# TEACHER ASSESSMENT & SUPPORT PROGRAM

# 2022-2023

**OXNARD UNION**
HIGH SCHOOL DISTRICT
*Building Powerful Futures for Every Student*

# Self-Assessment of the Continuum of Teacher Abilities & Professional Standards

# and

# Introduction to Evaluation Options

# TASP
# 2022-2023 Timeline
## *Teacher Assessment & Support Program*

### Partner Option
*(Forms can be found in blue section of TASP Book)*

| | |
|---|---|
| _____ Self-Assessment | Prior to 10.07.22 |
| _____ Area of Investigation | Prior to 10.07.22 |
| _____ 1st Pre & Post Conference | 10.14.22 - 11.04.22 |
| _____ 2nd Pre & Post Conference | 11.07.22 - 12.16.22 |
| _____ 3rd Pre & Post Conference | 01.13.23 - 02.03.23 |
| _____ 4th Pre & Post Conference | 02.21.23 - 03.17.23 |
| _____ Summative Meeting | Prior to 05.01.23 |

### Portfolio Option
*(Forms can be found in yellow section of TASP Book)*

| | |
|---|---|
| _____ Self-Assessment | Prior to 10.07.22 |
| _____ Area of Investigation | Prior to 10.07.22 |
| _____ Selection #1 and Accompanying Written Reflection | 11.10.22 |
| _____ Selection #2 and Accompanying Written Reflection | 12.16.22 |
| _____ Selection #3 and Accompanying Written Reflection | 01.27.23 |
| _____ Selection #4 and Accompanying Written Reflection | 03.3.23 |
| _____ 1st Qtr Meeting w/Admin and Peers | Prior to 10.21.22 |
| _____ 2nd Semester Collaboration w/Admin | 2.21.23 – 3.17.23 |
| _____ Summative | Prior to 0.1.23 |

### Administrative Option, Choice
*(Forms can be found in green section of TASP Book)*

| | |
|---|---|
| _____ Self-Assessment | Prior to 10.7.22 |
| _____ Area of Investigation | Prior to 10.7.22 |
| _____ 1st Admin Pre Conf/Observation/Post Conf | 10.17.22 – 12.2.22 |
| _____ 2nd Admin Pre Conf/Observation/Post Conf | 1.23.23 – 2.24.23 |
| _____ Summative Meeting | Prior to 5.1.23 |

### Administrative Option, Mandated
*(Forms can be found in orange section of TASP Book)*

| | |
|---|---|
| _____ Self-Assessment | Prior to 10.7.22 |
| _____ Area of Investigation | Prior to 10.7.22 |
| _____ 1st Admin Pre Conf/Observation/Post Conf | 10.7.22 – 11.18.22 |
| _____ 2nd Admin Pre Conf/Observation/Post Conf | 11.21.22 – 12.16.22 |
| _____ Mid Year Recommendation Conference (Probationary Teachers Only) | Prior to 1.20.23 |
| _____ 3rd Admin Pre Conf/Observation/Post Conf | 1.30.23 – 3.3.23 |
| _____ Summative Meeting | Prior to 5.1.23 |

