

Morgan Hill Unified School District
Standards Checklist with Narrative Summary –Classroom Teacher

METHOD OF EVALUATION: Administrative – Observation Dates: _____
 Partner/Peer – Observation Dates: _____
 Self – Evidence for Self-Evaluation: _____

NAME _____ ASSIGNMENT _____ DATE _____

SCHOOL/LOCATION _____ EVALUATOR _____

CERTIFICATED STATUS (Check One):

Permanent Temporary Probationary 1st Year 2nd Year 3rd Year

1 = Practice Does Not Meet Standard (<i>Unsuccessful on Continuum</i>)				
2 = Practice Partially Meets Standard (<i>Beginning/Needs Improvement on Continuum</i>)				
3 = Practice Meets Standard (<i>Successful on Continuum</i>)				
4 = Practice Exceeds Standard (<i>Integrating/Exemplary or Innovating on Continuum</i>)				
	1	2	3	4

1. Engaging and Supporting All Students in Learning

1.1 Using knowledge of students to engage them in learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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"/>
1.3 Connecting subject matter to meaningful, real-life contexts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4 Using a variety of instructional strategies, resources, and technologies to meet students' diverse needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.5 Promoting critical thinking through inquiry, problem solving, and reflection.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.6 Monitoring student learning and adjusting instruction while teaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Creating and Maintaining Effective Environments for Student Learning

2.1 Promoting social development and responsibility within a caring community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.2 Creating physical or virtual learning environments that promote student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.3 Establishing and maintaining learning environments that are safe.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.4 Creating a rigorous learning environment with high expectations and appropriate support.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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"/>
2.6 Employing classroom routines, procedures, norms, and supports for positive behavior.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.7 Using instructional time to optimize learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. Understanding and Organizing Subject Matter for Student Learning

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"/>
3.2 Applying knowledge of student development and proficiencies to ensure student understanding.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.3 Organizing curriculum to facilitate student understanding of the subject matter.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.4 Utilizing instructional strategies that are appropriate to the subject matter.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.5 Using and adapting resources to make subject matter accessible to all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.6 Addressing the needs of English learners to provide equitable access to the content.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.7 Addressing the needs of students with special needs to provide equitable access to the content.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. Planning Instruction and Designing Learning Experiences for All Students

4.1 Using background knowledge of students to plan instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.2 Establishing and articulating goals for students learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.3 Developing and sequencing instructional plans to support student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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"/>
4.5 Adapting instructional plans and curricular materials to meet the assessed learning needs of students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. Assessing Student Learning

5.1 Applying the knowledge of the purposes, characteristics, and uses of different types of assessments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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"/>
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"/>
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"/>
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"/>
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"/>
5.7 Using assessment information to share timely and comprehensible feedback with students and families.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. Developing As a Professional Educator

6.1 Reflecting on teaching practice in support of student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.2 Establishing professional goals and engaging in opportunities for professional growth.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.3 Collaborating with colleagues and the broader professional community to support professional growth.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.4 Working with families to support student learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.5 Engaging local communities in support of the instructional program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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"/>
6.7 Demonstrating professional responsibility, integrity, and ethical conduct.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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NARRATIVE SUMMARY: (attach additional sheets or type into the document) Should include the following:

1. If any elements checked "4 Exceeds Standards", specific commendations relative to the standards may be included.
2. Comments pertaining to progress toward professional goal(s).
3. If any elements checked 1 "Unsuccessful" or 2 "Beginning/Needs Improvement", specific recommendations for improvement for each area of deficiency need to be listed.
4. For a unit member with an overall rating below "Successful", a remediation plan, aligned with the Narrative Summary, needs to be written with suggestions for remediation in the specific areas of deficiency, recommended support through the upcoming evaluation cycle, and realistic timelines for improving in each area of deficiency.

OVERALL EVALUATION RATING

- Does Not Meet Standards (*Unsuccessful on Continuum*)
- Partially Meets Standards (*Beginning/Needs Improvement on Continuum*)
- Meets Standards (*Successful on Continuum*)
- Exceeds Standards (*Integrating/Exemplary or Innovating on Continuum*)

EVALUATEE SIGNATURE

DATE

EVALUATOR SIGNATURE

DATE

This signature will be considered an acknowledgement of having read and discussed this form, not an agreement with the content. Unit members who have an overall evaluation lower than "successful" are encouraged to invite a MHFT representative to the summary evaluation conference in order to create the required remediation plan.