

NEW HAVEN UNIFIED SCHOOL DISTRICT

GUIDE TO PERFORMANCE EVALUATION FOR CERTIFICATED TEACHER

Certificated Evaluation Task Force 1998-99

David Epps
Cathaleen Hampton
Annette Iwamoto
Barbara Martin
Robert Nacario
Lisa Metzinger
Kathy Moniz
Lyn Nichols
Pat Puckett
Ardeen Russell
Bonnie Sloan
Richard Stark

Certificated Evaluation Committee 2003-04

Jeff Ustick
David Pava
Kathy Moniz
Derek McNamara
Teri Hawkins
Neil Schwartzfarb
Susan Hinojoza
Karen Saucedo
Lorrie Barrera
Lisa Metzinger

Dr. Pat Jaurequi, Superintendent
David Pava, Deputy Superintendent
Derek McNamara, Executive Director, Personnel Services

New Haven Unified School District
34200 Alvarado Niles Road
Union City, CA 94587
(510) 471-1100
www.nhusd.k12.ca.us



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INTRODUCTION

As part of the current collective bargaining agreement between the New Haven Teachers Association and the New Haven Unified School District an Evaluation committee will be formed to “. . . to integrate the existing District evaluation materials, incorporate provisions from other sources that reflect good practices, up-to-date criteria, and state of the art techniques, into a single evaluation procedure to be included in the contract.”

The Guide to Performance Evaluation for Certificated Teachers is intended to explain and clarify the evaluation process for teachers in the New Haven Unified School District. A Certificated Evaluation Committee met during the 2003-2004 school year to review the previous handbook. This handbook is based on recommendations from the Certificated Evaluation Committee and the New Haven Teachers Association.

The processes and forms included are to facilitate the implementation of "Article 4: Evaluation Procedures" of the **2004-2005** certificated contract.

The successful implementation of a productive evaluation process is a shared responsibility of all those involved. Together, they can ensure that the purposes of the evaluation process - the improvement of the instructional program by helping employees to improve and the accurate assessment of employee performance - can be achieved.

I. THE EVALUATION PROCESS (TRADITIONAL)

Purpose

The purpose of the evaluation process is to improve the instructional program by helping employees to improve as well as to provide an accurate assessment of employee performance. To do this, the evaluation process should be based on clear criteria, consistent, fair, positive in focus, and one which ensures due process for the employee. The evaluation process is implemented by administrators and is separate and distinct from supervision activities performed by non-administrative staff in support positions. The evaluation process is based on the previous evaluation and all available data.

Planning Conference

The initial step is a planning conference which is for the purpose of clarifying the evaluation process, the criteria for evaluation, and the evaluator's expectations. The planning conference should be a time for discussion between the employee and the evaluator. Both individuals have a responsibility to clarify any aspects of the process or criteria that are not clearly understood. Any questions related to how individual objectives apply to the employee's particular assignment should be discussed. Any area of concern on the part of the evaluator should also be openly discussed and the evaluator's expectations clearly stated.

For the purpose of clarifying objectives, a set of observable indicators (page 20) has been developed by the **1998-1999** District Certificated Evaluation Task Force. These indicators are intended to serve as examples of the kinds of observable behavior which would indicate that the objective is being achieved. The indicators are not a checklist and should not be used as such. They are examples and may apply differently to different individuals based on their assignment and grade level. There are also other possible indicators that are not listed that could apply in many specific circumstances. The indicators should be reviewed carefully prior to the planning conference.

The planning conference is also an opportunity for either the evaluatee or the evaluator to add additional objectives that are felt to be important to focus on during the evaluation period. Any additional objectives need to be thoroughly discussed so that their intent is clearly indicated.

The final step in the planning conference is when the evaluator completes the Planning Conference Form (page 33). A copy will be provided to the evaluatee and a copy will be placed in the evaluation file. The evaluatee may attach comments to the planning conference form within ten (10) days of receipt of the final form.

The Planning Conference Form may be modified during the course of the school year if the evaluator feels a need to do so. The evaluatee may also request modification during the course of the year.

Observation

Evaluators will use a variety of sources and techniques during the evaluation year to gather data

related to the objectives on the planning conference form. The evaluator will attempt to gather accurate data of sufficient quantity so that value judgments can be made.

Following are some of the evaluation assessment techniques which may be used in the evaluation of certificated classroom employees:

- Formal and informal observation in the classroom by site/district administration
- Formal and informal observation outside the classroom (but related to the unit member's primary assignment) by site/district administration
- Review of teacher-parent communication
- Review of student work
- Conferences with the evaluatee
- Analysis of student test data (no use of published norms)
- Review of appropriate and substantiated information from other sources

For classroom teachers, classroom observation will be the primary source for the evaluation of objectives related to instruction and management. For unit members with special assignments, other techniques may be more heavily weighted. However, the techniques used and the weight given to each shall be the judgment of the evaluator.

Observations are not evaluations, but are tools to be used in the evaluation process. Evaluative judgments are based on the analysis of available data by the evaluator. Therefore, the better the data available to the evaluator, the better the evaluative judgment.

Observations can be formal or informal (may not be written). Observations used in the evaluation process will be performed by administrators.

Peer observations or observations by non-administrative support staff will not be used as input in the evaluation process. These resources are available and staff is encouraged to utilize them. Peer observation including utilization of the Peer Assistance and Review Process can be requested and discussed without any input into the evaluation process. Non-administrative observers will not use the district forms contained in this handbook. A variety of data gathering techniques and forms may be used by non-administrative observers. This data will remain with the classroom teacher.

There are a variety of types of classroom observations used as part of the evaluation process.

- Planning Conference Form
- Classroom Observation Report (COR)
- Classroom Observation Short Form (Form may be used for Visitation – less than 20 minutes or Observation - 20 minutes or more)
- Classroom Observation Report Form (Form may be used for Visitation - less than 20 minutes or Observation - 20 minutes or more)
- Certificated Evaluation Short Form (Permanent Teacher)
- Certificated Evaluation Report Form (Permanent, Probationary, Temporary, Provisional and Intern)

There is also a Non-Evaluation Observation Form (NEO) that will not be used for evaluation purposes. The NEO is designed to support the instructional process in non-evaluation years.

All forms are on the district web site and available through site administration. The spacing on the forms will adjust based on need, therefore, the number of pages of a form or the visual appearance of the form may change as they are being word processed. In no case will there be any change in the content of the forms.

The observer is responsible to accurately describe what is being observed. These descriptions should be thorough, accurate, and free of judgmental statements. This feedback to the person being observed will provide a basis for self-analysis.

Whenever the observer or the teacher being observed feels the need, a conference to discuss the observation will be held.

Observations may be both written and non-written and may be performed by both site and district level administrators.

Written observations will be provided to teachers within five (5) working days after the observation is conducted and a copy will be placed in the evaluation file. Written responses may be attached to any observation within ten (10) working days.

Whenever an observation identifies a concern or deficiency, it will be stated on the form and specific recommendations should be made for improvement. The observer is responsible to provide suggestions or to identify other resources that the teacher can refer to for assistance. A conference will take place as a part of this process if a deficiency has been noted.

E v a l u a t i o n

An evaluation is a judgment of the evaluator as to the evaluatee's performance on specific objectives or in overall competence. A final written evaluation will be prepared by the evaluator after an

evaluation conference. The conference in many cases will be a part of the data gathering process and will provide an opportunity for the person being evaluated to provide input and to clarify other data. Areas of concern or deficiency should be thoroughly discussed and specific recommendations for improvement should be made.

Based on an analysis of all available data, the evaluator will give a rating to each objective. The ratings are as follows:

1. Exemplary
Applicable indicators are implemented in an outstanding manner. The employee demonstrates superior knowledge, judgment, and skills in achieving the objective. Instruction is delivered with a high degree of expertise and maximizes the quality of student learning. The teacher demonstrates initiative and creativity at a level that serves as a model for other staff.
2. Strong
Applicable indicators are consistently implemented in a thorough manner. The teacher demonstrates a high level of knowledge, judgment, and skills in achieving the objective. Instruction is delivered with a degree of expertise that encourages and motivates student learning.
3. Competent Applicable indicators are consistently implemented in a satisfactory manner. The teacher demonstrates knowledge, judgment, and skills in achieving the objective. Instruction is delivered with skill and provides every student the opportunity to learn.
4. Needs Improvement
Applicable indicators are not implemented in a consistent and/or satisfactory manner. The teacher does not always demonstrate the knowledge, judgment, and skills necessary to achieve the objective. Instruction is delivered in such a way that some students may not have the opportunity to learn. The same objective cannot be rated as "Needs Improvement" on two successive summary evaluations.
5. Unsatisfactory/Not Meeting District Standards
Applicable indicators are implemented in an unsatisfactory manner. The employee does not demonstrate the knowledge, judgment, and/or skills necessary to achieve the objective. Instruction or tasks are not performed with skill.
6. Not Observable/Not Applicable

Overall Rating

In addition to individual ratings on each objective, the evaluator will make an overall judgment of satisfactory or unsatisfactory performance for permanent employees.

When an overall rating of unsatisfactory is given, the evaluator is responsible for providing recommendations for improvement. The evaluator will conduct an assistance conference within twenty (20) working days after the opening of school for any teacher whose performance was

evaluated as unsatisfactory the previous year. At this time, the evaluator will provide specific recommendations for improvement.

Probationary/temporary evaluatees will not receive an overall rating at the time of the interim evaluation. Any areas of deficiency will be clearly identified on the summary page and specific recommendation made for improvement. On the summary evaluation of probationary/temporary evaluatees, the evaluator will make a specific recommendation to reemploy or not to reemploy for the following year. For second year probationary teachers, for whom the district is not recommending re-employment, the summary evaluation will be completed and the final written evaluation will be provided by March 15.

