting reviewing the evaluation process, self-assessment and goal setting.
Oct.	1st Administrative Observation and Conferences (Pre Conference and Lesson Plan. Observation. Post Conference and 3-5 pieces of student work or appropriate evidence of results for Non-Classroom staff) Add any additional evidence to Portfolio <u>Administrators fax/email/pony to Human Resources: "Choices" of Tenured staff</u>
Nov. Dec.	2nd Administrative Observation and Conferences (Pre Conference and Lesson Plan. Observation. Post Conference and 3-5 pieces of student work or appropriate evidence of results for Non-Classroom staff) Add any additional evidence to Portfolio
Jan. Feb.	Mid-Year Recommendation Share evidence of growth in the Professional Standards (Portfolio) Complete by second week in February <u>Administrators fax/email/pony to Human Resources:</u> <u>"Mid-Year Report" of Non-Tenured staff</u>
Mar. Apr.	3rd Administrative Observation with Lesson Plan & Conferences (Pre Conference and Lesson Plan. Observation. Post Conference and 3-5 pieces of student work or appropriate evidence of results for Non-Classroom staff) Add any additional evidence to Portfolio Complete by second week in April Self-Assess on appropriate Continuum Final Evaluation -- Summative Meeting Share evidence of growth in the Professional Standards (Portfolio)
May	By May 1 <u>Administrators fax/email/pony to Human Resources:</u> <u>Final Evaluation Summaries for both Non-Tenured and Tenured staff</u>

Comments

from staff who have been on Administrative Mandated

SELF-ASSESSMENT

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

GOAL SETTING, OBSERVATION AND CONFERENCING

- Provides structure for comments that arise from observation.
- It's good to have someone analyze your teaching and tell you how you might improve.
- Pre and follow-up meetings are very helpful: open, honest and interactive.
- Although I seek and receive feedback informally, this process provided a structured, regular, focused means of gaining useful feedback
- I like the focus of the evaluation on long term goals.
- Presented the Standards; then I was shown my progress towards meeting all recommended standards.
- Was validating to speak to the principal and gave me more confidence.

General Guidelines Over Time -- *If you are . . .*

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.)

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.

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.*

Non-tenured and a Temporary or Probationary Employee

-----Administrative, Mandated

Categorical Employee

-----First & Second Year: Administrative, Mandated
-----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

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Professional Standards Self-Assessment and Overview

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

www.pvusd.net

**HR (employment)
Human Resources
Evaluation**

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



P AJARO VALLEY UNIFIED SCHOOL DISTRICT

Human Resource Center
786-2145 FAX (831) 761-6018

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 at your convenience.

INTERESTED?

Fill out the application below and return to Human Resources, Attention: Robb Mayeda. 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 your 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

**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. Bilingual Resource Teachers
 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

Engaging and Supporting all Students in Learning					
	Beginning	Emerging	Applying	Integrating	Innovating
Connecting students' prior knowledge, life experience and interests with learning goals.	<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>
Using a variety of instructional strategies to respond to students' diverse needs.	<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>
Facilitating learning experiences that promote autonomy, interaction, and choice.	<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.*

ADMINISTRATIVE MANDATED

Professional Standards

Staff will develop **goals** in Professional Standards for your position and will gather evidence that demonstrates growth in the Professional Standards.

Staff & Administrator Goal Setting Meeting

Staff and administrator meet initially to review the evaluation process and to finalize the **goals** in Professional Standard areas for your position.

Three Conference Cycles & Mid-Year Report

- ❑ Three **pre-conferences** with administrator.
- ❑ Certificated staff submit three **lesson plans**
- ❑ Three administrative **observations**. Observation tools designed by administrator.
- ❑ Three **post-conferences** with administrator.
 - ✓ When a **student product*** is developed during the observation bring 3-5 examples to post conference for dialogue. OR
 - ✓ When there is no student product developed during the observation bring **other evidence of results***, as appropriate, to post conference for dialogue.

*DIALOGUE REGARDING STUDENT PRODUCTS OR EVIDENCE OF RESULTS OF OBSERVATIONS IS INTENDED TO PROMPT INSIGHTS INTO LESSON PLANNING AND TO ESTABLISH NEXT STEPS.

