

NUSD Special Education Teacher Evaluation Form

Name: _____ ID#: _____

School: _____ School Year: _____

Subject(s)/Grade: _____

Evaluator: _____ Title: _____

The Novato Unified School District Special Education Teacher Evaluation is based, in part, on a formal discussion of performances and conferences conducted on the following dates:

| Observation Dates | Pre-Observation Date | Post Observation Date | Special Education Teacher's Signature | Evaluator's Signature |
|-------------------------------|----------------------|-----------------------|---------------------------------------|-----------------------|
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| | | | | |
| | | | | |
| Formal Evaluation Date: _____ | | | | |

Summary Evaluation Conference date: _____

Novato Unified School District (NUSD) is an innovative and effective educational system that provides diverse academic experiences to meet individual student needs, and challenges students to realize their educational potential. In order to reach its vision for "Achievement for All," NUSD must have effective teachers in every classroom, effective support personnel, and effective site administrators in every school. In January of 2011, the NUSD Certificated Evaluation Committee, made up of teacher leaders, site administrators and district staff, was formed to redesign the District's evaluation system to advance effective school leadership and teaching while maximizing student learning. NUSD also hired Pivot Learning Partners to facilitate the process and provide expertise, guidance, consultation and research and writing services to the Committee. After a comprehensive external scan of the research and literature on effective evaluation systems and an internal assessment of NUSD's current system, the Committee developed frameworks which define NUSD's effective teaching and leadership, rubrics aligned to those frameworks, and evaluation forms used to appraise teaching and leadership in the district. A year later that work was expanded to include Speech-Language Pathologists.

The descriptions are scaled across the following categories:

Distinguished: Special Education Teacher consistently met and significantly exceeded performance standards. To be considered a distinguished, the school leader must meet all of the descriptions under the proficient category and those in the distinguished category.

Proficient: Special Education Teacher consistently met performance standards.

Developing: While the Special Education Teacher did not meet all of the performance standards and/or inconsistently met those standards, he/she demonstrated adequate growth toward meeting those standards during the period of performance.

Ineffective: Special Education Teacher did not meet performance standards and did not demonstrate growth towards meeting those standards.

Not observed: Evaluator did not observe this performance standard during the course of the observation.

Novato Unified School District Certificated Employee Evaluation Forms for Special Education Teachers

By defining the standards from which NUSD's Speech Language Pathologist will be evaluated, NUSD's Framework for Effective Speech-Language Pathologists and Learning (see page 12 for more details) is the foundation of NUSD's pilot evaluation system for teachers. The Committee identified five overarching performance standards for effective teaching: Using the overall performance standards for teaching ((1) plan; (2) teach-environment; (3) teach-instruction; (4) learn; and (5) increase effectiveness) the Committee developed a corresponding rubric that provides detailed descriptions of each of the six standards (see page 13 for a copy of the rubric). The written material in this document was informed by the following researchers, organizations, and school districts: District of Columbia Public Schools, Charlotte Danielson (Framework for Teaching, Montgomery County (MD), Los Angeles Unified School District, the CA Commission on Teacher Credentialing, the California Department of Education (CA Standards for the Teaching Profession and CA Professional Standards for Educational Leaders), WestEd (Descriptions of Practice of the CPSELs), Denver Public Schools, Cincinnati Public Schools, Vanderbilt Assessment of Leadership in Education, New Leaders for New Schools (Principal Leadership Actions Rubric), and the North Carolina State Board of Education (Rubric for Evaluating North Carolina School Executives).

PLAN

| | <i>Distinguished</i> | <i>Proficient</i> | <i>Developing</i> | <i>Ineffective</i> | <i>Not Observed</i> |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Practices | | | | | |
| PLAN #1: Plans actions that demonstrate knowledge of assessments, meetings, and compliance of Special Education content, procedures, and laws. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| PLAN #2: Uses and interprets a variety of assessments to evaluate and plan for the communication needs of students that are based on IDEA guidelines. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| PLAN #3: Plans and develops lessons that are based on the student IEPs for the educational benefit of each student. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| PLAN #4: Utilizes appropriate assessments and reports for each student and develops and sequences appropriate long and short term instructional plans to meet the learning needs of all students. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Overall Rating: | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Comments: (input additional comments on page 10)

Recommended actions for continuous improvement: (Input additional recommended actions on page 11)

ENVIRONMENT

| | <i>Distinguished</i> | <i>Proficient</i> | <i>Developing</i> | <i>Ineffective</i> | <i>Not Observed</i> |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Practices | | | | | |
| ENVIRONMENT #1: Creates a safe, organized and rigorous learning environment that promotes respect, productive teacher and student interactions, and a culture for learning. (2.1, 2.2, 2.3) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ENVIRONMENT #2: Maintains high learning expectations and appropriate levels of support for all students. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ENVIRONMENT #3: Develops and implements an effective behavior management plan that includes standards for behavior and appropriate interventions when standards are not met. (2.5) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Overall Rating: | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Comments: (input additional comments on page 10)