Final written evaluations will be provided on or before May 15. Responses may be submitted for attachment within ten (10) days of receipt of the final evaluation.

A short evaluation form may be used with permanent teachers based on the following criteria:

1. The primary evaluator will determine those unit members for which the short evaluation form will be used.
2. Eligible unit members must meet the following qualifications:
 - a. received a minimum of three comprehensive evaluations
 - b. received permanent status
 - c. received one comprehensive evaluation while in permanent status
 - d. received an overall rating of "satisfactory" on their most recent evaluation

PROBATIONARY AND PERMANENT CERTIFICATED EVALUATION CYCLE EXAMPLE

Year		
1	Probationary 1	Evaluation
2	Probationary 2	Evaluation
3	Permanent	Off Year
4		Evaluation
5		Off Year
6		Evaluation or PGAP
7		Off Year
8		Evaluation or PGAP
9		Off Year
10		Evaluation or PGAP

Choice of 2-year or 5-year
Evaluation Cycle

Year	
11	Off Year
12	Evaluation or PGAP
13	Off Year
14	Evaluation or PGAP
15	Off Year
16	Evaluation or PGAP
17	Off Year
18	Evaluation or PGAP
19	Off Year
20	Evaluation or PGAP

Year	
11 - 14	Off Years
15	Evaluation or PGAP
16 - 19	Off Years
20	Evaluation or PGAP
21 - 24	Off Years
25	Evaluation or PGAP
26 - 29	Off Years
30	Evaluation or PGAP
31 - 34	Off Years
35	Evaluation or PGAP

New Haven Unified has now gone to an “on year/off year” cycle for certificated employees. This means that employees are only evaluated during their “on year” through the traditional evaluation process or through the P-GAP unless they have been rated unsatisfactory on their last formal evaluation. New employees cannot choose the P-GAP option until their sixth year of service.

Per Article 4.8.6 in the Certificated Contract Agreement, Unit members with permanent status who have been employed at least ten (10) years with the school district (e.g., from the unit member’s first date of paid service in the District), and who are highly qualified, as defined in 20 U.C.S. Sec. 7801 (ESEA), and applicable state guidelines, and whose previous evaluation rated the unit member as meeting or exceeding standards, shall be evaluated every five years if the unit member and evaluator agree to this schedule. Should the evaluator withdraw consent, upon request of a unit member a written statement of reasons shall be provided to the unit member in a timely manner. The chart above should serve only as a model for how the two cycles (2-year and 5-year) operate. Unit members eligible for the 5-year evaluation cycle should let their administrator know by November 1 of their “on year.”

PROFESSIONAL GROWTH ASSESSMENT PROCESS

The Professional Growth Assessment Process (P-GAP) is intended to improve instruction by providing qualified participants an opportunity to identify areas of professional growth to be pursued during an employee's "On Year" (the year they are scheduled to be evaluated). This reflective, self-directed one-year process will result in improved collaboration with other professionals, a redefinition of the relationship between unit members and the administrative staff, and an improvement in instructional implementation.

The P-GAP is based on the assumption that professional educators are best qualified to identify their own plans for instructional and professional growth, a means to implement these plans, and a procedure to assess accomplishments.

The implementation of this option will result in an ongoing action plan, more extensive collaboration among professionals, and a more professional partnership with site administration. The overall outcome will be improved instruction through enhanced communication and a more professional educational environment.

Definitions

PARTICIPANT: Permanent unit members who receive satisfactory ratings on their most recent evaluation are eligible to select the Professional Growth Assessment Process (P-GAP). The administration reserves the right to place a unit member into the traditional evaluation model. If a unit member is to be placed into the traditional model, the rationale for the decision will be given to the unit member in writing in accordance with the contract.

PARTNER: The person who works with a participating unit member throughout the one-year process to provide assistance as needed, act as a sounding board, and sign-off on the process. Partners must be unit members eligible to select the P-GAP or a site administrator.

COLLABORATOR: (Optional) Any individual who assists the unit member on a long or short-term basis with any part of the focus identification, development, implementation or assessment of the plan of action.

DECLARATION OF OPTION: Formalization of the unit member's decision to select the P-GAP. The declaration is documented on the Process Verification Form and is co-signed by the unit member's partner.

INFORMAL PROGRESS REPORT: A meeting between the participant and his/her partner, scheduled midway through the one-year cycle, for the purpose of assessing the unit member's progress on his/her plan of action related to the area(s) of focus.

FINAL ASSESSMENT: A meeting at the end of the one-year cycle, where the unit member meets with his/her partner to present evidence of accomplishment related to the area(s) of focus.

PROCESS VERIFICATION FORM: The form on which the participant and his/her partner document, 1) the unit member's declaration to select the P-GAP, 2) the completion of the Informal

Progress Report, and 3) completion of the Final Assessment.

FOCUS PAGE: The document on which the participant identifies an area of focus for “professional growth” related to his/her primary area of responsibility. Also included is a brief description of the plan of action, names of the collaborator(s), and a short written description of the final assessment.

T i m e l i n e s

Between the first school day and November 1, eligible unit members will decide between the traditional evaluation model and the Professional Growth Assessment Process (P-GAP). As part of their decision making process, unit members considering the P-GAP option will need to select a partner and at least one focus area for professional growth. If requested a site administrator will assist participants in identifying a partner for the process.

Once the decision is made to select the P-GAP option, the participant formalizes the decision by submitting a Process Verification Form co-signed by his/her partner and at least one Focus Page providing a brief description of an area for professional growth.

It is expected that the participants will be involved in professional growth activities over the one-year period. Participants may identify one focus area that will require a year of work or a combination of focus areas of shorter duration. Once a focus area is identified, the participant, working with his/her partner as needed, will explore resources and develop a plan of action to accomplish his/her professional growth objectives. The participant will outline his/her plan of action on a Focus Page, also listing any collaborators. Additions to the list of collaborators may be made any time.

Throughout the “On Year,” participants will work on their plan(s) of action. Between April 1 and June 1, participants will share with their partner the progress they have made on their area(s) of focus by preparing a short written summary or through a discussion. The participant and partner document this Informal Progress Report on the Process Verification Form.

No later than June 1 of the “On Year,” participants to be placed on the traditional evaluation process will be notified of that decision by their site administrator. The unit member’s evaluator shall reserve the right to place a unit member back into the traditional evaluation process and will provide the unit member with the rationale for this decision in writing. To remove a unit member from PGAP, the evaluator must provide a written rationale that identifies specific objectives not met for unit members in the applicable Guide that were noted on at least two (2) Non-Evaluation Observations. The unit member will then be placed back on the traditional evaluation cycle the following year. The unit member may be referred to the Peer Assistance and Review Program. If this determination is made in year 1 of the evaluation cycle (the “on year”), the unit member will return to the traditional evaluation process the following year. If this determination is made during the second year in the evaluation cycle (the “off year”), the unit member will return to the traditional evaluation process the following year. Between April 1 and the last official teacher work day, the participant and his/her partner will conduct a Final Assessment at which time the participant will submit to the partner evidence of accomplishment related to the area(s) of focus. The evidence of accomplishment may include, but is not limited to a presentation, resource lists, evidence of student performance, video presentations, a portfolio, lesson plans, or other instructional materials. After the completion of the Final Assessment, the participant and partner will sign the Process Verification

Form and submit it to the appropriate site administrator for his/her signature which verifies completion of the process.

Notes: There is an expectation that a participant will stay with his/her partner through the duration of the process. However, there may be extenuating circumstances where a participant will need to replace a partner. This may be accomplished by making notation on process verification form.

Storage of and access to the Process verification and Focus page:

The forms will be stored in a location accessible to the participant and site administration.

By November 1: The member will declare his/her selection of the Professional Growth Assessment Process (P-GAP) option by submitting a Process Verification Form to his/her site administrator.

The participant will select a partner who will co-sign the Process Verification Form.

