



Division of Personnel Services

# Employee Performance Review Handbook



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# Why do we evaluate employees?

Ideally, we evaluate and review employee performance on an ongoing, day-to-day basis, and the formal written Performance Review is the summation of that process for the entire evaluation period. Effective supervision involves regular observation, conversation, encouragement, instruction, and constructive suggestions to employees.

This continuous supervision and feedback provides the employee an understanding of the work, the supervisor's expectations, acknowledgement of successes, and the opportunity to improve. And improvement is the fundamental purpose of employee performance review, for achieving employees, as well as those not meeting standards.

A secondary rationale for performance review is to provide appropriate documentation of performance. Such a performance review will document both employee's performance and the supervisor's efforts to assist the employee in improving. When necessary, the formal performance review, along with disciplinary

documentation, becomes part of the evidence used to substantiate disciplinary actions, such as demotion or dismissal.

We evaluate also to comply with state laws, RCOE policies and regulations, and collective bargaining agreements. Evaluation of certificated employees must adhere to the timelines and requirements of the Education Code.

Additionally, performance reviews may become critical documents for defending RCOE and its supervisors when there is a complaint or lawsuit alleging that we have negligently supervised or retained an employee whose actions have created a liability for the organization. Effective performance reviews and disciplinary documentation are essential for defending RCOE against allegations of unlawful discrimination that may be filed with the Department of Fair Employment & Housing (DFEH) or U.S. Equal Employment Opportunity Commission (EEOC), as well as assuring that our actions are in fact proper and ethical.

## Preparation

Proper preparation makes the evaluation process not only easier, but more effective and worthwhile. If you are responsible for the evaluation of more than one individual, develop a timeline to allow for the completion of a meaningful evaluation and conference for each employee. The following list provides some key items to review as part of the preparation process.

- **Review the job description** — Consider the typical duties as well as the skills, knowledge, and abilities that are considered the standards for an employee in that specific type of classification/position. The job description is to be used as a frame
- **Consider the actual duties** — Evaluate the duties/tasks that are routinely performed. Although the employee may perform some higher-level tasks, evaluate whether that is the norm or an exception.

of reference. This also provides an opportunity to assure that there has not been a gradual change in the employee's duties, such that the job classification has been modified. RCOE classified and certificated performance reviews have ratings guides to assist evaluators in determining reliable ratings.

## Preparation (continued)

- **Consider the entire period of time** — The performance review should cover the entire period of the evaluation, and not just emphasize the most recent period. There is a tendency to focus on more recent performance and neglect earlier performance. When performance over time shows a trend, such as improvement or deterioration, that should be addressed. For example, if attendance has been unsatisfactory and balances are in deficit, but there has been improvement, the rating would be “unsatisfactory” reflecting the rating for the entire evaluation period, but the comments should make reference to the improvement and the expectation that the improvement will be sustained.
- **Consider current performance** – A long-time employee with exemplary performance in the past or in previous assignments, may nevertheless need to improve in performance at present. Do not avoid citing the need for current improvements, as previous performance is no guarantee of continued excellence. It is helpful to acknowledge the previous high level of performance, while stating the need to once again perform at that level.
- **Review performance and accomplishments** – Some evaluators tend to cite personality traits rather than observable, objective behaviors. It is more useful to provide examples of behavior that are evidence of a poor attitude, than to make a blanket statement that attitude needs to improve. Be specific and concrete. Such evidence makes the employee less defensive and provides better information on how and what to improve. Specific examples also make the evaluation less subject to accusations of evaluator bias and undue subjectivity. Be sure to evaluate the employee’s performance in terms of responsibilities and tasks that you have regularly and directly observed during the rating period. As the evaluator must take ownership of the content of the performance review, it is important to avoid statements that are second- or third-hand, such as, “It has been reported that ...” When the evaluator does receive “reports,” the evaluator should attempt to validate the information before using it in an evaluation. It is acceptable to say, “Five parent complaints about your phone manners have been received.”
- **Recognize the difference between quality and quantity** — It is necessary to distinguish between quality and accuracy of work and how much work is produced. RCOE needs both highly productive and competent workers, so an employee who produces a lot of work with many errors is no more acceptable than someone who spends an inordinate amount of time getting one project perfect. An employee with poor attendance would also be rated as having impaired productivity, even if the work is accurate.
- **Dual Supervision** — If an employee has multiple supervisors, it is important that the evaluating supervisor receives input from the other supervisors and achieves concurrence in the performance appraisal. Be reminded that only supervisory and management employees may evaluate classified employees, and certificated employees must be evaluated by certificated managers or supervisors.
- **Incorporate and reference pertinent evidence** – The performance review should reflect the employee’s performance during the evaluation period, so if there are commendations or disciplinary matters from that period, they should be cited in the formal written performance review. If there has been improvement since the earlier

## Preparation (continued)

discipline, include that comment, but do not ignore the earlier issues because of the improvement. The improvement may turn out to be temporary and the “glowing” evaluation will have wiped the slate clean if it does not cite the earlier discipline.

- **Complete the form** – The formal performance review will become part of the employee’s permanent personnel record. It must be completed properly and accurately, and be free from typographical, grammatical and syntactical errors. It sounds simple, but follow the instructions for the performance reviews, including determining the overall ratings. Forms are available on the RCOE network as templates in Word.
- **Assure a consistent message** - Review what you have written as Comments, the item ratings, and the overall ratings to be sure that they are logical, congruent, and consistent.

## Preparing for the Evaluation Conference

The purpose of the performance review conference is to discuss the job performance of the employee. Conduct the conference in private and at a time that has been scheduled in advance. Allow enough uninterrupted time to do justice to the process and to honor the importance of this event to the employee.

- Schedule a conference at a time and place that is convenient and comfortable for both of you without interruptions from phone calls, people walking in, etc. Have enough flexibility in your schedule to deal with meetings that take longer than you expected.
- Plan your approach to the conference. Starting with positive areas or strengths may present a more conducive environment for discussion, but be careful to avoid sending a mixed message by minimizing the significance of the written evaluation.
- Anticipate the employee’s reaction, questions and/or concerns. Questions are often not related to performance, but rather organizational structure, career advancement, employee conflicts, etc.
- Remember that the meeting is for the evaluator to explain the performance review and assist the employee in understanding areas of strength and those needing improvement. So while there should be dialogue to assure understanding, the evaluator should not be defending the evaluation or engage in argument. With proper use of examples and year-long communication and supervision, the evaluation should largely be able to “speak for itself.” The employee may provide a written response at any time for attachment to the evaluation.

## Preparing for the Evaluation Conference (continued)

- Develop questions to encourage employee feedback, comments, and/or elicit concerns.
- Review the Performance Review with your supervisor if you have unresolved questions or concerns regarding the evaluation procedure. For classified and leadership team evaluations secure division head approval before meeting with the employee. Division heads with instructional programs may allow certain evaluations to be completed without prior approval, however, evaluations with ratings of “Unsatisfactory” should be reviewed by the division head before meeting with the employee. Certificated performance reviews require division head approval when the overall ratings are “Needs to Improve” or “Unsatisfactory.”
- The employee may request that a union representative be present at the meeting.

## Conducting the Evaluation Conference

These meetings are often stressful and emotional, because most of us don't like judging others or being judged. Even the meetings with “good” employees can be challenging because the focus is on improvement, but some employees are looking for appreciation and recognition. Consequently, there is no one right way to conduct the evaluation conference, but the following considerations will assist the evaluator in carrying out an effective meeting. It is important that the evaluator communicate with their demeanor, tone, and comments that there is respect for the employee as a co-worker and a sincere commitment to assist the employee to improve, as necessary.

- If the employee has not seen the Performance Review form, explain the format and areas to be reviewed. The form may be provided in advance of

the meeting, but it is better to provide a “negative” evaluation at the time of the conference. If provided at the conference, allow the employee to take a few minutes to read over the evaluation before addressing each item. Explain that you will be talking about each item and giving the employee an opportunity to respond as you go through it.

- The evaluator should conduct the conference. The evaluator should remain calm and maintain a professional demeanor at all times.
- Describe and discuss each factor. Present your rationale for the rating and invite comment from the employee. Cite examples to support your rating. Refer to the Performance Indicators to support the rating if there is a question.

## Conducting the Evaluation Conference (continued)

- Focus on the performance, actual behaviors and actions, and not the personality of the employee.
- When possible, collaborate with the employee regarding how the employee can improve and what the evaluator can do to assist in meeting goals. If necessary, be directive regarding improvement and goal setting.
- Review areas needing improvement. Describe and elaborate on the goals or plan outlined to improve performance. It is important that you relay your support and belief that the employee has the capability and motivation to improve. It may also be appropriate to review the results of previously established goals or the Teacher Performance Agreement.
- Invite the employee to submit a response (for attachment) if the employee wishes.
- Close the conference with the dating and signing of the form. The signatures indicate verification of the evaluation process. If the employee should refuse to sign the Performance Review form, don't get upset; just refer to the statement at the bottom of the form, which indicates to the employee that a signature does not necessarily indicate agreement, etc. If the employee still refuses to sign the form, the evaluator should write on the form that the employee refused to sign, then the evaluator should indicate the date, time, and initial beside the notation. If there are witnesses, such as a union representative, note their names as present. Give the employee a copy.
- Schedule a follow-up meeting as necessary to monitor progress on goals.

## Effective Conferencing Techniques

**Listening.** An employee who knows that the evaluator is genuinely listening to the employee's opinions will generally feel more comfortable discussing the performance review and will be more open to feedback.

**Respect.** Even the most challenging employee should be approached with respect and allowed their dignity. This is about their job, not their life.

**Clarity.** Communication should be clear, direct, specific, and unambiguous. Waffling and avoiding direct communication about a performance issue may help end the meeting without upsetting the employee, but it will not help change the work performance.

**Performance-oriented.** Target the performance and not the person. We can't usually do much about our personalities, who we are; but we can be held responsible for our behavior, what we do.

**Constructive.** Provide constructive criticism and direction, not derogation and punishment.

**Helpful.** Assist in removing barriers to employee's success, when feasible.

# Ineffective Conferencing Techniques

Conferencing techniques that are perceived as vindictive, unfair, and arbitrary will undermine the effort to have the employee accept the evaluator's review and accept responsibility for the need to improve.

**Consequently, the evaluator should avoid:**

- Attacking the employee's personality traits.
- Giving low ratings without providing specific examples or reasons to support the ratings.
- Surprising the employee with problem areas that have not been shared with the employee previously.
- "Trash canning" the employee with everything that is wrong.
- Cutting the conference short because not enough time was allowed for the meeting.
- Providing only conclusions or subjective comments instead of specific objective observations or statements.
- Criticizing and not providing recommendations for improvement or assistance.
- Providing only negative comments, rather than focusing on entire performance.
- Sending mixed messages, such as "wishy-washy" comments that are not consistent with the written document.
- Not providing the employee an opportunity to respond to the Performance Review ratings and comments.

- Arguing with the employee. The Performance Review is the supervisor's document reflecting the supervisor's substantiated opinion. The employee does not have to agree. The union representative's role is to assure that the process is correct, but not to argue the content of the Performance Review.

If the evaluator learns something in the meeting that would cause a change in the performance review, such as incorrect facts, the change should not be made during the meeting, especially if the evaluator's director and division head have signed the review. The evaluator should say the new information will be considered and will schedule another meeting after having the opportunity to review the matter. If a correction is warranted, discuss it with the other signatories and get their concurrence. Corrections can be made, but the evaluation is not to be negotiated with the employee.

Performance reviews are permanent personnel records and cannot be removed from the personnel file, so straighten everything out first.





# Key Points to Remember in Writing Evaluations

- The primary purpose of the evaluation is for improvement of employee performance, even for top performers.
- Two of the other purposes of writing performance reviews are to communicate and document information concerning the employee's performance for the time period since the last review.
- The review should be written in such a way as to consistently document and bring about improvement when the employee's performance has been substandard and improvement is imperative. Be prepared to support statements with substantive facts.
- The review should be written in such a way as to document poor performance and compliment positive performance in a substantive manner.
- If the employee's performance has been satisfactory, but not much more, a review should be written in such a way as to encourage improvement and identify concisely the area where improvement is most needed and expected.
- What is documented in the review, good or bad, should never be a surprise to the employee. As a result of day-to-day communication, the employee should have a clear understanding of performance.
- Don't wait until just before review time to discuss a problem with an employee. Discuss problems with the employee before they grow or become habits.
- There must be consistency between what you write and how you feel or speak about the employee's performance.
- Avoid hinting or being too subtle in your comments in order to avoid misinterpretation. Be sure to use concise language at all times.
- Avoid overusing the word "you" in criticizing, but be sure to use it in complimenting. That is, when criticizing, de-emphasize whom and focus on what is wrong and how it is to be improved.
- The review should reflect performance over the entire period, not just the more recent part.
- The goal of management is to have all employees "Achieving Standards." That is a very high level of performance and what we expect of successful employees.
- Ratings of "Exceeds Standards" are reserved for truly exemplary performance. Inflating ratings undermines the improvement purpose of evaluation.
- The Personnel Services Division is available to advise, consult, and assist both employees and supervisors in solving problems.
- Remember, to that particular employee you are reviewing, this review is the most important one you have ever written.



# Performance Review Timelines

## Certificated Bargaining Unit

Certificated staff with permanence and satisfactory performance must be evaluated at least every other year.

Probationary staff must be evaluated at least once each year.

Permanent certificated employees with unsatisfactory evaluations must be evaluated at least once each year.

Certificated staff without permanence, including CTE (ROP), Permit Teachers, and teachers with Emergency Permits, are to be evaluated annually.

There may be program specific requirements. For example, Head Start Performance Standards, which require annual evaluations.

The written Performance Appraisal must be provided to the teacher no later than May 15 or 30 days before the end of school, whichever is sooner.

The evaluation conference must be held with the unit member prior to the last day of school.

## Classified Bargaining Unit

Probationary classified employees are to be evaluated at least one time during the six (6) month or 130 day probationary period, whichever is longer and no later than the conclusion of the fourth month.

Upon initial probationary employment or probation due to promotion, Personnel will e-mail the supervisor the due dates. Supervisors should make note of those dates on their calendars or "to do lists."

Permanent classified employees on a 12-month work year are to be evaluated by July 1 for the previous year. While the bargaining agreement permits evaluation as infrequently as every three years, it is

expected that evaluations will be done annually, except as permitted by the division head.

Permanent classified employees on less than a 12-month work year are to be evaluated by May 15.

## Leadership Team Employees

Classified managers, supervisors, and confidential employees serve a probationary period of six (6) months in a paid status, or 130 days of paid service, whichever is longer, from date-of-hire and are to be evaluated at least two times before reaching permanent status.

Permanent classified managers, supervisors, and confidential employees are to be evaluated annually by June 1.

Permanent classified managers with three years of successful service with RCOE may be evaluated every other year, with division head approval.

Certificated managers are to be evaluated annually by June 1.

Certificated managers with three years of successful service with RCOE may be evaluated every other year, with division head approval.

# Certificated Performance Review

## Purpose

The purposes of performance review and evaluation are to accomplish the following:

- Communicate to all personnel the criteria, standards, and expectations of RCOE.
- Assist personnel in improving their performance on the job and enhance professional growth and development.
- Strengthen the system that makes it possible to be an effective unit member.
- Develop, improve, and maintain teaching skills and practices as identified in the California Standards for the Teaching Profession.
- Provide information, which facilitates decisions relative to employment status, including assistance for employees needing remediation assistance, such as Supporting Teachers' Effectiveness Program (STEP).
- Provide documentation leading to discipline or termination of employment when the employee does not provide satisfactory service.
- Comply with statutory requirements including Education Code 44662, 44663, and 44664.
- Ultimately, the purpose of evaluation is to promote student achievement.

## Procedure

The procedures for the evaluation of certificated staff consist of three major components.

**Part I** occurs by the end of the first six weeks of the school year. Each staff member will meet with the evaluator for a Teacher Performance Agreement conference. At this meeting there will be a review of the evaluation procedures and the development of the employee's objectives for the year. This meeting is to be held annually even for employees on a two-year evaluation cycle.

**Part II** is the Classroom Observation and Conferencing Process. This occurs on one or more occasions during the school year. Programs may develop procedures to assist the evaluator and evaluatee in structuring and planning the observations and conferencing. The classroom observation forms in this handbook may be used by the evaluator to assist in conducting focused, meaningful, standards-based observations.

**Part III** is the written Certificated Performance Review, which must be completed and given to the employee no later than 30 days before the last school day scheduled on the school calendar. A meeting between the evaluator and the employee to discuss the Performance Review must be held before the last school day.

# Timetable for Teacher Evaluations

*(Evaluations of probationary, temporary, and permanent unit members)*

***By October 15, or six weeks  
from start of school***

Evaluator should hold one or more staff meetings to review:

1. The procedures for Teacher Performance Agreements.
2. The procedures for classroom observations and conferencing.
3. The evaluation procedures and calendar for the year.

Evaluator must meet with each unit member to write the mutually determined objectives for the evaluation period and complete the Teacher Performance Agreement. A copy of the Certificated Performance Review document should be provided to the employee.

***On or before October 15***

The period of observations and follow-up conferences begins.

***No later than April 15***

If the possibility exists that a unit member may receive a less than satisfactory evaluation, that member shall be conferenced and informed of that prospect.

***No later than May 15 or 30  
days before the end of school***

A written copy of the Certificated Performance Review shall be given to the employee.

***By the last day of the  
school year***

The evaluator shall meet with the unit member to discuss the written evaluation.

***By June 30, or  
30 days after meeting***

The final signed Certificated Performance Review shall be forwarded to Personnel Services. When a referral is being made to Supporting Teachers' Effectiveness Program (STEP), the Certificated Performance Review must be forwarded immediately to Personnel to allow the Joint Committee to take appropriate action.

# Timetable for Non-Reelection of Probationary and Temporary Teachers

***October 15 to  
December 20***

Evaluator shall gather data and monitor the unit member's progress toward meeting the objectives established in the Teacher Performance Agreement and the standards established in the Certificated Performance Review.

***Prior to  
December 20***

The evaluator shall schedule and conduct a conference with any probationary or temporary unit member needing improvement.

The evaluator shall indicate the following to the unit member:

1. Areas where improvement is needed.
2. Specific suggestions for improvement.
3. Additional resources that may be utilized by the unit member to assist with improvements.
4. The evaluator's role in assisting the unit member in improving.
5. Techniques that will be used by the evaluator in measuring improvements.
6. The time schedule to be used by the evaluator in future monitoring.

***By February 3***

If satisfactory improvement has not been demonstrated, the evaluator shall schedule and conduct a second performance review conference and notify the employee that the evaluator will be recommending that the unit member not be re-elected for the next year.

***No later than  
February 18***

The evaluator shall file a written report with the Division Head indicating that the unit member has not met RCOE objectives and standards and that the evaluator recommends that the unit member not be re-elected for the next school year.

***No later than March 15***

Second year probationary teachers must receive written notice from the Superintendent that they are not re-elected.

***Reasonable Notice***

First year probationary teachers and other non-permanent teachers must be provided reasonable notice that they are not re-elected for the ensuing year.

# Certificated Performance Forms

DIVISION OF PERSONNEL SERVICES



## Teacher Performance Agreement

School Year: \_\_\_\_\_

Name: \_\_\_\_\_

Position/Site: \_\_\_\_\_

Part of the Evaluation of Certificated Employees is the development of performance objectives and the measurement of the degree to which these objectives are met. California Education Code 44662 requires that:

1. The governing board of each school district shall establish standards of expected pupil achievement at each grade level in each area of study.
2. The governing board of each school district shall evaluate and assess certificated employee competency as it reasonably relates to:
  - a. The progress of pupils toward the standards established pursuant to subdivision 1.
  - b. The instructional techniques and strategies used by the employee.
  - c. The employee's adherence to curricular objectives.
  - d. The establishment and maintenance of a suitable learning environment within the scope of the employee's responsibilities.

**In addition to the above areas, the Riverside County Office of Education requires adherence to the following Objectives.**

- A.) Employees will perform duties as described in specific job descriptions.
- B.) Employees will comply with RCOE established rules, regulations, policies, contracts, and laws.
- C.) A minimum of one Growth or Developmental objective must be written. A **Growth Objective** is written when improvement is needed to meet one or more Standards. A **Developmental Objective** is written when the teacher consistently meets or exceeds all Standards, and the objective is to further the teacher's professional development.

Objective(s):

The Evaluator and Evaluatee met and agreed on these performance objectives and so indicated by signing and dating this document. If an agreement is not reached, the parties will confer with the Director or Division Head. Bargaining unit members may request representation at this level.