Recommended actions for continuous improvement: (Input additional recommended actions on page 11)

INSTRUCTION

| | <i>Distinguished</i> | <i>Proficient</i> | <i>Developing</i> | <i>Ineffective</i> | <i>Not Observed</i> |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Practices | | | | | |
| INSTRUCTION #1: Implements well-organized, goal-driven speech therapy sessions. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| INSTRUCTION #2: Maximizes instructional time, while appropriately pacing instruction. (1.6, 2.7) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| INSTRUCTION #3: Demonstrates knowledge communication disorders and educational impact of those disorders. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| INSTRUCTION #4: Presents speech and language findings to parents, staff, and others in a culturally aware and sensitive manner. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| INSTRUCTION #5: Engages and motivates all students in rigorous work by addressing individual differences utilizing a variety of instructional strategies and resources. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| INSTRUCTION #6: Engages and motivates all students in rigorous work by addressing individual differences utilizing a variety of instructional strategies and resources. (3.2, 4.5) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| INSTRUCTION #7: Checks for individual understanding through assessments and other means, and differentiates and modifies instruction accordingly, providing intervention as needed. (1.1, 1.6, 3.2, 5.2, 5.4) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| INSTRUCTION #8: Models personal and professional ethics, integrity, social justice and fairness. (6.7) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Overall Rating: | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Comments: (input additional comments on page 10)

Recommended actions for continuous improvement: (Input additional recommended actions on page 11)

LEARN

| | <i>Distinguished</i> | <i>Proficient</i> | <i>Developing</i> | <i>Ineffective</i> | <i>Not Observed</i> |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Practices | | | | | |
| LEARN #1: Students and subgroups demonstrate progress toward goals based on multiple measures. The evaluation and assessment of certificated employees shall not include the use of publishers' norms established by standardized tests. (5.1, 5.3) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| LEARN #2: Assesses, analyzes and communicates student learning and progress on achievement goals using available technologies. (5.2, 5.3, 5.4, 5.6) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| LEARN #3: Recognizes and reinforces student progress and achievement. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Overall Rating: | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Comments: (input additional comments on page 10)

Recommended actions for continuous improvement: (Input additional recommended actions on page 11)

INCREASE EFFECTIVENESS

| | <i>Distinguished</i> | <i>Proficient</i> | <i>Developing</i> | <i>Ineffective</i> | <i>Not Observed</i> |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Practices | | | | | |
| INCREASE EFFECTIVENESS #1: Collaborates with colleagues to analyze, discuss and share strategies that will promote student learning based on data collected via classroom observation and assessments. (6.3) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| INCREASE EFFECTIVENESS #2: Establishes personal and professional goals and engages in continuous and purposeful professional growth and development. (6.2) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| INCREASE EFFECTIVENESS #3: Reflects on and refines teaching practice to support growth in student learning. (6.1, 6.6) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| INCREASE EFFECTIVENESS #4: Engages parents, other volunteers and paraprofessionals in the student learning process. (6.4, 6.5) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Overall Rating: | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Comments: (input additional comments on page 10)

Recommended actions for continuous improvement: (Input additional recommended actions on page 11)