Mid-Year Report on progress in Professional Standards.

Staff and Administrator Final Evaluation Meeting

Administrator writes **final assessment**. Teacher/Non-Classroom staff adds comments. Teacher/Non-Classroom staff shares evidence of growth in Professional Standards.

(Completed prior to the last five weeks of the school year.)

One Year Evaluation Period

You will be evaluated yearly.

Evaluation Process for Administrative Mandated

Administrators and certificated staff will **document and support growth** in all Professional Standards in order to demonstrate “Applying” level practice for each standard as a requirement for tenure.

NON-TENURED CERTIFICATED STAFF will:

Develop a portfolio that documents growth in the Professional Standards. The portfolio for the evaluation process is not a “showcase” or “best work” portfolio. It is a “learning” or “working” portfolio with a focus, goals and a plan. Evidence for the portfolio is gathered and reflected upon in summary to identify growth in the Professional Standards and to guide professional decision-making regarding next steps for improvement.

Contents of the Non-Tenure Portfolio:

- 1. Written reflection on self-assessment** on the Continuum of Teacher Abilities.
- 2. Written focus, goals and plan** for documenting growth in each of the Professional Standards.
- 3. Written lesson plan for each observation** for a total of three lesson plans for the year.
- 4. When student products*** were developed during observations include 3-5 examples. OR When there is no student product developed during observations include **other evidence of results***, as appropriate. (*POST CONFERENCE DIALOGUE REGARDING STUDENT PRODUCTS OR EVIDENCE OF RESULTS OF OBSERVATIONS IS INTENDED TO PROMPT INSIGHTS INTO LESSON PLANNING AND TO ESTABLISH NEXT STEPS.)
- 5. Written summary and accompanying evidence** of professional growth in each of the Professional Standards on the Mid-Year Recommendation. The evidence should be based on the written focus, goals and plan, but may include additional areas, as appropriate.
- 6. Written summary and accompanying evidence** of professional growth in the Professional Standards on the Final Evaluation Summary. The evidence should be based on the written focus, goals and plan, but may include additional areas, as appropriate.

SUPERVISING ADMINISTRATORS will:

- 1. Make three formal observations. Conduct three pre-conferences and review lesson plans. Conduct three post conference and dialogue regarding student work samples or other evidence of results.** Request and review evidence for teacher portfolio.

Please note: Administrators have the right and responsibility to observe classrooms or work settings at any time. As administrators observe in classrooms or work settings, they have the right and responsibility to identify any concerns related to the Professional Standards. Some pre tenured staff may require additional guidance and support to reestablish satisfactory progress in the Professional Standards. If additional guidance and support is needed, the supervising administrator will initiate the Pre Assistance process. See page 7 for a detailed description of Pre Assistance.

- 2. Write a Mid-Year Recommendation** summarizing two observations and pre-conference and lesson plans and post conference in regards to progress in each of the Professional Standards. Request and review evidence for teacher portfolio.
- 3. Write a Final Evaluation Summary** including additional information from the third observation and pre-conference and lesson plan and post conference regarding progress in the Professional Standards. Request and review evidence for teacher portfolio.

Goal Setting

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

www.pvUSD.net

**HR (employment)
Human Resources
Evaluation**

Name _____ Date _____

**Self-Assessment Summary for Classroom Teachers
and Non-Classroom Certificated Staff as Appropriate**

Strengths	Areas for Growth
Engaging and Supporting All Students in Learning	
Creating and Maintaining an Effective Environment for All Students	
Understanding and Organizing Subject Matter Knowledge for Student Learning	
Planning Instruction and Designing Learning Experiences for All Students	
Assessing Student Learning	
Developing as a Professional Educator	

***Teachers going through Induction may use NTP form**

Santa Cruz New Teacher Project, 6/99

Name _____ Date _____

Self-Assessment Summary for Non-Classroom Certificated Staff

<i>Strengths</i>	<i>Areas for Growth</i>
<i>Standard</i> _____	
<i>Standard</i> _____	
<i>Standard</i> _____	
<i>Standard</i> _____	
<i>Standard</i> _____	
<i>Standard</i> _____ <i>Standard</i> _____	