Evaluatee: \_\_\_\_\_

Date: \_\_\_\_\_

Evaluator: \_\_\_\_\_

Date: \_\_\_\_\_

FORM NO. 2041 (2/02)



Division of Personnel Services  
**Certificated Performance Review**

Name:	Site/Program:	Conference Date:
Review Period From: ____ To: ____	Status: <input type="checkbox"/> Probationary 1 <input type="checkbox"/> Probationary 2 <input type="checkbox"/> CTE/ROP <input type="checkbox"/> Permit <input type="checkbox"/> Emergency <input type="checkbox"/> Permanent	
<b>Ratings:</b>	<b>N/A</b> – Element is Not Applicable	<b>1</b> - Unsatisfactory
		<b>2</b> - Needs to Improve
		<b>3</b> - Meets or Exceeds Standards

**Teaching Standard 1**

<b>ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING</b> (Assessed by one or more of the following: reflection, observation, documentation, or conferences)	N/A	1	2	3
Element 1.1 Using knowledge of students to engage them in learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Element 1.2 Connecting learning to students’ prior knowledge, backgrounds, life experiences, and interests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Element 1.3 Connecting subject matter to meaningful, real-life contexts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Element 1.4 Using a variety of instructional strategies, resources, and technologies to meet students’ diverse learning needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Element 1.5 Promoting critical thinking through inquiry, problem solving, and reflection	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Element 1.6 Monitoring student learning and adjusting instruction while teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Overall Standard Rating (based on majority of applicable Elements’ ratings)</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SUMMARY (activities and evidence)				

**Teaching Standard 2**

<b>CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING</b> (Assessed by one or more of the following: reflection, observation, documentation, or conferences)	N/A	1	2	3
Element 2.1 Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Element 2.2 Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Element 2.3 Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Element 2.4 Creating a rigorous learning environment with high expectations and appropriate support for all students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Element 2.5 Developing, communicating, and maintaining high standards for individual and group behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Element 2.6 Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Element 2.7 Using instructional time to optimize learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Overall Standard Rating (based on majority of applicable Elements' ratings)</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SUMMARY (activities and evidence)				

**Teaching Standard 3**

<b>UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING</b> (Assessed by one or more of the following: reflection, observation, documentation, or conferences)	<b>N/A</b>	<b>1</b>	<b>2</b>	<b>3</b>
Element 3.1 Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Element 3.2 Applying knowledge of student development and proficiencies to ensure student understanding of subject matter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Element 3.3 Organizing curriculum to facilitate student understanding of the subject matter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Element 3.4 Utilizing instructional strategies that are appropriate to the subject matter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Element 3.5 Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Element 3.6 Addressing the needs of English learners and students with special needs to provide equitable access to the content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Overall Standard Rating (based on majority of applicable Elements' ratings)</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



SUMMARY (activities and evidence)

#### Teaching Standard 4

<b>PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS</b> (Assessed by one or more of the following: reflection, observation, documentation, or conferences)	<b>N/A</b>	<b>1</b>	<b>2</b>	<b>3</b>
Element 4.1 Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Element 4.2 Establishing and articulating goals for student learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Element 4.3 Developing and sequencing long-term and short-term instructional plans to support student learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Element 4.4 Planning instruction that incorporates appropriate strategies to meet the learning needs of all students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Element 4.5 Adapting instructional plans and curricular materials to meet the assessed learning needs of all students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Overall Standard Rating (based on majority of applicable Elements' ratings)</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SUMMARY (activities and evidence)				

#### Teaching Standard 5

<b>ASSESSING STUDENTS FOR LEARNING</b> (Assessed by one or more of the following: reflection, observation, documentation, or conferences)	<b>N/A</b>	<b>1</b>	<b>2</b>	<b>3</b>
Element 5.1 Applying knowledge of the purposes, characteristics, and uses of different types of assessments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Element 5.2 Collecting and analyzing assessment data from a variety of sources to inform instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Element 5.3 Reviewing data, both individually and with colleagues, to monitor student learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Element 5.4 Using assessment data to establish learning goals and to plan, differentiate, and modify instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Element 5.5 Involving all students in self-assessment, goal setting, and monitoring progress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Element 5.6 Using available technologies to assist in assessment, analysis, and communication of student learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Element 5.7 Using assessment information to share timely and comprehensible feedback with students and their families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Overall Standard Rating (based on majority of applicable Elements' ratings)</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SUMMARY (activities and evidence)				

**Teaching Standard 6**

<b>DEVELOPING AS A PROFESSIONAL EDUCATOR</b> (Assessed by one or more of the following: reflection, observation, documentation or conferences)	<b>N/A</b>	<b>1</b>	<b>2</b>	<b>3</b>
Element 6.1 Reflecting on teaching practice in support of student learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Element 6.2 Establishing professional goals and engaging in continuous and purposeful professional growth and development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Element 6.3 Collaborating with colleagues and the broader professional community to support teacher and student learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Element 6.4 Working with families to support student learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Element 6.5 Engaging local communities in support of the instructional program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Element 6.6 Managing professional responsibilities to maintain motivation and commitment to all students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Element 6.7 Demonstrating professional responsibility, integrity, and ethical conduct	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Overall Standard Rating (based on majority of applicable Elements' ratings)</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SUMMARY (activities and evidence)				

<b>General Employee Expectations</b> <i>(Does not apply to Peer Assistance and Review (PAR) program referrals)</i>	<b>1</b>	<b>2</b>	<b>3</b>
Complies with RCOE established rules, regulations, policies, contracts, and laws (Does not apply to PAR program referrals)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SUMMARY:			

<b>OVERALL EVALUATION</b>
<b>1:</b> <input type="checkbox"/> <b>Unsatisfactory:</b> Growth Objective(s) will be required on Teacher Performance Agreement
<b>2:</b> <input type="checkbox"/> <b>Needs to Improve:</b> Growth Objective(s) will be required on Teacher Performance Agreement
<b>3:</b> <input type="checkbox"/> <b>Meets or Exceeds Standards:</b> Developmental Objective(s) will be required on Teacher Performance Agreement
Refer to PAR joint Committee: Employee performance is rated as "Unsatisfactory" in one or more Standard or employee has received "Needs to Improve" rating in two (2) or more Standards for two (2) consecutive years.

<b>Guide to the Ratings</b>
❖ <b>Determining Element Ratings:</b> Refer to RCOE "Examples of Performance" rubric for guidance on the rating of Elements.
❖ <b>Determining Standards Ratings:</b> <u>Unsatisfactory:</u> The majority of applicable Elements contained within a Standard are rated "Unsatisfactory." <u>Needs to Improve:</u> The majority of applicable Elements contained within a Standard are rated "Needs to Improve" or "Unsatisfactory." <u>Meets or Exceeds Standards:</u> The majority of applicable Elements within a Standard are rated "Meets or Exceeds Standards."
❖ <b>Determining Overall Ratings:</b> <u>Unsatisfactory:</u> One or more Standards are rated "Unsatisfactory." <u>Needs to Improve:</u> One or more Standards are rated "Needs to Improve" and no Standard is rated "Unsatisfactory." <u>Meets or Exceeds Standards:</u> All Standards are rated "Meets or Exceeds Standards."

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**Evaluator comments and recommendations:**

**Next Review Due:**

One (1) year    Two (2) years    Other, specify:

\_\_\_\_\_  
Evaluator Name (please print)

\_\_\_\_\_  
Evaluator Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Evaluatee Signature

\_\_\_\_\_  
Date

**Note:** Signature of evaluatee indicates the above Performance Review was discussed with the evaluator and does not necessarily indicate agreement on the part of the evaluatee. The evaluatee may submit to the supervisor and Director/Division Head a written statement in response for attachment to the Performance Review.

\_\_\_\_\_  
Division Head Signature

\_\_\_\_\_  
Date

This rubric is based on the *California Standards for the Teaching Profession*. It provides examples of teacher behavior at three levels of performance in each of the Standards and Elements. The examples are intended to assist Evaluators and Evaluatees in assessing teacher performance and to provide for improved reliability of ratings. The rubric is not, however, to be considered all-inclusive or exclusive. Examples may not apply to all teaching situations and consideration for the student learner is appropriate in determining the applicability of Elements and examples.

The section on *General Employee Expectations* is not derived from the California Standards for the Teaching Profession. This section is considered applicable to all RCOE teachers.

**EXAMPLES OF PERFORMANCE**  
**Standard 1**  
***Engaging and Supporting all Students in Learning***

Teachers build on students' prior knowledge, life experience, and interests to achieve learning goals for all students. Teachers use a variety of instructional strategies and resources that respond to students' diverse and special needs. Teachers facilitate challenging learning experiences for all students in environments that promote autonomy, interaction and choice. Teachers actively engage all students in problem solving and critical thinking within and across subject matter areas. Concepts and skills are taught in ways that encourage students to apply them in real-life contexts that make subject matter meaningful. Teachers assist all students to become self-directed learners who are able to demonstrate, articulate, and evaluate what they learn.

	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Meets or Exceeds Standards</b>
<b>Element 1.1</b> Using knowledge of students to engage them in learning.	<ul style="list-style-type: none"> <li>Does not consistently seek out, build trust or foster relationships with students.</li> <li>Neglects to use multiple measures to make adjustments and accommodations to instruction.</li> <li>Instruction is not differentiated based on students' interests and needs.</li> <li>Inattentive with families to successfully engage them in the instructional program.</li> <li>Knowledge of students does not recognize or understand the reasons for atypical behavior and does not first address behaviors within the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>Builds trust with students.</li> <li>Gathers required information sources to adjust instruction.</li> <li>Differentiates instruction based on students' strengths, interests, and/or needs.</li> <li>Complies with school procedures for communicating with families and meets required efforts to engage families in the instructional program.</li> <li>Recognizes atypical behavior, but refers to others to provide all interventions.</li> </ul>	<ul style="list-style-type: none"> <li>Builds trust and fosters relationships with students so students can thrive academically.</li> <li>Uses multiple measures to make adjustments and accommodations to instruction.</li> <li>Differentiates instruction based on students' strengths, interests and needs and adjusts instruction.</li> <li>Initiates communication with families to engage them in the instructional program, as appropriate.</li> <li>Recognizes and understands reasons for atypical behavior and utilizes appropriate resources and interventions for students.</li> </ul>
<b>Element 1.2</b> Connecting learning to students' prior knowledge, backgrounds, life, experiences, and interests	<ul style="list-style-type: none"> <li>Connection between what students already know and the new materials are not made or are limited.</li> <li>Classroom learning is not connected to life experiences, linguistic skills, and cultural understandings.</li> <li>Lesson plan or units are not designed to capture student attention and interest.</li> <li>Teaching is not modified and adjusted based on students' interests and questions.</li> </ul>	<ul style="list-style-type: none"> <li>Some help is given to students to see the connections between what students already know and the new materials.</li> <li>Some attempts are made to connect classroom learning to their life experiences, linguistic skills, and cultural understandings.</li> <li>Lesson plans or units are designed on occasion to capture student attention and interest.</li> <li>Limited modifications and adjustments to teaching based on students' interests and questions.</li> </ul>	<ul style="list-style-type: none"> <li>Helps students to see the connections between what they already know and the new material.</li> <li>Helps students to connect classroom learning to their life experiences, linguistic skills, and cultural understandings.</li> <li>Plans lessons or units to capture student attention and interest.</li> <li>Modifies and adjusts teaching based on students' interests and questions.</li> </ul>
<b>Element 1.3</b> Connecting subject matter to meaningful, real-life contexts	<ul style="list-style-type: none"> <li>Fails to engage students in actively making connections to relevant, meaningful, and real-life contexts and to purposes for learning.</li> <li>Opportunities to seek feedback from students regarding relevance of subject matter to their lives is not evident.</li> <li>Integration of subject matter into students' own thinking or how to make relevant applications of subject matter during learning activities is not evident.</li> <li>Does not develop or monitor effective ways to engage all students in a variety of learning experiences.</li> </ul>	<ul style="list-style-type: none"> <li>Engages students in making connections to personal contexts and to purposes for learning as agreed to by the grade level/subject area team or site mandate.</li> <li>Gets feedback from students regarding relevance of subject matter to their lives as initiated by students.</li> <li>Monitors students for active participation in subject matter thinking, and adjusts instructional delivery.</li> <li>Develops or monitors ways to engage all students in learning experiences; attempts to address the most common learning styles of the students.</li> </ul>	<ul style="list-style-type: none"> <li>Makes connections to relevant, meaningful, and real-life contexts and to purposes for learning throughout subject matter instruction to acquire and practice skills to proficiency level.</li> <li>Seeks feedback from students regarding relevance of subject matter to their lives.</li> <li>Models how to integrate subject matter into students' own thinking and make relevant applications of subject matter during learning activities; monitors students for active participation in above, and adjusts instructional delivery to maintain high level of student involvement.</li> </ul>

	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Meets or Exceeds Standards</b>
	<ul style="list-style-type: none"> <li>Students are not engaged in a variety of learning experiences that are appropriate to the instructional learning outcomes, the students' level of understanding, or the multiple learning modalities.</li> </ul>	<ul style="list-style-type: none"> <li>Engages students in more than one learning experience that may be appropriate to the instructional learning outcomes, the students' level of understanding, and multiple student learning modalities.</li> </ul>	<ul style="list-style-type: none"> <li>Engages all students in a variety of learning experiences that address the multiple learning styles within the student population.</li> <li>Engages all students in a variety of learning experiences that are appropriate to the instructional learning outcomes, and the students' level of understanding to ensure all students have accommodations to address the many different ways they learn.</li> </ul>
<b>Element 1.4</b> Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs	<ul style="list-style-type: none"> <li>All students are not engaged in a variety of learning experiences that accommodate the different ways that they learn.</li> <li>A variety of strategies are not used to introduce, explain, and restate subject matter concepts and process so that all students understand and are actively engaged.</li> <li>Strategies are not chosen that make the complexity and depth of subject matter understandable to all students.</li> <li>Materials and resources are not modified to support each student's fullest participation.</li> </ul>	<ul style="list-style-type: none"> <li>Some students are engaged in a variety of learning experiences that accommodate the different ways that they learn.</li> <li>A few strategies are used to introduce, explain and restate subject matter concepts and process so that all students understand and are actively engaged.</li> <li>May choose strategies that make the complexity and depth of subject matter understandable to all students.</li> </ul>	<ul style="list-style-type: none"> <li>Engages all students in a variety of learning experiences that accommodate the different ways they learn.</li> <li>Uses a variety of strategies to introduce, explain, and restate subject matter concepts and process so that all students understand and are actively engaged.</li> <li>Chooses strategies that make the complexity and depth of subject matter understandable to all students.</li> <li>Modifies materials and resources to support each student's fullest participation.</li> </ul>
<b>Element 1.5</b> Promoting critical thinking through inquiry, problem solving, and reflection	<ul style="list-style-type: none"> <li>All students are not motivated to initiate their own learning or to strive for challenging learning goals.</li> <li>All students are not engaged in opportunities to examine, reflect on and evaluate their own work, and to learn from the work of their peers.</li> <li>Little help is given to all students to develop and use strategies to access knowledge and information.</li> </ul>	<ul style="list-style-type: none"> <li>Minimally motivates students to initiate their own learning or to strive for challenging learning goals.</li> <li>Generally engages students in opportunities to examine, reflect on, and evaluate their own work and to learn from the work of their peers.</li> <li>Some help is given to most students to develop and use strategies to access knowledge and information.</li> </ul>	<ul style="list-style-type: none"> <li>Motivates all students to initiate their own learning and strive for challenging learning goals.</li> <li>Engages all students in opportunities to examine, reflect on, and evaluate their own work and to learn from the work of their peers.</li> <li>Helps all students develop and use strategies to access knowledge and information.</li> </ul>
<b>Element 1.6</b> Monitoring student learning and adjusting instruction while teaching	<ul style="list-style-type: none"> <li>Student learning lacks adjustments to extend learning opportunities.</li> <li>A variety of checking for student understanding strategies are not evident.</li> <li>Neglects to monitor the learning of students with limited English proficiency or of students with special needs as required.</li> <li>Does not adjust strategies and pace during instruction.</li> <li>Lessons are not changed based on students' interests or on what resources predict will be of student interest.</li> <li>Adjustment are not made in lessons to accommodate time constraints and student needs.</li> </ul>	<ul style="list-style-type: none"> <li>Makes few instructional adjustments to extend learning opportunities.</li> <li>Incorporates few strategies to check for student understanding and sometimes revises plans accordingly.</li> <li>Complies with school procedures to monitor students with limited English proficiency or of students with special needs.</li> <li>Alters strategies and pace during instruction.</li> <li>Follows scripted programs based on what resources predict will be of student interest.</li> </ul>	<ul style="list-style-type: none"> <li>Makes adjustments to extend learning opportunities and provides assistance to students in mastering the content.</li> <li>Incorporates a variety of strategies to systematically check for student understanding and revises plans accordingly.</li> <li>Monitors the learning of students with limited English proficiency or of students with special needs.</li> <li>Adjusts strategies and pace during instruction based on the ongoing monitoring of individual student needs for assistance, support, or challenge.</li> <li>Makes "on the spot" changes in lessons based on students' interests and questions.</li> <li>Adjusts and manages lessons due to time constraints.</li> </ul>

**EXAMPLES OF PERFORMANCE**

**Standard 2**

*Creating and Maintaining Effective Environments for Student Learning*

Teachers create physical environments that engage all students in purposeful learning activities and encourage constructive interactions among students. Teachers maintain safe learning environments in which all students are treated fairly and respectfully as they assume responsibility for themselves and one another. Teachers encourage all students to participate in making decisions and in working independently and collaboratively. Expectations for student behavior are established early, clearly understood and consistently maintained. Teachers make effective use of instructional time as they implement class procedures and routines.

	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Meets or Exceeds Standards</b>
<b>Element 2.1</b> Promoting social development and	<ul style="list-style-type: none"> <li>Does not consistently resolve conflict and create a fair and respectful classroom.</li> <li>Fairness, equity, and respect are not modeled or promoted.</li> </ul>	<ul style="list-style-type: none"> <li>Resolves conflict and creates a fair and respectful classroom community.</li> <li>Promotes fairness and respect in a classroom atmosphere.</li> </ul>	<ul style="list-style-type: none"> <li>Resolves conflict and creates a fair and respectful classroom community where a student's home culture is</li> </ul>

	Unsatisfactory	Needs Improvement	Meets or Exceeds Standards
responsibility within a caring community where each student is treated fairly and respectfully	<ul style="list-style-type: none"> <li>Neglects to help all students accept and respect diversity, appreciate their own identities, and view themselves as valued contributors to society.</li> <li>Students' leadership skills are not developed and students are not engaged in shared problem solving and conflict resolution.</li> <li>Provides little or no learning opportunities that encourage student-to-student communication with empathy and understanding.</li> <li>No evidence of a classroom culture where students feel a sense of responsibility.</li> </ul>	<ul style="list-style-type: none"> <li>Engages all students to respect diversity, appreciate their own identities, and view themselves as valued contributors to society.</li> <li>Provides opportunities for students to apply and engage in shared problem solving and conflict resolution.</li> <li>Provides limited learning opportunities that encourage student-to-student communication.</li> <li>Creates a classroom culture through activities that help students get to know each other.</li> </ul>	<p>included and valued; students communicate with empathy and understanding in interactions with one another.</p> <ul style="list-style-type: none"> <li>Promotes fairness, equity, and respect in a classroom atmosphere that values all individuals and cultures.</li> <li>Promotes and engages all students to accept and respect diversity, appreciate their own identities, and view themselves as valued contributors to society.</li> <li>Develops students' leadership skills and provides opportunities for students to engage in shared problem solving and conflict resolution.</li> <li>Provides learning opportunities that encourage student-to-student communication and models empathy and understanding.</li> <li>Creates a classroom culture where students feel a sense of responsibility with activities that help students get to know each other.</li> </ul>
<b>Element 2.2</b> Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students	<ul style="list-style-type: none"> <li>Uses seating arrangement without regard to learning activities, student interaction, or well-being of students.</li> <li>Does not make materials, supplies, and technology accessible to students.</li> <li>Displays outdated student work or it is not in evidence.</li> </ul>	<ul style="list-style-type: none"> <li>Uses seating arrangement to accommodate some individual and group work.</li> <li>Makes materials, supplies, and technology available to students.</li> <li>Sees that the environment meets safety code.</li> <li>Displays some student work.</li> </ul>	<ul style="list-style-type: none"> <li>Uses seating arrangement to allow for collaborative as well as individual work.</li> <li>Makes materials, supplies, and appropriate technology readily accessible for all students.</li> <li>Structures room to promote physical and emotional well-being of students and staff.</li> <li>Displays current student work.</li> </ul>
<b>Element 2.3</b> Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe	<ul style="list-style-type: none"> <li>Neglects to share responsibility with the students for the establishment or maintenance of a safe physical, intellectual, and emotional environment.</li> <li>No evidence of an environment created where students maintain intellectual and emotional safety for themselves in the classroom.</li> <li>The learning environment is inappropriately arranged and does not promote positive and productive classroom interactions.</li> <li>Discourages or does not recognize the achievements and contributions of students.</li> <li>Models, supports, or incorporated opportunities for students to take risks are not evident.</li> <li>Creation of safe, accessible learning environment for all students are not apparent.</li> </ul>	<ul style="list-style-type: none"> <li>Establishes and maintains a safe physical and intellectual environment as required by school and county office of education initiatives.</li> <li>Creates an environment where students maintain intellectual and emotional safety for themselves in the classroom.</li> <li>Arranges the learning environment with the expectation of productive interactions.</li> <li>Recognizes the achievements and contributions of students.</li> <li>Encourages students to take risks in the classroom, and to express respectful opinions.</li> <li>Provides an accessible learning environment for students.</li> </ul>	<ul style="list-style-type: none"> <li>Shares responsibility with the students for the establishment of a safe physical, intellectual, and emotional environment focused on high quality and rigorous learning.</li> <li>Creates an environment where students persevere for academic achievement; students maintain intellectual and emotional safety for themselves and others in the classroom.</li> <li>Arranges the learning environment to facilitate positive and productive classroom interactions.</li> <li>Encourages, supports, and recognizes the achievements and contributions of all students.</li> <li>Incorporates opportunities for students to express thoughtful and respectful opinions.</li> <li>Creates a safe, accessible learning environment for all students.</li> </ul>
<b>Element 2.4</b> Creating a rigorous learning environment with high expectations and appropriate support for all students	<ul style="list-style-type: none"> <li>Neglects to facilitate a rigorous learning environment.</li> <li>Classroom climate is not productive, or achievement-oriented.</li> <li>Students are not motivated to set high expectations and to initiate their own learning.</li> <li>Student opportunities to examine and evaluate their own work or to learn from the work of their peers is not evident.</li> <li>Opportunities for challenging and diverse academic content are not apparent.</li> </ul>	<ul style="list-style-type: none"> <li>Facilitates a learning environment in which students may take leadership in learning.</li> <li>Provides a productive climate in the classroom as required by site and county office of education initiatives.</li> <li>Motivates students to initiate their own learning.</li> <li>Provides some students opportunities to examine and evaluate their own work</li> <li>Provides challenging academic content for most students as part of site or county office of education request.</li> </ul>	<ul style="list-style-type: none"> <li>Facilitates a learning environment in which students take leadership in learning; fosters extended studies and purposeful use of learning.</li> <li>Establishes a productive, achievement-oriented climate in the classroom.</li> <li>Sets high expectations for all students and motivates all students to initiate their own learning.</li> <li>Provides all students opportunities to examine and evaluate their own work</li> <li>Ensures access to challenging and diverse academic content for all students.</li> </ul>