Pilot Special Education Teacher Summary Rating Form

| | <i>Distinguished</i> | <i>Proficient</i> | <i>Developing</i> | <i>Ineffective</i> | <i>Not Observed</i> |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| PLAN #1: Plans actions that demonstrate knowledge of assessments, meetings, and compliance of Special Education content, procedures, and laws. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| PLAN #2: Uses and interprets a variety of assessments to evaluate and plan for the communication needs of students that are based on IDEA guidelines. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| PLAN #3: Plans and develops lessons that are based on the student IEPs for the educational benefit of each student. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| PLAN #4: Utilizes appropriate assessments and reports for each student and develops and sequences appropriate long and short term instructional plans to meet the learning needs of all students. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Overall Rating for this Special Education Teacher on Planning | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ENVIRONMENT #1: Creates a safe, organized and rigorous learning environment that promotes respect, productive teacher and student interactions, and a culture for learning. (2.1, 2.2, 2.3) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ENVIRONMENT #2: Maintains high learning expectations and appropriate levels of support for all students. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ENVIRONMENT #3: Develops and implements an effective behavior management plan that includes standards for behavior and appropriate interventions when standards are not met. (2.5) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Overall Rating for this Special Education Teacher on Environment | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| INSTRUCTION #1: Implements well-organized, goal-driven speech therapy sessions. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| INSTRUCTION #2: Maximizes instructional time, while appropriately pacing instruction. (1.6, 2.7) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| INSTRUCTION #3: Demonstrates knowledge communication disorders and educational impact of those disorders. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| INSTRUCTION #4: Presents speech and language findings to parents, staff, and others in a culturally aware and sensitive manner. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| INSTRUCTION #5: Engages and motivates all students in rigorous work by addressing individual differences utilizing a variety of instructional strategies and resources. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| INSTRUCTION #6: Engages and motivates all students in rigorous work by addressing individual differences utilizing a variety of instructional strategies and resources. (3.2, 4.5) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| INSTRUCTION #7: Checks for individual understanding through assessments and other means, and differentiates and modifies instruction accordingly, providing intervention as needed. (1.1, 1.6, 3.2, 5.2, 5.4) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| INSTRUCTION #8: Models personal and professional ethics, integrity, social justice and fairness. (6.7) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Overall Rating for this Special Education Teacher on Instruction | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| LEARN #1: Students and subgroups demonstrate progress toward goals based on multiple measures. The evaluation and assessment of certificated employees shall not include the use of publishers' norms established by standardized tests. (5.1, 5.3) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| LEARN #2: Assesses, analyzes and communicates student learning and progress on achievement goals using available technologies. (5.2, 5.3, 5.4, 5.6) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| LEARN #3: Recognizes and reinforces student progress and achievement. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Overall Rating for this Special Education Teacher on Learning: | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| INCREASE EFFECTIVENESS #1: Collaborates with colleagues to analyze, discuss and share strategies that will promote student learning based on data collected via classroom observation. and assessments. (6.3) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| INCREASE EFFECTIVENESS #2: Establishes personal and professional goals and engages in continuous and purposeful professional growth and development. (6.2). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| INCREASE EFFECTIVENESS #3: Reflects on and refines teaching practice to support growth in student learning. (6.1, 6.6) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| INCREASE EFFECTIVENESS #4: Engages parents, other volunteers and paraprofessionals in the student learning process. (6.4, 6.5) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Overall Rating for this Special Education Teacher on Increasing Effectiveness: | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Pilot Summary Special Education Teacher Evaluation Form

Name: _____ ID#: _____
School: _____ School Year: _____
Evaluator: _____ Title: _____

TARGETED AREA FOR GROWTH AND CONTINUOUS IMPROVEMENT

The evaluator's recommendation should be incorporated into the Special Education Teacher's goal-setting process for continued improvement the following school year. Evaluation form continues on next page.

1.

2.

3.

4.

5.

Comments:

Special Education Teacher's Signature: _____ Date: _____
Evaluator Signature: _____ Date: _____
Supervisor of Evaluator Signature: _____ Date: _____

Novato Unified School District Certificated Employee Evaluation Forms for Special Education Teachers

Additional Comments

Please note in your comments the evaluations upon which you are commenting:

Plan #1, 2, 3, 4

Environment #1, 2, 3

Instruction #1, 2, 3, 4, 5, 6, 7, 8

Learn #1, 2, 3

Increase Effectiveness #1, 2, 3, 4

Comments:

Additional Recommended Actions for Continuous Improvement

Please note in your recommendations the evaluations upon which you are recommending:

Plan #1, 2, 3, 4

Environment #1, 2, 3

Instruction #1, 2, 3, 4, 5, 6, 7, 8

Learn #1, 2, 3

Increase Effectiveness #1, 2, 3, 4

Recommended Actions for Continuous Improvement:

Pilot Framework for Special Education Teachers

PLAN

- #1: Plans actions that demonstrate knowledge of assessments, meetings, and compliance of Special Education content, procedures, and laws.
- #2: Uses and interprets a variety of assessments to evaluate and plan for the communication needs of students that are based on IDEA guidelines.
- #3: Plans and develops lessons that are based on the student IEPs for the educational benefit of each student.
- #4: Utilizes appropriate assessments and reports for each student and develops and sequences appropriate long and short term instructional plans to meet the learning needs of all students.

ENVIRONMENT

- #1: Creates a safe, organized and rigorous learning environment that promotes respect, productive teacher and student interactions, and a culture for learning. (2.1, 2.2, 2.3)
- #2: Maintains high learning expectations and appropriate levels of support for all students.
- #3: Develops and implements an effective behavior management plan that includes standards for behavior and appropriate interventions when standards are not met. (2.5)

INSTRUCTION

- #1: Implements well-organized, goal-driven speech therapy sessions.
- #2: Maximizes instructional time, while appropriately pacing instruction. (1.6, 2.7)
- #3: Demonstrates knowledge communication disorders and educational impact of those disorders.
- #4: Presents speech and language findings to parents, staff, and others in a culturally aware and sensitive manner.
- #5: Engages and motivates all students in rigorous work by addressing individual differences utilizing a variety of instructional strategies and resources.
- #6: Engages and motivates all students in rigorous work by addressing individual differences utilizing a variety of instructional strategies and resources. (3.2, 4.5)
- #7: Checks for individual understanding through assessments and other means, and differentiates and modifies instruction accordingly, providing intervention as needed. (1.1, 1.6, 3.2, 5.2, 5.4)
- #8: Models personal and professional ethics, integrity, social justice and fairness. (6.7)

LEARN

- #1: Students and subgroups demonstrate progress toward goals based on multiple measures. The evaluation and assessment of certificated employees shall not include the use of publishers' norms established by standardized tests. (5.1, 5.3)
- #2: Assesses, analyzes and communicates student learning and progress on achievement goals using available technologies. (5.2, 5.3, 5.4, 5.6)
- #3: Recognizes and reinforces student progress and achievement.