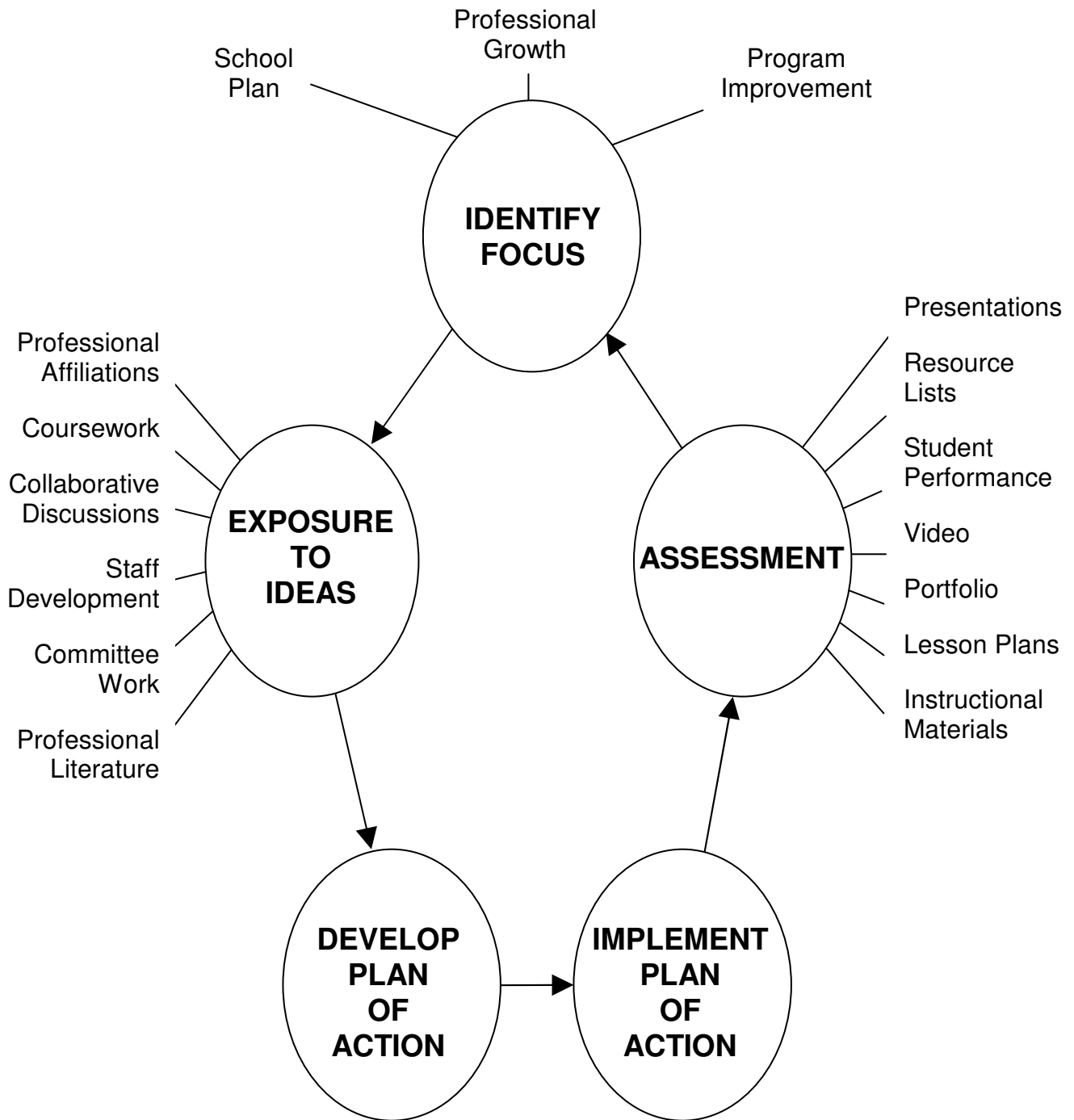
The participant will identify at least one area of focus on a Focus Page. Focus Pages may be submitted any time before April 1 of the “on year.”

Between April 1 and June 1: The participant will make an Informal Progress Report to his/her and partner for the purpose of assessing the participant’s progress on his/her plan(s) of action. The participant and partner will document the date Informal Progress Report on the Process Verification Form.

June 1: The last day a participant may be notified by a site administrator of the decision to return the participant to the traditional evaluation process.

Between April 1 and Last Official Teacher Work Day: The participant will meet with his/her partner for a Final Assessment, at which time (s)he will present evidence of accomplishment related to the participant’s area(s) of focus. Brief details of the evidence will be cited on the Focus Page. The date of the Final Assessment will be noted on the Process Verification form by the participant and the partner. The Focus Page(s) and Process Verification Form are submitted to the site administrator for the purpose of verifying completion of the process.

NEW HAVEN UNIFIED SCHOOL DISTRICT PROFESSIONAL GROWTH ASSESSMENT PROCESS



NEW HAVEN UNIFIED SCHOOL DISTRICT
Professional Growth and Development Form (P-GAP)
Process Verification Form/Declaration of Option Focus Page

Unit Member's Name: _____ **School Year:** _____ **Site:** _____

Partner: _____ **Collaborator (Optional):** _____

Focus Identification: Focus must be in at least one area of **Observable Indicators for Teacher Objectives** as listed in the **Guide to Performance Evaluation for Certificated Teachers**. (Please check [√] at least one).

- Assessment Instruction Management Planning Professional Subject Matter

Description/Plan of Action: _____ **Date:** _____

Informal Progress Report: **Participant's Signature:** _____ **Date:** _____

Partner's Signature: _____ **Date:** _____

Final Assessment/Results of Plan:

<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;">Unit Member</td> <td style="width: 30%;">Date</td> </tr> </table>	Unit Member	Date	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;">Administrator</td> <td style="width: 30%;">Date</td> </tr> </table>	Administrator	Date
Unit Member	Date				
Administrator	Date				
<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;">Partner</td> <td style="width: 30%;">Date</td> </tr> </table>	Partner	Date	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;">Collaborator (optional)</td> <td style="width: 30%;">Date</td> </tr> </table>	Collaborator (optional)	Date
Partner	Date				
Collaborator (optional)	Date				

II. RESPONSIBILITIES IN THE EVALUATION PROCESS

TEACHER

Planning Conference

- Review evaluation handbook
- Review last evaluation
- Review indicators as they relate to assignment
- Prepare questions for clarification
- Prepare additional objectives if desired
- Actively participate in conference
- Prepare attachment if desired
- Maintain own evaluation file

Observations

- Participate in pre-conference if requested
- Provide lesson plans as requested
- Provide clarification when appropriate
- Reflect on feedback from observation
- Request conference if appropriate
- Actively participate in conference
- Request classroom observations
- Provide data evaluator may not be aware of
- Prepare attachment if desired
- Sign observation
- File observation for reference

Evaluation

- Prepare for evaluation
- Review evaluation file materials
- Actively participate in conference
- Provide final input
- Prepare attachment if desired
- Sign evaluation
- File copy

ADMINISTRATOR

Planning Conference

- Review evaluation handbook
- Review last evaluation
- Identify objectives to be emphasized, if any
- Provide clarification of process and criteria
- Prepare additional objectives if desired
- Schedule and facilitate conference
- Prepare final Planning Conference Form
- File Planning Conference Form

Observations

- Schedule and facilitate pre-conference when appropriate
- Review lesson plans
- Decide on observation techniques
- Observe and write observation
- Request conference if appropriate
- Facilitate conference and provide suggestions and recommendations as appropriate
- Gather data outside the classroom
- Meet all timelines
- Maintain evaluation file

Evaluation

- Prepare for evaluation
- Analyze all available data
- Schedule conference
- Facilitate conference, gather final input, provide assessment/comments/recommendations
- Finalize written evaluation
- Provide final evaluation
- Schedule assistant conference as necessary

III. EVALUATION TIMELINES

• Receive evaluation handbook	Prior to 10th working day of the school year
• Planning conference	By November 15th
• Assistance conference	Within 20 working days of the start of school, when necessary
• Receive written observation	Within 5 working days of the observation
• Interim evaluation conference	By December 15 if planning conference by October 15
	By January 15 if planning conference by November 15
Notice to second year probationary teacher not to be reemployed	By March 15
Summary evaluation conference	By May 1
Final evaluation report	Thirty (30) calendar days before the end of the school year (No later than May 15)
Submit attachments to forms	Within ten (10) days of receipt of form

IV. POSITION (JOB) DESCRIPTION
TEACHER

PRIMARY FUNCTION: To provide an educational program that meets the educational needs of each student in the teacher's area of responsibility.

ORGANIZATIONAL RELATIONSHIPS: Directly responsible to the principal or other designated administrator.

ESSENTIAL JOB FUNCTIONS:

1. Instruction

Will provide for instruction which is consistent with district and school expectations and which meets the educational needs of all students assigned to the teacher.

2. Communication

Will communicate with students, parents, administrators and other staff members in a manner which is consistent with district and school expectations.

3. Management

Will employ planning, record-keeping, resource management, and learning environment management practices which are consistent with district and school expectations, and which maximize the teacher's effectiveness.

4. Student Supervision and Welfare

Will provide for student supervision which ensures student safety consistent with district and school expectations.

5. Professional Responsibilities

Will assume professional responsibilities in a manner which meets district and school expectations and ensures continued personal and professional growth.

6. Goals and Objectives

Will implement district goals and objectives for certificated teacher as modified in the individual's planning conference.

7. Other Duties

Will perform other duties as assigned consistent with the New Haven Unified School District/New Haven Teachers Association contract.

V. POSITION GOALS AND OBJECTIVES

TEACHER

I MANAGEMENT

- I. The teacher creates a safe physical environment that engages all students.
- B. The teacher establishes a climate that promotes fairness and respect.
- C. The teacher promotes social development and group responsibility.
- D. The teacher establishes and maintains standards for student behavior consistent with school and district policy.
- E. The teacher plans and implements classroom procedures and routines that support student learning.
- F. The teacher uses instructional time effectively.
- G. The teacher keeps accurate, timely records and provides requested data from them.

II PLANNING

- A. The teacher draws on and values students' backgrounds, interests, and developmental learning needs.
- B. The teacher establishes and articulates goals for student learning.
- C. The teacher develops and sequences instructional activities and materials for student learning.
- D. The teacher designs short-term and long-term plans to foster student learning.
- E. The teacher modifies instructional plans to adjust for student needs.
- F. The teacher provides clear and appropriate plans for substitutes.

III SUBJECT MATTER CONTENT

- A. The teacher demonstrates knowledge of subject matter content and student development.
- B. The teacher organizes curriculum to support student understanding of subject matter.
- C. The teacher develops student understanding through strategies that are appropriate to the subject matter.

- D. The teacher uses materials, resources, and technologies to make the subject matter accessible to student.

IV INSTRUCTION

- A. The teacher connects students' prior knowledge, life experience, and interests with learning goals.
- B. The teacher uses a variety of instructional strategies and resources to respond to students' diverse needs.
- C. The teacher facilitates learning experiences that promote autonomy, retention, interaction, and choice.
- D. The teacher engages students in problem solving, critical thinking, and other activities that make subject matter meaningful.

V ASSESSMENT

- A. The teacher collects and uses multiple sources of information to assess student learning.
- B. The teacher involves and guides students in assessing their own learning.
- C. The teacher uses the results of assessment to guide instruction.
- D. The teacher communicates with students, families and others, as appropriate, about student progress in accordance with district policy.