	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Meets or Exceeds Standards</b>
<b>Element 2.5</b> Developing, communicating, and maintaining high standards for individual and group behavior	<ul style="list-style-type: none"> <li>• Student participation in classroom decision-making is not actively engaged, facilitated, or monitored.</li> <li>• An environment where students demonstrate positive behavior has not been created.</li> <li>• Appropriate student behavior is not fostered or supported.</li> <li>• Required collaboration with students and families to communicate is not maintained standards for student behavior.</li> <li>• Lacks appropriate response to inappropriate behaviors.</li> </ul>	<ul style="list-style-type: none"> <li>• Facilitates student participation in classroom decision-making; students have opportunities to take responsibility for their own behavior and actions.</li> <li>• Creates an environment where students demonstrate positive behavior.</li> <li>• Supports appropriate student behavior and works to prevent behavioral issues.</li> <li>• Maintains required collaboration with students and families to communicate standards for student behavior.</li> <li>• Responds to inappropriate behaviors in an efficient, fair, and equitable way.</li> </ul>	<ul style="list-style-type: none"> <li>• Facilitates student participation in classroom decision-making and encourages all students to take responsibility for their own behavior and actions.</li> <li>• Creates an environment where students demonstrate positive behavior and consistent participation.</li> <li>• Fosters appropriate student behavior and works proactively to prevent and respond quickly to minimize behavioral issues.</li> <li>• Engages in collaboration with students and families to communicate standards for student behavior.</li> <li>• Understands the causes of student behavior and responds to inappropriate behaviors in an efficient, fair, and equitable way.</li> </ul>
<b>Element 2.6</b> Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn	<ul style="list-style-type: none"> <li>• Fails to clearly communicate schedules, timelines, classroom routines and classroom rules to students.</li> <li>• Does not promote procedures and routines that encourage a climate of fairness and respect.</li> <li>• Does not maintain rules, routines, and procedures.</li> </ul>	<ul style="list-style-type: none"> <li>• Establishes some rules to support student learning.</li> <li>• Develops procedures and routines.</li> </ul>	<ul style="list-style-type: none"> <li>• Establishes and posts schedules, timelines, classroom routines, and classroom rules.</li> <li>• Develops procedures and routines, and promotes and maintains a climate of fairness and respect.</li> <li>• Maintains classroom rules, routines, and procedures.</li> </ul>
<b>Element 2.7</b> Using instructional time to optimize learning	<ul style="list-style-type: none"> <li>• Uses instructional time ineffectively.</li> <li>• Is ineffective in use of pacing and transition time.</li> <li>• Prepares materials inadequately.</li> </ul>	<ul style="list-style-type: none"> <li>• Engages some students through pacing and adjustment of instructional time.</li> <li>• Is inconsistently effective in use of transition time.</li> <li>• Prepares materials inconsistently.</li> </ul>	<ul style="list-style-type: none"> <li>• Engages students in learning through pacing, adjustment of instructional time, and redirection.</li> <li>• Implements smooth transitions.</li> <li>• Materials prepared.</li> </ul>

**EXAMPLES OF PERFORMANCE**  
**Standard 3**

*Understanding and Organizing Subject Matter for Student Learning*

Teachers exhibit strong working knowledge of subject matter and student development. Teachers organize curriculum to facilitate students’ understanding of the central themes, concepts and skills in the subject area. Teachers interrelate ideas and information within and across curricular areas to extend students' understanding. Teachers use their knowledge of student development, subject matter, instructional resources and teaching strategies to make subject matter accessible to all students.

	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Meets or Exceeds Standards</b>
<b>Element 3.1</b> Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks	<ul style="list-style-type: none"> <li>• Subject matter knowledge is not sufficient to support student learning.</li> <li>• Subject matter knowledge is not current.</li> <li>• Does not identify, understand, and/or teach the key concepts, underlying themes, and relationships in the academic content standards and state curriculum frameworks.</li> <li>• Integration of key concepts, themes, and relationships is not present.</li> <li>• Neglects to utilize current understanding of relevant content standards and frameworks.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses sufficient subject matter knowledge to support student learning.</li> <li>• Keeps subject matter knowledge current by collaborating with peers as required by site and county office of education professional learning.</li> <li>• Teaches the key concepts, underlying themes, and relationships in the academic content standards and state curriculum frameworks by identified goals/objectives for a lesson.</li> <li>• Uses foundational knowledge of subject matter, key concepts, themes, and relationships.</li> <li>• Maintains current understanding of relevant content standards and frameworks.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensures that subject matter knowledge is sufficient to support student learning in various ways and incorporates different perspectives, appropriate to the discipline.</li> <li>• Adds to subject matter knowledge through a variety of ways, including ongoing professional learning, collaboration with peers, staff development, reading, and trainings initiated by county office of education, site, colleagues, and individually.</li> <li>• Identifies, understands, and teaches the key concepts, underlying themes, and relationships in the academic content standards and state curriculum frameworks by posting, orally reviewing, and revisiting goals/objectives throughout a lesson.</li> <li>• Integrates key concepts, themes, relationships, and connections across subject matter areas in a variety of ways to address student-learning needs.</li> </ul>



	Unsatisfactory	Needs Improvement	Meets or Exceeds Standards
			<ul style="list-style-type: none"> <li>Utilizes current understanding of relevant content standards and frameworks consistently through plans created yearly, monthly, weekly, and daily.</li> </ul>
<p><b>Element 3.2</b> Applying knowledge of student development and proficiencies to ensure student understanding of subject matter</p>	<ul style="list-style-type: none"> <li>Knowledge of human development and learning theory is not applied to students.</li> <li>Neglects to acquire understanding of students' individual cognitive, social, emotional and physical development.</li> <li>Reflection on English Learners' level of language acquisition is not evident.</li> <li>Differentiated instruction for students with special needs is not evident.</li> </ul>	<ul style="list-style-type: none"> <li>Applies knowledge of human development and learning theory to students by teaching essential content pertaining to a single lesson.</li> <li>Acquires understanding of students' individual cognitive, social, emotional and physical development.</li> <li>Reflects on English Learners' levels of language acquisition during mandated meetings or designated times of the year.</li> <li>Understands how to differentiate instruction for students with special needs based on required guidelines.</li> </ul>	<ul style="list-style-type: none"> <li>Applies knowledge of human development and learning theory to students by adapting instruction in response to student learning to ensure equitable access of subject matter.</li> <li>Acquires understanding of students' individual cognitive, social, emotional and physical development and uses this information to connect content to students' prior knowledge and experiences.</li> <li>Reflects on English Learners' levels of language acquisition in order to know how to best support learning of vocabulary and academic language.</li> <li>Understands when and how to differentiate instruction for students with special needs routinely, ensuring understanding for all.</li> </ul>
<p><b>Element 3.3</b> Organizing curriculum to facilitate student understanding of the subject matter</p>	<ul style="list-style-type: none"> <li>Knowledge of student development and subject matter organization and sequence of the curriculum are not present.</li> <li>Organizes subject matter ineffectively to value diverse perspectives.</li> <li>Rarely incorporates subject or appropriate level expectations, curriculum frameworks and content standards in organizing subject matter.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates some evidence of knowledge of student development and subject matter to organize and sequence the curriculum.</li> <li>Inconsistently organizes subject matter effectively to value diverse perspectives.</li> <li>Incorporates some subject or appropriate level expectations, curriculum frameworks and content standards in organizing subject matter.</li> </ul>	<ul style="list-style-type: none"> <li>Uses knowledge of student development and subject matter to organize and sequence the curriculum.</li> <li>Organizes subject matter effectively to value diverse perspectives.</li> <li>Incorporates subject or appropriate level expectations, curriculum frameworks and content standards in organizing subject matter.</li> </ul>
<p><b>Element 3.4</b> Utilizing instructional strategies that are appropriate to the subject matter</p>	<ul style="list-style-type: none"> <li>Rarely uses knowledge of subject matter to help students construct their own knowledge.</li> <li>Does not support students to think critically in each subject area.</li> <li>Does not build on student life experience, prior knowledge and interests to make the content relevant and meaningful to them.</li> <li>Does not use a variety of instructional strategies and approaches to illustrate and concept and its connections within and across subject areas.</li> </ul>	<ul style="list-style-type: none"> <li>Inconsistently uses knowledge of subject matter to help students construct their own knowledge.</li> <li>Encourages some students to think critically in each subject area.</li> <li>Inconsistently builds on student life experience, prior knowledge and interests to make the content relevant and meaningful to them.</li> <li>Uses a limited variety of instructional strategies and approaches to illustrate a concept and its connections within and across subject areas.</li> </ul>	<ul style="list-style-type: none"> <li>Uses knowledge of subject matter to help students construct their own knowledge.</li> <li>Challenges all students to think critically in each subject area.</li> <li>Builds on student life experience, prior knowledge and interests to make the content relevant and meaningful to them.</li> <li>Uses a variety of instructional strategies and approaches to illustrate a concept and its connections within and across subject areas.</li> </ul>
<p><b>Element 3.5</b> Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students</p>	<ul style="list-style-type: none"> <li>Does not use instructional materials and resources that include technologies that promote students' understanding of subject matter and reflect diversity of the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>Infrequently selects and uses instructional materials and resources including technologies that promote students' understanding of subject matter and reflect diversity of the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>Selects and uses instructional materials and resources including technologies that promote students' understanding of subject matter and reflect diversity of the classroom.</li> </ul>
<p><b>Element 3.6</b> Addressing the needs of English learners and students with special needs to provide equitable</p>	<ul style="list-style-type: none"> <li>The English Language Development (ELD) standards as they relate to the levels of language acquisition are not addressed.</li> <li>The Individual Education Plan (IEP) goals and objectives of students with special needs are not addressed.</li> <li>Access to the critical concepts and themes in the academic content standards or utilization of state curriculum frameworks for students are not evident.</li> </ul>	<ul style="list-style-type: none"> <li>Addresses the required English Language Development (ELD) standards.</li> <li>Addresses the Individual Education Plan (IEP) goals and objectives of students with special needs.</li> <li>Ensures access to the critical concepts and themes in the academic content standards.</li> </ul>	<ul style="list-style-type: none"> <li>Addresses the English Language Development (ELD) standards as they relate to the levels of language acquisition. Uses materials, resources, and technology to support subject matter instruction for all students.</li> <li>Addresses the Individual Education Plan (IEP) goals and objectives of students with special needs, and makes significant steps to accommodate students.</li> </ul>

	Unsatisfactory	Needs Improvement	Meets or Exceeds Standards
access to the content			<ul style="list-style-type: none"> <li>Ensures access to the critical concepts and themes in the academic content standards and refers to state curriculum frameworks for students at various levels.</li> </ul>

**EXAMPLES OF PERFORMANCE**  
**Standard 4**

*Planning Instruction and Designing Learning Experiences for All Students*

Teachers use knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction. They establish and articulate goals for student learning. They develop and sequence long-term and short-term instructional plans to support student learning. Teachers plan instruction that incorporates appropriate strategies to meet the diverse learning needs of all students. They modify and adapt instructional plans to meet the assessed learning needs of all students.

	Unsatisfactory	Needs Improvement	Meets or Exceeds Standards
<p><b>Element 4.1</b> Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction</p>	<ul style="list-style-type: none"> <li>Neglects to use knowledge of students' lives, their families, and their community to inform planning.</li> <li>Inadequately uses knowledge of individual students' cognitive, social, emotional, and physical development.</li> <li>Does not plan lessons and units that promote access to academic content standards for all students.</li> <li>Demonstrates limited knowledge of students' diverse learning and language needs to plan instruction.</li> </ul>	<ul style="list-style-type: none"> <li>Minimally uses knowledge of students' lives, their families, and their community to inform curriculum and planning.</li> <li>Minimally uses knowledge of individual students' cognitive, social, emotional, and physical development to plan instruction and make appropriate adaptations to planning.</li> <li>Inconsistently plans lessons and units that promote access to academic content standards for all students.</li> <li>Seldom uses knowledge of students' diverse learning and language needs to plan limited instructional accommodations that support student learning.</li> </ul>	<ul style="list-style-type: none"> <li>Uses knowledge of students' lives, their families, and their community to inform planning and instruction and incorporates students' prior knowledge and experiences into classroom curriculum and planning.</li> <li>Uses knowledge of individual students' cognitive, social, emotional, and physical development to plan instruction and makes appropriate adaptations to meet students' unique needs in the classroom setting.</li> <li>Plans lessons and units that promote access to academic content standards for all students in both team and individual settings.</li> <li>Uses knowledge of students' diverse learning and language needs to plan instructional accommodations and learning strategies that support student learning.</li> </ul>
<p><b>Element 4.2</b> Establishing and articulating goals for student learning</p>	<ul style="list-style-type: none"> <li>Rarely establishes short-term and long-term goals for student learning.</li> <li>Does not use instructional activities that are related to learning goals.</li> <li>Does not establish clear, challenging, and achievable expectations.</li> <li>Inadequately designs instructional activities so that all students participate in setting and achieving learning goals.</li> <li>Does not set goals for student learning to promote critical thinking and problem solving.</li> </ul>	<ul style="list-style-type: none"> <li>Inconsistently establishes short-term and long-term-goals for student learning.</li> <li>Inconsistently uses instructional activities that are related to learning goals.</li> <li>Seldom establishes clear, challenging, and achievable goals.</li> <li>Minimally designs instructional activities so that all students participate in setting and achieving learning goals.</li> <li>Inconsistently sets goals for student learning to promote critical thinking and problem solving.</li> </ul>	<ul style="list-style-type: none"> <li>Establishes short-term and long-term goals for student learning.</li> <li>Ensures that each instructional activity is related to learning goals.</li> <li>Establishes clear, challenging, and achievable goals.</li> <li>Designs instructional activities so that all students participate in setting and achieving learning goals.</li> <li>Ensures that goals for student learning promote critical thinking and problem solving.</li> </ul>
<p><b>Element 4.3</b> Developing and sequencing long-term and short-term instructional plans to support student learning</p>	<ul style="list-style-type: none"> <li>Does not design and/or develops instructional units/lessons that consider assessment results.</li> <li>Does not incorporate diverse subject matter perspectives into planning.</li> <li>Neglects to organize and/or link goals with learning activities, state standards or curricular materials.</li> <li>Does not design and plan instructional programs that continually support students' second language learning needs.</li> <li>Ineffectively incorporates or translates professional expertise and knowledge of student populations into instructional planning.</li> </ul>	<ul style="list-style-type: none"> <li>Occasionally plans instructional units/lessons that consider assessment results.</li> <li>Occasionally incorporates diverse subject matter perspectives into planning by selecting and sequencing instructional strategies.</li> <li>Minimally links goals with curricular materials that incorporate state standards.</li> <li>Inconsistently plans instructional programs reflective of student needs based on legal, county office of education, or site requirements.</li> <li>Minimally uses knowledge of student populations to plan lessons.</li> </ul>	<ul style="list-style-type: none"> <li>Implements long-term and short-term plans with instructional units/lessons that account for assessment results.</li> <li>Incorporates diverse subject matter perspectives into planning, by utilizing knowledge of curriculum and instruction to sequence content and strategies.</li> <li>Organizes and links goals with learning activities and state standards.</li> <li>Plans instructional programs that support students with second language learning needs and gives consideration to the learning needs of "diverse" student populations.</li> </ul>

	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Meets or Exceeds Standards</b>
	<ul style="list-style-type: none"> <li>Does not collaborate with colleagues, administration, parents and paraprofessionals to design instruction according to county office of education, site, classroom, and individual goals.</li> </ul>	<ul style="list-style-type: none"> <li>Seldom incorporates diverse subject matter perspectives into planning.</li> <li>Inconsistently collaborates with colleagues and designs instruction during mandated site or county office of education meetings.</li> </ul>	<ul style="list-style-type: none"> <li>Incorporates and translates professional expertise and knowledge of student populations into routine instructional planning.</li> <li>Incorporates diverse subject matter perspectives into planning to sequence content and strategies.</li> <li>Actively collaborates with colleagues, to design instruction according to county office of education, site, classroom, and individual goals.</li> </ul>
<b>Element 4.4</b> Planning instruction that incorporates appropriate strategies to meet the learning needs of all students	<ul style="list-style-type: none"> <li>Rarely uses knowledge of subject matter to develop units, lesson plans, and strategies that build on and extend students understanding of subject matter.</li> <li>Inadequately ensures that each instructional strategy is implemented in a cohesive and logical manner.</li> <li>Rarely plans instruction to allow enough time for student learning.</li> <li>Does not address the ELD standards appropriately, based on accepted knowledge of English language acquisition.</li> <li>Does not address IEP goals and objectives appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>Minimally develops units, lesson plans, and strategies.</li> <li>Inconsistently ensures that each learning objective is articulated to students.</li> <li>Minimally administers and reviews mandated site assessments.</li> <li>Inconsistently addresses the ELD standards appropriately based on accepted requirements for English language acquisition and uses materials, resources and technologies that support English language acquisition.</li> <li>Inconsistently addresses IEP goals and objectives as required by law and site regulations.</li> </ul>	<ul style="list-style-type: none"> <li>Uses knowledge of subject matter to develop units, lesson plans, and strategies in order to appropriately pace instruction over time.</li> <li>Ensures that each instructional strategy is related to learning goals and objectives articulated to students.</li> <li>Plans instruction to allow enough time for student learning, including review, assessment, and adjustments when appropriate. Adjustments include remediation and acceleration.</li> <li>Addresses the ELD standards appropriately, based on knowledge of English language acquisition and selects materials, resources and technologies that support English language acquisition.</li> <li>Addresses IEP goals and objectives appropriately, and selects materials, resources and technologies that support special needs student populations.</li> </ul>
<b>Element 4.5</b> Adapting instructional plans and curricular materials to meet the assessed learning needs of all students	<ul style="list-style-type: none"> <li>Does not revise plans based on formal and informal student assessment.</li> <li>Does not modify plans to ensure opportunities for all students to learn and synthesize information.</li> <li>Does not reflect on teaching to refine long and short-term planning.</li> <li>Does not strengthen existing lesson plans for students at various levels of English proficiency.</li> </ul>	<ul style="list-style-type: none"> <li>Inconsistently revises plans based on formal and informal student assessment.</li> <li>Minimally revises plans to ensure opportunities for all students to learn and synthesize information.</li> <li>Inconsistently reflects on teaching to refine long and short-term planning.</li> <li>Lesson plans minimally include students at various identified levels of English proficiency and accommodations for students with special needs.</li> </ul>	<ul style="list-style-type: none"> <li>Revises plans based on formal and informal student assessment.</li> <li>Modifies plans to ensure opportunities for all students to learn and synthesize information.</li> <li>Reflects on teaching to refine long and short-term planning.</li> <li>Strengthens existing lesson plans for students at various identified levels of English proficiency and reflects daily on support and accommodations for students with special needs.</li> </ul>

**EXAMPLES OF PERFORMANCE**  
**Standard 5**  
*Assessing Student for Learning*

Teachers apply knowledge of the purposes, characteristics, and uses of different types of assessments. They collect and analyze assessment data from a variety of sources and use those data to inform instruction. They review data, both individually and with colleagues, to monitor student learning. Teachers use assessment data to establish learning goals and to plan, differentiate, and modify instruction. They involve all students in self-assessment, goal setting and monitoring progress. Teachers use available technologies to assist in assessment, analysis, and communication of student learning. They use assessment information to share timely and comprehensible feedback with students and their families.