INCREASE EFFECTIVENESS

- #1: Collaborates with colleagues to analyze, discuss and share strategies that will promote student learning based on data collected via classroom observation and assessments. (6.3)
- #2: Establishes personal and professional goals and engages in continuous and purposeful professional growth and development (6.2).
- #3: Reflects on and refines teaching practice to support growth in student learning. (6.1, 6.6)
- #4: Engages parents, other volunteers and paraprofessionals in the student learning process. (6.4, 6.5)

Pilot Rubric for Special Education Teacher

Note: To be considered Distinguished, a Special Education Teacher must meet all of the descriptions under the Proficient category and those in the Distinguished category.

| Distinguished | Proficient | Developing | Ineffective |
|---|---|---|---|
| PLAN #1: Plans daily counseling/dean actions, which demonstrate knowledge of content and pedagogy (3.1, 3.3, 3.4). | | | |
| <ul style="list-style-type: none"> Uses extensive knowledge of subject matter concepts, current issues, academic language and research to make relevant connections to standards during instruction, and provides opportunities to extend learning beyond the standards. | <ul style="list-style-type: none"> Uses knowledge of subject matter and understands and explains the relationships of concepts, academic content standards and academic language in ways that ensure clear connection and relevance to students. | <ul style="list-style-type: none"> Has knowledge of subject matter. Examines subject matter and academic language models to identify connection between academic content and standards and instruction. | <ul style="list-style-type: none"> Has only limited knowledge of subject matter and does not elaborate on subject matter. Does not make connections between academic standards and instructions. |
| PLAN #2: Plans activities that incorporate a variety of explicit strategies to address the needs of student subgroups. (1.4, 3.5, 3.6, 4.4). | | | |
| <ul style="list-style-type: none"> Identifies and incorporates multiple strategies to fully engage students and to differentiate daily lessons according to the learning needs of subgroups. Fully engages all students. | <ul style="list-style-type: none"> Identifies and incorporates multiple strategies to differentiate daily lessons according to the needs of subgroups. | <ul style="list-style-type: none"> Identifies a variety of instructional strategies and is attempting to incorporate them into daily lessons. | <ul style="list-style-type: none"> Teacher does not incorporate a variety of instructional strategies to address the needs of student subgroups. |
| PLAN #3: Plans and develops guidance activities based on district procedures and protocols, student graduation requirements, parent/student/faculty meetings, and other aspects of the job (3.5, 4.4). | | | |
| <ul style="list-style-type: none"> Allocates an instructionally appropriate amount of time for each standard in a unit. | <ul style="list-style-type: none"> Regularly identifies the content and language standards that her/his students will master each unit. Regularly uses district adopted curriculum/approved course outlines and California content and language standards in well-designed lessons. Regularly uses content and language standards in creating well-designed assessments. | <ul style="list-style-type: none"> Sometimes plans and develops lessons and assessments that are based on district-adopted curriculum/approved course outlines and California content and language standards. | <ul style="list-style-type: none"> Does not plan and develop lessons and assessments that are based on district-adopted curriculum/approved course outlines and California content and language standards. |
| Distinguished | Proficient | Developing | Ineffective |
| PLAN #4: Develops and sequences appropriate long- and short-term plans to meet the learning needs of all students (1.4, 3.5, 3.6, 4.1, 4.3, 4.4) | | | |
| <ul style="list-style-type: none"> Utilizes extensive knowledge of the curriculum, content standards, and assessed learning needs to design cohesive and comprehensive long- and short-term plans that ensure high levels of learning. | <ul style="list-style-type: none"> Utilizes knowledge of the curriculum, content standards, and assessed learning needs to design long- and short-term plans that ensure student learning. | <ul style="list-style-type: none"> Inconsistently uses knowledge of the curriculum, content standards, and assessed learning needs to design long- and short-term plans that ensure student learning. | <ul style="list-style-type: none"> Rarely or never uses knowledge of the curriculum, content standards, and assessed learning needs to design long- and short-term plans that ensure student learning. |