VI PROFESSIONAL DEVELOPMENT

- A. The teacher reflects on teaching practice and planning professional development.
- B. The teacher establishes professional goals and pursues opportunities to grow professionally.
- C. The teacher works with families and colleagues and the community to improve professional practice.
- D. The teacher maintains a positive attitude with students and colleagues.
- E. The teacher communicates with students, parents, and other personnel in a professional and effective manner.
- F. The teacher is knowledgeable about district, school, departmental/grade level regulations and policies and communicates these to the students as appropriate.
- D. The teacher assumes his/her responsibilities in accordance with school and district policies.

Teachers with specialized assignments will receive additional goals and objectives. If the teacher wants them prior to the planning conference, the unit member may so request.

VI. OBSERVABLE INDICATORS FOR TEACHER OBJECTIVES (STANDARDS)

I. CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING (MANAGEMENT)

- A. The teacher creates a physical environment that engages all students.
 - 1. The teacher arranges the room to facilitate positive classroom interactions.
 - 2. The teacher arranges and adapts classroom seating to accommodate individual and group learning needs.
 - 3. The teacher manages student and teacher access to materials, technology, and resources to promote learning.
 - 4. The teacher creates a classroom environment that reflects and promotes learning and current subject matter taught.
 - 5. The teacher ensures the classroom environment is safe, clean and accessible for all students.
 - a) Safety instructions are prominently displayed and safety equipment is accessible.
 - b) The teacher instructs and encourages proper care and use of equipment and materials.
 - c) The teacher reports damage, vandalism or unsafe conditions.

- B. The teacher establishes a climate that promotes fairness and respect.
 - 1. The teacher helps all students become respectful of others who may be different from them.
 - 2. The teacher models and promotes fairness, equity, and respect in the classroom. The atmosphere established is supportive and cooperative.
 - 3. The teacher encourages, supports, and recognizes the achievements and contributions of all students.
 - 4. The teacher encourages students to take risks and be creative.
 - 5. The teacher understands and responds to inappropriate behaviors in a fair, equitable way.

- C. The teacher promotes social development and group responsibility.
 - 1. The teacher helps all students accept and respect different experiences, ideas, backgrounds, feelings, and points of view.
 - 2. The teacher groups students to promote social development and learning.
 - 3. The teacher facilitates the development of each student's self esteem.
 - 4. The teacher creates opportunities for all students to communicate and work with one another.
 - 5. The teacher teaches leadership skills and provides opportunities for all students to use them.
 - 6. The teacher uses classroom rules to support all students in assuming responsibility

- for themselves and one another.
7. The teacher creates opportunities for all students to become self-directed learners.
- D. The teacher establishes and maintains standards for student behavior consistent with school and district standards.
1. The teacher understands the reasons for student behavior.
 2. The teacher establishes and consistently maintains standards of behavior that reflect the students' developmental and personal needs.
 3. The teacher intervenes when student behavior does not meet agreed-upon classroom standards.
 4. The teacher facilitates student participation in classroom decision-making.
 5. The teacher helps all students learn to solve problems and resolve conflicts.
 6. The teacher supports all students as they develop responsibility for their own behavior.
 7. The teacher works collaboratively with families to maintain standards for student behavior.
 8. The teacher enforces school rules in the classroom, on campus, and at school-related off campus activities.
- E. The teacher plans and implements classroom procedures and routines that support student learning.
1. The teacher develops a daily schedule, timelines, classroom routines, and classroom rules.
 2. The teacher involves all students in the development of classroom procedures and routines.
 3. The teacher supports students to internalize classroom rules, routines, and procedures and to become self-directed learners.
 4. The teacher develops classroom procedures and routines that promote and maintain a climate of fairness and respect.
 5. The teacher makes decisions about modifying procedures and rules to support student learning.
- F. The teacher uses instructional time effectively.
1. The teacher structures time with students to support their learning.
 2. The teacher helps students move from one instructional activity to the next.
 3. The teacher paces and adjusts instructional time so that all students remain engaged.
 4. The teacher redirects student behavior in the most productive and time effective way.
 5. The teacher ensures that adequate time is provided for all students to complete learning activities.
 6. The teacher provides time for all students to reflect on their learning and process of instruction.
 7. The teacher structures time for day to day managerial and administrative tasks.
 8. Materials, supplies, and equipment necessary for the conduct of the activity are prepared in advance and available for use.

- G. The teacher keeps accurate, timely records and provides requested data from them.
 - 1. The teacher maintains accurate and current attendance and grade and/or assessment data.
 - 2. The teacher maintains records so that information can be accessed.
 - 3. Teacher written referrals and citations contains a clear description of the reason for the referral or citation.
 - 4. The teacher maintains appropriate security and accounting for all equipment, instructional materials and supplies for which he/she is responsible

II. PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS (PLANNING)

- A. The teacher draws on and values students' backgrounds, interests, and developmental learning needs.
 - 1. The teacher incorporates students' knowledge and experience in their curriculum and instructional planning.
 - 2. The teacher uses knowledge about the students' lives and their families and communities to inform planning of curriculum and instruction.
 - 3. The teacher recognizes and incorporates student diversity as an integral part of planning.
 - 4. Lesson plans and units promote access to academic content for all students.
 - 5. The teacher designs lessons that promote subject matter knowledge and language development for second language learners.
 - 6. The teacher uses his/her knowledge of cognitive and linguistic development to plan instruction that supports student learning.
 - 7. The teacher uses his/her knowledge of physical, social, and emotional development to plan instruction and make appropriate adaptations to meet students' unique needs.
 - 8. The teacher designs lessons that challenge students at their own developmental levels.

- B. The teacher establishes and articulates goals for student learning.
 - 1. The teacher plans for all instruction.
 - a) The teacher has written lesson plans which reflect goals and objectives of units of study and/or student skill profiles
 - 2. The teacher establishes short-term and long-term goals for student learning.
 - 3. The teacher ensures that each instructional activity is related to the learning goals.
 - 4. The teacher builds on the strengths, interests, and needs of all students to establish high expectations for learning.
 - 5. The teacher establishes learning goals that address all students' language, experience, and home and school expectations.
 - 6. The teacher designs instructional activities so that all students participate in setting and achieving learning goals.
 - 7. The teacher ensures that goals for student learning promote critical thinking and problem solving.

- C. The teacher develops and sequences instructional activities and materials for student learning.
 - 1. The teacher sequences subject matter concepts to support student learning.
 - 2. The teacher uses formal and informal student assessment in short-term and long-term planning.
 - 3. The teacher plans to use instructional strategies appropriate to the complexity of the lesson content and student learning needs.
 - 4. The teacher selects and sequences curriculum to promote understanding and critical thinking for all students.
 - 5. The teacher sequences instruction to help students see relationships and connections across subject matter areas.
 - 6. The teacher chooses and adapts instructional materials to make subject matter relevant to students' experiences and interests.
 - 7. The teacher develops and sequences instruction that supports students' second language learning and subject matter knowledge.

- D. The teacher designs short-term and long-term plans to foster student learning.
 - 1. The teacher develops short-term and long-term plans that build and extend students' understanding of subject matter.
 - 2. The teacher makes decisions about organizing curriculum to allow enough time for student learning, review, and assessment.
 - 3. The teacher thinks ahead toward long-term goals and student learning.
 - 4. The teacher uses knowledge of subject matter and students to plan and pace instructional activities over time.
 - 5. The teacher has a plan to ensure access to challenging diverse academic content for all students.
 - 6. The teacher provides opportunities for all students to learn at their own pace in their daily, weekly, and unit plans.
 - 7. The teacher incorporates diverse subject matter perspectives in planning.

- E. The teacher modifies instructional plans to adjust for student needs.
 - 1. The teacher adjusts the lesson plan to make content relevant and accessible to each student.
 - 2. The teacher revises plans based on formal and informal student assessment.
 - 3. The teacher adjusts plans to allow enough time for student learning.
 - 4. The teacher modifies plans to ensure opportunities for all students to learn and synthesize information.
 - 5. The teacher reflects on their teaching to inform short-term and long-term planning.

- F. The teacher provides clear and appropriate plans and materials for substitutes.
 - 1. The teacher prepares lesson plans for the substitute teacher which are easily understood and consistent with the course of study.
 - a) The teacher provides emergency lesson plans and keeps them current.
 - b) Plans and records are available for substitutes.

- c) Lesson plans include seating chart and established class routines.
2. Appropriate materials are available for substitutes to conduct the lesson.

III. STANDARD FOR UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING (SUBJECT MATTER)

- A. The teacher demonstrates knowledge of subject matter content and student development.
 1. The teacher identifies and understands the key concepts and underlying themes and relationships in the subject area(s) to be taught.
 2. The teacher ensures that their knowledge of the subject matter is incorporated in different perspectives.
 3. The teacher continues to keep subject matter knowledge current.
 4. The teacher ensures that subject matter knowledge is sufficient to support student learning.
 5. The teacher builds understanding of students' cognitive and linguistic development.
 6. The teacher builds understanding of students' social, emotional, and physical development.
- B. The teacher organizes curriculum to support student understanding of subject matter.
 1. The teacher uses knowledge of development to organize and sequence the curriculum to increase student understanding.
 2. The teacher uses subject matter knowledge to organize and sequence the curriculum to increase student understanding.
 3. The teacher uses knowledge of the subject to plan units and instructional activities that demonstrate key concepts and their interrelationships.
 4. The teacher organizes subject matter effectively to reveal and value different cultural perspectives.
 5. The teacher incorporates subject or grade level expectations and curriculum frameworks in organizing subject matter.
 6. The teacher's instructional program adheres to curricular objectives and reflects the goals and objectives of the course of study.
 7. The teacher organizes curriculum to ensure that students develop a deep understanding of core concepts in each subject matter area.
- C. The teacher interrelates ideas and information within and across subject matter areas.
 1. The teacher identifies and integrates key concepts and relationships across subject matter areas.
 2. The teacher helps all students to relate subject matter concepts to previous lessons and their own lives.
 3. The teacher helps all students to see the relationships and connections across subject matter areas.
 4. The teacher helps all students to apply learning from different curricular areas to solve problems.
 5. The teacher develops units and lessons that highlight themes within and across

subject matter areas.