	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Meets or Exceeds Standards</b>
<b>Element 5.1</b> Applying knowledge of the purposes, characteristics, and uses of different types of assessments	<ul style="list-style-type: none"> <li>Does not demonstrate purposeful selection from a wide range of assessments and assessment strategies.</li> <li>Does not actively research characteristics of pre, formative, and summative assessment options.</li> </ul>	<ul style="list-style-type: none"> <li>Inconsistently uses assessments and assessment strategies as required by the site and/or county office of education that demonstrate learning outcomes being evaluated.</li> <li>Inconsistently utilizes a few pre, formative, and summative assessment options as required by the site and/or county office of education.</li> </ul>	<ul style="list-style-type: none"> <li>Selects and uses a wide range of assessments and assessment strategies that are aligned to support student learning needs and demonstration of learning outcomes being evaluated.</li> </ul>

	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Meets or Exceeds Standards</b>
	<ul style="list-style-type: none"> <li>Does not utilize strong knowledge of the concepts of validity, reliability, and bias to select assessments that are appropriate to student learning outcomes.</li> <li>Does not design or utilize grading practices that use multiple sources or information or that reflect student-learning outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>Has limited awareness of the validity, reliability, and biases in assessments.</li> <li>Inconsistently uses grading practices that reflect student-learning outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>Draws from a repertoire of pre, formative, and summative assessment options in order to seek knowledge of their uses, benefits and limitations.</li> <li>Uses knowledge of the concepts of validity, reliability, and bias to select assessments that are appropriate to student learning outcomes.</li> <li>Utilizes grading practices that use multiple sources of information that reflect student-learning outcomes.</li> </ul>
<b>Element 5.2</b> Collecting and analyzing assessment data from a variety of sources to inform instruction	<ul style="list-style-type: none"> <li>Rarely assesses student learning.</li> <li>Bases student evaluation on inadequate sources of information.</li> <li>Does not infuse assessments strategically or systematically throughout instruction.</li> <li>Does not develop or communicate assessment feedback with students and families.</li> </ul>	<ul style="list-style-type: none"> <li>Inconsistently assesses student learning using tools that match instructional goals.</li> <li>Bases some student evaluation on multiple sources of information.</li> <li>Minimally infuses assessments strategically or systematically throughout instruction.</li> <li>Minimally communicates assessment feedback with students and families when required during site conferences.</li> </ul>	<ul style="list-style-type: none"> <li>Assesses student learning using tools that match instructional goals.</li> <li>Bases student evaluation on multiple sources of information.</li> <li>Infuses assessment strategically or systematically throughout instruction.</li> <li>Develops and communicates individual assessment feedback with students and families, based on formative and summative assessment results.</li> </ul>
<b>Element 5.3</b> Reviewing data, both individually and with colleagues, to monitor student learning	<ul style="list-style-type: none"> <li>Neglects to facilitate collaborative work or identify underlying causes for achievement patterns.</li> <li>Rarely accesses annual state-mandated, county office of education interim and formative assessments regularly for review.</li> <li>Rarely accesses formative assessment data for review to monitor student learning; does not review data using filters for student groups and for specific standards and strands.</li> <li>Does not prepare for and does not actively participate in exploring classroom and subject data in Professional Learning Community meetings.</li> <li>Does not seek to identify mastery of students from other teachers, to learn how to adjust instruction.</li> </ul>	<ul style="list-style-type: none"> <li>Inconsistently identifies and addresses underlying causes for achievement patterns when requested by site.</li> <li>Minimally uses annual state-mandated and county office of education interim assessments when results are given by site or county office of education.</li> <li>When requested, will occasionally review formative assessment data; does not independently use data filters to access information on specific student groups.</li> <li>As required, attends Professional Learning Community data sharing meetings, but communicates minimally about student or class achievements or learning gaps.</li> <li>Minimally provides a summary of individual student strengths and learning needs based on assessment results when requested.</li> </ul>	<ul style="list-style-type: none"> <li>Facilitates collaborative work to identify and address underlying causes for achievement patterns and trends.</li> <li>Accesses annual state-mandated, county office of education interim, and formative assessments regularly for review of current status and progress made since the prior assessment period.</li> <li>Gives team access to formative assessment data for review; regularly reviews data using filters for student groups and for specific standards and strands.</li> <li>Actively participates in exploring classroom and subject data in Professional Learning Community meetings regularly, identifying both strengths and gaps in student understanding.</li> <li>Seeks to identify mastery of students to learn how to adjust instruction; can provide a summary of individual student strengths and learning needs based on assessment results.</li> </ul>
<b>Element 5.4</b> Using assessment data to establish learning goals and to plan, differentiate, and modify instruction	<ul style="list-style-type: none"> <li>Does not use informal assessment of student learning to adjust instruction while teaching.</li> <li>Does not reflect on assessment data to plan, re-teach or adjust to students' individual needs.</li> </ul>	<ul style="list-style-type: none"> <li>Minimally uses informal assessments of student learning to adjust instruction while teaching.</li> <li>Occasionally uses assessment data to plan effective ways of teaching subject matter concepts and skills.</li> <li>Occasionally reflects on assessment data to determine when and how to revisit content.</li> <li>Occasionally uses assessment data to meet students' individual needs.</li> </ul>	<ul style="list-style-type: none"> <li>Uses informal assessments of student learning to adjust instruction while teaching.</li> <li>Uses assessment data to plan more effective ways of teaching subject matter concepts and skills.</li> <li>Reflects on assessment data to determine when and how to revisit content.</li> <li>Uses assessment data to meet students' individual needs.</li> </ul>
<b>Element 5.5</b> Involving all students in self-assessment, goal setting, and monitoring progress	<ul style="list-style-type: none"> <li>Does not provide systematic opportunities for student self-assessment, goal setting, and monitoring progress.</li> <li>Does not develop or model strategies for students to assess their learning, set and monitor their learning goals, and reflect upon their learning.</li> <li>Does not plan for or monitor ongoing assessment and interactive communications between the teacher and student.</li> </ul>	<ul style="list-style-type: none"> <li>Inconsistently provides systematic opportunities for student self-assessment, goal setting, and monitoring progress.</li> <li>Minimally develops or models strategies for students to assess their learning, set and monitor their learning goals, and reflect upon their learning when required.</li> <li>Occasionally plans for or monitors ongoing assessment and interactive communications between the teacher and student relative to student learning goals when required.</li> </ul>	<ul style="list-style-type: none"> <li>Provides systematic opportunities for student self-assessment, goal setting, and monitoring progress.</li> <li>Develops or models strategies for students to assess their learning, set and monitor their learning goals, and reflect upon their learning inside and outside of the classroom.</li> <li>Plans for or monitors ongoing assessment and interactive communications between the teacher and student to ensure students are actively involved in self-assessment of their learning goals as tied to classroom learning.</li> </ul>
<b>Element 5.6</b> Using available technologies to assist in assessment,	<ul style="list-style-type: none"> <li>Neglects to use a wide range of technologies to design, implement, and analyze assessments.</li> <li>Does not use technologies appropriately and does not communicate students' learning to students and families.</li> </ul>	<ul style="list-style-type: none"> <li>Inconsistently attempts to analyze assessments and communicate regarding student learning to stakeholders when mandated by site.</li> </ul>	<ul style="list-style-type: none"> <li>Uses a range of technologies to implement, and analyze assessments and provides for in depth and ongoing communication regarding student learning for all audiences.</li> </ul>

	Unsatisfactory	Needs Improvement	Meets or Exceeds Standards
analysis, and communication of student learning		<ul style="list-style-type: none"> <li>Inconsistently uses technologies to communicate students' learning to students and families when requested by site.</li> </ul>	<ul style="list-style-type: none"> <li>Uses technologies appropriately to communicate students' learning to students and families as tied to learning outcomes.</li> </ul>
<b>Element 5.7</b> Using assessment information to share timely and comprehensible feedback with students and their families	<ul style="list-style-type: none"> <li>Does not provide students with feedback.</li> <li>Does not communicate learning goals and information about student progress to students and their families.</li> </ul>	<ul style="list-style-type: none"> <li>Inconsistently provides students with timely feedback.</li> <li>Little evidence of communicating learning goals and information about student progress to students and their families.</li> </ul>	<ul style="list-style-type: none"> <li>Routinely provides all students with timely feedback as they engage in learning activities.</li> <li>Frequently communicates learning goals and information about student progress to students and their families.</li> </ul>

**EXAMPLES OF PERFORMANCE**  
**Standard 6**  
*Developing as a Professional Educator*

Teachers reflect on their teaching practice to support student learning. They establish professional goals and engage in continuous and purposeful professional growth and development. They collaborate with colleagues and engage in the broader professional community to support teacher and student learning. Teachers learn about and work with families to support student learning. They engage local communities in support of the instructional program. They manage professional responsibilities to maintain motivation and commitment to all students. Teachers demonstrate professional responsibility, integrity, and ethical conduct.

	Unsatisfactory	Needs Improvement	Meets or Exceeds Standards
<b>Element 6.1</b> Reflecting on teaching practice in support of student learning	<ul style="list-style-type: none"> <li>Does not use self-reflection, assessment, student results or feedback from supervisors to improve their performance.</li> <li>Does not engage in or foster reflection among colleagues for grade level and school-wide impact on student learning.</li> </ul>	<ul style="list-style-type: none"> <li>Inconsistently uses self-reflection, assessment, student results or feedback from supervisors to improve their performance.</li> <li>Minimally engages in or fosters reflection among colleagues through required professional development.</li> </ul>	<ul style="list-style-type: none"> <li>Uses self-reflection, assessment, student results or feedback from supervisors to improve their performance.</li> <li>Engages in and fosters reflection among colleagues for grade level and school-wide impact on student learning.</li> </ul>
<b>Element 6.2</b> Establishing professional goals and engaging in continuous and purposeful professional growth and development	<ul style="list-style-type: none"> <li>Does not develop or align professional goals with CSTP or school/county goals.</li> <li>Rarely uses professional literature and development opportunities to improve teaching and learning.</li> <li>Rarely seeks out and refines instructional strategies that make the curriculum accessible to every student.</li> </ul>	<ul style="list-style-type: none"> <li>Minimally develops or aligns professional goals with CSTP or school/county goals informed by some data/information.</li> <li>Occasionally uses professional literature and development opportunities to improve teaching and learning.</li> <li>Occasionally seeks out and refines instructional strategies that make the curriculum accessible to every student.</li> </ul>	<ul style="list-style-type: none"> <li>Develops, modifies, and aligns professional goals to CSTP and school/county goals informed by appropriate data/information.</li> <li>Actively uses professional literature and development opportunities to improve teaching and learning.</li> <li>Seeks out and refines instructional strategies that make the curriculum accessible to every student.</li> </ul>
<b>Element 6.3</b> Collaborating with colleagues and the broader professional community to support teacher and student learning	<ul style="list-style-type: none"> <li>Rarely collaborates with teachers, administrators, education specialists and paraprofessionals to meet all students' learning needs.</li> <li>Rarely engages in dialogue and reflection with colleagues to improve practice.</li> <li>Rarely participates in making and implementing school-wide decisions.</li> <li>Seldom contributes to school-wide events and learning activities.</li> <li>Does not establish and maintain professional relationships with other school staff.</li> </ul>	<ul style="list-style-type: none"> <li>Occasionally collaborates with teachers, administrators, education specialists and paraprofessionals to meet all students' learning needs.</li> <li>Occasionally engages in dialogue with colleagues to improve practice.</li> <li>Occasionally participates in making and implementing school-wide decisions.</li> <li>May contribute to school-wide events and learning activities.</li> <li>Tries to establish and maintain professional relationships with other school staff.</li> </ul>	<ul style="list-style-type: none"> <li>Collaborates with teachers, administrators, education specialists and paraprofessionals to meet all students' learning needs.</li> <li>Engages in dialogue and reflection with colleagues to improve practice.</li> <li>Actively participates in making and implementing school-wide decisions.</li> <li>Frequently contributes to school-wide events and learning activities.</li> <li>Establishes and maintains professional relationships with other school staff.</li> </ul>
<b>Element 6.4</b> Working with families to support student learning	<ul style="list-style-type: none"> <li>Does not communicate to families in ways, which demonstrate understanding of families' racial, cultural, linguistic and socioeconomic backgrounds.</li> <li>Rarely engages families as sources of knowledge about students' strengths, interests and needs.</li> </ul>	<ul style="list-style-type: none"> <li>Minimally communicates to families in ways, which demonstrate understanding of racial, cultural, linguistic and socioeconomic backgrounds.</li> <li>Occasionally engages in families as sources of knowledge about students' strengths, interests, and needs.</li> </ul>	<ul style="list-style-type: none"> <li>Communicates to families in ways, which demonstrate understanding of families' racial, cultural, linguistic and socioeconomic backgrounds.</li> <li>Engages families as sources of knowledge about students' strengths, interests, and needs.</li> </ul>

	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Meets or Exceeds Standards</b>
	<ul style="list-style-type: none"> <li>Does not dialogue/respond with all families regarding student progress.</li> <li>Does not present the educational program, student data, and an individualized plan for their students in a comprehensible way for families.</li> <li>Rarely provides opportunities for all families to participate in the classroom and school community.</li> </ul>	<ul style="list-style-type: none"> <li>Inconsistently dialogues with all families and responds to their concerns about student progress.</li> <li>At times presents the educational program, student data, and an individualized plan for their students in a comprehensible way for families.</li> <li>Provides few opportunities for all families to participate in the classroom and school community.</li> </ul>	<ul style="list-style-type: none"> <li>Actively promotes dialogue with all families and responds to their concerns about student progress.</li> <li>Presents the educational program, student data, and an individualized plan for their students in a comprehensible way for families.</li> <li>Provides frequent opportunities for all families to participate in the classroom and school community.</li> </ul>
<b>Element 6.5</b> Engaging local communities in support of the instructional program	<ul style="list-style-type: none"> <li>Neglects to use the knowledge of the students' communities and cultures to improve practice.</li> <li>Does not actively promote collaboration between school and community.</li> <li>Seldom identifies and uses school, county office of education and local community resources to benefit students and their families.</li> </ul>	<ul style="list-style-type: none"> <li>Inconsistently uses the knowledge of the students' communities and cultures to improve practice.</li> <li>Minimally promotes collaboration between school and community.</li> <li>Occasionally identifies and uses school, county office of education and local community resources to benefit students and their families.</li> </ul>	<ul style="list-style-type: none"> <li>Uses the knowledge of the students' communities and cultures to improve practice.</li> <li>Actively promotes collaboration between school and community.</li> <li>Identifies and uses school, county office of education and local community resources to benefit students and their families.</li> </ul>
<b>Element 6.6</b> Managing professional responsibilities to maintain motivation and commitment to all students	<ul style="list-style-type: none"> <li>Does not model professionalism.</li> <li>Does not support colleagues to maintain motivation, resiliency, and energy.</li> <li>Does not seek out support from colleagues and family to manage stress and balance professional responsibilities with personal needs.</li> </ul>	<ul style="list-style-type: none"> <li>Inconsistently maintains professional responsibilities in timely ways and seeks support as needed for required expectations.</li> <li>Inconsistently seeks to maintain required commitments to colleagues and students.</li> <li>Minimally tries to balance professional responsibilities with personal needs.</li> </ul>	<ul style="list-style-type: none"> <li>Models professionalism while integrating the full range of professional responsibilities into advanced planning for situations that may be challenging.</li> <li>Supports colleagues and self to maintain motivation, resiliency, and energy through continual efforts to seek, try, and refine new, risk-taking methods to ensure individual student learning.</li> <li>Seeks out and provides support from and to colleagues and family to manage stress and balance professional responsibilities with personal needs.</li> </ul>
<b>Element 6.7</b> Demonstrating professional responsibility, integrity, and ethical conduct	<ul style="list-style-type: none"> <li>Does not foster a school culture with a high degree of professional integrity and ethical conduct.</li> <li>Does not maintain a high standard of commitment to student learning and the profession.</li> <li>Does not demonstrate professional obligations to students, colleagues, school, and the profession.</li> <li>Does not contribute to building professional communities.</li> </ul>	<ul style="list-style-type: none"> <li>Minimally follows the mandated education codes, legal requirements, county office of education, site policies, and contractual agreements.</li> <li>Occasionally reviews required learning goals, standards, objectives, and student learning outcomes.</li> <li>Inconsistently follows the required professional and legal responsibilities for students' learning, behavior, and safety.</li> <li>At times holds self-accountable to norms of respectful treatment and communication.</li> </ul>	<ul style="list-style-type: none"> <li>Fosters a school culture with a high degree of professional integrity and ethical conduct by seeking out and following all state education codes, legal requirements, county office of education, and site policies, and contractual agreements.</li> <li>Maintains a high standard of commitment to student learning and the profession in all circumstances by taking responsibility for learning goals, standards, objectives, and student academic learning outcomes both individually and with colleagues.</li> <li>Demonstrates professional obligations to students, colleagues, school, and the profession by seeking additional knowledge about professional and legal responsibilities for students' learning, behavior, and safety.</li> <li>Contributes to building professional communities at sites by holding self and peers accountable to norms of respectful treatment and communication.</li> </ul>

**EXAMPLES OF PERFORMANCE**

*General Employee Expectations*

	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Meets or Exceeds Standards</b>
Complies with RCOE established rules, regulations, policies, contracts, and laws.	<ul style="list-style-type: none"> <li>Fails to fulfill professional responsibilities.</li> <li>Acts unprofessionally.</li> <li>Rarely maintains records in an accurate and timely manner.</li> </ul>	<ul style="list-style-type: none"> <li>Attempts to fulfill professional responsibilities.</li> <li>Demonstrates some professional conduct and integrity in the classroom and school community.</li> <li>Usually maintains records in an accurate and timely manner.</li> </ul>	<ul style="list-style-type: none"> <li>Fulfills professional responsibilities.</li> <li>Demonstrates professional conduct and integrity in the classroom and school community.</li> <li>Maintains records in an accurate and timely manner.</li> <li>Engages in ethical decision-making.</li> </ul>

# Classroom Observation Forms



## Division of Personnel Services Pre-Observation Conference Form

Teacher: \_\_\_\_\_ Division/Department: \_\_\_\_\_ Date: \_\_\_\_\_

School: \_\_\_\_\_ Class/Subject: \_\_\_\_\_ Time/Period: \_\_\_\_\_

Please answer these questions and bring the completed form to your pre-observation conference.

### Pre-Conference Questions:

1. What will you be teaching in this lesson?
2. What do you expect your students to learn by the end of this lesson?
3. What activities will you, your instructional assistant(s), and your students be doing?
4. How will you know if your lesson is successful?
5. On which standard would you like me to focus?

Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Evaluator: \_\_\_\_\_ Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

### Teaching Standards

#### **Engaging and Supporting All Students in Learning**

- Using knowledge of students to engage them in learning
- Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests
- Connecting subject matter to meaningful, real-life contexts
- Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs
- Promoting critical thinking through inquiry, problem solving, and reflection
- Monitoring student learning and adjusting instruction while teaching

#### **Creating and Maintaining Effective Environments for Student Learning**

- Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully
- Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students
- Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe
- Creating a rigorous learning environment with high expectations and appropriate support for all students
- Developing, communicating, and maintaining high standards for individual and group behavior
- Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn
- Using instructional time to optimize learning

#### **Understanding and Organizing Subject Matter for Student Learning**

- Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks
- Applying knowledge of student development and proficiencies to ensure student understanding of subject matter
- Organizing curriculum to facilitate student understanding of the subject matter
- Utilizing instructional strategies that are appropriate to the subject matter
- Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students
- Addressing the needs of English learners and students with special needs to provide equitable access to the content

#### **Planning Instruction and Designing Learning Experiences for All Students**

- Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction
- Establishing and articulating goals for student learning
- Developing and sequencing long-term and short-term instructional plans to support student learning
- Planning instruction that incorporates appropriate strategies to meet the learning needs of all students
- Adapting instructional plans and curricular materials to meet the assessed learning needs of all students

#### **Assessing Students for Learning**

- Applying knowledge of the purposes, characteristics, and uses of different types of assessments
- Collecting and analyzing assessment data from a variety of sources to inform instruction
- Reviewing data, both individually and with colleagues, to monitor student learning
- Using assessment data to establish learning goals and to plan, differentiate, and modify instruction
- Involving all students in self-assessment, goal setting, and monitoring progress
- Using available technologies to assist in assessment, analysis, and communication of student learning
- Using assessment information to share timely and comprehensible feedback with students and their families

#### **Developing as a Professional Educator**

- Reflecting on teaching practice in support of student learning
- Establishing professional goals and engaging in continuous and purposeful professional growth and development
- Collaborating with colleagues and the broader professional community to support teacher and student learning
- Working with families to support student learning
- Engaging local communities in support of the instructional program
- Managing professional responsibilities to maintain motivation and commitment to all students
- Demonstrating professional responsibility, integrity, and ethical conduct

# Classroom Observation Forms (continued)



## Division of Personnel Services Classroom Observation Form

Teacher: \_\_\_\_\_ Division/Department: \_\_\_\_\_ Date: \_\_\_\_\_

School: \_\_\_\_\_ Class/Subject: \_\_\_\_\_ Time/Period: \_\_\_\_\_

### **Evidence of Standards (during observation):**

Evaluator: \_\_\_\_\_ Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

#### *Teaching Standards*

##### ***Engaging and Supporting All Students in Learning***

- Using knowledge of students to engage them in learning
- Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests
- Connecting subject matter to meaningful, real-life contexts
- Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs
- Promoting critical thinking through inquiry, problem solving, and reflection
- Monitoring student learning and adjusting instruction while teaching

##### ***Creating and Maintaining Effective Environments for Student Learning***

- Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully
- Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students
- Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe
- Creating a rigorous learning environment with high expectations and appropriate support for all students
- Developing, communicating, and maintaining high standards for individual and group behavior
- Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn
- Using instructional time to optimize learning

##### ***Understanding and Organizing Subject Matter for Student Learning***

- Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks
- Applying knowledge of student development and proficiencies to ensure student understanding of subject matter
- Organizing curriculum to facilitate student understanding of the subject matter
- Utilizing instructional strategies that are appropriate to the subject matter
- Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students
- Addressing the needs of English learners and students with special needs to provide equitable access to the content

##### ***Planning Instruction and Designing Learning Experiences for All Students***

- Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction
- Establishing and articulating goals for student learning
- Developing and sequencing long-term and short-term instructional plans to support student learning
- Planning instruction that incorporates appropriate strategies to meet the learning needs of all students
- Adapting instructional plans and curricular materials to meet the assessed learning needs of all students

##### ***Assessing Students for Learning***

- Applying knowledge of the purposes, characteristics, and uses of different types of assessments
- Collecting and analyzing assessment data from a variety of sources to inform instruction
- Reviewing data, both individually and with colleagues, to monitor student learning
- Using assessment data to establish learning goals and to plan, differentiate, and modify instruction
- Involving all students in self-assessment, goal setting, and monitoring progress
- Using available technologies to assist in assessment, analysis, and communication of student learning
- Using assessment information to share timely and comprehensible feedback with students and their families

##### ***Developing as a Professional Educator***

- Reflecting on teaching practice in support of student learning
- Establishing professional goals and engaging in continuous and purposeful professional growth and development
- Collaborating with colleagues and the broader professional community to support teacher and student learning
- Working with families to support student learning
- Engaging local communities in support of the instructional program
- Managing professional responsibilities to maintain motivation and commitment to all students
- Demonstrating professional responsibility, integrity, and ethical conduct



# Classroom Observation Forms (continued)



## Division of Personnel Services Post-Observation Conference Form

Teacher: \_\_\_\_\_ Division/Department: \_\_\_\_\_ Date: \_\_\_\_\_

School: \_\_\_\_\_ Class/Subject: \_\_\_\_\_ Time/Period: \_\_\_\_\_

### **Post-Observation Conference Questions:**

How do you think the lesson went? Did the lesson go as you had planned? Would you like to see the data I gathered? How does this data match your expectations or surprise you?