| Distinguished | Proficient | Developing | Ineffective |
|--|--|---|--|
| TEACH-ENVIRONMENT #1: Creates a safe, organized and rigorous educational environment that promotes respect, productive Special Education Teacher/dean and student interactions, and a culture for learning (2.1, 2.2, 2.3). | | | |
| <ul style="list-style-type: none"> Students demonstrate knowledge of the routines and procedures and monitor themselves when norms are not being followed. Students take learning risks. | <ul style="list-style-type: none"> Employs classroom routines and procedures that engage students in a positive and respectful interaction ensuring a climate of universal achievement. Creates an organized and rigorous environment where students have opportunities to take risks in their learning. | <ul style="list-style-type: none"> Attempts to provide classroom routines and procedures that engages students in positive and respectful interaction. Minimal opportunities available for students to take academic risks. | <ul style="list-style-type: none"> A lack of classroom routines and procedures prevents students from engaging in positive and respectful interaction, and creates an environment that is unsafe. No opportunity for academic risk taking. |
| TEACH-ENVIRONMENT #2: Maintains high learning expectations and appropriate levels of support for all students. | | | |
| <ul style="list-style-type: none"> Provides a variety of differentiated supports and challenges to promote higher level thinking and learning. | <ul style="list-style-type: none"> Holds high expectations for all students while addressing achievement patterns from student work samples. Provides differentiated supports and challenges to promote higher level thinking and learning. | <ul style="list-style-type: none"> Attempts to hold high expectations for students while striving to address achievement patterns found in student work samples. Provides some differentiation to support comprehensive student learning. | <ul style="list-style-type: none"> Rarely or never attempts to address achievement patterns found in student work samples. Rarely or never provides differentiated supports. |
| TEACH-ENVIRONMENT #3: Counsels students on developing and maintaining appropriate behavior both academically and socially, based on expected behavior standards and appropriate interventions when those standards are not met (2.5). | | | |
| <ul style="list-style-type: none"> Students demonstrate awareness of the management systems, and frequently monitor themselves when norms are not being followed. | <ul style="list-style-type: none"> Employs effective behavior management systems. Designs and consistently implements behavioral interventions. | <ul style="list-style-type: none"> Attempts to implement behavior management systems. Inconsistently uses behavior interventions. | <ul style="list-style-type: none"> Does not employ or implement effective behavior management systems or interventions. |
| Distinguished | Proficient | Developing | Ineffective |
| TEACH-ENVIRONMENT #4: Develops and implements effective counseling office procedures (2.6). | | | |
| <ul style="list-style-type: none"> Develops and implements an effective plan for managing classroom procedures that are responsive to the individual needs of all students and ensure student engagement and time on task. | <ul style="list-style-type: none"> Effectively organizes classroom environment with consistent structured instructional practices. Instructional practice ensures appropriate time on task and engagement. | <ul style="list-style-type: none"> Organizes classroom environment with some structured instructional practices. Instructional practices demonstrate time on task and student engagement some of the time. | <ul style="list-style-type: none"> Lacks organization of classroom environment and structured instructional practices. Instructional practices demonstrate minimal time on task and student engagement. |

| Distinguished | Proficient | Developing | Ineffective |
|--|---|---|--|
| TEACH-INSTRUCTION #1: Implements well-organized, objective-driven, goal oriented student, parent and/or faculty meetings (1.3). | | | |
| <ul style="list-style-type: none"> Each part of the lesson significantly moves students towards mastery of the objective Students can authentically explain what and why they are learning a particular objective and how it fits into the broader unit and course goals. | <ul style="list-style-type: none"> The lesson is organized. The lesson objective is specific, measurable and aligned to standards. The lesson objective conveys to the student what they are learning and what they will be able to do by the end of the lesson. | <ul style="list-style-type: none"> The lesson is somewhat organized. The lesson objective may be missing one component. The lesson's objective is not clearly stated. | <ul style="list-style-type: none"> The lesson is generally disorganized: Different parts of the lesson have no connection to each other. Students are confused about what to do. Most parts of the lesson are not aligned to the objective. Most parts of the lesson do not significantly move students towards mastery of the objective. The lesson objective is missing more than one component and its importance is not clearly conveyed to the students. |
| TEACH-INSTRUCTION #2: Demonstrates knowledge of policies, procedures, promotion/graduation requirements and counseling expectations (3.1). | | | |
| <ul style="list-style-type: none"> Students know their responsibilities and do not have to ask questions about what to do. Transitions are orderly, efficient and systematic. The lesson progresses at an appropriate pace such that students are never disengaged, and teachers have prepared follow-up work for students who finish early. Students share responsibility for the operations and routines in the classroom. | <ul style="list-style-type: none"> Routines and procedures run smoothly with some prompting from the teacher; students generally know their responsibilities. Transitions are orderly and consistent. Students are rarely idle while waiting for the teacher. The lesson progresses at an appropriate pace such that students are almost never disengaged or left with nothing to do. | <ul style="list-style-type: none"> Routines and procedures run smoothly with some prompting from the teacher; students generally know their responsibilities. Transitions are orderly and consistent. Students are rarely idle while waiting for the teacher. The lesson progresses at an appropriate pace such that students are almost never disengaged or left with nothing to do. | <ul style="list-style-type: none"> There are no evident routines and procedures, so that the teacher directs every activity; students are unclear about what they should be doing and ask questions constantly or do not follow teacher directions. Transitions are disorderly and inefficient. Students may be idle for significant periods of time while waiting for teachers. The lesson progresses at an inappropriate pace and students are frequently disengaged or left with nothing to do. Inappropriate or off-task student behavior constantly interrupts or delays the lesson. |