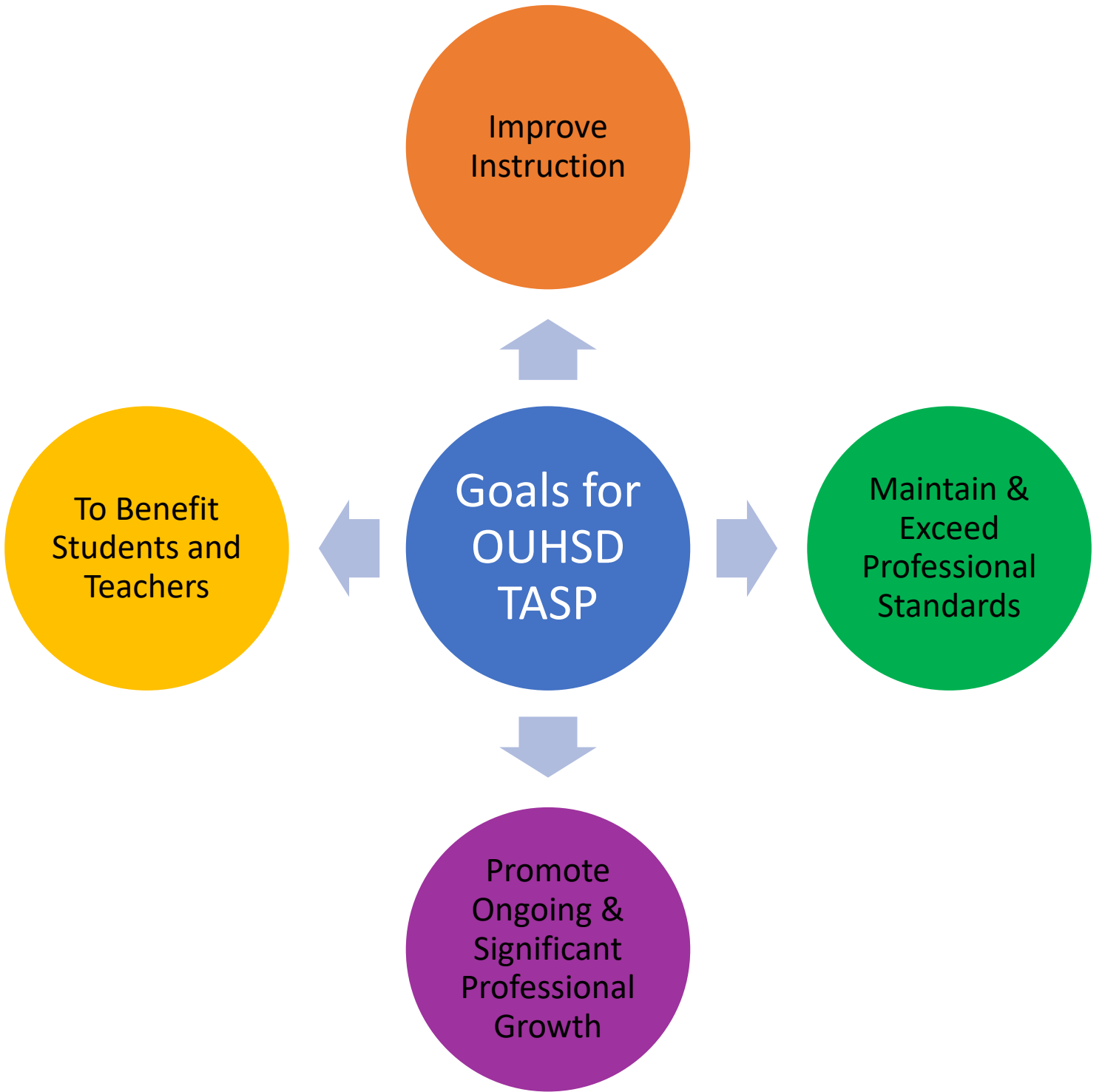# SELF-ASSESSMENT, PROFESSIONAL STANDARDS & EVALUATION OPTIONS

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# *TASP*

**Teacher Assessment and Support Program**

## Beliefs That Guide Effective Evaluation Processes

- TASP is a dynamic process, based on ongoing inquiry, data gathering, and reflection.
- Professional collegial interaction promotes growth and development.
- Student outcomes will improve if students' work is a focus.
- All stakeholders should recognize the complexity and craft of teaching.

Improve Instruction

To Benefit Students and Teachers

Goals for OUHSD TASP

Maintain & Exceed Professional Standards

Promote Ongoing & Significant Professional Growth

# Continuum of Teacher Abilities

| Domains 1—6 | All Regular Education Teachers |
|---|---|
| Domain 1: | Engaging and supporting all students in learning |
| Domain 2: | Creating & maintaining an effective environment for student learning |
| Domain 3: | Understanding & organizing subject matter knowledge for student learning |
| Domain 4: | Planning instruction & designing learning experiences for all students |
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| Domain 6: | Developing as a professional educator |
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| Domain 7: | Implementing the IEP |
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| Domain 9: | Program Management |
| Domain 10: | Interdisciplinary Collaboration within the School |
| Domain 11: | Health Education |
| Domain 12: | Professional Development |
| Domain 13: | Community Health |
| Domain 14: | Policies, Statutes and Regulations |
| Domain 15: | Nursing Process |
| **Domains 16—18** | **School Psychologists** |
| Domain 16: | Assessing and Diagnosing Student Needs |
| Domain 17: | Developing and Implementing the IEP |
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| **Domains 19—24** | **Counselors** |
| Domain 19: | Curricular Support for Students |
| Domain 20: | Extra-Curricular Support for Students |
| Domain 21: | Career Planning for Students |
| Domain 22: | Professional Development |
| Domain 23: | Advocacy |
| Domain 24: | Environment |

# Continuum of Teacher Abilities—GUIDE TO SELF ASSESSMENT

## Who does self-assessment?

- All certificated staff self-assess on the Continuum of Teacher Abilities every year. (Each year the Continuum will be given to new certificated employees. Continuing certificated employees are expected to use the same Continuum to self-assess each year during their employment in OUHSD unless it has been revised and reprinted for all employees.)

## Why do I self-assess?

- The Continuum of Teacher Abilities is meant to be used by certificated staff to guide ongoing professional growth.
- The purpose of the first self-assessment is to create a baseline. Subsequent self-assessments are to analyze and reflect on professional growth and to answer the question, "Where is the next step in my professional growth?"

## When do I self-assess?

- Certificated staff on a self-assessment year are required to do s self-assessment on the Continuum, but are not required to share the assessment with an administrator. Staff are required to sign a form attesting to their performing a self-assessment and outlining their goals/objectives with respect the self-assessment. (Please Note: Administrators and all certificated staff are responsible for maintaining Professional Standards at all times. Consequently, as administrators observe in classrooms or work settings they also have the right and responsibility to identify any concerns related to the Professional Standards while they are observing formally or informally. In addition, Administrators always have the right and the responsibility to observe classrooms or work settings at any time.)