1. What worked?
2. Lesson Focus – Challenges – Concerns:
3. Next steps . . .
  - Teacher’s Next Steps:
  - Administrator’s Next Steps:

Evaluator: \_\_\_\_\_ Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

### *Teaching Standards*

#### ***Engaging and Supporting All Students in Learning***

- Using knowledge of students to engage them in learning
- Connecting learning to students’ prior knowledge, backgrounds, life experiences, and interests
- Connecting subject matter to meaningful, real-life contexts
- Using a variety of instructional strategies, resources, and technologies to meet students’ diverse learning needs
- Promoting critical thinking through inquiry, problem solving, and reflection
- Monitoring student learning and adjusting instruction while teaching

#### ***Creating and Maintaining Effective Environments for Student Learning***

- Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully
- Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students
- Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe
- Creating a rigorous learning environment with high expectations and appropriate support for all students
- Developing, communicating, and maintaining high standards for individual and group behavior
- Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn
- Using instructional time to optimize learning

#### ***Understanding and Organizing Subject Matter for Student Learning***

- Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks
- Applying knowledge of student development and proficiencies to ensure student understanding of subject matter
- Organizing curriculum to facilitate student understanding of the subject matter
- Utilizing instructional strategies that are appropriate to the subject matter
- Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students
- Addressing the needs of English learners and students with special needs to provide equitable access to the content

#### ***Planning Instruction and Designing Learning Experiences for All Students***

- Using knowledge of students’ academic readiness, language proficiency, cultural background, and individual development to plan instruction
- Establishing and articulating goals for student learning
- Developing and sequencing long-term and short-term instructional plans to support student learning
- Planning instruction that incorporates appropriate strategies to meet the learning needs of all students
- Adapting instructional plans and curricular materials to meet the assessed learning needs of all students

#### ***Assessing Students for Learning***

- Applying knowledge of the purposes, characteristics, and uses of different types of assessments
- Collecting and analyzing assessment data from a variety of sources to inform instruction
- Reviewing data, both individually and with colleagues, to monitor student learning
- Using assessment data to establish learning goals and to plan, differentiate, and modify instruction
- Involving all students in self-assessment, goal setting, and monitoring progress
- Using available technologies to assist in assessment, analysis, and communication of student learning
- Using assessment information to share timely and comprehensible feedback with students and their families

#### ***Developing as a Professional Educator***

- Reflecting on teaching practice in support of student learning
- Establishing professional goals and engaging in continuous and purposeful professional growth and development
- Collaborating with colleagues and the broader professional community to support teacher and student learning
- Working with families to support student learning
- Engaging local communities in support of the instructional program
- Managing professional responsibilities to maintain motivation and commitment to all students
- Demonstrating professional responsibility, integrity, and ethical conduct

# Classroom Observation Forms (continued)



## Division of Personnel Services Classroom Observation Notes Form For Evaluator Use

Teacher: \_\_\_\_\_ Division/Department: \_\_\_\_\_ Date: \_\_\_\_\_

School: \_\_\_\_\_ Class/Subject: \_\_\_\_\_ Time/Period: \_\_\_\_\_

Observer: \_\_\_\_\_ Observer fills out the section below:

### **Standard One: Engaging and Supporting All Students in Learning**

Observation:

In light of the Standard:

1. How do you think the lesson went? How do you know?
2. What parts of the lesson (strategies, materials, activities, etc.) do you feel were effective?
3. What suggestions/comments would you make?

I observed the teacher demonstrate the following abilities (check all that apply):

- Using knowledge of students to engage them in learning
- Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests
- Connecting subject matter to meaningful, real-life contexts
- Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs
- Promoting critical thinking through inquiry, problem solving, and reflection
- Monitoring student learning and adjusting instruction while teaching

Teacher comments may be attached.

# Classroom Observation Forms (continued)



## Division of Personnel Services Classroom Observation Notes Form For Evaluator Use

Teacher: \_\_\_\_\_ Division/Department: \_\_\_\_\_ Date: \_\_\_\_\_

School: \_\_\_\_\_ Class/Subject: \_\_\_\_\_ Time/Period: \_\_\_\_\_

Observer: \_\_\_\_\_ Observer fills out the section below:

### **Standard Two: Creating and Maintaining Effective Environments for Student Learning**

Observation:

In light of the Standard:

1. How do you think the lesson went? How do you know?
2. What parts of the lesson (strategies, materials, activities, etc.) do you feel were effective?
3. What suggestions/comments would you make?

I observed the teacher demonstrate the following abilities (check all that apply):

- Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully
- Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students
- Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe
- Creating a rigorous learning environment with high expectations and appropriate support for all students
- Developing, communicating, and maintaining high standards for individual and group behavior
- Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn
- Using instructional time to optimize learning

Teacher comments may be attached.

# Classroom Observation Forms (continued)



## Division of Personnel Services Classroom Observation Notes Form For Evaluator Use

Teacher: \_\_\_\_\_ Division/Department: \_\_\_\_\_ Date: \_\_\_\_\_

School: \_\_\_\_\_ Class/Subject: \_\_\_\_\_ Time/Period: \_\_\_\_\_

Observer: \_\_\_\_\_ Observer fills out the section below:

### **Standard Three: Understanding and Organizing Subject Matter for Student Learning**

Observation:

In light of the Standard:

1. How do you think the lesson went? How do you know?
2. What parts of the lesson (strategies, materials, activities, etc.) do you feel were effective?
3. What suggestions/comments would you make?

I observed the teacher demonstrate the following abilities (check all that apply):

- Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks
- Applying knowledge of student development and proficiencies to ensure student understanding of subject matter
- Organizing curriculum to facilitate student understanding of the subject matter
- Utilizing instructional strategies that are appropriate to the subject matter
- Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students
- Addressing the needs of English learners and students with special needs to provide equitable access to the content

Teacher comments may be attached.

# Classroom Observation Forms (continued)



## Division of Personnel Services Classroom Observation Notes Form For Evaluator Use

Teacher: \_\_\_\_\_ Division/Department: \_\_\_\_\_ Date: \_\_\_\_\_

School: \_\_\_\_\_ Class/Subject: \_\_\_\_\_ Time/Period: \_\_\_\_\_

Observer: \_\_\_\_\_ Observer fills out the section below:

### **Standard Four: Planning Instruction and Designing Learning Experiences for All Students**

Observation:

In light of the Standard:

1. How do you think the lesson went? How do you know?
2. What parts of the lesson (strategies, materials, activities, etc.) do you feel were effective?
3. What suggestions/comments would you make?

I observed the teacher demonstrate the following abilities (check all that apply):

- Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction
- Establishing and articulating goals for student learning
- Developing and sequencing long-term and short-term instructional plans to support student learning
- Planning instruction that incorporates appropriate strategies to meet the learning needs of all students
- Adapting instructional plans and curricular materials to meet the assessed learning needs of all students

Teacher comments may be attached.

# Classroom Observation Forms (continued)



## Division of Personnel Services Classroom Observation Notes Form For Evaluator Use

Teacher: \_\_\_\_\_ Division/Department: \_\_\_\_\_ Date: \_\_\_\_\_

School: \_\_\_\_\_ Class/Subject: \_\_\_\_\_ Time/Period: \_\_\_\_\_

Observer: \_\_\_\_\_ Observer fills out the section below:

### **Standard Five: Assessing Students for Learning**

Observation:

In light of the Standard:

1. How do you think the lesson went? How do you know?
2. What parts of the lesson (strategies, materials, activities, etc.) do you feel were effective?
3. What suggestions/comments would you make?

I observed the teacher demonstrate the following abilities (check all that apply):

- Applying knowledge of the purposes, characteristics, and uses of different types of assessments
- Collecting and analyzing assessment data from a variety of sources to inform instruction
- Reviewing data, both individually and with colleagues, to monitor student learning
- Using assessment data to establish learning goals and to plan, differentiate, and modify instruction
- Involving all students in self-assessment, goal setting, and monitoring progress
- Using available technologies to assist in assessment, analysis, and communication of student learning
- Using assessment information to share timely and comprehensible feedback with students and their families

Teacher comments may be attached.

# Classroom Observation Forms (continued)



## Division of Personnel Services Classroom Observation Notes Form For Evaluator Use

Teacher: \_\_\_\_\_ Division/Department: \_\_\_\_\_ Date: \_\_\_\_\_

School: \_\_\_\_\_ Class/Subject: \_\_\_\_\_ Time/Period: \_\_\_\_\_

Observer: \_\_\_\_\_ Observer fills out the section below:

### **Standard Six: Developing as a Professional Educator**

Observation:

In light of the Standard:

1. How do you think the lesson went? How do you know?

I observed the teacher demonstrate the following abilities (check all that apply):

- Reflecting on teaching practice in support of student learning
- Establishing professional goals and engaging in continuous and purposeful professional growth and development
- Collaborating with colleagues and the broader professional community to support teacher and student learning
- Working with families to support student learning
- Engaging local communities in support of the instructional program
- Managing professional responsibilities to maintain motivation and commitment to all students
- Demonstrating professional responsibility, integrity, and ethical conduct

Teacher comments may be attached.

# Classified Performance Form

## Guide to Performance Indicator Standards

**Please note: the following pages do not need to be attached to the performance review. It is meant to be a tool in completing the performance review.**

The purposes of performance review and evaluation are to accomplish the following:

- Communicate to personnel the criteria, standards, and expectations of RCOE.
- Assist personnel of all skill levels in improving their performance on the job and enhance professional growth and development.
- Provide a structured opportunity for dialogue between the employee and the supervisor.
- Provide documentation leading to discipline or termination of employment when the employee does not provide satisfactory service.
- Comply with statutory requirements, including the Agreement.
- Ultimately, the purpose of evaluation is to help the individual improve and, thus, to help RCOE improve its services to students, districts, and the community.

The performance indicators attached are provided as a guide for the completion of the Classified Performance Review form. Each of the criteria contains anchored behavioral descriptors arranged along a growth or achievement scale. The descriptors describe what may be considered Unsatisfactory and Standard levels of performance.

The performance descriptors are not an exhaustive or exclusive list of performance examples and are not to be used as a checklist. The intent is to provide a basis for reliability and consistency in determining the performance ratings for classified employees.

Most employees are successful and competent and will be rated as "Meets Standards." This is not a minimal or average rating, but a documentation of appropriate and expected performance. For employees with extraordinary performance, it may be appropriate to give a rating of "Exceeds Standard." Such a rating requires an explanation in the narrative section to specifically identify the exceptional performance.

The "Needs to Improve" rating is purposely not included in this guide, because that rating may be more situational and dynamic than the other standards. That is, it is reasonable to expect a probationary employee to have a number of "Needs to Improve" because some skills are not yet at or above the standard. For a more experienced employee a "Needs to Improve" rating may later result in an "Unsatisfactory" rating if the improvement does not result in meeting standards within an appropriate amount of time and with the appropriate training and support. "Needs to Improve" should not be considered an average or middle rating, because without the necessary improvement or adequate progress, failure to reach the standard rating would be unsatisfactory performance.

Generally, if an employee were rated as "Unsatisfactory" or "Needs to Improve" in one or more standards, the overall rating would be the same. Ratings of "Unsatisfactory" and "Needs to Improve" require specific explanations in the narrative section of the evaluation so the employee has clear directions about expected and necessary performance improvements.

**Note: Please refer to Article XI of the classified Agreement to review Performance Appraisal Procedures. The deadline for evaluating permanent 12-month classified employees is July 1 of the appropriate year and May 15 for permanent classified employees with less than a 12-month work year. Probationary employees are to be evaluated at least twice during the probationary period.**

1. **Attendance/Punctuality:** This criterion involves the employee's frequency of attendance at work and punctuality in arriving at the workplace. Punctuality regarding return from breaks and meal periods is also considered in this criterion. Consider patterns of absences.

Unsatisfactory	Standard
~ Frequent or many absences adversely impacting work performance.	~ Attends work regularly and on time.
~ Uses all or exceeds accrued leaves.	~ Seldom absent.
~ Frequently arrives late or returns late.	~ Gradually accrues leave time balances.
	~ Consistently arrives/returns on time.



# Classified Performance Form (continued)

2. **Attitude:** This criterion pertains to the employee's interpersonal and human relations skills. It includes contact with other employees, as well as with the public and other agencies. This criterion includes the image of the office/division/department that the employee projects, the degree of honesty, tact, and courtesy extended to customers (staff, public, students, other agencies).

Unsatisfactory	Standard
<ul style="list-style-type: none"> <li>~ Antagonizes or alienates others.</li> <li>~ Negative and judgmental.</li> <li>~ Undermines the credibility of other staff members to the public.</li> <li>~ Makes disparaging remarks about customers to other staff members.</li> <li>~ Makes disparaging remarks about other staff to other staff or public.</li> <li>~ Argumentative and/or abrupt when dealing with customers.</li> <li>~ Promotes negative public perception of office by inappropriate criticism or untimely remarks.</li> <li>~ Appears/acts irritable, sullen, moody, hostile, negative.</li> </ul>	<ul style="list-style-type: none"> <li>~ Uses a professional demeanor in the workplace.</li> <li>~ Works cooperatively and effectively with staff and the public, in person, on the phone, and electronic communications.</li> <li>~ Is courteous and efficient when dealing with customers.</li> <li>~ Establishes good working relationships with the public/districts.</li> <li>~ Is sensitive to our culturally diverse community/customers.</li> <li>~ Treats all customers with respect.</li> <li>~ Is diplomatic and tactful in dealing with customers in delicate situations.</li> <li>~ Actively seeks out information and initiates service to customers.</li> <li>~ Positive and enthusiastic and promotes positive image of office/public education.</li> <li>~ Very sensitive to individual differences.</li> <li>~ Conveys positive attitude.</li> </ul>

3. **Teamwork:** This criterion involves the willingness to cooperate to get things done, level of participation in group projects, contribution to the work unit's high morale and productivity. Contributions to teams and cross-unit task groups are also considered in this criterion.

Unsatisfactory	Standard
<ul style="list-style-type: none"> <li>~ Critical attitudes and expressions discourage other group members from participating in projects/activities.</li> <li>~ Fails to observe meeting obligations and norms.</li> <li>~ Is uncooperative.</li> <li>~ Undermines group effort.</li> <li>~ Has difficulty working with others.</li> </ul>	<ul style="list-style-type: none"> <li>~ Works with others to improve work processes and systems.</li> <li>~ Works well with others.</li> <li>~ Follows through with obligations to the group/team.</li> <li>~ Observes meeting obligations and norms.</li> <li>~ Willingly assists others.</li> <li>~ Is respectful and considerate of others.</li> <li>~ Enthusiastically contributes to team/group efforts.</li> <li>~ Encourages and supports others' contributions.</li> <li>~ Well accepted by other group members.</li> <li>~ Contributes to moving group toward its aim.</li> <li>~ Assists in resolution of disagreements.</li> </ul>

4. **Organization:** This criterion involves time management skills, including personal reliability and ability to organize work effectively and efficiently, as well as planning and scheduling work responsibilities.

Unsatisfactory	Standard
<ul style="list-style-type: none"> <li>~ Can only handle one project/assignment at a time if deadlines are to be met.</li> <li>~ Frequently does not meet deadlines.</li> <li>~ Blames others or unforeseen circumstances for the failure to meet deadlines.</li> <li>~ Does not use good judgment in setting work priorities.</li> <li>~ Plans are inappropriate for task.</li> <li>~ Omits details that are necessary to a plan's success.</li> <li>~ Does not anticipate work needs or plan ahead.</li> <li>~ Work area is disorganized and interferes with employee's and/or other staff's morale and productivity.</li> <li>~ Work area presents negative image of employee and the office.</li> </ul>	<ul style="list-style-type: none"> <li>~ Organizes, sets priorities, plans work, and utilizes time effectively.</li> <li>~ Completes projects/assignments accurately and on time.</li> <li>~ Accepts responsibility for missed deadlines.</li> <li>~ Sets priorities in order to ensure completion of those projects/assignments, which are essential to the smooth running of the office.</li> <li>~ Schedules work and gets results within allocated time.</li> <li>~ Lets supervisor know when deadlines are unattainable or need to be changed.</li> <li>~ Work area is conducive to employee's or other's morale or productivity.</li> <li>~ Work area reflects positively on employee and the office.</li> <li>~ Coordinates several projects/assignments simultaneously with ease.</li> <li>~ Is skilled at estimating how long it will take to complete a project/assignment.</li> <li>~ Anticipates future developments and plans for them.</li> <li>~ Plans and organizes in urgent and crisis situation.</li> <li>~ Utilizes available resources to achieve effective results.</li> </ul>

# Classified Performance Form (continued)

5. **Communication:** This criterion involves clear and concise expression of thoughts, ideas and directions, ability to listen and share information, and understanding replies and directions from others. It includes the ability to communicate effectively in writing, incorporating principles of clarity, brevity, accuracy, and logic into all written communications, including print and electronic messages.

Unsatisfactory	Standard
<ul style="list-style-type: none"> <li>~ Reacts impatiently when communication is not understood by others.</li> <li>~ Does not listen effectively.</li> <li>~ Does not use appropriate phone etiquette.</li> <li>~ Usually must repeat statements more than once before others understand.</li> <li>~ Gives excessively involved answers to simple questions.</li> <li>~ Leaves out important information.</li> <li>~ Gives unclear directions.</li> <li>~ Written communication is too brief for easy understanding.</li> <li>~ Written communication is confusing and unclear.</li> <li>~ Written communication contains numerous errors.</li> <li>~ Does not adequately read non-verbal cues.</li> </ul>	<ul style="list-style-type: none"> <li>~ Writes, speaks, and listens with skill required to perform duties effectively and efficiently.</li> <li>~ Gives clear, concise instructions/directions.</li> <li>~ Speaks or listens as appropriate to the situation.</li> <li>~ Asks questions when unclear about assignments or projects.</li> <li>~ Listens before responding.</li> <li>~ Speaks to the point.</li> <li>~ Allows others to speak before responding.</li> <li>~ Written materials are factual and understandable, and effective.</li> <li>~ Communications are written using correct spelling, grammar, punctuation, and style.</li> <li>~ Adheres to RCOE phone, technology use, and other protocols.</li> <li>~ Skillfully uses and reads variety of verbal and non-verbal communications.</li> <li>~ Communication style encourages teamwork and cooperation.</li> <li>~ Written communication is consistently accurate, clear and concise.</li> </ul>

6. **Technology:** This criterion involves the use of work tools and equipment required for accomplishing one's assignment, and may be as varied as power hand tools and sophisticated computer equipment.

Unsatisfactory	Standard
<ul style="list-style-type: none"> <li>~ Knowledge of work tools is outdated.</li> <li>~ Gaps in skills and knowledge result in significant mistakes.</li> <li>~ Avoids using appropriate works tools, resulting in inefficiencies or errors.</li> <li>~ Uses work tools ineffectively.</li> <li>~ Does not seek necessary training or assistance.</li> </ul>	<ul style="list-style-type: none"> <li>~ Effectively operates required tools/equipment of the job.</li> <li>~ Has and applies adequate knowledge and skills to use work tools to improve efficiency and effectiveness.</li> <li>~ Keeps current on trends and technical information in job area.</li> <li>~ Actively seeks self-improvement to expand knowledge and skills.</li> </ul>

7. **Professional Growth:** This criterion pertains to the employee's performance in learning the skills and requirements of his/her new position. Adaptation to the standards, protocols, and expectations of the office are included, as is accessing appropriate on-the-job training.

Unsatisfactory	Standard
<ul style="list-style-type: none"> <li>~ Rejects or resists new ideas and/or procedures.</li> <li>~ Does not take advantage of training opportunities.</li> <li>~ Has not adapted to work environment.</li> <li>~ Does not show improvement or growth in job skills and knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>~ Accepts new ideas and/or procedures.</li> <li>~ Accepts and implements new ideas and/or procedures.</li> <li>~ Seeks out training and assistance.</li> <li>~ Participates in provided training opportunities.</li> <li>~ Adjusts to workplace environment.</li> <li>~ Improvement and growth is consistent and adequate.</li> <li>~ Responds eagerly to new ideas and/or procedures.</li> <li>~ Quickly and smoothly adjusts to workplace environment.</li> <li>~ Acquires additional education.</li> </ul>

8. **Productivity:** This criterion includes work output, the amount of acceptable work performed, as well as the quality and reliability of the work.

Unsatisfactory	Standard
<ul style="list-style-type: none"> <li>~ Work output is low.</li> <li>~ Work output is lacking in accuracy and thoroughness.</li> <li>~ Requires close supervision to accomplish tasks.</li> <li>~ Work products/services are not consistently acceptable.</li> <li>~ Work frequently has to be done over.</li> <li>~ Must be prodded to accomplish tasks.</li> <li>~ Abandons projects or problems when frustrated.</li> <li>~ Cannot depend on employee to accomplish assignments.</li> <li>~ Is not responsive to customer needs or expectations.</li> </ul>	<ul style="list-style-type: none"> <li>~ Work product/assignment (end result) reflects high quality.</li> <li>~ Needs only minimal guidelines to carry a job to completion.</li> <li>~ Accepts share of unpleasant or difficult tasks.</li> <li>~ Produces an appropriate amount of work in the time available.</li> <li>~ Work products/services are accurate, thorough, presentable, and correct.</li> <li>~ Consistently gets things accomplished.</li> <li>~ Works to continuously improve products/services to meet or exceed customer expectations.</li> <li>~ Adept at overcoming barriers to progress.</li> <li>~ Establishes priorities and accomplishes them.</li> </ul>

# Classified Performance Form (continued)

9. **Decision-making:** This criterion involves the ability to make decisions and solve problems effectively and efficiently, through the use of logic, weighing alternatives, collecting data, and following through to implement the decision/solution once it is made.