- D. The teacher develops student understanding through instructional strategies that are appropriate to the subject matter.
 - 1. The teacher develops and uses a repertoire of instructional strategies well suited to teaching a particular subject matter.
 - 2. The teacher uses knowledge of subject matter to help students construct their own knowledge.
 - 3. The teacher challenges all students to think critically in each subject area.
 - 4. The teacher builds on student life experience, prior knowledge, and interests to make the content relevant and meaningful to them.
 - 5. The teacher uses a variety of instructional strategies and approaches to illustrate a concept and its connections within and across subject areas.
 - 6. The teacher helps all students develop enthusiasm for and a deep knowledge of the subject matter.

- E. The teacher uses materials, resources, and technologies to make subject matter accessible to students.
 - 5. The teacher uses subject matter resources, materials, and technologies to organize the curriculum and can explain the rationale for their usage.
 - 6. The teacher selects and uses instructional materials and resources that promote students' understanding of subject matter.
 - 3. The teacher selects and uses learning materials and resources that reflect the diversity in the classroom.
 - 4. The teacher uses technologies to convey key concepts in the subject matter area.
 - 5. The teacher helps all students gain access to useful materials, resources (including guest speakers and field trips) and technologies to support their learning of subject matter.

IV. ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING (INSTRUCTION)

- A. The teacher connects students' prior knowledge, life experience, and interests with learning goals.
 - 1. The teacher helps students to see the connections between what they already know and the new material.
 - 2. The teacher helps students to connect classroom learning to their like experiences and cultural understandings.
 - 3. The teacher supports all students to use first and second language skills to achieve learning goals.
 - 4. The teacher opens a lesson or unit to capture student attention and interest.
 - 5. The teacher builds on students' comments and questions during a lesson to extend their understanding.
 - 6. The teacher makes "on the spot" changes based on student interest and questions.

- B. The teacher uses a variety of instructional strategies and resources to respond to students' diverse needs.
1. The teacher engages all students in a variety of learning experiences that accommodate the different ways they learn.
 2. The teacher uses a variety of strategies to introduce, explain, and restate subject matter concepts and processes so that all students understand.
 3. The teacher speaks clearly, varies pace and uses vocabulary which is understood by the students.
 4. The teacher chooses strategies and materials that make the complexity and depth of subject matter understandable to all students
 5. The teacher chooses strategies that support subject matter learning for second language learners.
 6. The teacher modifies materials and resources and uses appropriate adaptive equipment to support full participation for all students including those with exceptional needs.
 - a) The teacher initiates the School Resource Team (SRT) process, including a Teacher Plan/Teacher Specialist Plan for students with special learning needs.
 7. The teacher uses technology to enhance student learning.
 8. The teacher varies instructional strategies to increase students' active participation in learning.
 9. The teacher asks questions or facilitates discussion to clarify or extend students' thinking.
 10. The teacher makes use of unexpected events to augment student learning.
 11. The teacher recognizes when a lesson is falling apart and what to do about it.
- C. The teacher facilitates learning experiences that promote autonomy, interaction, and choice.
1. The teacher uses the classroom environment to provide opportunities for independent and collaborative learning.
 2. The teacher provides a variety of grouping structures to promote student interactions and learning.
 3. The teacher participates in and promotes positive interactions between all students.
 4. The teacher supports and monitors student autonomy and choice during learning experiences.
 5. The teacher supports and monitors student collaboration during learning activities.
 6. The teacher helps students make decisions about managing time and materials during learning activities.
- D. The teacher engages students in problem solving, critical thinking, and other activities that make subject matter meaningful.
1. The teacher provides opportunities for all students to think, discuss, interact, reflect, and evaluate content.
 2. The teacher helps all students to learn, practice, internalize, and apply subject-specific learning strategies and procedures.
 3. The teacher supports all students in critically investigating subject matter concepts and questions.
 4. The teacher engages all students in problem solving activities and encourages

- multiple approaches and solutions.
 - 5. The teacher encourages all students to ask critical questions and consider diverse perspectives about subject matter.
 - 6. The teacher provides opportunities for all students to learn and practice skills in meaningful contexts.
 - 7. The teacher helps all students to analyze and draw valid conclusions about content being learned.
- E. The teacher promotes self-directed, reflective learning for all students.
- 1. The teacher motivates all students to initiate their own learning and to strive for challenging learning goals.
 - 2. The teacher encourages all students to describe their own learning processes and progress.
 - 3. The teacher explains clear learning goals for all students of each activity or lesson.
 - 4. The teacher engages all students in opportunities to examine and evaluate their own work and to learn from the work of their peers.
 - 5. The teacher helps all students to develop and use strategies for knowing about, reflecting on, and monitoring their own learning.
 - 4. The teacher helps all students to develop and use strategies for accessing knowledge and information.

V. ASSESSING STUDENT LEARNING (ASSESSMENT)

- A. The teacher establishes and communicates learning goals for all students.
- 1. The teacher uses subject matter standards from district, state, and other sources to guide how to establish learning goals for each student.
 - 2. The teacher involves all students and families, when appropriate, in establishing goals for learning.
 - 3. The teacher reviews and revises learning goals with as needed.
 - 4. The teacher ensures that student learning goals reflect the key subject matter concepts, skills, and applications.
 - 5. The teacher ensures that goals for student learning are appropriate to the students' language development, language acquisition, or other special needs.
 - 6. The teacher ensures that the grading system reflect goals for student learning and consistent with district, school, and department/grade level policies.
 - 7. The teacher works with other educators to establish learning goals and Assessment tools that promote student learning.
- B. The teacher collects and uses multiple sources of information to assess student learning.
- 1. The teacher uses a variety of assessments to determine what students know and are able to do.
 - 2. The teacher selects, designs, and uses assessment tools appropriate to what is being taught.
 - 3. The teacher knows that the assessment tools used are matched to and support the goals for student learning.

4. The teacher collects, selects, and reflects and revises tools for assessing student learning.
 5. The teacher works with families to gather information when needed to improve student learning.
 6. The teacher ensures that grades are based on multiple sources of information.
 7. The teacher assesses students to support student learning goals, district standards, and community expectations.
 8. The teacher uses standardized tests, diagnostic tools, and developmental assessments to understand student progress.
 9. The teacher uses a range of assessment strategies to implement and monitor student learning goals (including IEP goals) as required.
 10. Grading practices are fairly and equitably applied.
- C. The teacher involves and guides all students in assessing their own learning.
1. The teacher makes assessment integral to the learning process.
 2. The teacher models assessment strategies for all students.
 3. The teacher develops and uses tools and guidelines that help all students assess their own work.
 4. The teacher helps all students build their skills in self-reflection.
 5. The teacher provides opportunities for all students to engage in peer discussion of their work.
 6. The teacher helps all students to understand and monitor their own learning goals.
 7. The teacher provides opportunities for all students to demonstrate and reflect on their learning inside and outside of the classroom.
- D. The teacher uses the results of assessments to guide instruction.
1. The teacher uses assessment to guide planning.
 2. The teacher uses informal assessments of student learning to adjust instruction while teaching.
 3. The teacher uses assessment data to plan more effective ways of teaching subject matter concepts and processes.
 4. The teacher uses assessment information to determine when and how to revisit content that has been taught.
 5. The teacher uses assessment data to meet student's individual needs.
 6. The teacher uses assessment results to plan instruction to support students' individual educational plans (IEP), when required.
- E. The teacher communicates with students, families, and others, as appropriate, about student progress in accordance with district policy.
1. The teacher provides all students with information about their progress as they engage in learning activities.
 2. The teacher provides opportunities for students to share their progress with others.
 3. The teacher communicates learning goals to all students and their families.
 4. The teacher initiates and maintains regular contact with families and resource providers about student progress.
 5. Teacher consults with and incorporates suggestions of resource personnel and the

School Resource Team, as appropriate.

6. The teacher is aware of and provides instruction consistent with student Individual Learning Plan (ILP) and/or Individual Education Plan (IEP).
3. The teacher communicates the results of assessments with students and their families.
4. The teacher involves families as partners when needed, in the assessment process.

VI. DEVELOPING AS A PROFESSIONAL EDUCATOR (PROFESSIONAL)

- A. The teacher reflects on teaching practice and planning professional development.
 1. The teacher assesses his/her growth as a teacher over time.
 2. The teacher learns about teaching as they observe and interact with students.
 3. The teacher reflects on instructional successes and dilemmas to move practice forward.
 4. The teacher analyzes teaching to understand what contributes to student learning.
 5. The teacher formulates professional development plans that are based on reflection and analysis.
- B. The teacher establishes professional goals and pursues opportunities to grow professionally.
 1. The teacher maintains an attitude of lifelong learning.
 2. The teacher learns more about his/her own professional goals and responsibilities.
 3. The teacher establishes goals and seeks out opportunities for professional growth and development.
 4. The teacher uses professional literature, school, district, and other professional development opportunities to increase understanding of teaching and learning.
 5. The teacher continues to seek out and refine approaches that make the curriculum accessible to every student.
 6. The teacher expands their knowledge of new instructional methods and technologies.
 7. The teacher benefits from and contributes to professional organizations to improve teaching.
- C. The teacher works with communities to improve professional practice.
 1. The teacher values and respects the students' community and appreciates its role in student learning.
 2. The teacher increases their understanding of the cultures and dynamics of their students communities.
 3. The teacher promotes collaboration between school and community.
 4. The teacher identifies and uses school, district, and local community social service resources to benefit students and their families.
 5. The teacher seeks out and uses resources from the local community and businesses to support student learning.
 6. The teacher provides students with community-based experiences that support their learning.
 7. The teacher interacts with students in activities outside the classroom.
 8. The teacher takes part in student activities and student supervision as assigned.
 - a) The teacher is punctual and completes assigned duties.
- D. The teacher works with families to improve professional practice.