## In what domains do I self-assess?

| Domains for Self-Assessment | 1 2 3 4 5 6 | 7 8 | 9 10 11 12 13 14 15 | 16 17 18 | 19 20 21 22 23 24 |
|---|---|---|---|---|---|
| Classroom Teachers | x x x x x x | | | | |
| Special Ed Teachers | x x x x x x | x x | | | |
| School Nurses | | | x x x x x x x | | |
| School Psychologists | | | | x x x | |
| Counselors | | | | | x x x x x x |

## How do I self-assess?

- Using your copy of the Continuum of Teacher Abilities, read each Domain, row by row.
- On each row mark & date the box that best describes where you are currently.
- Notice and reflect upon your strengths and areas for professional growth. The questions that accompany the Professional Standards in this packet are for this process. (As you do your self assessment at least twice during the year, you may want to reflect in writing on your markings as indicated on your personal copy of the Continuum of Teacher Abilities. One way to do this would be to keep a professional journal or log along with your Continuum during your employment in OUHSD. These notes, along with your Continuum, are for your personal use only.)

**The following page shows an example of marking a self-assessment.**

For each row of the rubric, read across to choose the box that best describes where you see yourself at this time. Write today's date in the box. Use this information in reflecting on *Area of Inquiry* for the current school year.

**E. Element: Planning and implementing classroom procedures and routines that support student learning**

| Beginning | Emerging | Applying | Integrating 10/01/22 | Innovating |
|---|---|---|---|---|
| Teacher establishes some rules to support student learning. | Establishes clear classroom rules, routines and procedures that support student learning. | Maintains clear and equitable rules, routines, and procedures and modifies as needed. | Uses strategies to assist students in developing internalize rules, maintaining equitable rules, routines and procedures. | Assists all students to internalize rules, routines and procedures. Students show ownership of rules. |

**F. Element: Using instructional time effectively**

| Beginning | Emerging 10/01/22 | Applying | Integrating | Innovating |
|---|---|---|---|---|
| Teacher provides too much or too little time for students to complete learning activities and non-instructional tasks. | Provides time for students to complete learning activities. Develops some routines for non-instructional tasks. Some transitions are efficient. | Provides adequate time for students to complete learning activities and paces instruction to maintain engagement. Uses transitions to support student engagement. | Paces instruction to review and close lessons, and uses transitions to maintain student engagement. Classroom time is used effectively. | Paces instruction to provide time to review, synthesize, and close lessons. Ensures that all classroom time, including transitions, is used effectively to maximize student learning. |

**PROFESSIONAL STANDARDS**

> The Professional Standards are a description of minimal expectations for certificated personnel to receive and maintain tenure. The Standards function as a guide for administrators and teachers. The common language of the Professional Standards provides for shared discussions between administrators and teachers. Student work, assessments, curriculum planning, etc. are brought to the discussions by both administrators and teachers and discussed in relationship to the Professional Standards.
>
> All certificated staff is responsible for maintaining Professional Standards at all times.

**PROFESSIONAL STANDARDS & CERTIFICATED STAFF ON:**

**Partner; Portfolio; Administrative, Choice; Self-Assessment Year**
- Most all certificated staff on these options meet and exceed the Professional Standards. However, if at any time there is a need by the supervising administrator to identify domains within the Professional Standards that are not being maintained and that require support, Pre-Assistance will be initiated. Pre-Assistance is viewed as a signal that added guidance and support is needed to maintain the Professional Standards. The duration for Pre-Assistance is 10 week period. If needed, assistance will follow Pre-Assistance for a duration of 20 weeks.

**PROFESSIONAL STANDARDS & CERTIFICATED STAFF ON:**

**Administrative, Mandated**
Through the conferencing and observing process administrators will:
- **Document and support growth** in the Professional Standards in all domains.
- **Jointly develop a portfolio** with certificated staff regarding ongoing growth in the Professional Standards.
  Defining the Portfolio: The portfolio is not a showcase" portfolio. It is a "learning" or "working" portfolio. The portfolio is a learning/working portfolio because its focus is to regularly gather selections to reflect upon in order to guide professional decision making regarding next steps for improvement.
  The learning/working portfolio is a collection of selections from class/work (observations, student work, curriculum planning, etc.) and reflections that accompany each selection. The reflection is what gives the selected item meaning in regards to the Professional Standards and learning or growth and what are next steps for improvement, adaptation, addition, etc. Throughout the year the certificated staff member and the administrator will each make portfolio selections covering all six domains in the Professional Standards and reflect upon that information in order to consider what next steps should be made to increase effectiveness. Collectively, the selections in a learning/working portfolio show learning and growth over time.
- **Write a Mid-Year Recommendation** summarizing two observations and corresponding pre-and post-conferences in regards to progress in each domain of the Professional Standards. Certificated staff will be invited to write a self-assessment of growth in all the domains of the Professional Standards. The self-assessment will be added to the jointly developed portfolio, as will any other selections brought to the mid-year conference by certificated staff or administrator.
- **Write a Final Evaluation** Summary including additional information from 1 observation and pre and post conferences regarding progress in the Professional Standards.