Name _____ Administrator _____ Date _____

District Goals/Individual Learning Plan for Non-Classroom Staff

Write your "Content Focus & Primary Goals" then write a "Supporting Goal" for each Standard on your Continuum

<i>Content Area Focus:</i> <i>Primary Goal for Professional Growth:</i> <i>Primary Goal for Student Learning:</i>	
<i>Standard</i> _____ <i>Supporting Goal:</i> _____ <i>Plan:</i> _____	<i>Evidence:</i> _____
<i>Standard</i> _____ <i>Plan:</i> _____	<i>Evidence:</i> _____
<i>Standard</i> _____ <i>Plan:</i> _____	<i>Evidence:</i> _____
<i>Standard</i> _____ <i>Plan:</i> _____	<i>Evidence:</i> _____
<i>Standard</i> _____ <i>Plan:</i> _____	<i>Evidence:</i> _____
<i>Standard</i> _____ <i>Plan:</i> _____	<i>Evidence:</i> _____
<i>Standard</i> _____ <i>Plan:</i> _____	<i>Evidence:</i> _____
<i>Standard</i> _____ <i>Plan:</i> _____	<i>Evidence:</i> _____

Observation Assessment & Reflection

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

www.pvUSD.net

Human Resources Link

The non-tenured evaluation and recommendation will serve as the basis for advancement to either second-year probationary or tenure status. It is based on evidence of demonstrated skills as defined by Professional Standards and will be reviewed with the Board of Trustees before advancement.

IMPORTANT:

For Specific Timeline Dates

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

**Non-Classroom Certificated Staff
Lesson Plans, Observations, Conferences**

- | | | |
|--|--|---|
| <ul style="list-style-type: none"> ▪ English Learner Specialist ▪ Counselors ▪ Early Childhood ▪ Program Specialists | <ul style="list-style-type: none"> ▪ Psychologists ▪ Migrant, Elementary ▪ Migrant, Secondary ▪ Nurses ▪ Program Specialists, Spec Ed | <ul style="list-style-type: none"> ▪ SELPA: RSP, SDC, Speech Therapists, Itinerant ▪ Teachers on Special Assignment |
|--|--|---|

Developing Lesson Plans for Non-Classroom Certificated Staff

- Non-Classroom certificated staff are required to write a lesson plan to accompany each observation.
- Non-Classroom certificated staff may use the lesson plan provided for classroom teachers or may develop a lesson plan of their own appropriate to their job and the observation being made.
- When designing your own lesson plans confer with your administrator and utilize the following guide:
 - ✓ Outcomes
 - ✓ Concepts to be covered
 - ✓ Evidence of Success
 - ✓ Materials/Special Preparations
 - ✓ Opening
 - ✓ Strategies/Facilitation Plan/Conference Protocol/etc.
 - ✓ Closure

Observations of Non-Classroom Certificated Staff

- Observations of Non-Classroom Certificated Staff are required and should be matched to the appropriate Professional Standards and goals of the staff
- Example: Possible types of observations of Counselors

1. Parent Night	5. Student Study Team meeting
3. Staff meeting presentation	6. Classroom presentations
4. Conferences with students and parents	

Cover the main areas of the conference protocols and use only those questions that support analysis.

Bring Lesson Plan and during Pre Conferences include:

1. GOALS AND CONTEXT
2. EVIDENCE OF SUCCESS/ACHIEVEMENT
3. PLANNING, STRATEGIES, DECISIONS
4. FOCUS FOR DATA COLLECTION DURING OBSERVATION

During Post Conferences bring evidence of results and include:

1. SUMMARY OF IMPRESSIONS
2. RECOLLECTION OF DATA TO SUPPORT IMPRESSIONS & ASSESSMENTS
3. ANALYSIS OF OBSERVATION DATA
4. SYNTHESIZE LEARNINGS AND DRAW CONCLUSIONS
5. DEVELOPMENT OF NEXT STEPS FOR BOTH STAFF AND ADMINISTRATOR
6. REFLECTION ON OBSERVATION AND FEEDBACK PROCESS