1. The teacher values and respects students' families and appreciates their role in student learning.
 2. The teacher develops an understanding of families racial, cultural, linguistic, and socioeconomic backgrounds.
 3. The teacher engages families as sources of knowledge about students' linguistic and social backgrounds.
 4. The teacher promotes positive dialogue and interactions with all families, and responds to their concerns about student progress.
 5. The teacher ensures that oral and written communication with all students and their families is understood.
 6. The teacher provides for all families to participate in the classroom and school community.
 7. The teacher represents the educational program to all families.
 8. The teacher communicates with student, parents, and other personnel in a professional and effective manner.
 - a) The teacher is factually accurate in all communications.
 - b) The teacher uses confidential information appropriately.
 - c) The teacher's communication with students and parents are consistent with district policy on controversial issues.
 9. The teacher makes reasonable attempts to contact parents of students who are experiencing academic, behavior, or attendance problems.
 - a) The teacher implements the process outlined at each school for contacting parents.
 - b) The teacher initiates and prepares for conferences as needed.
 - c) The teacher is flexible in meeting reasonable parent requests for conferences.
 - d) The teacher maintains all required records of parent contacts.
 10. The teacher provides information on students not meeting proficiency standards as required.
 11. The teacher's professional interactions are free of racial, ethnic, sexual, or social class stereotyping.
 - a) Stereotypes are not used unless they are appropriate to the lesson.
 - b) The teacher's communications encourage the development of positive student self-concept.
- E. The teacher works with colleagues to improve professional practice.
1. The teacher creates opportunities to collaborate with colleagues.
 2. The teacher collaborates with teachers, administrators, education specialists, and paraprofessionals to ensure that all students' needs are met.
 3. The teacher engages in thoughtful dialogue and reflection with colleagues to solve teaching-related problems.
 4. The teacher participates in making and implementing school-wide decisions.
 5. The teacher contributes to school-wide events and learning activities.
 6. The teacher establishes and maintains relationships with other school staff to become a visible and valued member of the school community.
 7. The teacher uses observations of colleagues to improve teaching.
 8. The teacher prevents and resolves personal and professional conflicts with

- colleagues.
9. The teacher contributes to the learning of other educators.
 10. The teacher provides appropriate supervision and direction for paraprofessionals, student aides, student teachers, and volunteers.
 11. The teacher participates in curriculum review and revision, and school plan development and implementation.
 12. The teacher assumes his/her responsibilities in accordance with school and district policies.
 - a) The teacher meets with school administrators when requested, upon reasonable notice.
 - b) The teacher is punctual.
 - c) The teacher is aware of and follows school, district and departmental policies.
 - d) The teacher's attendance patterns have a positive impact on the instructional program.
 - e) The teacher does not leave students unsupervised.
 - f) The teacher performs responsibly when emergencies arise.
 - g) The teacher attends all appropriate school and/or district curriculum meetings.
- F. The teacher maintains a positive attitude with students and colleagues responsibilities and maintains motivation.
1. The teacher challenges him/herself intellectually and creatively throughout his/her career.
 2. The teacher deals with the isolation of teaching.
 3. The teacher finds support to balance professional responsibilities with personal needs.
 4. The teacher demonstrates professional conduct and integrity in the classroom and school community.
 5. The teacher extends knowledge about professional and legal responsibilities for students' learning, behavior, and safety.
- G. The teacher is knowledgeable about district, school, departmental/grade level regulations and policies and communicates these to the students as appropriate.
1. The teacher reviews each year, all handbooks, documents, and written communications pertinent to his/her positions.
 3. The teacher communicates school information to students at the appropriate time.

VII. FORMS TO BE USED IN THE EVALUATION PROCESS

- Planning Conference Form
- Classroom Observation Report (COR)
- Classroom Observation Short Form (Form may be used for Visitation - less than 20 minutes)

- Classroom Observation Report Form (Form may be used for Visitation - less than 20 minutes or Observation - 20 minutes or more)
- Certificated Evaluation Short Form (Permanent Teacher)
- Certificated Evaluation Report Form
- Non-Evaluation Observation Form (N.E.O.)

The following forms are all on a form file which administrators and clerical staff have access to. When word processing these forms, the spacing may adjust based on the amount of space needed, therefore, the appearance of the forms may vary based on word processing. However, the content of the forms will not change.

**NEW HAVEN UNIFIED SCHOOL DISTRICT
PLANNING CONFERENCE FORM
TEACHERS GOALS AND OBJECTIVES**

Name: _____

Date: _____

MANAGEMENT:		ADMINISTRATOR'S COMMENTS:
I-A	The teacher creates a physical environment that engages all students.	
I-B	The teacher establishes a climate that promotes fairness and respect.	
I-C	The teacher promotes social development and group responsibility.	
I-D	The teacher establishes and maintains standards for student behavior consistent with school and district standards.	
I-E	The teacher plans and implements classroom procedures and routines that support student learning.	
I-F	The teacher uses instructional time effectively.	
I-G	The teacher keeps accurate, timely records and provides requested data from them.	
PLANNING:		ADMINISTRATOR'S COMMENTS:
II-A	The teacher draws on and values students' backgrounds interests and developmental learning needs.	
II-B	The teacher establishes and articulates goals for student learning.	
II-C	The teacher develops and sequences instructional activities and materials for student learning.	
II-D	The teacher designs short-term and long-term plans to foster student learning.	
II-E	The teacher modifies instructional plans to adjust for student needs.	
II-F	The teacher provides clear and appropriate plans and materials for substitutes.	

SUBJECT MATTER:	ADMINISTRATOR'S COMMENTS:
III-A The teacher demonstrates knowledge of subject matter content and student development.	
III-B The teacher organizes curriculum to support student understanding of subject matter.	
III-C The teacher interrelates ideas and information within and across subject matter areas.	
III-D The teacher develops student understanding through instructional strategies that are appropriate to the subject matter.	
III-E The teacher uses materials, resources, and technologies to make subject matter accessible to students.	
INSTRUCTION:	ADMINISTRATOR'S COMMENTS:
IV-A The teacher connects students' earlier knowledge, life experience, and interests with learning goals.	
IV-B The teacher uses a variety of instructional strategies and resources to respond to students' diverse needs.	
IV-C The teacher facilitates learning experiences that promote autonomy, retention, interaction, and choice.	
IV-D The teacher engages students in problem solving, critical thinking, and other activities that make subject matter meaningful.	
IV-E The teacher promotes self-directed reflective learning for all students.	

ASSESSMENT:		ADMINISTRATOR'S COMMENTS:
V-A	The teacher establishes and communicates learning goals for all students.	
V-B	The teacher collects and uses multiple sources of information to assess student learning.	
V-C	The teacher involves and guides students in assessing their own learning.	
V-D	The teacher uses the results of assessment to guide instruction.	
V-E	The teacher communicates with students, families, and others, as appropriate, about student progress in accordance with district policy.	
PROFESSIONAL:		ADMINISTRATOR'S COMMENTS:
VI-A	The Teacher reflects on teaching practice and planning professional development.	
VI-B	The teacher establishes professional goals and pursues opportunities to grow professionally.	
VI-C	The teacher works with communities, families, and colleagues to improve professional practice.	
VI-D		
VI-E		
VI-F	The teacher maintains a positive attitude with students and colleagues, balances professional responsibilities and maintains motivation.	
VI-G	The teacher is knowledgeable about district, school, departmental/grade level regulations and policies and communicates these to the students as appropriate.	

ADDITIONAL OBJECTIVES

- A. _____
- B. _____

**PLANNING CONFERENCE FORM - SUMMARY PAGE
TEACHER GOALS AND OBJECTIVES**

COMMENTS/SUGGESTIONS

IN NEED OF IMPROVEMENT:

RECOMMENDATIONS FOR IMPROVEMENT:

TEACHER GOALS:

I have read and received a copy of this document and the attached observation. Signature does not necessarily signify agreement and does not preclude further steps within district policy, including the right to have a written reply attached to this document.

Evaluator: _____

Date: _____

Evaluatee: _____

Date: _____

Section 4.3.8 from the Certificated Contract:
4.3.8 If additional individual objectives are given to a unit member, the unit member may request and shall be given upon such request the following:
A. An opportunity to discuss and clarify the objective during the planning conference.
B. Up to three days to consider the additional objectives before the planning form is completed. All timelines shall be adjusted by the same number of days.

THIS DOCUMENT WILL BE PLACED IN YOUR EVALUATION FILE. YOU HAVE TEN (10) WORKING DAYS FROM RECEIPT OF THIS DOCUMENT TO SUBMIT A SIGNED, WRITTEN RESPONSE. THE RESPONSE WILL BE ATTACHED TO THIS DOCUMENT.

Copy 1: Evaluation File

Copy 2: Employee

**NEW HAVEN UNIFIED SCHOOL DISTRICT
CLASSROOM OBSERVATION REPORT (COR)**

Name: _____

Date: _____

Class Observed: _____

Observer: _____

Period Covered: _____

No. of Students: _____

Activity Observed: _____

Time In: _____ **Time Out:** _____

FOCUS OF OBSERVATION:

OBSERVATION:

STRENGTHS/COMMENTS/SUGGESTIONS:

AREAS OF DEFICIENCIES:

RECOMMENDATIONS FOR IMPROVEMENT:

I have read and received a copy of this document and the attached observation. Signature does not necessarily signify agreement and does not preclude further steps within district policy, including the right to have a written reply attached to this document.