**Oxnard Union High School District – PROFESSIONAL STANDARDS**

The Professional Standards provide a common language and a vision of the scope and complexity of teaching by which all teachers can define and develop their practice. The Standards are to be used by teachers to prompt reflection about teaching and learning; develop professional goals; and guide, monitor and assess the progress of the teacher's practice toward their own professional goals. The Standards address the diversity of the student population in California schools today.

**Domain 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 needs. Teachers facilitate challenging learning experiences for all students in environments that promote autonomy, interactions and choice. Teachers actively engage all students in problem solving and critical thinking within and across subject matter areas. Concepts and skills are taught in ways that encourage students to apply them in real-life contexts that make subject matter meaningful. Teachers assist all students to become self-directed learners who are able to demonstrate, articulate and evaluate what they learn.

**Domain 2:**         **Creating and maintaining an effective environment 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, are clearly understood, and consistently maintained. Teachers make effective use of instructional time as they implement class procedures and routines.

**Domain 3:**         **Understanding and organizing subject matter knowledge 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 areas. 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 leaching strategies to make subject matter accessible to all students.

**Domain 4:**         **Planning instruction and designing learning experiences for all students**

Teachers plan instruction that draws on and values students' backgrounds, prior knowledge, and interests. Teachers establish challenging learning goals for all students based on student experience, language, development, and home and school expectations. Teachers sequence curriculum and design long-term and short-term plans that incorporate subject matter knowledge, reflect grade-level curriculum expectations, and include a repertoire of instructional strategies. Teachers use instructional activities that promote learning goals and connect with student experiences and interests. Teachers modify and adjust instructional plans according to student engagement and achievement.

**Domain 5:**         **Assessing Student Learning**

Teachers establish and clearly communicate learning goals for all students. Teachers collect information about student performance from a variety of sources. Teachers involve students in assessing their own learning. Teachers use information from a variety of ongoing assessments to plan and adjust learning opportunities that promote academic achievement and personal growth for all students. Teachers exchange information about student learning with students, families, and support personnel in ways that improve understanding and foster academic progress.

**Domain 6:**         **Developing as a professional educator**

Teachers reflect on their teaching practice and actively engage in planning their professional development. Teachers establish professional learning goals, pursue opportunities to develop professional knowledge and skill, and participate in the extended professional community. Teachers learn about and work with local communities to improve their professional practice. Teachers communicate effectively with families and involve them in student learning and the school community. Teachers contribute to school activities, promote school goals and improve professional practice by working collegially with all school staff. Teachers balance Professional responsibilities and maintain motivation and commitment to all students.

**Professional Standards – Sub Domains**

The Professional Standards provide a common language and a vision of the scope and complexity of teaching by which all teachers can define and develop their practice. The Standards are to be used by teachers to prompt reflection about teaching and learning; develop professional goals; and guide, monitor and assess the progress of the teacher's practice toward their own professional goals. The Standards address the diversity of the student population in California schools today.

**Engaging and supporting all students in learning**
- Connecting students' prior knowledge, life experience, and interests with learning goals
- Using a variety of instructional strategies and resources to respond to students' diverse needs
- Facilitating learning experiences that promote autonomy, interaction, and choice
- Engaging students in problem solving, critical thinking, and other activities that make subject matter meaningful
- Promoting self-directed, reflective learning for all students

**Creating and maintaining an effective environment for student learning**
- Creating a physical environment that engages all students
- Establishing a climate that promotes fairness and respect
- Promoting social development and group responsibility
- Establishing and maintaining standards for student behavior
- Planning and implementing classroom procedures and routines that support student learning
- Using instructional time effectively

**Understanding and organizing subject matter knowledge for student learning**
- Demonstrating knowledge of subject matter content and student development
- Organizing curriculum to support student understanding of subject matter
- Integrating ideas and information within and across subject matter areas
- Developing student understanding through instructional strategies that are appropriate to the subject matter
- Using materials, resources, and technologies to make subject matter accessible to students

**Planning instruction and designing learning experiences for all students**
- Drawing on and valuing students' background, interests, and developmental learning needs
- Establishing and articulating goals for student learning
- Developing and sequencing instructional activities and materials for student learning
- Designing long and short term plans to foster student learning
- Modifying instructional plans to adjust for student needs

**Assessing Student Learning**
- Establishing and communicating learning goals for all students
- Collecting and using multiple sources of information to assess student learning
- Involving and guiding students in assessing their own learning
- Using the results of assessments to guide instruction
- Communication with students, families, and other audiences about student progress

**Developing as a professional educator**
- Reflecting on teaching practice and planning professional development
- Establishing professional goals and pursuing opportunities to grow professionally
- Working with communities to improve professional practice
- Working with families to improve professional practice
- Working with colleagues to improve teaching and learning
- Balancing professional responsibilities and maintaining motivation

**PROFESSIONAL STANDARDS – QUESTIONS**

**Domain 1:  Engaging and Supporting All Students in Learning**

- Connecting students' prior knowledge, life experience, and interests with learning goals
  *As teachers develop, they may ask, "How do I…" or Why do I…"*
  …help students to see the connections between what they already know and the new material?
  …help students to connect classroom learning to their life experiences and cultural understandings?
  …support all students to use first and second language skills to achieve learning goals?
  …open a lesson or unit to capture student attention and interest?
  …build on students' comments and questions during a lesson to extend their understanding?
  …make on the spot changes in my teaching based on students' interests and questions?