| Distinguished | Proficient | Developing | Ineffective |
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| TEACH-INSTRUCTION #3: Explains information clearly and connects it to meaningful, real-life contexts that align to student's prior knowledge, culture and heritage, life experiences and interests (1.1, 1.2, 1.3, 3.1, 4.1) | | | |
| <ul style="list-style-type: none"> • Demonstrates extensive knowledge of subject matter. • Seamlessly incorporates academic standards and curriculum frameworks and capitalizes on content expertise to heighten student interest in the subject matter. | <ul style="list-style-type: none"> • Demonstrates solid knowledge of subject matter and makes connections to academic standards and curriculum frameworks during instruction. | <ul style="list-style-type: none"> • Demonstrates basic knowledge of subject matter and makes some connections to academic standards and curriculum frameworks during instruction. | <ul style="list-style-type: none"> • Demonstrates little knowledge of subject matter and makes few or no connections to academic standards and curriculum frameworks during instruction. |
| TEACH-INSTRUCTION #4: Uses and promotes effective listening and communication skills. | | | |
| <ul style="list-style-type: none"> • Effectively explains content clearly all of the time. • Actively and systematically connects content to meaningful, real-life contexts that align to student's prior knowledge, culture and heritage, life experiences and interests. | <ul style="list-style-type: none"> • Effectively explains content clearly most of the time. • Connects content to meaningful, real-life contexts that align to student's prior knowledge, culture and heritage, life experiences and interests. | <ul style="list-style-type: none"> • Explains content clearly some of the time. • Attempts to connect content to meaningful, real-life contexts that align to student's prior knowledge, culture and heritage, life experiences and interests. | <ul style="list-style-type: none"> • Rarely explains content clearly. • Rarely connects content to meaningful, real-life contexts that align to student's prior knowledge, culture and heritage, life experiences and interests. |
| TEACH-INSTRUCTION #5: Engages and motivates all students by addressing individual differences utilizing a variety of strategies and resources. (3.2, 4.5). | | | |
| <ul style="list-style-type: none"> • Facilitates systematic opportunities for students to apply critical thinking by designing structured inquiries into complex problems. • Students pose and answer a wide range of complex questions and problems. | <ul style="list-style-type: none"> • Frequently promotes critical thinking among students through effective questioning and problem solving that leads to a higher level understanding of content. • Students frequently reflect on their own learning through various means – formal reflection forms, partner discussions, etc. | <ul style="list-style-type: none"> • Sometimes promotes critical thinking among students through questioning and problem solving. • Questioning, problem-solving and reflection may not be effective in developing higher level understanding. • Students sometimes reflect on their own learning. | <ul style="list-style-type: none"> • Rarely promotes critical thinking among students. • Rarely engages students' higher level understanding through questioning and problem solving. • Students rarely reflect on their own learning. |

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| TEACH-INSTRUCTION #6: Checks for understanding when meeting with students, staff, and/or parents. (1.1, 1.6, 3.2, 5.2, 5.4) | | | |
| <ul style="list-style-type: none"> Anticipates and plans for a wide range of adaptations to lessons based on in-depth analysis of individual student needs. Engages with students to identify types of adjustment in instruction that best meet their learning needs. Refines the flexible use of an extensive repertoire of strategies, resources, and technologies to engage and challenge all students. Students use a wide range of strategies, resources, and technologies that advance learning. | <ul style="list-style-type: none"> Lesson is accessible and challenging to all students. There is evidence that the teacher knows each student's level and the lesson meets all student needs. Appropriately balances teacher-directed instruction and rigorous student-centered work, such that students have significant opportunities to meaningfully practice, apply and demonstrate learning. Makes ongoing adjustments to instructional plans and uses a variety of materials as the instructional need arises to support student learning. Creates, adapts and integrates a variety of strategies, resources, and technologies into instruction to engage and challenge students. | <ul style="list-style-type: none"> Lesson is accessible and challenging to most students. While students have some opportunities to practice, apply and demonstrate learning, there is more teacher-directed instruction than appropriate. Makes some adjustments and adaptations to differentiate instructional plans. Multiple instructional techniques are utilized to engage and motivate students. Explores additional instructional strategies, resources and technologies in single lessons or sequence of lessons. | <ul style="list-style-type: none"> Implements lessons and uses materials solely from curriculum provided. Instruction is almost entirely teacher-directed, and students have few opportunities to practice, apply and demonstrate what they are learning. Inconsistent or infrequent use of instructional strategies, resources, and technologies as provided by the school and/or district. |
| TEACH-INSTRUCTION #7: Models personal and professional ethics, integrity, social justice and fairness (6.7). | | | |
| <ul style="list-style-type: none"> Consistently and accurately checks for understanding of content, using a variety of methods, including formative and summative assessments. Uses data systematically to refine planning, differentiate instruction, and make ongoing adjustments to match the evolving learning needs of individuals and groups. | <ul style="list-style-type: none"> Consistently and accurately checks for understanding of content through assessments and other means. Makes appropriate adjustments to instruction based on information gained from regular checks for understanding and observations of student engagement. Plans differentiated instruction targeted to meet individual and group learning needs. | <ul style="list-style-type: none"> Sometimes checks for understanding of content. If the check reveals the need to make an adjustment to the lesson plan, an attempt is made to make the appropriate adjustment, but may not be effective. | <ul style="list-style-type: none"> Rarely or never checks for understanding of content. Checks for understanding but may not accurately assess student understanding. If a check reveals a need for adjustment, no attempt is made to make the appropriate adjustment. |