Evaluator: _____

Date: _____

Evaluatee: _____

Date: _____

THIS DOCUMENT WILL BE PLACED IN YOUR EVALUATION FILE. YOU HAVE TEN (10) WORKING DAYS FROM RECEIPT OF THIS DOCUMENT TO SUBMIT A SIGNED, WRITTEN RESPONSE. THE RESPONSE WILL BE ATTACHED TO THIS DOCUMENT.

Copy 1: Evaluation File

Copy 2: Observer

Copy 3: Employee

**NEW HAVEN UNIFIED SCHOOL DISTRICT
CLASSROOM OBSERVATION SHORT FORM**

Teacher: _____

Date: _____

Class Observed: _____

Observer: _____

Period Covered: _____

No. of Students: _____

Activity Observed: _____

Time In: _____ Time Out: _____

MANAGEMENT: I. The teacher creates and maintains an effective environment for student learning.

Observations:

PLANNING: II. The teacher plans instruction and designs learning experiences for all students.

Observations:

INSTRUCTION: IV. The teacher engages and supports all students in learning.

Observations:

ASSESSMENT: V. The teacher assesses student learning.

Observations:

ADDITIONAL OBJECTIVES FROM LONG FORM (ATTACH IF NECESSARY)

STRENGTHS/COMMENTS/SUGGESTIONS:

AREAS OF DEFICIENCIES:

RECOMMENDATIONS FOR IMPROVEMENT:

I have read and received a copy of this document and the attached observation. Signature does not necessarily signify agreement and does not preclude further steps within district policy, including the right to have a written reply attached to this document.

Evaluator: _____ Date: _____

Evaluatee: _____ Date: _____

THIS DOCUMENT WILL BE PLACED IN YOUR EVALUATION FILE. YOU HAVE TEN (10) WORKING DAYS FROM RECEIPT OF THIS DOCUMENT TO SUBMIT A SIGNED, WRITTEN RESPONSE. THE RESPONSE WILL BE ATTACHED TO THIS DOCUMENT.

Copy 1: Evaluation File

Copy 2: Observer

Copy 3: Employee

**NEW HAVEN UNIFIED SCHOOL DISTRICT
CLASSROOM OBSERVATION REPORT FORM**

Name: _____

Date: _____

Class Observed: _____

Observer: _____

Period Covered: _____

No. of Students: _____

Activity Observed: _____

Time In: _____ Time Out: _____

MANAGEMENT: I. Creating and maintaining effective environments for student learning.

I-A The teacher creates a safe physical environment that engages all students.

Observations:

I-B The teacher establishes a climate that promotes fairness and respect.

Observations:

I-C The teacher promotes social development and group responsibility.

Observations:

I-D The teacher establishes and maintains standards for student behavior consistent with school and district policy.

Observations:

I-E The teacher plans and implements classroom procedures and routines that support student learning.

Observations:

I-F The teacher uses instructional time effectively.

Observations:

PLANNING: II. Planning instructional and designing learning experiences for all students.

II-A The teacher establishes and articulates goals for student learning.

Observations:

II-B The teacher develops and sequences instructional activities and materials for student learning.

Observations:

II-C The teacher modifies instructional plans to adjust for student needs.

Observations:

II-D The teacher provides clear and appropriate plans for substitutes.

Observations:

SUBJECT MATTER: III. Understanding and organizing subject matter for student learning.

III-A The teacher demonstrates knowledge of subject matter content and student development.

Observations:

III-B The teacher interrelates ideas and information within and across subject matter areas.

Observations:

III-C The teacher uses materials, resources, and technologies to make the subject matter accessible to students.

Observations:

INSTRUCTION: IV. Engaging and supporting all students in learning.

IV-A The teacher connects students' prior knowledge, life experience, and interest with learning goals.

Observations:

IV-B The teacher uses a variety of instructional strategies and resources to respond to students' diverse needs.

Observations:

IV-C The teacher facilitates learning experiences that promote autonomy, interaction, and choice.

Observations:

IV-D The teacher engages students in problem solving, critical thinking, and other activities that make subject matter meaningful.

Observations:

IV-E The teacher promotes self-directed, reflective learning for all students.

Observations:

ASSESSMENT: V. Assessing student learning.

V-B The teacher collects and uses multiple sources of information to assess student learning.

Observations:

V-C The teacher involves and guides students in assessing their own learning.

Observations:

STRENGTHS/COMMENTS/SUGGESTIONS:

AREAS OF DEFICIENCIES:

RECOMMENDATIONS FOR IMPROVEMENT:

I have read and received a copy of this document and the attached observation. Signature does not necessarily signify agreement and does not preclude further steps within district policy, including the right to have a written reply attached to this document.

Evaluator: _____

Date: _____

Evaluatee: _____

Date: _____

THIS DOCUMENT WILL BE PLACED IN YOUR EVALUATION FILE. YOU HAVE TEN (10) WORKING DAYS FROM RECEIPT OF THIS DOCUMENT TO SUBMIT A SIGNED, WRITTEN RESPONSE. THE RESPONSE WILL BE ATTACHED TO THIS DOCUMENT.

Copy 1: Evaluation File

Copy 2: Observer

Copy 3: Employee

**NEW HAVEN UNIFIED SCHOOL DISTRICT
PERSONNEL SERVICES**

**CERTIFICATED EVALUATION SHORT REPORT FORM
PERMANENT TEACHER**

Summary: _____

Date: _____ Period Covered: _____ to _____

Name of Employee: _____ School: _____

Grade/Subject: _____ Date of last comprehensive evaluation: _____

1. Exemplary	5. Unsatisfactory/Not Meeting District Standards
2. Strong	6. Not Observed/Not Applicable
3. Competent	
4. Needs Improvement	All 1,4,5 ratings must have specific comments/recommendations

MANAGEMENT:

I-D The teacher establishes and maintains standards for student behavior consistent with school and district standards. 1 2 3 4 5 6

Comments:

PLANNING:

II-C The teacher develops and sequences instructional activities and materials for student learning. 1 2 3 4 5 6

Comments:

SUBJECT MATTER:

III-A The teacher demonstrates knowledge of subject matter content and student development. 1 2 3 4 5 6

Comments:

INSTRUCTION:

IV-B The teacher uses a variety of instructional strategies and resources to respond to students' diverse needs. 1 2 3 4 5 6

Comments:

ASSESSMENT:

V-B The teacher collects and uses multiple sources of information to assess student learning. 1 2 3 4 5 6

Comments:

PROFESSIONAL:

VI-B The teacher establishes professional goals and pursues opportunities to grow professionally. 1 2 3 4 5 6

Comments:

ADDITIONAL OBJECTIVES

A.	1	2	3	4	5	6
B.	1	2	3	4	5	6

STRENGTHS:

COMMENTS/SUGGESTIONS:

AREA/S OF DEFICIENCY:

RECOMMENDATIONS FOR IMPROVEMENT:

This employee is rated as follows: Satisfactory Unsatisfactory

Evaluator: _____ **Date:** _____

I have read and received a copy of this document and the attached observation. Signature does not necessarily signify agreement and does not preclude further steps withing district policy, including the right to have a written reply attached to this document and placed in my file.

COMMENTS:

Evaluatee: _____ **Date:** _____

THIS DOCUMENT WILL BE PLACED IN YOUR EVALUATION FILE. YOU HAVE TEN (10) WORKING DAYS FROM RECEIPT OF THIS DOCUMENT TO SUBMIT A SIGNED, WRITTEN RESPONSE. THE RESPONSE WILL BE ATTACHED TO THIS DOCUMENT.

Copy 1: Evaluation File

Copy 2: Evaluator

Copy 3: Employee

**NEW HAVEN UNIFIED SCHOOL DISTRICT
PERSONNEL SERVICES**

CERTIFICATED EVALUATION REPORT FORM

Date: _____ **Period Covered:** _____ to _____
Name of Employee: _____ **School:** _____

Grade/Subject: _____

Interim []

Permanent []

Summary []

Probationary: 1 [] 2 []

Temporary []

Intern []

1. Exemplary 2. Strong 3. Competent 4. Needs Improvement	5. Unsatisfactory/Not Meeting District Standards 6. Not Observed/Not Applicable All 1,4,5 ratings must have specific comments/recommendations
---	---

MANAGEMENT:

I-A	The teacher creates a physical environment that engages all students.	1	2	3	4	5	6
Comments:							
I-B	The teacher establishes a climate that promotes fairness and respect.	1	2	3	4	5	6
Comments:							
I-C	The teacher promotes social development and group responsibility.	1	2	3	4	5	6
Comments:							
I-D	The teacher establishes and maintains standards for student behavior consistent with school and district standards.	1	2	3	4	5	6
Comments:							
I-E	The teacher plans and implements classroom procedures and routines that support student learning.	1	2	3	4	5	6
Comments:							
I-F	The teacher uses instructional time effectively.	1	2	3	4	5	6
Comments:							
I-G	The teacher keeps accurate, timely records and provides requested data from them.	1	2	3	4	5	6
Comments:							