Unsatisfactory	Standard
<ul style="list-style-type: none"> <li>~ Avoids making decisions, indecisive.</li> <li>~ Makes poor decisions.</li> <li>~ Decisions are often arbitrary, lacking objectivity.</li> <li>~ Has difficulty identifying problems.</li> <li>~ Makes decisions without necessary information or uses information incorrectly.</li> <li>~ Makes inappropriate decisions impacting others without involving them.</li> </ul>	<ul style="list-style-type: none"> <li>~ Makes timely and reasonable decisions and takes necessary action, even in stressful situations.</li> <li>~ Accurately perceives total problem as well as its component parts.</li> <li>~ Appropriately involves or informs persons who will be affected by a decision.</li> <li>~ Decisions reflect consideration of long and short-term consequences.</li> <li>~ Takes responsibility for the outcome of decisions.</li> <li>~ Uses appropriate data in identifying problems and solutions.</li> <li>~ Remains objective in solving problems.</li> <li>~ Acts quickly to resolve straightforward problems.</li> <li>~ Decisions account for and anticipate unintended consequences.</li> <li>~ Decisions are timely and effective.</li> </ul>

10. **Safety:** This criterion involves the commitment to and adherence to safety and loss control rules and regulations, use of judgment regarding one's own health and safety, as well as that of others. It includes protecting the property, tools, and equipment of the office.

Unsatisfactory	Standard
<ul style="list-style-type: none"> <li>~ Is unaware of or ignores safety concerns.</li> <li>~ Is aware of unsafe conditions but does not report them.</li> <li>~ Has a poor safety record.</li> <li>~ Has poor driving record.</li> <li>~ Does not submit required accident reports.</li> <li>~ Must be reminded frequently to adhere to safety standards.</li> <li>~ Causes or is involved in traffic accidents on the job.</li> <li>~ Uses improper body mechanics and/or lifting techniques.</li> <li>~ Uses tools or equipment in unsafe manner.</li> <li>~ Arranges workspace in unsafe manner.</li> <li>~ Injures self or others through unsafe acts.</li> </ul>	<ul style="list-style-type: none"> <li>~ Performs job assignment safely, protecting people and property.</li> <li>~ Ensures that established safety policies and procedures are followed.</li> <li>~ Maintains inventory of equipment and notifies appropriate person if there is a loss.</li> <li>~ Does not put self or others at risk unnecessarily.</li> <li>~ Maintains facility/equipment at the safety level required.</li> <li>~ Uses appropriate body mechanics to avoid injury.</li> <li>~ Is consistently aware of safety conditions and takes appropriate action.</li> <li>~ Seeks ways to improve safety conditions.</li> <li>~ Considers own safety and that of others a high priority.</li> <li>~ Assists others to establish and maintain safe conditions.</li> </ul>

11. **Flexibility:** This criterion involves the ability to accept and cope effectively with changing practices, policies, personnel, and priorities.

Unsatisfactory	Standard
<ul style="list-style-type: none"> <li>~ Resists or is unduly unsettled by changes.</li> <li>~ Rejects new ideas without offering alternatives.</li> <li>~ Undermines efforts for changes.</li> <li>~ Lacks adaptability or is rigid in behavior.</li> <li>~ Avoids or resists new assignments.</li> <li>~ Is unduly stressed by change.</li> <li>~ Uses old solutions for new and different problems.</li> </ul>	<ul style="list-style-type: none"> <li>~ Performs other job related tasks as assigned, willingly, timely, and effectively.</li> <li>~ Copes with stress of change in a reasonable way.</li> <li>~ Shifts priorities when necessary to meet changing needs.</li> <li>~ Offers constructive suggestions when a change is under consideration.</li> <li>~ Remains open and objective.</li> <li>~ Adapts work schedule to meet job requirements.</li> <li>~ Shows initiative and flexibility.</li> <li>~ Anticipates and responds positively to change.</li> <li>~ Adapts quickly and effectively to new situations.</li> <li>~ Enthusiastically undertakes and implements new projects/assignments.</li> <li>~ Maintains a perspective broader than own unit.</li> </ul>

# Classified Performance Form (continued)



Division of Personnel Services

## Classified Employee Performance Review

Name: \_\_\_\_\_ Position: \_\_\_\_\_

Worksite: \_\_\_\_\_ Department: \_\_\_\_\_

Division: \_\_\_\_\_ Date Completed: \_\_\_\_\_

**Evaluation**

Period: From: \_\_\_\_\_ To: \_\_\_\_\_ Classified:  Probationary  Permanent

**1 = Unsatisfactory    2 = Needs to Improve    3 = Meets Standards    4 = Exceeds Standards**

Performance Indicators		1	2	3	4
1.	<b>Attendance/Punctuality:</b> Attends work regularly and on time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	N/A
2.	<b>Attitude:</b> Uses a professional demeanor in the workplace. Works cooperatively and effectively with staff and the public, in person and on the telephone.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	<b>Teamwork:</b> Works with others to improve work processes and systems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	<b>Organization:</b> Organizes, sets priorities, plans work, and utilizes time effectively. Follows through with assigned tasks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	<b>Communication:</b> Writes, speaks, and listens with skill required to perform duties effectively and efficiently.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	<b>Technology:</b> Effectively operates required tools/equipment of the job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	<b>Professional Growth:</b> Accepts new ideas and/or procedures. Takes additional training/education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	<b>Productivity:</b> Work product/assignment (end result) reflects high quality. Work product is accurate, reliable, presentable, thorough, and reflects job knowledge.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	<b>Decision-Making:</b> Makes timely and reasonable decisions and take necessary action, even in stressful situations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.	<b>Safety:</b> Performs job assignment safely, protecting people and property.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.	<b>Flexibility:</b> Performs other job related tasks as assigned, willingly, timely, and effectively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Form No. 2101T (Revised 09/10)

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# Classified Performance Form (continued)

Classified Employee Performance Review  
Page 2 of 2

Exceeds Standards/Areas of strength in job performance during the past year.	
Unsatisfactory or Needs to Improve in job performance during the coming year.	
Comments:	

**Overall Work Performance considering 1-11 on previous page:** (Note: some performance indicators may be "weighted" more than others - this should be taken into consideration in the determination of the overall work performance. "Unsatisfactory," "Needs to Improve," and "Exceeds Standards" ratings require specific explanation in narrative section above.)

Unsatisfactory     Needs to Improve     Meets Standards     Exceeds Standards

**Next Evaluation:**

One Year     Two Years     Three Years     Other (not to exceed three years) \_\_\_\_\_

_____	_____	_____
Evaluator Name	Evaluator Signature	Date
_____	_____	_____
Division Head Name	Division Head Signature	Date
	_____	_____
	Employee Signature	Date

**Note:** Signature of employee indicates the above Performance Review was discussed with the reviewer and does not necessarily indicate agreement on the part of the employee. If the employee disagrees with the above review, he/she may submit a written statement to the division head within ten (10) working days from receipt of the review. The employee's statement will be attached to the Performance Review and submitted to the employee's personnel file.

**PLEASE ROUTE THIS AS CONFIDENTIAL**

Form No. 2101T (Revised 09/10)

Distribution: Original - Personnel    Copy - Employee and Reviewer

# Leadership Team Performance Form



## LEADERSHIP TEAM EMPLOYEE PERFORMANCE REVIEW

*Division of Personnel Services*

Name: \_\_\_\_\_ Position: \_\_\_\_\_

Worksite: \_\_\_\_\_ Department: \_\_\_\_\_

Division: \_\_\_\_\_ Date Completed: \_\_\_\_\_

Evaluation Period: From: \_\_\_\_\_ To: \_\_\_\_\_

- Certificated**
                         
  **Classified**  
   
  Probationary  
   
  Permanent



### Leadership

	Achieving Standards	Needs Improvement	Unsatisfactory	Not Applicable
	1	2	3	4
1. Stimulates and motivates employees to greater accomplishments/attainment of goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Establishes realistic and attainable goals for school, department or division.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Identifies, analyzes, and solves problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Makes decisions based on facts, fairness and organizational goals/priorities and assumes responsibility for them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Adapts leadership style to situation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Establishes and maintains positive climate that encourages employees to use and improve their skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Administers policies and regulations, either personally, or by assuring implementation through delegation, to appropriate staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Provides needed pupil services and discipline.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Utilizes research-based information in program development, implementation, and evaluation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Organizes curriculum and instruction in order to meet student needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Utilizes resources in an efficient, effective, and innovative manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Conducts meetings in an effective manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Is recognized as the education leader of the school, department, or division.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Sets an example by modeling expected behaviors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Secures "buy-in" to organizational policies, regulations, and procedures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Seeks appropriate new and innovative ways to completing assigned responsibilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Is considered a knowledgeable specialist in the area assigned.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Resolves conflicts at the lowest level.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Personnel Management

1. Accurately and supportively carries out supervisor's instructions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Causes the staff to work as a dedicated professional unit.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Deploys staff in a productive and efficient manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Involves staff in decision making appropriate to the situation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Delegates responsibility and authority as appropriate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Listens to others' concerns with understanding.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Effectively selects, monitors, and evaluates personnel.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Successfully gets others to commit to the organization's vision.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Clearly and consistently communicates the organizational vision.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Secures appropriate input prior to making a decision; properly explains reasons for a decision to those impacted.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Provides an environment for positive two-way communication.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# Leadership Team Performance Form (continued)

Leadership Team Employee Performance Review  
Page 2 of 2

		Achieving Standards	Needs Improvement	Unsatisfactory	Not Applicable
<b>Community Relations</b>	1	2	3	4	
1. Promotes and highlights positive achievement of school, staff and students, or department/division.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Cooperates with other community agencies while representing the best interests of the county office.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Strives to develop friendly and cooperative relationships with news media.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Solicits and gives attention to the problems and opinions of all groups in a courteous manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. Maintains and/or enhances internal and external customer satisfaction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<b>Professional and Personal Qualities</b>	1	2	3	4	
1. Maintains high standards of ethics, honesty, and integrity in all personal and professional matters.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Demonstrates appropriate technical and conceptual skills for the position. Keeps up with new technology and professional developments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Employs effective oral and written skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Time management reflects a focus on the most important priorities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. Portrays a professional image in dress and grooming.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. Displays a sense of humor.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7. Creates a sense of trustworthiness and loyalty in professional relations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8. Is considerate and courteous.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<b>Summary Evaluation</b>	
Areas of strength in job performance during the past year? Cite evidence of exceptional performance.	
Areas in need of improvement during the coming year?	

**Overall Evaluation**

Meets Expectations     
  Needs Improvement     
  Unsatisfactory

**Next Evaluation Due**

One Year     
  Two Years     
  Other (not to exceed two years) \_\_\_\_\_

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

# Leadership Team Performance Form (continued)

## LEADERSHIP TEAM EMPLOYEE PERFORMANCE REVIEW

*Division of Personnel Services*

### Evaluation Legend

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***PLEASE NOTE: THIS PAGE DOES NOT NEED TO BE ATTACHED TO THE PERFORMANCE REVIEW. IT IS MEANT TO BE A TOOL IN COMPLETING THE PERFORMANCE REVIEW.***

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**Achieving Standards** – Provides consistent, extraordinary service and leadership. Takes initiative to prevent problems; willing to take risks to improve system-wide organizational change; makes meaningful change in his/her unit of responsibility. Expertly carries out the responsibilities of the job classification. Accepts accountability for the functional responsibilities of the job. Learns and accommodates from past errors and successes.

**Needs Improvement** – Does not consistently provide efficiency in all functional responsibilities of the job. May demonstrate proficiency in some elements of the job; however, does not meet all standards of the job consistently. Failure to achieve needed improvements in a timely manner would become an “unsatisfactory” performance level.

**Unsatisfactory** – Provides little demonstrable evidence of an ability to consistently meet the standards of the job. Does not accept responsibility for errors/mistakes and does not learn from them. Shows little professional growth since entry into the job.



# MLT Certificated Principal Performance Review Form



Division of Personnel Services

## Management Leadership Team Certificated Principal Performance Review

Name: \_\_\_\_\_ Employee Number: \_\_\_\_\_  
 Position: \_\_\_\_\_ Worksite: \_\_\_\_\_  
 Division: \_\_\_\_\_ Department: \_\_\_\_\_  
 Evaluation Period: From: \_\_\_\_\_ To: \_\_\_\_\_ Date Completed: \_\_\_\_\_

<b>Goal Setting Conference</b>	<b>DATE:</b> _____

Guide to the Ratings:

- ❖ **Determining Standards Ratings:**  
Achieving Standards: The majority of applicable Elements within a Standard are rated "Achieving Standards."  
Needs to Improve: The majority of the applicable Elements within a Standard are rated as "needs to improve" or "unsatisfactory."  
Unsatisfactory: The majority of applicable Elements contained within a standard are rated "unsatisfactory."
  
- ❖ **Determining Overall Ratings:**  
Achieving Standards: All Standards are rated "Achieving Standards."  
Needs to Improve: One or more Standards are rated "Needs to Improve" and no standard is rated "Unsatisfactory."  
Unsatisfactory: One or more Standards are rated "Unsatisfactory."

<b>Ratings:</b>	<b>1 – Achieving Standards</b>	<b>2 - Needs to Improve</b>	<b>3 – Unsatisfactory</b>
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<b>STANDARD 1: DEVELOPMENT AND IMPLEMENTATION OF A SHARED VISION</b>	1	2	3
Education leaders facilitate the development and implementation of a shared vision of learning and growth of all students.			
<b>Element 1A: Student-Centered Vision</b> Leaders shape a collective vision that uses multiple measures of data and focuses on equitable access, opportunities, and outcomes for all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Element 1B: Developing Shared Vision</b> Leaders engage others in a collaborative process to develop a vision of teaching and learning that is shared and supported by all stakeholders.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Element 1C: Vision, Planning and Implementation</b> Leaders guide and monitor decisions, actions, and outcomes using the shared vision and goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments and Overall Standard Score</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# MLT Certificated Principal Performance Review Form (continued)

Management Leadership Team  
 Certificated Principal Performance Review  
 Page 2 of 4

<b>STANDARD 2: INSTRUCTIONAL LEADERSHIP</b> Education leaders shape a collaborative culture of teaching and learning informed by professional standards and focused on student and professional growth.	1	2	3
<b>Element 2A: Professional Learning Culture</b> Leaders promote a culture in which staff engages in individual and collective professional learning that results in their continuous improvement and high performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Element 2B: Curriculum and Instruction</b> Leaders guide and support the implementation of standards-based curriculum, instruction, and assessments that address student expectations and outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Element 2C: Assessment and Accountability</b> Leaders develop and use assessment and accountability systems to monitor, improve, and extend educator practice, program outcomes and student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments and Overall Standard Score</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>STANDARD 3: MANAGEMENT AND LEARNING ENVIRONMENT</b> Education leaders manage the organization to cultivate a safe and productive learning and working environment.	1	2	3
<b>Element 3A: Operations and Facilities</b> Leaders provide and oversee a functional, safe, and clean learning environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Element 3B: Plans and Procedures</b> Leaders establish structures and employ policies and processes that support students to graduate ready for college and career.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Element 3C: Climate</b> Leaders facilitate safe, fair, and respectful environments that meet the intellectual, linguistic, cultural, social-emotional, and physical needs of each learner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Element 3D: Fiscal and Human Resources</b> Leaders align fiscal and human resources and manage policies and contractual agreements that build a productive learning environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments and Overall Standard Score</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>STANDARD 4: FAMILY AND COMMUNITY ENGAGEMENT</b> Education leaders collaborate with families and other stakeholders to address diverse student and community interests and mobilize community resources.	1	2	3
<b>Element 4A: Parent and Family Engagement</b> Leaders meaningfully involve all parents and families, including underrepresented communities, in student learning and support programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Element 4B: Community Partnerships</b> Leaders establish community partnerships that promote and support students to meet performance and content expectations and graduate ready for college and career.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Element 4C: Community Resources and Services</b> Leaders leverage and integrate community resources and services to meet the varied needs of all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments and Overall Standard Score</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

FORM NO. 2010T (01/22)

# MLT Certificated Principal Performance Review Form

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<b>STANDARD 5: ETHICS AND INTEGRITY</b> Education leaders make decisions, model, and behave in ways that demonstrate professionalism, ethics, integrity, justice, and equity and hold staff to the same standard.	1	2	3
<b>Element 5A: Reflective Practice</b> Leaders act upon a personal code of ethics that requires continuous reflection and learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Element 5B: Ethical Decision-Making</b> Leaders guide and support personal and collective actions that use relevant evidence and available research to make fair and ethical decisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Element 5C: Ethical Action</b> Leaders recognize and use their professional influence with staff and the community to develop a climate of trust, mutual respect, and honest communication necessary to consistently make fair and equitable decisions on behalf of all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments and Overall Standard Score</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>STANDARD 6: EXTERNAL CONTEXT AND POLICY</b> Education leaders influence political, social, economic, legal and cultural contexts affecting education to improve education policies and practices.	1	2	3
<b>Element 6A: Understanding and Communicating Policy</b> Leaders actively structure and participate in opportunities that develop greater public understanding of the education policy environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Element 6B: Professional Influence</b> Leaders use their understanding of social, cultural, economic, legal and political contexts to shape policies that lead to all students to graduate ready for college and career.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Element 6C: Policy Engagement</b> Leaders engage with policymakers and stakeholders to collaborate on education policies focused on improving education for all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Element 6D: Superintendent's Initiatives</b> Leaders engage with students, staff and stakeholders to effectively implement the Superintendent's Initiatives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments and Overall Standard Score</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Overall Evaluation</b>
<b>1:</b> <input type="checkbox"/> Achieving Standards: Developmental Objectives will be required. <b>2:</b> <input type="checkbox"/> Needs to Improve: Growth Objectives will be required. <b>3:</b> <input type="checkbox"/> Unsatisfactory: Growth Objectives will be required.
<b>Next Review Due:</b> <input type="checkbox"/> One (1) year <input type="checkbox"/> Two (2) years <input type="checkbox"/> Other (not to exceed two years): _____

<b>Evaluator Comments and Recommendations:</b>
(Include growth or developmental recommendations)

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# MLT Certificated Principal Performance Review Form (continued)

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Evaluator Name	Evaluator Signature	Date
Evaluatee Name	Evaluatee Signature	Date
Division Head Name	Division Head Signature	Date

**Note:** Signature of evaluatee indicates the above Performance Review was discussed with the evaluator and does not necessarily indicate agreement on the part of the evaluatee. The evaluatee may submit to the supervisor and Director/Division Head a written statement in response for attachment to the Performance Review.

FORM NO. 2010T (01/22)

This Rubric for Education Leaders is based on the *California Professional Standards for Education Leaders*. CPSEL Standards identify what an administrator must know and be able to do in order to move into sustainable, effective practice. This Rubric is a set of broad policy standards that are the foundation for Education Leaders' preparation, induction, development, professional learning and evaluation in California. This Rubric for Education Leaders describes critical areas of leadership for administrators, offers a structure for identifying an Education Leader's current performance, and sets the stage for developing and supporting Education Leaders throughout their careers.

### EXAMPLES OF PERFORMANCE

#### Standard 1 *DEVELOPMENT AND IMPLEMENTATION OF A SHARED VISION*

Education Leaders facilitate the development and implementation of a shared vision of learning and growth of all students.