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| TEACH-INSTRUCTION #8: Models personal and professional ethics, integrity, social justice and fairness (6.7). | | | |
| <ul style="list-style-type: none"> Contributes to building professional community and holds peers accountable to norms of respectful treatment and communication. | <ul style="list-style-type: none"> Maintains standard of personal integrity and commitment to student learning and the profession in all circumstances. Contributes to fostering a school culture with professional integrity and ethical conduct. Models how to be respectful and sensitive to individual differences by illustrating appropriate problem-solving techniques and using culturally responsive pedagogy and materials | <ul style="list-style-type: none"> Is aware of their responsibilities pertaining to personal and professional ethics, integrity, social justice and fairness and is working toward meeting them. Sometimes models how to be respectful and sensitive to individual differences by illustrating appropriate problem-solving techniques and/or using culturally responsive pedagogy and materials. | <ul style="list-style-type: none"> Is unaware and/or does not adhere to district policy pertaining to personal and professional ethics, integrity, social justice and fairness. Rarely demonstrates how to be respectful and sensitive to individual differences. |

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| LEARN #1: Students and subgroups demonstrate growth and mastery based on multiple measures. The evaluation and assessment of certificated employees shall not include the use of publishers' norms established by standardized tests. (5.1, 5.3). | | | |
| <ul style="list-style-type: none"> All students demonstrate growth and/or mastery based on multiple measures. Provides students with multiple opportunities during the unit to demonstrate mastery. Provides students with opportunities to demonstrate growth and mastery through alternative and/or creative means (i.e. performance standards) | <ul style="list-style-type: none"> Almost all students demonstrate growth and/or mastery based on multiple measures. Routinely uses formative/summative and formal/informal assessments to measure student mastery of content standards and set student learning goals. | <ul style="list-style-type: none"> Majority of students demonstrate growth and/or mastery based on multiple measures. Often uses assessments to measure student mastery of content and is beginning to set student learning goals. | <ul style="list-style-type: none"> Few students demonstrate growth and/or mastery based on multiple measures. Does not or rarely uses data from assessments to measure student mastery of content standards and does not set student learning goals. |
| LEARN #2: Students engage in self-assessment, goal setting and progress monitoring (4.2., 5.4, 5.5) | | | |
| <ul style="list-style-type: none"> Students articulate where they have begun, what they have learned, and the steps they will need to take to reach their goals. | <ul style="list-style-type: none"> Students reflect on academic assessment results and performance on assignments to establish individual learning goals and monitor progress towards their goals. Uses a broad range of data to guide students in developing their own academic achievement goals. Students establish concrete steps that they will take in order to achieve their goals. | <ul style="list-style-type: none"> Students sometimes reflect on assessment results and performance on assignments to establish goals and monitor their individual progress. Uses data and attempts to guide students in setting their own academic achievement goals. Students may consider ways to achieve their goals. | <ul style="list-style-type: none"> Students do not reflect on assessment results or performance on assignments to establish goals or monitor their progress. Does not have students set their own goals and/ or does not provide any quantitative feedback upon which students can base their goals. Students do not know how they will achieve their goals. |