PLANNING:							
II-A	The teacher draws on and values students' backgrounds, interests, and developmental learning needs.	1	2	3	4	5	6
Comments:							
II-B	The teacher establishes and articulates goals for student learning.	1	2	3	4	5	6
Comments:							
II-C	The teacher develops and sequences instructional activities and materials for student learning.	1	2	3	4	5	6
Comments:							
II-D	The teacher designs short-term and long-term plans to foster student learning.	1	2	3	4	5	6
Comments:							
II-E	The teacher modifies instructional plans to adjust for student needs.	1	2	3	4	5	6
Comments:							
II-F	The teacher provides clear and appropriate plans for substitutes.	1	2	3	4	5	6
Comments:							
SUBJECT MATTER:							
III-A	The teacher demonstrates knowledge of subject matter content and student development.	1	2	3	4	5	6
Comments:							
III-B	The teacher organizes curriculum to support student understanding of subject matter.	1	2	3	4	5	6
Comments:							
III-C	The teacher interrelates ideas and information within and across subject matter areas.	1	2	3	4	5	6
Comments:							
III-D	The teacher develops student understanding through strategies that are appropriate to the subject matter.	1	2	3	4	5	6
Comments:							
III-E	The teacher uses materials, resources, and technologies to make the subject matter accessible to students.	1	2	3	4	5	6
Comments:							

INSTRUCTION:							
IV-A	The teacher connects students' prior knowledge, life experience, and interests with learning goals.	1	2	3	4	5	6
Comments:							
IV-B	The teacher uses a variety of instructional strategies and resources to respond to students' diverse needs.	1	2	3	4	5	6
Comments:							
IV-C	The teacher facilitates learning experiences that promote autonomy, retention, interaction, and choice.	1	2	3	4	5	6
Comments:							
IV-D	The teacher engages students in problem solving, critical thinking, and other activities that make subject matter meaningful.	1	2	3	4	5	6
Comments:							
IV-E	The teacher promotes self-directed reflective learning for all students	1	2	3	4	5	6
Comments:							
ASSESSMENT:							
V-A	The teacher establishes and communicates learning goals for all students.	1	2	3	4	5	6
Comments:							
V-B	The teacher collects and uses multiple sources of information to assess student learning.	1	2	3	4	5	6
Comments:							
V-C	The teacher involves and guides students in assessing their own learning.	1	2	3	4	5	6
Comments:							
V-D	The teacher uses the results of assessment to guide instruction.	1	2	3	4	5	6
Comments:							
V-E	The teacher communicates with students, families and others, as appropriate, about student progress in accordance with district policy.	1	2	3	4	5	6
Comments:							

PROFESSIONAL:							
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VI-A	The teacher reflects on teaching practice and planning professional development.	1	2	3	4	5	6
-------------	--	---	---	---	---	---	---

Comments:

VI-B	The teacher establishes professional goals and pursues opportunities to grow professionally.	1	2	3	4	5	6
-------------	--	---	---	---	---	---	---

Comments:

VI-C	The teacher works with communities, families, and colleagues to improve professional practice.	1	2	3	4	5	6
VI-D							
VI-E							

VI-F	The teacher maintains a positive attitude with students and colleagues, balances professional responsibilities and maintains motivation.	1	2	3	4	5	6
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Comments:

VI-G	The teacher is knowledgeable about district, school, departmental/grade level regulations and policies and communicates these to the students as appropriate.	1	2	3	4	5	6
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Comments:

ADDITIONAL OBJECTIVES							
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A.		1	2	3	4	5	6
-----------	--	---	---	---	---	---	---

B.		1	2	3	4	5	6
-----------	--	---	---	---	---	---	---

STRENGTHS:

COMMENTS/SUGGESTIONS:

AREA/S OF DEFICIENCY:

RECOMMENDATIONS FOR IMPROVEMENT:

(Complete only for “final” evaluation)
This employee is rated as follows: <input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory

Evaluator: _____ **Date:** _____

I have read and received a copy of this document and the attached observation. Signature does not necessarily signify agreement and does not preclude further steps withing district policy, including the right to have a written reply attached to this document and placed in my file.

COMMENTS:

Evaluatee: _____ **Date:** _____

THIS DOCUMENT WILL BE PLACED IN YOUR EVALUATION FILE. YOU HAVE TEN (10) WORKING DAYS FROM RECEIPT OF THIS DOCUMENT TO SUBMIT A SIGNED, WRITTEN RESPONSE. THE RESPONSE WILL BE ATTACHED TO THIS DOCUMENT.

**NEW HAVEN UNIFIED SCHOOL DISTRICT
NON-EVALUATION OBSERVATION FORM (N.E.O.)**

Name: _____

Date: _____

Class Observed: _____

Observer: _____

Period Covered: _____

No. of Students: _____

Activity Observed: _____

Time In: _____ **Time Out:** _____

OBSERVATION:

STRENGTHS/COMMENTS/SUGGESTIONS:

I have read and received a copy of this document and the attached observation. Signature does not necessarily signify agreement and does not preclude further steps within district policy, including the right to have a written reply attached to this document.

Observer: _____

Date: _____

Employee: _____

Date: _____

A FORMATIVE OBSERVATION FORM DESIGNED TO SUPPORT THE INSTRUCTIONAL PROCESS. THIS DOCUMENT WILL NOT BE USED FOR EVALUATION PURPOSES. THIS DOCUMENT WILL BE PLACED IN YOUR PERSONNEL FILE. YOU HAVE TEN (10) WORKING DAYS FROM RECEIPT OF THIS DOCUMENT TO SUBMIT A SIGNED, WRITTEN RESPONSE. THE RESPONSE WILL BE ATTACHED TO THIS DOCUMENT.

Copy 1: Personnel File

Copy 2: Observer

Copy 3: Employee

VIII. PHILOSOPHY AND GOALS OF EDUCATION
FOR
THE NEW HAVEN UNIFIED SCHOOL DISTRICT

We the parents, residents and educators of the community, believe that the New Haven Unified School District has three (3) interrelated tasks:

1. A continuing assessment of the growth and development of each individual student;
2. A continuing assessment of the changing needs of the community, and the preparation of the student to be a part of a community; and
3. A continuing assessment of the needs of students and subsequent preparation which affords each student with the greatest number of alternative choices.

I. WE BELIEVE IN THE FUNDAMENTAL INTEGRITY, DIGNITY AND WORTH OF THE INDIVIDUAL

In order to survive, the community and society must preserve the worth and integrity of the individual; to grow, it must capitalize upon its initiative, capabilities and efforts.

II. WE BELIEVE IN THE PRINCIPLE OF EQUAL EDUCATIONAL OPPORTUNITY FOR ALL

The principle of equal educational opportunity for all requires that the school accept responsibility for the individual needs of the students.

III. WE BELIEVE IN THE MUTUAL RESPONSIBILITY OF THE HOME AND THE SCHOOL TO PREPARE THE INDIVIDUAL FOR EFFECTIVE CITIZENSHIP

True human liberty can exist only in a democratic society, and democracy needs informed, responsible citizens. It is, therefore, a responsibility of the home and the school to develop an understanding and appreciation of, and a loyalty to, our democratic system of life, and the representative government that makes it possible.

IV. WE BELIEVE THAT EDUCATION IS A MUTUAL RESPONSIBILITY TO BE SHARED BY THE SCHOOL, THE HOME, THE CHURCH, THE INDIVIDUAL STUDENT, AND OTHER AGENCIES OF THE COMMUNITY AND SOCIETY.

To carry out the desires of the community, a full realization of the student's intellectual, physical, moral and spiritual potential, can be achieved only through the cooperative effort of the entire community.

GOALS OF EDUCATION

We the parents, residents and educators of the community believe that every student in the New Haven Unified School District must be given the opportunity to develop to his greatest potential through

I. Skill in the fundamental learning processes

- a. To develop the ability to read
- b. To develop the ability to listen
- c. To develop the ability to speak
- d. To develop the ability to write
- e. To develop the ability to use numbers and mathematics
- f. To develop the ability to think and to reason
- g. To develop the ability to observe
- h. To develop the ability to think creatively

II. Skill to use and evaluate knowledge

- a. To establish sound personal health habits
- b. To develop ability to use scientific methods and equipment
- c. To develop analytical methodology and logic

III. Competencies in physical skill and health

- a. To establish sound personal health habits
- b. To acquire information concerning health, disease, and personal safety
- c. To develop muscular coordination and body control
- d. To develop appropriate physical skills, and an attitude toward the need, physically and mentally, and for recreational activity
- e. To develop a concern for public health and safety

IV. Understanding the physical world

- a. To accumulate knowledge about the science of life
- b. To accumulate knowledge about the science of the earth and the universe
- c. To accumulate knowledge about the science of physical materials and forces
- d. To understand man-made environment and its relationship to natural environment

V. Adapting to different economic and future changes

- a. To develop awareness and accumulate knowledge about the world of work and make the appropriate vocational choices
- b. To develop a marketable skill
- c. To develop economic competence and responsibility in personal buying, selling and investment
- d. To develop ability to adjust to a changing environment and the changing demands of the community and society

VI. An understanding of man as an individual

- a. To develop a set of sound moral and spiritual values and utilize these values as determiners of choices
- b. To develop conduct and actions based on a sense of the student's own individual worth and dignity and the value and dignity of other individuals

- c. To accumulate knowledge of the psychology of the human being
- d. To accumulate knowledge of the physiology of the human body
- e. To develop an appreciation for man's achievements in the arts

VII. An understanding of man in the society

- a. To develop an understanding of the importance of the family and each individual's role and responsibility in the family
- b. To develop knowledge and appreciation for the right and responsibilities in a democracy at the local, state, and national level
- c. To develop a knowledge, appreciation, and respect for the history of our own and other cultures and civilizations
- d. To develop an understanding of political patterns in our nation and other parts of the world
- e. To develop an understanding of economic patterns and principles
- f. To develop an understanding of social patterns in our own and other cultures; and
- g. To develop the attitudes and habits associated with good citizenship

VIII. Appreciating the value of productive leisure time

- a. To develop a positive attitude toward participation in a range of leisure time activities: physical, intellectual, and creative
- b. To develop interests which will lead to wise and enjoyable use of leisure time; and
- c. To develop a positive attitude toward lifelong learning

First Reading: December 18, 1973

Second Reading: January 9, 1974