Lesson Plan for Classroom Teachers

Name _____ Evaluator _____ Date _____

Grade Level/Subject Area _____ Content Standard _____

Learning Goals and Context for the lesson

Key Concepts and Content Standards to be covered

Evidence of Learning (Product or Assessment)

Materials and Support for language needs or other special needs of individuals or groups of students

Teaching Strategies and Sequence:

Opening, including connections to students' knowledge, skills, experience

Instruction

Guided Practice

Extension Activities or Independent Practice

Closure

Lesson Plan for Non-Classroom Staff

Name _____ Evaluator _____ Date _____

Context for Observation _____

Goals

Concepts/Standards to be covered

Evidence of Success/Completion

Materials and Special Preparations

Sequence:

Opening

Strategies/Facilitation Plan/Conference Protocol/etc.

Closure

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 and 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?

Name _____ Date _____ Subject/Grade Level _____
Observed By _____
Certificated staff choice of focus for this observation _____

In addition, administrators will always be observing for Professional Standards during an observation.

Evidence (during observation)

Administrator Comments and Recommendations:

Administrator _____ Staff _____ Date _____

*Evaluator may use his/her own form as long as it includes Evidence, observation, comments and recommendations

CALIFORNIA STANDARDS FOR THE TEACHING PROFESSION

<p><u>Engaging and supporting all students in learning</u></p> <ul style="list-style-type: none"> __ Prior knowledge, life experience, and interests __ Variety of instructional strategies and resources __ Learning experiences--autonomy, interaction & choice __ Subject matter, problem solving, critical thinking & skills __ Self-directed, reflective learning for all students 	<p><u>Planning instruction and designing learning experiences for all</u></p> <ul style="list-style-type: none"> __ Students' background, interests & developmental learning needs __ Goals for student learning __ Developing and sequencing instructional activities __ Designing long and short term plans __ Modifying for student needs
<p><u>Creating & maintaining an effective environment for all</u></p> <ul style="list-style-type: none"> __ Organizing the physical environment __ Planning and implementing procedures and routines __ Fairness and respect __ Social development and responsibility __ Standards for student behavior __ Using instructional time effectively 	<p><u>Assessing Student Learning</u></p> <ul style="list-style-type: none"> __ Establishing learning goals for all students __ Multiple sources of information to assess __ Involving & guiding students assessing own learning __ Using the results of assessments to guide instruction __ Communicating with students & families about progress
<p><u>Understanding & organizing subject matter knowledge</u></p> <ul style="list-style-type: none"> __ Knowledge of subject matter __ Organizing curriculum to support student understanding __ Integrating ideas and information __ Developing student understanding-instructional strategies __ Using materials, resources, and technologies 	<p><u>Developing as a professional educator</u></p> <ul style="list-style-type: none"> __ Reflecting on teaching and learning __ Engage families in student learning __ Community resources to support student learning __ Working with colleagues to improve teaching & learning __ Pursuing opportunities to contribute & grow prof. __ Balancing professional responsibilities

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 work you brought. 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?

Teacher's NEXT STEPS: 	ADMINISTRATOR'S NEXT STEPS:
--	--

REFLECT ON THIS OBSERVATION AND FEEDBACK PROCESS:

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

Administrator _____ Date _____ Staff _____ Date _____

**Non-Tenure Mid-Year Evaluation and Recommendation for Classroom Teachers
and Non-Classroom Staff, as appropriate**

Evaluatee: _____ Evaluator: _____ School: _____ Date: _____

Current Teaching Assignments: _____
Circle Classes/Subjects Observed

<p>This report will serve as the basis for advancement to either second-year probationary or tenure status. It is based on evidence of demonstrated skills as defined by Professional Standards and will be reviewed with the Board of Trustees before advancement.</p>
--

Cite evidence of the standard achieved in each of the following:

Standard 1 - Engaging and Supporting All Students in Learning

Standard 2 - Creating and Maintaining an Effective Environment for All

Standard 3 - Understanding and Organizing Subject Matter Knowledge

Standard 4 - Planning Instruction and Designing Learning Experiences for All

**Non-Tenure Mid-Year Evaluation and Recommendation for Classroom Teachers
and Non-Classroom Staff, as appropriate (page 2)**

Standard 5 - Assessing Student Learning

Standard 6 - Developing as a Professional Educator

Summary Comments:

Select only one of the following 4 options below:

Recommendation _____

I certify that _____ has met all the Professional Standards of the Pajaro Valley Unified School District and is recommended for advancement to tenure status.