- Using a variety of instructional strategies and resources to respond to students' diverse needs
  *As teachers develop, they may ask, "How do I…" or Why do I…"*
  …engage all students in a variety of learning experiences that accommodate the different ways they learn?
  …use a variety of strategies to introduce, explain, and restate subject matter concepts and processes so that all
    students understand?
  …choose strategies that make the complexity and depth of subject matter understandable to all students?
  …use strategies that support subject matter learning for second language learners?
  …modify materials and resources and use appropriate adaptive equipment to support each student's fullest
    participation?
  …use technology to enhance student learning?
  …vary my instructional strategies to increase students' active participation in learning?
  …ask questions or facilitate discussion to clarify or extend students' thinking?
  …make use of unexpected events to augment student learning?

- Facilitating learning experiences that promote autonomy, interaction, and choice
  *As teachers develop, they may ask, "How do I…" or Why do I…"*
  …use the classroom environment to provide opportunities for independent and collaborative learning?
  …provide a variety of grouping structures to promote student interactions and learning? participate in and …promote
    positive interactions between all students?
  …support and monitor student autonomy and choice during learning experiences?
  …support and monitor student collaboration during learning activities?
  …help students make decisions about managing time and materials during learning activities?

- Engaging students in problem solving, critical thinking, and other activities that make subject matter meaningful
  *As teachers develop, they may ask, "How do I…" or Why do I…"*
  …provide opportunities for all students to think, discuss, interact, reflect, and evaluate content?
  …help all students to learn, practice, internalize, and apply subject-specific learning strategies and procedures?
  …support all students in critically investigating subject matter concepts and questions?
  …engage all students in problem solving activities and encourage multiple approaches and solutions?
  …encourage all students to ask critical questions and consider diverse perspectives about subject matter?
  …provide opportunities for all students to learn and practice skills in meaningful contexts?
  …help all students to analyze and draw valid conclusion about content being learned?

- Engaging students in problem solving, critical thinking, and other activities that make subject matter meaningful
  *As teachers develop, they may ask, "How do I…" or Why do I…"*
  …motivate all students to initiate their own learning and to strive for challenging learning goals?
  …encourage all students to describe their own learning processes and progress?
  …explain clear learning goals for all students for each activity or lesson?
  …engage all students in opportunities to examine and evaluate their own work and to learn from the work of their
    peers?
  …help all students to develop and use strategies for knowing about, reflecting on, and monitoring their own learning?
  …help all students to develop and use strategies for accessing knowledge and information?

**Domain 2:  Creating and Maintaining and Effective Environment for Student Learning**

- Creating a physical environment that engages all students
  *As teachers develop, they may ask, "How do I…" or Why do I…"*
  …arrange the room to facilitate positive classroom interactions?
  …manage student and teacher access to materials, technology, and resources to promote learning?
  …create a classroom environment that reflects and promotes student learning?
  …make the classroom environment safe and accessible for all students?

- Establishing a climate that promotes fairness and respect
  *As teachers develop, they may ask, "How do I…" or Why do I…"*
  …help all students become respectful of others who may be different from them?
  …model and promote fairness, equity, and respect in the classroom?
  …encourage, support, and recognize the achievements and contributions of all students?
  …encourage, students to take risks and be creative?
  …understand and respond to inappropriate behaviors in a fair, equitable way?

- Promoting social development and group responsibility
  *As teachers develop, they may ask, "How do I…" or Why do I…"*
  …help all students accept and respect different experiences, ideas, backgrounds, feelings, and points of view?
  …group students to promote social development and learning?
  …facilitate the development of each student's self esteem?
  …create opportunities for all students to communicate and work with one another?
  …teach leadership skills and provide opportunities for all students to use them?
  …use classroom rules to support all students in assuming responsibility for themselves and one another?
  …create opportunities for all students to become self-directed learners?

- Establishing and maintaining standards for student behavior
  *As teachers develop, they may ask, "How do I…" or Why do I…"*
  …understand the reasons for student behavior?
  …establish and consistently maintain standards for behavior that reflect my students' developmental and personal needs?
  …intervene when student behavior does not meet agreed-upon classroom standards?
  …facilitate student participation in classroom decision-making?
  …help all students learn to solve problems and resolve conflicts?
  …support all students as they develop responsibility for their own behavior?
  …work collaboratively with families to maintain standards for student behavior?

- Planning and implementing classroom procedures and routines that support student learning
  *As teachers develop, they may ask, "How do I…" or Why do I…"*
  …develop a daily schedule, timelines, classroom routines, and classroom rules?
  …involve all students in the development of classroom procedures and routines?
  …support students to internalize classroom rules, routines, and procedures and to become self-directed learners?
  …develop classroom procedures and routines that promote and maintain a climate of fairness and respect?
  …make decisions about modifying procedures and rules to support student learning?