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| LEARN #3: Assesses, analyzes and communicates student learning and progress on achievement goals using available technologies (5.2, 5.3, 5.4, 5.6). | | | |
| <ul style="list-style-type: none"> Frequently uses technology to design and implement assessments, record and analyze results and communicate about student learning with administration, colleagues, families and students. Facilitates students' leadership in seeking and using ongoing feedback to accelerate their learning. Engages families in a variety of ongoing communications about individual student progress and ways to provide support and monitor growth. | <ul style="list-style-type: none"> Consistently uses technology to design and implement assessments, record and analyze results and communicate about student learning with administration, colleagues, families and students. Consistently provides students with clear and timely information about strengths, needs, and strategies for improving academic achievement. Communicates regularly with families to share a range of assessment information that is comprehensible and responsive to individual student and family needs. | <ul style="list-style-type: none"> Inconsistently uses technology for record keeping and communicating with parents regarding student progress. Inconsistently provides students with clear feedback based on formative assessments. Provides some opportunities for comprehensible and timely two-way communications with families to share student assessments, progress, raise issues, and/or concerns. | <ul style="list-style-type: none"> Excessively relies on a limited number of materials and resources to assess, analyze and communicate student learning. Provides students with insufficient, unclear or infrequent feedback through assessed work and required summative assessments. Infrequently notifies families of student proficiencies, challenges, and behavioral issues through school mandated procedures. |
| LEARN #4: Recognizes and reinforces student progress and achievement. | | | |
| <ul style="list-style-type: none"> Students demonstrate frequent positive engagement with their peers. For example, they show interest in other student's work and enthusiasm about their accomplishments. | <ul style="list-style-type: none"> Always recognizes student progress and positively reinforces individual achievements. Meaningfully reinforces constructive behavior and improvements. | <ul style="list-style-type: none"> Sometimes recognizes student progress and occasionally positively reinforces individual achievements. Sometimes reinforces constructive behavior and acknowledges improvements. | <ul style="list-style-type: none"> May not recognize student progress and/or not positively reinforce individual achievements. Rarely reinforces positive behavior or improvements. Or may do so for only a few students. |

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| INCREASE EFFECTIVENESS #1: Collaborates with colleagues to analyze, discuss and share strategies that will promote student learning based on data collected about student progress toward promotion/graduation. (6.3). | | | |
| <ul style="list-style-type: none"> Facilitates collaboration with colleagues (e.g. initiates and develops professional learning opportunities with the broader professional community focused on student achievement) Works to ensure the broadest positive impact possible on instructional practices and student achievement at school and district levels and for the profession. Fosters colleague's ability to identify and address underlying causes for achievement patterns and trends. | <ul style="list-style-type: none"> Through formal and informal means the teacher consistently collaborates with colleagues to improve student achievement in an effective manner. Uses data from multiple measures of student achievement and teacher practice to identify and address underlying causes for achievement patterns and trends. | <ul style="list-style-type: none"> Sometimes collaborates with colleagues to improve student achievement in an effective manner Collaboration time could be used in a more effective manner. Collaboration rarely includes analysis of data. | <ul style="list-style-type: none"> Rarely or never collaborates with colleagues to improve student achievement in effective manner. |
| INCREASE EFFECTIVENESS #2: Establishes personal and professional goals and engages in continuous and purposeful professional growth and development (6.2). | | | |
| <ul style="list-style-type: none"> Establishes and modifies a broad range of professional goals to improve instructional practice and impact student learning within and beyond the classroom. Engages in and contributes to professional development targeted on student achievement. Contributes to professional organizations/committees and participates in professional growth and development opportunities to extend own teaching practice. | <ul style="list-style-type: none"> Establishes and modifies professional goals that are based on self-assessment and feedback from a variety of sources in order to improve professional practice. Engages in ongoing inquiry into teacher practice for professional development. Pursues a variety of opportunities to learn professionally | <ul style="list-style-type: none"> Establishes goals that take into account self-assessment of teaching practice. Expands knowledge and skills individually and with colleagues through available professional development | <ul style="list-style-type: none"> Establishes limited or no goals and/or does so only through required processes and local protocols. Does not actively participate in required professional development. |
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INCREASE EFFECTIVENESS #3: Reflects on and refines practice to support growth in student learning (6.1, 6.6).

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| <ul style="list-style-type: none"> • Maintains ongoing reflective practice and action research in supporting student learning and raising the level of academic achievement. • Engages in and fosters reflection among colleagues for school- wide impact on student achievement. | <ul style="list-style-type: none"> • Consistently and effectively reflects individually and with colleagues to refine teaching practice to positively impact the full range of learners. • Seeks, develops and refines new and creative methods to ensure individual student learning. | <ul style="list-style-type: none"> • Sometimes reflects individually and with colleagues to refine teaching practice to positively impact the full range of learners. | <ul style="list-style-type: none"> • Rarely reflects on teaching practice. • Rarely adjusts teaching practice in support of student learning. |
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INCREASE EFFECTIVENESS #4: Engages parents, other volunteers and classified staff in the student learning process (6.4, 6.5).

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| <ul style="list-style-type: none"> • Provides a wide range of opportunities for parents, volunteers and/ or paraprofessionals to contribute to the classroom and school community. • Supports a school/district environment in which families take leadership to improve student learning. | <ul style="list-style-type: none"> • Provides opportunities and support for families to actively participate in the student learning process. • Effectively utilizes parents, volunteers and/or paraprofessionals in the student learning process. | <ul style="list-style-type: none"> • Inconsistently provides opportunities and support for families to participate in the student learning process. • Utilizes volunteers, parents/ paraprofessionals in the student learning process. | <ul style="list-style-type: none"> • Rarely or ineffectively engages parents, volunteers and/or paraprofessionals in the student learning process. |
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