I certify that _____ is progressing satisfactorily in meeting the Professional Standards of the Pajaro Valley Unified School District and is recommended for advancement to Probationary 2 status.

I certify that _____ is progressing satisfactorily in meeting the Professional Standards of the Pajaro Valley Unified School District.

_____ has not met the Professional Standards of the Pajaro Valley Unified School District and is not recommended for advancement.

As appropriate: Standard 6, Developing as a Professional Educator

I certify that _____ is making satisfactory/unsatisfactory progress in completing the pre-existing conditions of employment (CLAD/BCLAD or other special authorizations; taking and passing required exams for credentialing; taking and completing required coursework for credentialing).

Evaluatee: _____ Evaluator: _____ Date: _____

Non-Tenure Mid-Year Recommendation for Non-Classroom Staff

Evaluatee: _____ *Evaluator:* _____ *School:* _____ *Date:* _____

Evaluatee's Current Assignments: _____

Circle Classes/Subjects Observed

This report will serve as the basis for advancement to either second-year probationary or tenure status. It is based on evidence of demonstrated skills as defined by Professional Standards and will be reviewed with the Board of Trustees before advancement.

Cite evidence of the standard achieved in each of the following:

Standard 1 - _____

Standard 2 - _____

Standard 3 - _____

Standard 4 - _____

Standard 5 - _____

Non-Tenure Mid-Year Recommendation for Non-Classroom Staff (page 2)

Standard 6 - _____

Standard 7 - _____

Summary Comments:

Select only one of the following 4 options below:

Recommendation _____

I certify that _____ has met all the Professional Standards of the Pajaro Valley Unified School District and is recommended for advancement to tenure status.

I certify that _____ is progressing satisfactorily in meeting the Professional Standards of the Pajaro Valley Unified School District and is recommended for advancement to Probationary 2 status.

I certify that _____ is progressing satisfactorily in meeting the Professional Standards of the Pajaro Valley Unified School District.

_____ has not met the Professional Standards of the Pajaro Valley Unified School District and is not recommended for advancement.

As appropriate: Standard 6, Developing as a Professional Educator

I certify that _____ is making satisfactory/unsatisfactory progress in completing the pre-existing conditions of employment (CLAD/BCLAD or other special authorizations; taking and passing required exams for credentialing; taking and completing required coursework for credentialing).

Evaluatee: _____ Evaluator: _____ Date: _____

Final Evaluation Summary

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

www.pvUSD.net

**HR (employment)
Human Resources
Evaluation**

**Administrative Option, Mandated
Final Evaluation Summary for All Certificated Staff -- PROFESSIONAL STANDARDS**

Evaluatee: _____ **Evaluator:** _____ **School:** _____ **Date:** _____

Current Assignment _____

Areas of Strong Progress that Exceed Professional Standards:

Future Focus (Circle One)

Areas of Concern or Ideas or Suggestions for Next Steps:

General Comments by Administrator:

Certificated Staff Comments/Reflections:

Evaluatee: _____ **Evaluator:** _____ **Date:** _____

**Non-Tenured Certificated Staff Survey
2008-2009**

For the last twelve years there has been a district evaluation committee that has maintained ongoing reviews and improvements of the evaluation system.

One important source of information for the committee is survey data that comes from staff.

To complete your evaluation process this year, answer the questions below and return this survey to the Office Manager in a sealed envelope.

1. How many formal observations did you have in 2007-08? ___0
___1
___2
___3

2. For each observation did you also have:
A Pre Conference within a week before the observation
Yes No

A Post Conference within a week after the observation
Yes No

3. As a result of observation and pre/post conferences what contributed to improving your practice?

___ Two-way reflective conversation

___ Suggestions of strategies

___ Verbal feedback on my teaching

___ Written feedback on my teaching

___ Verbal feedback on the students

___ Written feedback on the students

___ Other _____

4. Comments:

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 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