	Achieving Standards	Needs Improvement	Unsatisfactory
<b>Element 1A: Student-Centered Vision</b> – Leaders shape a collective vision that uses multiple measures of data and focuses on equitable access, opportunities and outcomes for all students.	<ul style="list-style-type: none"> <li>The Education Leader embodied the vision that all students graduating ready for college and career as a core principle throughout the school year.</li> <li>The Education Leader proactively engaged staff, students, and the broader community in evidence-rich conversations about equitable opportunities and outcomes for all students' learning and well-being.</li> <li>The Education Leader made certain that opportunities are available to, and supported students with academic, linguistic, cultural, social-emotional, behavioral, and physical development needs.</li> <li>In collaboration with stakeholders, The Education Leader creatively designed and implemented multiple learning opportunities with the goal of eliminating disparities in opportunity and achievement among student groups.</li> <li>The Education Leader sustained effective systems for students with differing abilities, and ensured that their needs were met with a sense of urgency and high expectations.</li> </ul>	<ul style="list-style-type: none"> <li>The Education Leader has begun to communicate that the vision of all students meeting content and performance standards is central to developing and implementing instructional activities and support services.</li> <li>The Education Leader worked with staff more consistently to commit to a vision focused on student centered learning.</li> <li>The Education Leader identified existing equity gaps in student populations.</li> <li>The Education Leader provided information for staff to learn about the range of academic, linguistic, cultural, social/emotional, behavioral, and physical development needs of the site's students.</li> <li>The Education Leader identified a need to attain equity by closing opportunity and achievement gaps.</li> </ul>	<ul style="list-style-type: none"> <li>The Education Leader needs to more fully understand that the site's purpose centers on increasing each student's learning and well-being.</li> <li>The Education Leader needs to make public and more transparent that the leader's core belief is that the site's vision encompasses the value of education and equitable opportunity.</li> <li>The Education Leader needs to use available data more consistently to identify current opportunities and outcomes for students with various academic, linguistic, cultural, social-emotional, behavioral, and physical development needs.</li> <li>The Education Leader needs to initiate staff discussions more frequently that identify various learning opportunities and supports that build on student assets and address student needs.</li> </ul>
<b>Element 1B: Develop a Shared Vision</b> – Leaders engage others in a collaborative process to develop a vision of teaching and learning that is shared and supported by all stakeholders.	<ul style="list-style-type: none"> <li>The Education Leader has sustained progress toward meeting high academic and social standards.</li> <li>The Education Leader used the vision to develop and maintain cohesion among the staff as well as between the school and the larger community.</li> <li>The Education Leader established and maintained a process for appropriate review and revision of the vision that involves all key school constituencies.</li> </ul>	<ul style="list-style-type: none"> <li>The Education Leader has shared and discussed a process for engaging faculty and community members in dialogue to create a site vision.</li> <li>The Education Leader is developing decisions about the vision that are informed by principles of equity and reflect the needs/input of key constituencies.</li> <li>The Education Leader has identified some stakeholders who are not engaged in the process and has communicated a desire for their involvement.</li> </ul>	<ul style="list-style-type: none"> <li>While the Education Leader is aware of the potential of vision, activities toward the development and use of a site vision are in preliminary stages.</li> <li>Activities involving a school vision have not been developed or implemented by the Education Leader with the school community.</li> <li>There has been limited engagement of the faculty and community members by the Education Leader about the importance of the site vision.</li> <li>The Education Leader has initiated activities to bring some stakeholders into the discussion of the site vision.</li> </ul>
<b>Element 1C: Vision, Planning and</b>	<ul style="list-style-type: none"> <li>The Education Leader actively infuses the site vision in all areas of planning and in meetings with Staff, Students, Parents and the Community.</li> </ul>	<ul style="list-style-type: none"> <li>The Education Leader's communication about planning stresses the relationship between decisions and the accomplishment of the goals of the vision is developing.</li> </ul>	<ul style="list-style-type: none"> <li>The Education Leader recognizes that achieving the vision requires leadership with respect to planning and</li> </ul>

	<b>Achieving Standards</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
<p><b>Implementation</b> – Leaders guide and monitor decisions, actions and outcomes using the shared vision and goals.</p>	<ul style="list-style-type: none"> <li>The Education Leader integrates these standards into the strategic plan and all decision-making processes in the school.</li> <li>The Education Leader ensures that courses of action and decisions in specific areas (e.g., curriculum, assessment, professional development) serve to align school subsystems in support of achieving the site vision.</li> <li>The Education Leader organizes and guides staff in using data thoughtfully to assess options and commit to courses of action in a strategic plan that are likely to support achieving milestones and benchmarks set for the accomplishment of the site vision.</li> <li>The Education Leader ensures that relevant data are available and examined regularly in all collaboration activities, in small groups and school wide focus groups, to monitor progress and adjust plans accordingly.</li> </ul>	<ul style="list-style-type: none"> <li>The Education Leader facilitates dialogue at the site that involves staff in examining data about and comparing it with the desired vision.</li> <li>The Education Leader supports staff in thinking about courses of action that are likely to move the school toward the vision.</li> <li>The Education Leader is developing ways to collaborate with staff in identifying and addressing barriers to achieving the vision.</li> </ul>	<p>implementation, but few steps have been taken to get this process implemented.</p> <ul style="list-style-type: none"> <li>The Education Leader has introduced the vision and the examination of data into limited planning and decision-making with some groups in the school community.</li> <li>The Education Leader and others responsible for decision-making have begun identifying barriers to achieving the vision in limited ways and have seldom collaborated in steps to address them.</li> </ul>

**EXAMPLES OF PERFORMANCE**

**Standard 2**  
**INSTRUCTIONAL LEADERSHIP**

Education Leaders shape a collaborative culture of teaching and learning informed by professional standards and focused on student and professional growth.

	<b>Achieving Standards</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
<p><b>Element 2A: Professional Learning Culture</b> – Leaders promote a culture in which staff engages in individual and collective professional learning that results in their continuous improvement and high performance.</p>	<ul style="list-style-type: none"> <li>The Education Leader establishes understanding among the professional staff that their continuous growth is a key element in improving student learning.</li> <li>The Education Leader creates a culture that embodies norms of reflection and collaboration around matters of practice. The staff demonstrates continuous improvement in its capacity for self-directing learning.</li> <li>The Education Leader facilitates development and oversight of a broad range of professional growth opportunities for the staff.</li> <li>The Education Leader collaborates with other instructional leaders at the site to ensure that professional growth activities occur within the context of a focused and coherent plan for improving standards-based student learning through the development of individual and collective capacity.</li> <li>Taking into account the heterogeneity of the staff, as well as changes in the instructional program that results from county office of education/state/federal initiatives, the Education Leader applies principles of effective professional and organizational development to ensure progress of individuals and groups on achieving standards.</li> </ul>	<ul style="list-style-type: none"> <li>The Education Leader has begun to work with staff on standards-based teaching and learning, assessments, and to plan professional development aligned with those needs.</li> <li>The Education Leader has identified learning goals for the staff and has identified some resources for this process.</li> <li>The Education Leader is aware of the importance of continuous growth, self-assessment and collaboration of the staff.</li> <li>The Education Leader encourages staff to participate in appropriate professional learning activities.</li> </ul>	<ul style="list-style-type: none"> <li>While the Education Leader realizes that, the professional growth of staff is important for student learning and school improvement, strategies to support such growth are not evident to address the range of needs at the site.</li> <li>The Education Leader needs to more fully develop understanding of what constitutes learning- rich environments for adults and how to create such environments.</li> <li>The Education Leader has relied on “one-size fits-all” staff development opportunities or sought “outside experts” to facilitate teachers’ learning.</li> </ul>
<p><b>Element 2B: Curriculum and Instruction</b> – Leaders guide and support the implementation of</p>	<ul style="list-style-type: none"> <li>The Education Leader uses a deep understanding of standards-based teaching and learning to provide ongoing, coherent guidance for implementation and continuous improvement of the school’s instructional system.</li> <li>The Education Leader ensures that all instructional subsystems (e.g., instructional materials, pedagogy,</li> </ul>	<ul style="list-style-type: none"> <li>The Education Leader has begun to engage the faculty in dialogue around the instructional program, with a focus on standards and on site data.</li> <li>The Education Leader presented the staff with basic data to identify areas needing improvement.</li> </ul>	<ul style="list-style-type: none"> <li>The Education Leader needs to more fully recognize the centrality of the leader’s role in guiding the instructional program.</li> <li>The Education Leader needs to use data about student learning more frequently with their School Community to identify areas of strength in the instructional program, as</li> </ul>

	Achieving Standards	Needs Improvement	Unsatisfactory
standards-based curriculum, instruction, and assessments that address student expectations and outcomes.	<p>assessment, use of technology) are designed and aligned to facilitate the achievement of high standards and closing the achievement gap.</p> <ul style="list-style-type: none"> <li>The Education Leader supports faculty in using formative and summative data and other relevant information, supported by the appropriate use of technology, to monitor and adjust instruction.</li> </ul>	<ul style="list-style-type: none"> <li>The Education Leader needs to continue the development of formative and summative data points that are established and set more consistently during the school year.</li> <li>The Education Leader's communication with staff should focus more on the importance of supporting all students in achieving high standards and how the school leader can more effectively support staff in considering and responding to the range of needs represented in the student population based on specific school data.</li> </ul>	<p>well as areas in which the program does not yet succeed in supporting all students to achieve to high standards.</p> <ul style="list-style-type: none"> <li>The Education Leader needs to develop and initiate more frequent and consistent professional dialogue with teachers around instructional goals and strategies.</li> </ul>
<b>Element 2C: Assessment and Accountability-</b> Leaders develop and use assessment and accountability systems to monitor, improve and extend educator practice, program outcomes and student learning.	<ul style="list-style-type: none"> <li>The Education Leader supports staff in using technology as part of the analysis process and in aligning professional growth goals with assessment data.</li> <li>The Education Leader ensures that the site's accountability strategies focus on the achievement of all students to high academic levels and on closing the achievement gap between subgroups of students.</li> <li>The Education Leader has established and maintained a regular and collaborative meeting process with the school community regarding the school site's achievement of state and county office of education accountability procedures.</li> <li>The Education Leader and school community group meets frequently to ensure the school site's goals align with the site and grade level/subject area goals.</li> <li>The Education Leader collaborates with the school community to monitor student achievement with agreed upon data points and benchmarks.</li> <li>The Education Leader and school community collaborate and refine the school goals regularly to ensure a constant focus on data that may change in real time at the school site.</li> </ul>	<ul style="list-style-type: none"> <li>The Education Leader needs to work more frequently with staff to clarify learning expectations.</li> <li>The Education Leader needs to collaborate and develop a yearlong calendar that is focused on the collaboration and review of student achievement and site goals.</li> <li>The Education Leader needs to involve the staff with the use of student data to provide information on progress towards attaining site and student goals.</li> <li>The Education Leader needs to continue to lead the staff in the development of small groups (grade level/subject area) that use formative and summative data to inform their instruction and refine the grade level/subject area goals in the alignment and achievement of the site goals.</li> <li>The Education Leader has begun to collaborate with the staff regarding state and county office of education accountability procedures and how those procedures and goals align with the site and grade level/subject area goals.</li> </ul>	<ul style="list-style-type: none"> <li>The Education Leader needs to continue to develop the learning expectations for student achievement and the school goals.</li> <li>The Education Leader needs to involve the staff more frequently with the use of student data to monitor and assess achievement of site and student goals.</li> <li>The Education Leader needs to more frequently lead the staff in the development of high expectations and a sense of professional responsibility for student achievement.</li> <li>The Education Leader is aware of state and county office of education accountability procedures, but this information needs to be shared and reviewed more frequently with the staff and aligned with the student achievement goals and school goals.</li> </ul>

**EXAMPLES OF PERFORMANCE**

**Standard 3**

*Management and Learning Environment*

Education Leaders manage the organization to cultivate a safe and productive learning and working environment.

	Achieving Standards	Needs Improvement	Unsatisfactory
<b>Element 3A: Operations and Facilities –</b> Leaders provide and oversee a functional, safe and clean learning environment.	<ul style="list-style-type: none"> <li>The Education Leader has shared leadership with staff and others when overseeing a coherent, integrated operations system.</li> <li>The Education Leader and staff have engaged students, families, and the community as partners in maintaining buildings and grounds and keeping equipment and technology in good condition.</li> <li>The Education Leader has advocated for acquiring and distributing equipment, materials, and technology that supports all staff and students, including students with specific academic, linguistic, cultural, social-emotional, and physical needs.</li> </ul>	<ul style="list-style-type: none"> <li>The Education Leader needs to develop a more regular schedule for inspecting the site for any problems that might compromise a safe, well-functioning learning environment.</li> <li>The Education Leader needs to schedule more frequent safety and security drills.</li> <li>The Education Leader needs to enlist site and county office of education staff and the staff on the site committee to help identify accessibility, safety, health, and welfare issues to be considered for inclusion in their federal, state, and local improvement goals and plans.</li> <li>The Education Leader needs to work with the staff to establish a more regular process for purchasing and</li> </ul>	<ul style="list-style-type: none"> <li>The Education Leader needs to more fully understand and commit to operating a well-functioning, clean, and safe site that supports an environment focused on student learning.</li> <li>The Education Leader needs additional knowledge and training about the state and local mandates for meeting accessibility, health, and welfare requirements and has a written emergency plan.</li> <li>The Education Leader needs to more consistently provide staff and students with materials, equipment, and technology necessary for operations and instruction, keeping students with special needs in mind.</li> </ul>

	Achieving Standards	Needs Improvement	Unsatisfactory
	<ul style="list-style-type: none"> <li>The Education Leader works with the staff, district, county office of education, local authorities, and other specialists to anticipate accessibility, health, welfare, and safety challenges and has contingency plans and cooperative agreements in place to address them quickly.</li> </ul>	<ul style="list-style-type: none"> <li>monitoring materials, equipment, and technology for operations and instruction.</li> <li>The Education Leader needs more frequently involve the general education staff to work with staff specialists to address student needs for additional learning support.</li> </ul>	<ul style="list-style-type: none"> <li>The Education Leader needs to develop a system of student services, operations and maintenance procedures with staff that follows safety and security regulations established by the county office of education.</li> </ul>
<b>Element 3B: Plans and Procedures</b> – Leaders establish structures and employ policies and processes that support students to graduate ready for college and career.	<ul style="list-style-type: none"> <li>The Education Leader has developed, implemented, and monitored strategies that engage all stakeholders in actively and effectively sharing responsibility for planning, decision-making for the educational program.</li> <li>The Education Leader has demonstrated expertise in linking management strategies to goals of achieving standards in teaching and learning.</li> <li>The Education Leader ensures that appropriate structures (e.g., committees, forums) and timelines are established and implemented to maintain focus on improving standards-based teaching and learning.</li> <li>The Education Leader ensures that short-and long-term cycles of planning and review are coordinated with respect to engaging stakeholders, using relevant data and information technology, and focusing on standards-based goals.</li> <li>The Education Leader ensures that decisions of individuals and groups with responsibility for resource allocation are soundly based on principles of equitable access and opportunity.</li> </ul>	<ul style="list-style-type: none"> <li>The Education Leader had identified and implemented management practices that address teaching and learning.</li> <li>The Education Leader needs to work more frequently with faculty and community members to create structures for coordinated planning and decision-making regarding student achievement.</li> <li>The Education Leader needs to seek out more frequent and consistent opportunities to build shared responsibility with their staff in regards to the operation of the school as a learning-support system.</li> <li>The Education Leader needs to identify a broader base of potential School Leaders who can help facilitate the educational goals in small groups across the School Community.</li> <li>The Education Leader needs to develop and implement a more consistent and collaborative process with the school staff so that resources are allocated equitably and effectively to support the school’s goals regarding teaching and learning.</li> </ul>	<ul style="list-style-type: none"> <li>The Education Leader oversees and manages the daily and cyclical operations of the school yet is not fully connected to the Staff and School Community.</li> <li>The Educational Leader needs to more fully work with the staff to address areas in which management requires strengthening in support of student learning and achievement of important goals.</li> <li>The Education Leader needs to allocate resources to more effectively support the School’s Goals.</li> </ul>
<b>Element 3C: Climate</b> - Leaders facilitate safe, fair and respectful environments that meet the intellectual, linguistic, cultural, social-emotional, and physical needs of each learner.	<ul style="list-style-type: none"> <li>The Education Leader has implemented a range of collaborative activities and processes with their school community that contribute to the maintenance of the site as a safe, attractive, warm, and nurturing environment for adults and students.</li> <li>The Education Leader has institutionalized values, norms, and practices that promote and enhance shared responsibility among all members of the school community for student achievement through a positive school climate.</li> <li>The Education Leader guides members of the school community in articulating images of a positive environment that foster student achievement, shared responsibility, respect, and self-regulation.</li> <li>The Education Leader facilitates members of the school community in ongoing refinement of their commitment to developing and sustaining an environment that supports the physical, emotional, intellectual, and social wellbeing of all.</li> </ul>	<ul style="list-style-type: none"> <li>The Education Leader ensures that current and past policies, plans, and monitoring activities are in place to maintain the school as a safe environment.</li> <li>The Education Leader has communicated with members of the community so that they are aware of these school site’s expectations and understand their roles in maintaining school safety.</li> <li>The Education Leader has met with some members of the school community to identify and implement processes to build civility, mutual respect, and caring among individuals and groups.</li> <li>The Education Leader has worked with some students and staff individually to discuss responsibility for school climate.</li> </ul>	<ul style="list-style-type: none"> <li>The Education Leader is working to develop a process that will help to create and maintain the school as a safe environment.</li> <li>The Education Leader acknowledges the need for a positive school climate and has identified areas for improvement.</li> <li>The Education Leader recognizes the importance of developing a committee to review the responsibility of school safety, but may feel compelled to rely heavily on rules and consequences at this stage.</li> </ul>
<b>Element 3D: Fiscal and Human Resources</b> – Leaders align fiscal and human resources and manage policies and contractual agreements that build a productive	<ul style="list-style-type: none"> <li>The Education Leader partnered with staff and other stakeholders, through collaborative agreements and processes, to monitor, leverage and equitably align all fiscal and human resources with the site’s goals, including a productive learning environment and desired student outcomes.</li> <li>The Education Leader based staff hiring, placement, professional learning, and evaluation on assets and gaps in the staff’s and site’s capacity to equitably and effectively serve all students.</li> <li>Together, The Education Leader and staff created a coherent system of professional learning and support for</li> </ul>	<ul style="list-style-type: none"> <li>The Education Leader directs financial resources toward activities included in the site’s plans.</li> <li>The Education Leader is building staff and community understanding of federal, state, and local regulations regarding fiscal allocations, uses, and restrictions.</li> <li>The Education Leader initiated opportunities for resource planning for local funding and accountability plans.</li> <li>The Education Leader worked with staff to coordinate the distribution of resources at the site.</li> <li>The Education Leader engaged some staff learning opportunities during the school year.</li> </ul>	<ul style="list-style-type: none"> <li>The Education Leader needs to more fully understand federal, state, and local requirements and policies for managing fiscal and human resources.</li> <li>The Education Leader needs to more frequently reference federal, state, and local requirements when talking with staff about fair short- and long-term resource decisions for local funding and accountability plans.</li> <li>The Education Leader needs to expand their knowledge towards the importance of professional learning for improving staff and student outcomes, and needs to more frequently solicit staff input on varied options before making plans final.</li> </ul>



	Achieving Standards	Needs Improvement	Unsatisfactory
learning environment.	<p>continuous improvement that integrates contractual agreements and established policies.</p> <ul style="list-style-type: none"> <li>For individual performance evaluations, The Education Leader emphasized a collaborative process that uses systematic feedback and multiple forms of evidence to assess areas of strength and needed improvement.</li> <li>The Education Leader immediately remedies poor performance or inappropriate behavior.</li> </ul>	<ul style="list-style-type: none"> <li>The Education Leader offered feedback on growth and performance during the evaluation process.</li> <li>The Education Leader recognized staff achievements and attends to any poor or inappropriate staff behavior they became aware of it.</li> </ul>	<ul style="list-style-type: none"> <li>The Education Leader needs to more closely follow county office of education human resource policies and labor agreements for establishing staff expectations, providing professional learning, monitoring performance, and conducting evaluations.</li> <li>The Education Leader needs to provide more timely feedback to individual staff members, and acknowledge positive accomplishments and responds to poor or inappropriate behavior more directly.</li> </ul>

**EXAMPLES OF PERFORMANCE**

**Standard 4**  
*Family and Community Engagement*

Education Leaders collaborate with families and other stakeholders to address diverse student and community interests and mobilize community resources.

	Achieving Standards	Needs Improvement	Unsatisfactory
<b>Element 4A: Parent and Family Engagement</b> – Leaders meaningfully involve parents and families, including underrepresented communities, in student learning and support programs.	<ul style="list-style-type: none"> <li>The Education Leader established and implemented a range of strategies whereby family and community perspectives are sought and considered as an integral part of planning and reviewing site goals, results, and operations.</li> <li>The Education Leader demonstrated a highly refined and effective set of skills for eliciting and incorporating the perspectives of families and community members.</li> <li>The Education Leader actively engaged their stakeholders in the ongoing cycles of planning, implementation, assessment, and refinement that occur at the site.</li> <li>As an active participant in all of these key meetings with stakeholder groups, the Education Leader ensured that even reluctant participants are encouraged and valued when they participate.</li> <li>The Education Leader ensured that engagement strategies are democratic, valuing input from all stakeholders, and that the larger community remained focused on goals that reflect principles of equity and of all students achieving high levels of academic standards.</li> </ul>	<ul style="list-style-type: none"> <li>The Education Leader has begun work with their staff to prioritize and address needs concerning the incorporation of perspectives of families and community members.</li> <li>The Education Leader has identified specific site activities and groups (e.g., planning, implementation, oversight groups) that would benefit from such involvement.</li> <li>The Education Leader needs to reach out to their school community to develop ways to get them involved and gather information about their concerns and needs for the School Site.</li> <li>The Education Leader needs to empower their Staff to collaborate on this work together with them. Planning, feedback and staff involvement still need to be implemented and leveraged by the Education Leader in this school community.</li> </ul>	<ul style="list-style-type: none"> <li>The Education Leader needs to increase their understanding of the families and communities they serve.</li> <li>The Education Leader needs to better understand the importance of incorporating the perspectives of families and community members into the life of the school.</li> <li>The Education Leader knows there are existing gaps in ways that the school is handling this and needs to more frequently communicate with staff the need to address these gaps.</li> <li>The Education Leader’s strengths and limitations in public engagement have been identified and a plan needs to be developed to identify areas for improving professional capacity in this arena.</li> </ul>
<b>Element 4B: Community Partnerships</b> – Leaders establish community partnerships that promote and support students to meet performance and content expectations and graduate ready for college and career.	<ul style="list-style-type: none"> <li>The Education Leader created an innovative and effective set of strategies to communicate regularly about the school with all families and other community members.</li> <li>The Education Leader participated in networking and exploratory dialogue with potential partners, identified promising opportunities, and worked with staff to establish and implement partnership activities.</li> <li>The Education Leader demonstrated a deep understanding of how partnerships and networking relationships benefit the school.</li> <li>The effective partnerships developed among the school and the community with the Education Leader are evidenced by enhanced professional learning of teachers and the academic and social development and benefit for the students, both in and outside of the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>The Education Leader has begun to work with school staff and with district and county office of education leaders to identify needed connections between the School Site and the larger context in which it operates.</li> <li>The Education Leader has begun to develop and implement strategies to create linkages between the school site and the school community.</li> <li>The Education Leader has started to work with county office of education, district and school site Leaders to identify opportunities for establishing partnerships that could contribute to achieving the goals of the school.</li> </ul>	<ul style="list-style-type: none"> <li>The Education Leader needs to be more aware of the importance of establishing connections between the school and the community.</li> <li>The Education Leader needs to establish at least one regular strategy for disseminating information to parents and community members.</li> <li>The Education Leader has yet to establish enough quality partnerships between the school and other institutions in their School Community.</li> </ul>

	<b>Achieving Standards</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
<b>Element 4C: Community Resources and Services</b> - Leaders leverage and integrate community resources and services to meet the varied needs of all students.	<ul style="list-style-type: none"> <li>The Education Leader served as an advocate for students and their families by actively engaging the participation and support of community service agencies in the school.</li> <li>The Education Leader ensured that families have knowledge about, and access to, a range of services that support their children’s physical, emotional, academic, and social development.</li> <li>The Education Leader supported staff in deepening their understanding of child and adolescent development and applied this understanding in their work with students and their families.</li> <li>The Education Leader shaped a culture in which advocacy for students and their families was considered central to the work of the school, thereby assuring that adults in the school take an active role in connecting families with appropriate outside support.</li> </ul>	<ul style="list-style-type: none"> <li>The Education Leader worked with their School Staff to identify the needs of families and students.</li> <li>Based on site needs, the Education Leader has identified ways in which connections between the school and community support agencies can be established.</li> <li>The Education Leader has identified support services for families and students.</li> <li>A system for accessing needed services needs to be developed by the Education Leader with their school community.</li> </ul>	<ul style="list-style-type: none"> <li>The Education Leader needs to increase their awareness of the needs of families and students in their school community.</li> <li>Education Leader needs to identify areas in which students would benefit from community support services and provides appropriate information to families.</li> <li>The Education Leader needs to develop and attend activities that facilitate community involvement to develop a connection to the communities they serve.</li> </ul>

**EXAMPLES OF PERFORMANCE**

**Standard 5**  
*Ethics and Integrity*

Education Leaders make decisions, model and behave in ways that demonstrate professionalism, ethics, integrity, justice and equity and hold staff to that same standard.