- Using instructional time effectively
  *As teachers develop, they may ask, "How do I…" or Why do I…"*
  …structure time with students to support their learning?
  …help students move from one instructional activity to the next?
  …pace and adjust instructional time so that all students remain engaged?
  …redirect student behavior in the most productive and time effective way?
  …ensure that adequate time is provided for all students to complete learning activities?
  …provide time for all students to reflect on their learning and process of instruction?
  …structure time for day to day managerial and administrative tasks?

**Domain 3:  Understanding and Organizing Subject Matter Knowledge for Student Learning**

- Demonstrating knowledge of subject matter content and student development
  *As teachers develop, they may ask, "How do I…" or Why do I…"*
  …identify and understand the key concepts and underlying themes and relationships in the subject area(s) to be taught?
  …ensure that my knowledge of the subject matter incorporates different perspectives?
  …continue to keep my subject matter knowledge current?
  …ensure that my subject matter knowledge is sufficient to support student learning?
  …build understanding of my student's social, emotional and physical development?

- Organizing curriculum to support student understanding of subject matter
  *As teachers develop, they may ask, "How do I…" or Why do I…"*
  …use my knowledge of development to organize and sequence the curriculum to increase student understanding?
  …use my subject matter knowledge to organize and sequence the curriculum to increase student understanding?
  …use my knowledge of the subject to plan units and instructional activities that demonstrate key concepts and their interrelationships?
  …organize subject matter effectively to reveal and value different cultural perspectives?
  …incorporate subject or grade level expectations and curriculum frameworks in organizing subject matter?
  …organize curriculum to ensure that students develop a deep understanding of core concepts in each subject matter area?

- Integrating ideas and information within and across subject matter areas
  *As teachers develop, they may ask, "How do I…" or Why do I…"*
  …identify and integrate key concepts and relationships across subject matter areas?
  …help all students to relate subject matter concepts to previous lessons and their own lives?
  …help all students to see the relationships and connections across subject matter areas?
  …help all students to apply learning from different curricular areas to solve problems?
  …develop units and lessons that highlight themes within and across subject matter areas?

- Developing student understanding through instructional strategies that are appropriate to the subject matter
  *As teachers develop, they may ask, "How do I…" or Why do I…"*
  …develop and use a repertoire of instructional strategies well suited to teaching a particular subject matter?
  …use my knowledge of subject matter to help students construct their own knowledge?
  …challenge all students to think critically in each subject area?
  …build on student life experience, prior knowledge, and interests to make the content relevant and meaningful to them?
  …use a variety of instructional strategies and approaches to illustrate a concept and its connections within and across subject areas?
  …help all students develop enthusiasm for a deep knowledge of the subject matter?

- Using materials, resources, and technologies to make subject matter accessible to students
  *As teachers develop, they may ask, "How do I…" or Why do I…"*
  …use subject matter resources, materials, and technologies to organize the curriculum?
  …select and use instructional materials and resources that promote students' understanding of subject matter?
  …select and use learning materials and resources that reflect the diversity in my classroom?
  …use technologies to convey key concepts in the subject matter area?

**Domain 4:  Planning Instruction and Designing Learning Experiences For All Students**

- Drawing on and valuing students' background, interests, and developmental learning needs
  *As teachers develop, they may ask, "How do I…" or Why do I…"*
  …incorporate students' knowledge and experience in my curriculum and instructional planning?
  …use knowledge about students' lives and their families and communities to inform my planning of curriculum and instruction?
  …recognize and incorporate student diversity as an integral part of my planning?
  …plan lessons and units that promote access to academic content for all students?
  …design lessons that promote subject matter knowledge and language development for second language learners?
  …use what I know about cognitive and linguistic development to plan instruction that supports student learning?
  …use what I know about physical, social, and emotional development to plan instruction and make appropriate adaptations to meet students' unique needs?
  …design lessons that challenge students at their own developmental levels?

- Establishing and articulating goals for student learning
  *As teachers develop, they may ask, "How do I…" or Why do I…"*
  …establish short term and tong term goals for student learning?
  …ensure that each instructional activity is related to learning goals?
  …build on the strengths, interests, and needs of all students to establish high expectations for learning? establish
  …learning goals that address all students' language, experience, and home and school expectations?
  …design instructional activities so that all students participate in setting and achieving learning goals? ensure that
  …goals for student learning promote critical thinking and problem solving?

- Developing and sequencing instructional activities and materials for student learning
  *As teachers develop, they may ask, "How do I…" or Why do I…"*
  …sequence subject matter concepts to support student learning?
  …use formal and informal student assessment in long and short term planning?
  …plan to use instructional strategies appropriate to the complexity of the lesson content and student learning needs?
  …select and sequence curriculum to promote understanding and critical thinking for all students?
  …sequence instruction to help students see relationships and connections across subject matter areas?
  …choose and adapt instructional materials to make subject matter relevant to students' experience and interests?
  …develop and sequence instruction that supports students' second language learning and subject matter knowledge?

- Designing long and short term plans to foster student learning
  *As teachers develop, they may ask, "How do I…" or Why do I…"*
  …develop long and short term plans that build on and extend students' understanding of subject matter?
  …make decisions about organizing curriculum to allow enough time for student learning, review, and assessment?
  …think ahead toward long term goals for student learning?
  …use my knowledge of subject matter and my students to plan and pace instructional activities over time?
  …plan to ensure access to challenging, diverse, academic content for all students?
  …provide opportunities for all students to learn at their own pace in my daily, weekly, and unit plans?
  …incorporate diverse subject matter perspectives in my planning?

- Modifying instructional plans to adjust for student needs
  *As teachers develop, they may ask, "How do I…" or Why do I…"*
  …adjust the lesson plan to make content relevant and accessible to each student?
  …revise plans based on formal and informal student assessment?
  …adjust my plans to allow enough time for student learning?
  …modify my plans to ensure opportunities for all students to learn and synthesize information?
  …reflect on my teaching to inform long and short term planning?

**Domain 5:  Assessing Student Learning**

- Establishing and communicating learning goals for all students
  *As teachers develop, they may ask, "How do I…" or Why do I…"*
  …use subject matter standards from district, state and other sources to guide how I establish learning goals for each student?
  …involve all students and families in establishing goals for learning?
  …review and revise learning goals with every student over time?
  …ensure that student learning goals reflect the key subject matter concepts, skills, and applications?
  …ensure that goals for learning are appropriate to my students' development, language acquisition, or other special needs?
  …ensure that my grading system reflect goals for student learning?
  …work with other educators to establish learning goals and assessment tools that promote student learning?

- Collecting and using multiple sources of information to asses student learning
  *As teachers develop, they may ask, "How do I…" or Why do I…"*
  …use a variety of assessments to determine what students know and are able to do?
  …select, design, and use assessment tools appropriate to what is being assessed?
  …know that the assessment tools I use are matched to and support my goals for student learning?
  …collect, select, and reflect upon evidence of student learning?
  …work with families to gather information about all students and their learning?
  …ensure that my grades are based on multiple sources of information?
  …assess my students to support student learning goals, district standards, and family expectations?
  …use standardized tests, diagnostic tools, and developmental assessments to understand student progress?
  …use a range of assessment strategies to implement and monitor individualized student learning goals (including IEP goals)?

- Involving and guiding students in assessing their own learning
  *As teachers develop, they may ask, "How do I…" or Why do I…"*
  …make assessment integral to the learning process?
  …model assessment strategies for all students?
  …develop and use tools and guidelines that help all students assess their own work?
  …help all students to build their skills in self-reflection?
  …provide opportunities for all students to engage in peer discussion of their work?
  …help all students to understand and monitor their own learning goals?
  …provide opportunities for all students to demonstrate and reflect on their learning inside and outside of the classroom?

- Using the results of assessments to guide instruction
  *As teachers develop, they may ask, "How do I…" or Why do I…"*
  …use assessment to guide my planning?
  …use informal assessments of student learning to adjust instruction while teaching?
  …use assessment data to plan more effective ways of teaching subject matter concepts and processes?
  …use assessment information to determine when and how to revisit content that has been taught?
  …use assessment data to meet students' individual needs?
  …use assessment results to plan instruction to support students' individual educational plans (IEP)?

- Communicating with students, families, and other audiences about student progress
  *As teachers develop, they may ask, "How do I…" or Why do I…"*
  …provide all students with information about their progress as they engage in learning activities?
  …provide opportunities for alt students to share their progress with others?
  …communicate learning goals to all students and their families?
  …initiate and maintain regular contact with families and resource providers about student progress?
  …communicate the results of assessments with my students and their families?
  …involve families as partners in the assessment process?

**Domain 6: Developing As A Professional Educator**

- Reflecting on teaching practice and planning professional development
  *As teachers develop, they may ask, "How do I…" or Why do I…"*
  …assess my growth as a teacher over time?
  …learn about teaching as I observe and interact with my students?
  …reflect on my instructional successes and dilemmas to move my practice forward?
  …analyze my teaching to understand what contributes to student learning?
  …formulate professional development plans that are based on my reflection and analysis?

- Establishing professional goals and pursuing opportunities to grow professionally
  *As teachers develop, they may ask, "How do I…" or Why do I…"*
  …create opportunities to collaborate with my colleagues?
  …collaborate with teachers and other staff members to ensure that au students' diverse learning needs are met?
  …engage in thoughtful dialogue and reflection with colleagues to solve teaching-related problems?
  …participate in making and implementing school-wide decisions?
  …contribute to school-wide events and learning activities?
  …establish and maintain relationships with other staff to become a valued member of the school community?
  …use observations of colleagues to improve my teaching?
  …prevent and resolve personal and professional conflicts with colleagues?
  …contribute to the learning of other educators?

- Working with communities to improve professional practice
  *As teachers develop, they may ask, "How do I…" or Why do I…"*
  …value and respect their students' communities and appreciate its role in student learning?
  …increase my understanding of the cultures and dynamics of my students' communities?
  …promote collaboration between school and community?
  …identify and use school, district, and local community social service resources to benefit students and their families?
  …seek out and use resources from the local community and businesses to support student learning?
  …provide my students with community-based experiences that support their learning?
  …interact with students in activities outside the classroom?