	<b>Achieving Standards</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
<b>Element 5A: Reflective Practice</b> - Leaders act upon a personal code of ethics that requires continuous reflection and learning.	<ul style="list-style-type: none"> <li>The Education Leader regularly analyzed values and beliefs to reflect on how personal and professional codes of ethics shape collaborations with students, staff, and stakeholders.</li> <li>The Education Leader publicly shared a code of ethics and explicitly connected them with the advocacy and actions required to implement and sustain equitable practices that address students’ various academic, linguistic, cultural, social-emotional, physical, and economic needs and that built on their assets.</li> <li>The Education Leader continuously improved performance by capitalizing on research and best practices focused on curriculum, instruction, assessment, and culturally proficient behavior to transform teaching and learning.</li> <li>The Education Leader’s behaviors modeled a work/life balance that sustains personal motivation, commitment, energy, and health.</li> </ul>	<ul style="list-style-type: none"> <li>The Education Leader reflected on and refined personal assumptions, values, and beliefs as a way to align a personal code of ethics with professional responsibilities.</li> <li>The Education Leader took responsibility for personal growth by identifying professional learning that could strengthen the promotion of equitable practices for staff and for students.</li> <li>The Education Leader engaged in opportunities to develop cultural proficiency skills for supporting all students’ learning and well-being.</li> <li>The Education Leader initiated a plan for balancing professional and personal responsibilities so as to maintain motivation, commitment, energy, and health.</li> </ul>	<ul style="list-style-type: none"> <li>The Education Leader knows about ethical and moral issues in education and the potential consequences of related action.</li> <li>The Education Leader needs to more fully understand that personal assumptions, values, and beliefs influence how the leader acknowledges student’s needs.</li> <li>The Education Leader needs to more frequently reflect on personal and professional challenges in order to identify areas in need of improvement, but is inconsistent in making time to do so.</li> <li>The Education Leader realizes the ethical responsibility to keep up to date on research and best practices that apply to increasing student learning and well-being and needs to more frequently seek out opportunities for professional and personal learning.</li> <li>The Education Leader is searching for ways to more effectively balance professional and personal responsibilities.</li> </ul>
<b>Element 5B: Ethical Decision-Making</b> - Leaders guide and support personal and collective actions that use relevant evidence and available research	<ul style="list-style-type: none"> <li>The Education Leader shared leadership with staff and community members in monitoring and updating criteria and processes for considering and evaluating potential moral and legal consequences of individual and collective decisions.</li> <li>With staff, along with external experts, the Education Leader reviewed pertinent existing research and collaborated with them in conducting action-research related to their own questions about effective teaching and</li> </ul>	<ul style="list-style-type: none"> <li>The Education Leader has started dialogue with site and county office of education staff when considering potential moral and legal consequences of individual and site decisions.</li> <li>The Education Leader has led staff in examining student data.</li> <li>The Education Leader supports staff to review their individual assumptions and beliefs about teaching and learning.</li> </ul>	<ul style="list-style-type: none"> <li>The Education Leader needs to more frequently analyze and draw conclusions about many of the moral implications and potential legal consequences of decisions.</li> <li>The Education Leader needs to more frequently use relevant research and evidence in making fair decisions.</li> <li>The Education Leader needs to better support the staff’s access to various sources of information about effective teaching and learning, and other content that contribute to</li> </ul>

	Achieving Standards	Needs Improvement	Unsatisfactory
to make fair and ethical decisions.	<p>learning, leadership, management, and equity relevant to making fair and ethical decisions on behalf of students and the community.</p> <ul style="list-style-type: none"> <li>The Education Leader and staff escalated action that eliminates personal and institutional barriers emanating from economic, social-emotional, racial, linguistic, cultural, physical, gender, or other sources of education disadvantage or discrimination.</li> <li>The Education Leader worked with others to grow collective capacity and commitment to persist in making difficult decisions aimed at achieving equitable outcomes for students, staff, and the community.</li> </ul>	<ul style="list-style-type: none"> <li>Together, the Education Leader and staff have considered obstacles to student learning and ways to remove barriers at the school.</li> <li>The Education Leader more frequently makes decisions in the service of equitable outcomes for students and staff.</li> </ul>	<p>making fair and ethical decisions about instruction and support services.</p> <ul style="list-style-type: none"> <li>The leader needs to more frequently articulate personal commitment to fair and ethical decisions and practices.</li> </ul>
<b>Element 5C: Ethical Action</b> - Leaders recognize and use their professional influence with staff and the community to develop a climate of trust, mutual respect, and honest communication, necessary to consistently make fair and equitable decisions on behalf of all students.	<ul style="list-style-type: none"> <li>The Education Leader intentionally extended professional influence to staff, students, and community members so that, together, they supported and sustained the climate of trust, mutual respect, and honest communication needed for fair and equitable actions on behalf of all students.</li> <li>The Education Leader collaborates with staff and the community to monitor and refine collective actions to reflect ethics, integrity, justice, and equity.</li> <li>The Education Leader enabled staff and community members to use strategies that assist them and other stakeholders in safely and regularly challenging assumptions and beliefs about teaching and learning that negatively affect actions taken on behalf of all students.</li> <li>The Education Leader modeled, monitored, and coached transparent and accountable behavior to lift staff, students, and community members to higher levels of performance, commitment, and motivation.</li> <li>The Education Leader worked with staff and other stakeholders to understand and protect student, staff, and family confidentiality, and to adhere to legal, social, and ethical technology use.</li> </ul>	<ul style="list-style-type: none"> <li>The Education Leader has begun to coordinate with staff to help make fair and equitable decisions for students.</li> <li>The Education Leader more frequently communicated the expectation that staff actions reflect ethical practices.</li> <li>The Education Leader established a process by which staff can safely examine any personal assumptions and beliefs about teaching and learning that negatively affect outcomes for students.</li> <li>The Education Leader set an example for higher expectations and transparent action with their decision-making.</li> <li>The Education Leader more carefully protected the rights and confidentiality of staff and students.</li> </ul>	<ul style="list-style-type: none"> <li>The Education Leader needs to more clearly recognize that the role can lead to professional influence.</li> <li>The Education Leader needs to establish the necessity of having a climate of trust, respect, and communication in order to make fair decisions for students.</li> <li>The Education Leader needs to more clearly communicate their expectations that staff decisions reflect integrity.</li> <li>The Education Leader needs to guide the staff in discussing assumptions and beliefs about teaching and learning that can negatively affect outcomes for students.</li> <li>The Education Leader needs to more frequently strive to be a role model for staff.</li> <li>The Education Leader needs to more consistently protect student and staff confidentiality by following legal, social, and ethical use of technology and encouraging staff to do the same.</li> </ul>

EXAMPLES OF PERFORMANCE

**Standard 6**  
*External Context and Policy*

Education Leaders influence political, social, economic, legal, and cultural contexts affecting education to improve education policies and practices.

	Achieving Standards	Needs Improvement	Unsatisfactory
<b>Element 6A: Understanding and Communicating Policy</b> - Leaders actively structure and participate in opportunities that develop greater public understanding of the education	<ul style="list-style-type: none"> <li>The Education Leader effectively anticipates the needs of constituents to be informed about site issues and information.</li> <li>The Education Leader provides stakeholders with timely, useful, understandable information related to site issues, policies, and practices, including data about school and student performance.</li> <li>The Education Leader initiates interactions with stakeholders at a wide variety of formal and informal school site and community activities as opportunities to listen and inform, thereby building positive and open relationships.</li> </ul>	<ul style="list-style-type: none"> <li>The Education Leader demonstrates an understanding of the importance of communicating with stakeholders in the community and has taken some steps to address them.</li> <li>The Education Leader makes information available as required within the parameters of county office of education policies and expectations.</li> <li>The Education Leader responds appropriately to specific requests for information.</li> <li>The Education Leader has attended school site activities that involve students, staff and the school community more frequently.</li> </ul>	<ul style="list-style-type: none"> <li>The Education Leader needs to establish and implement more regular and frequent means of communicating information about the site with stakeholders.</li> <li>The Education Leader needs to work with staff to identify areas in which communication with stakeholders can be improved and needs to take positive action in these directions.</li> <li>The Education Leader needs to make more of an effort to be present at school site activities that involve students, staff and the school community.</li> </ul>

	Achieving Standards	Needs Improvement	Unsatisfactory
policy environment.	<ul style="list-style-type: none"> <li>The Education Leader demonstrates commitment and skills in engaging and communicating with stakeholders.</li> <li>The Education Leader ensures that a range of accurate information about the school and its performance is clearly and effectively communicated through multiple media and channels.</li> </ul>		
<b>Element 6B: Professional Influence</b> - Leaders use their understanding of social, cultural, economic, legal, and political contexts to shape policies that lead to all students to graduate ready for college and career.	<ul style="list-style-type: none"> <li>The Education Leader worked with staff and community members to identify equitable policies and practices that address the education, linguistic, cultural, social-emotional, legal, physical, and economic needs of the site's students and families.</li> <li>The Education Leader advocated for adequacy and equitable allocation of student resources and supports.</li> <li>The Education Leader supported public policies and administrative procedures intended to address present and future student and family needs and focused attention on improving education so that all students graduate ready for college and career.</li> <li>The Education Leader sponsored staff and community participation in working with her/him to promote public policies directed toward the equitable distribution of resources and support services for all students.</li> <li>The Education Leader consistently implements laws related to the program.</li> </ul>	<ul style="list-style-type: none"> <li>The Education Leader supported staff in developing a common understanding of the equitable allocation of student resources and support services at the site.</li> <li>The Education Leader discussed site issues and solutions more frequently with staff, highlighting needs of their students and families.</li> <li>The Education Leader supported public policies and procedures that provide for the current needs of children and families and focused more frequently on having every student graduate ready for college and career.</li> <li>The Education Leader more frequently engaged staff and the local community in planning for the equitable distribution of resources and support services for all students.</li> <li>The Education Leader frequently implemented laws related to the program.</li> </ul>	<ul style="list-style-type: none"> <li>The Education Leader needs to more frequently discuss with staff the education, linguistic, cultural, social-emotional, legal, physical, and economic needs of their site's students and families.</li> <li>The Education Leader needs to more frequently facilitate discussions at staff meetings to identify ways to support every student in meeting their education goals.</li> <li>The Education Leader needs to be more aware of public policies and procedures that are relevant to student and family needs.</li> <li>The Education Leader needs to make more opportunities for staff to participate in planning for the equitable distribution of resources.</li> <li>The Education Leader is aware of laws related to the program, but is inconsistent in implementation.</li> </ul>
<b>Element 6C: Policy Engagement</b> - Leaders engage with policymakers and stakeholders to collaborate on education policies focused on improving education for all students	<ul style="list-style-type: none"> <li>The Education Leader considers influencing policy as an integral part of the work as an educator.</li> <li>The Education Leader maintains an up-to-date familiarity with education policy and takes a proactive stance as an advocate for all students.</li> <li>The Education Leader seeks out opportunities and actively engages in a variety of forums to influence policy in the interests of all children.</li> <li>The Education Leader demonstrates understanding of local and state policymaking and successfully applies this knowledge to influence and shape policy that will support the achievement of key education goals.</li> <li>The Education Leader demonstrates leadership among professional colleagues and in the larger community by facilitating dialogue on policy that furthers the pursuit of student achievement, equity, and educational excellence.</li> </ul>	<ul style="list-style-type: none"> <li>The Education Leader realizes that county office of education, state, and federal policy impacts on the site and students.</li> <li>The Education Leader ensures compliance with policy and participates in local discussion about county office of education policy and site practices.</li> <li>The Education Leader has started the process of becoming personally involved in local and county office of education meetings to engage in and learn more about the county office of education, state, and federal policies that have a current effect on the school site.</li> </ul>	<ul style="list-style-type: none"> <li>The Education Leader needs to actively seek policy information relevant to the site from a variety of sources.</li> <li>The Education Leader needs to more frequently anticipate the effects of policy proposals for students and families in the community.</li> <li>The Education Leader needs to more fully participate in forums that provide information to policymakers, and encourage the participation of other stakeholders.</li> </ul>
<b>Element 6D: Superintendent's Initiatives</b> - Leaders engage with students, staff and stakeholders to effectively implement the Superintendent's Initiatives.	<ul style="list-style-type: none"> <li>The Education Leader is actively involved and supporting the Superintendent's Initiatives of:                             <ul style="list-style-type: none"> <li>Equity and Inclusive Practices</li> <li>Literacy by 5<sup>th</sup> Grade</li> <li>Financial Literacy</li> <li>Mental Health</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>The Education Leader is aware of the Superintendent's Initiatives of:                             <ul style="list-style-type: none"> <li>Equity and Inclusive Practices</li> <li>Literacy by 5<sup>th</sup> Grade</li> <li>Financial Literacy</li> <li>Mental Health</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>The Education Leader needs to become involved in implementing the Superintendent's Initiatives of:                             <ul style="list-style-type: none"> <li>Equity and Inclusive Practices</li> <li>Literacy by 5<sup>th</sup> Grade</li> <li>Financial Literacy</li> <li>Mental Health</li> </ul> </li> </ul>

CPSEL Standards adapted by the Riverside County Office of Education, 12/15/21

# Employee Improvement Assistance

The following classified and certificated sample *Employee Improvement Assistance Plans* will help you to develop an improvement plan should you need to place an employee on an improvement assistance plan. The objective to an assistance plan is to improve the performance of the employee. Outline the desired outcome the evaluator is looking for to correct the performance problem. The evaluator must provide clear directions and not suggestions. For additional information, please contact the Executive Director, Personnel Services.





Division of Personnel Services  
**EMPLOYEE IMPROVEMENT ASSISTANCE PLAN**  
*(Classified Sample)*

EMPLOYEE: \_\_\_\_\_ ASSIGNMENT: \_\_\_\_\_

LOCATION: \_\_\_\_\_ SUPERVISOR: \_\_\_\_\_

DATE: \_\_\_\_\_

The Evaluator will identify specific abilities/skills/behavior patterns needing improvement. This Needs Improvement Plan is written to improve those areas. The Employee and the Evaluator may develop the plan together; however the Evaluator will determine the parameters of the plan and set standards of expected performance. The employee has the right to attach comments to the Improvement Plan.

SPECIFIC AREAS OF CONCERN	EXPECTED STANDARDS OF PERFORMANCE	PERSONAL DEVELOPMENT PLAN	EVALUATION OF PROGRESS
Teamwork and Attitude	Uses a professional demeanor in the workplace. Works cooperatively and effectively with staff and the public, in person and on the telephone. Works with others to improve work processes and systems.	Effective immediately, and on a sustained basis, present a professional demeanor even when asked to complete tasks that you may consider less favorable or not enjoy.  Effective January 20, 2021, contribute ideas and information during meetings rather than passively listening.	January 20, 2021 Did not respond to questions or greetings on January 20, 2021.  Provided agenda items on the following dates: January 20, 2021 January 27, 2021 February 3, 2021 And was able to provide information and updates on the items.
Organization and Productivity	Organizes, sets priorities, plans work, and utilizes time effectively. Follows through with assigned tasks. Work product/assignment (end result) reflect high quality. Work product is accurate, reliable,	Effective immediately, anticipate what is coming ahead on the units' calendar of tasks and provide assistance ahead of due dates.	Has discussed upcoming tasks in team meetings along with the plans to fulfill those tasks.

SPECIFIC AREAS OF CONCERN	EXPECTED STANDARDS OF PERFORMANCE	PERSONAL DEVELOPMENT PLAN	EVALUATION OF PROGRESS
	presentable, thorough, and reflects job knowledge.	<p>Effective immediately, review work for accuracy and submit accurate finished projects.</p> <p>By February 22, 2021 put appropriate items on the team meeting agenda.</p> <p>By March 1, 2021 use Outlook to prioritize your calendar with annual tasks.</p> <p>By March 1, 2021, block time on your calendar for weekly tasks.</p>	<p>Left information out of memo that was prepped on February 5, 2021. Memo had to be reviewed by supervisor three times before it was accurate.</p> <p>Agenda items have been appropriately added.</p> <p>This item was partially completed. Half of the tasks were identified in Outlook. The remaining part of the task is to be completed by March 30, 2021.</p> <p>This has been completed and should be continued.</p>
Decision-Making	Makes timely and reasonable decisions and takes necessary action, even in stressful situations.	Effective immediately and on a sustained basis, respond in a timely manner and make decisions that show an understanding of priorities.	Appropriately forwarded important messages to supervisor on February 17, 2021 and March 1, 2021.

#### ASSISTANCE AVAILABLE TO EMPLOYEE

In order to assist the employee in meeting the expected standards of performance, the following assistance is available:

<p>Weekly team meetings  Time to establish priority lists and calendar items  Progress monitoring meetings with Supervisor  Review of Job Description</p>
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**SCHEDULE OF OBSERVATIONS AND REVIEW OF REMEDIATION PLAN** (Dates of conferences to assess progress.)

(1) March 1, 2021

(2) March 22, 2021

(3) April 12, 2021

Evaluator: Supervisor Signature

Date: April 1, 2020

Employee: Signature

Date: April 1, 2020

*(A new document would be printed for each subsequent conference date and new signatures would be obtained.)*

A copy of this plan will be placed in your personnel file within ten (10) days. You have the right to respond to the plan in writing and your response will be attached to the Improvement Assistance Plan.





Division of Personnel Services  
**EMPLOYEE IMPROVEMENT ASSISTANCE PLAN**  
*(Certificated Sample)*

EMPLOYEE: \_\_\_\_\_ ASSIGNMENT: \_\_\_\_\_

LOCATION: \_\_\_\_\_ SUPERVISOR: \_\_\_\_\_

DATE: \_\_\_\_\_

The Evaluator will identify specific abilities/skills/behavior patterns needing improvement. This Needs Improvement Plan is written to improve those areas. The Employee and the Evaluator may develop the plan together; however the Evaluator will determine the parameters of the plan and set standards of expected performance. The employee has the right to attach comments to the Improvement Plan.

SPECIFIC AREAS OF CONCERN	EXPECTED STANDARDS OF PERFORMANCE	PERSONAL DEVELOPMENT PLAN	EVALUATION OF PROGRESS
Engaging and Supporting All Students in Learning	Use a variety of instructional strategies, resources, and technologies to meet diverse learning needs.	<p>By October 15, 2020 outline clearly in lesson plans the resources, technologies, and instructional strategies that will be used in each lesson. Submit lesson plans to principal on Friday by 2 pm for the following week.</p> <p>By October 20, 2020 implement into classrooms lessons the strategies, resources, and technologies listed in the lesson plans.</p>	<p>October 21, 2020 Lesson plans indicate resources and technologies. Differentiated instructional strategies still need to be included.</p> <p>The observed lesson included resources and technologies appropriate to the learner. Many students were still not engaged. Incorporate instructional strategies appropriate to the lesson, resources, etc. to increase student engagement.</p> <p>November 15, 2020 Instructional Strategies are noted in the lesson plan, but still not incorporated into the lesson with students.</p>
	Employ classroom routines, procedures, norms, and supports for positive behavior to ensure a	By October 15, 2020 develop a written classroom management plan and share with principal for additional suggestions.	October 15, 2020 A written classroom management plan was submitted and feedback was

SPECIFIC AREAS OF CONCERN	EXPECTED STANDARDS OF PERFORMANCE	PERSONAL DEVELOPMENT PLAN	EVALUATION OF PROGRESS
	climate in which all students can learn.	By October 20, 2020 create and display posters, resources, etc. of classroom management plan in the classroom. Begin instructing students on the classroom management plan.  By October 31, 2020 evaluate the implementation of the classroom management plan and determine if any adjustments need to be made.	provided about specific positive reinforcement ideas for students.  November 1, 2020 The plan is posted and students have been instructed on the management plan. It is currently being inconsistently implemented. In order for the plan to be successful, it needs to be consistently implemented each day.

**ASSISTANCE AVAILABLE TO EMPLOYEE**

In order to assist the employee in meeting the expected standards of performance, the following assistance is available:

- Review materials provided on Universal Design for Learning (UDL)
- Participate in Rick Morris Classroom Management Training by October 10,
- 2020 Review Job Description
- Review the California Standards for the Teaching Profession

**SCHEDULE OF OBSERVATIONS AND REVIEW OF REMEDIATION PLAN** (Dates of conferences to assess progress.)

(1) October 15, 2020

(2) November 1, 2020

(3) November 15, 2020

Evaluator: Principal Signature

Date: October 1, 2020

Employee: Signature

Date: October 1, 2020

*(A new document would be printed for each subsequent conference date and new signatures would be obtained.)*

A copy of this plan will be placed in your personnel file within five (5) days. You have the right to respond to the plan in writing and your response will be attached to the Improvement Assistance Plan.