- Working with families to improve professional practice
  *As teachers develop, they may ask, "How do I…" or Why do I…"*
  …value and respect students' families and appreciate their role in student learning?
  …develop an understanding of families' racial, cultural, linguistic and socioeconomic backgrounds?
  …engage families as sources of knowledge about students' linguistic and social backgrounds?
  …promote positive dialogue and interactions with all families, and respond to their concerns about student progress?
  …ensure that communication with all students and their families is understood?
  …provide opportunities for all families to participate in the classroom and school community?
  …present the educational program to all families?

- Working with colleagues to improve professional practice
  *As teachers develop, they may ask, "How do I…" or Why do I…"*
  …maintain an attitude of lifelong learning?
  …learn more about my own professional roles and responsibilities?
  …establish goals and seek out opportunities for professional growth and development?
  …use professional literature, school district and other professional development opportunities to increase my understanding of
    teaching and learning?
  …continue to seek out and refine approaches that make the curriculum accessible to every student?
  …expand my knowledge of new instructional methods and technologies?
  …benefit from and contribute lo professional organizations to improve my teaching?

- Balancing professional responsibilities and maintaining motivation
  *As teachers develop, they may ask, "How do I…" or Why do I…"*
  …reduce stress and maintain a positive altitude with students and colleagues?
  …challenge myself intellectually and creatively throughout my career?
  …deal with the isolation of teaching?
  …find support to balance professional responsibilities with my personal needs?
  …demonstrate professional conduct and integrity in the classroom and school community?
  …extend my knowledge about my professional and legal responsibilities for students' learning, behavior,
    and safety?

## Professional Standards & Pre-Assistance and Assistance

Pre-Assistance is considered to be a signal to certificated staff that additional guidance and support is needed in maintaining Professional Standards in a particular domain(s). When Pre-Assistance is initiated by the supervising administrator, it is the responsibility of the administrator, along with certificated staff:

1.      To identify the specific problem in relationship to the Professional Standards,
2.      To develop and implement a plan for improvement within a period of ten weeks.
3.      To gather selections to show evidence of improvement in the Professional Standards.

Throughout Pre-Assistance the administrator makes a commitment to certificated staff to support the improvement plan and allow the necessary time for learning new patterns of behavior. The early and frequent use of Pre-Assistance is viewed as positive support for certificated staff who fined themselves with difficult challenges in their teaching or work.

When a certificated staff member is placed on Pre-Assistance there is no record of it submitted to his or her certificated personnel file. Only when certificated staff member is placed on Assistance is a record submitted to the permanent file. The period for Pre-Assistance is 10 weeks. The period for Assistance is 20 weeks. While on Assistance certificated staff are not eligible to transfer or advance to a higher step or column on the certificated salary schedule.

**Below are the components of the Pre-Assistance Plan, as per contract:**
The supervising administrator will give a written notice to the teacher regarding:

- A statement of the problem in relationship to the Professional Standards
- A statement of the desired behavior in relationship to the Professional Standards
- Date(s) that the problem has occurred
- Date when the problem is to be resolved; and
- Recommendations and assistance that will be given to the teacher

After the written notification is given to the teacher, follow-up observations and conferences between the teacher and the evaluator will take place. The conferences will result in one of the following actions:

- Continue observations and conferences
- Placement on Assistance
- Problem resolved and Professional Standard met, return to current evaluation option

If the goals of the Pre-Assistance Plan are not met, the certificated staff member is then placed on Assistance and the Administrative, Mandated. The certificated staff member will remain on the Administrative Option, Mandated the year following removal from Assistance. Assistance includes intensified observations and conferences based on the Professional Standards. Below are the components of the written Assistance Plan, as per contract:

- A statement of the problem and existing conditions in relationship to the Professional Standards
- Specific objective(s) for the evaluatee in relationship to the Professional Standards
- Specific methods and resources which the evaluatee will use to remedy the problem and meet the Professional Standards
- Specific guidance and assistance that will be offered to the evaluate

**A Formative Report** is written by the administrator and shared with the teacher by the end of the 10th week of the Assistance period. **A Summative Report** is written by the administrator and shared with the teacher at the end of the 20th week of the Assistance period.

**PROFESSIONAL STANDARDS & AREAS OF INVESTIGATION**

Every second or third year, following Self-Assessment, each certificated staff member will participate in a formal evaluation. Staff members on:

- **Administrative, Mandated will:**
  - ○ Focus on all of the Professional Standards throughout the year and jointly develop a learning/working portfolio with the administrator.
- **Partner; Portfolio; Administrative, Choice will:**
  - ○ Write an Area of Investigation that will move your teaching practice forward based on your self-assessment or your classroom needs this year.

*How do I know what Evaluation Option I should be on?*

If you are Pre-tenured (Probationary, Temporary, or Emergency Credential Teachers)

| | |
|---|---|
| **First 2 years:** | **Administrative, Mandated** |
| **Third year:** | **Choose an option** |
| **Fourth year:** | **Self-Assessment only** |

If you are Tenured and last year you were on Partner, Portfolio, or Administrative, Choice

**You are on a Self-Assessment year**
**Partners have 2 self-assessment years between choosing an evaluation option.**
**Portfolio and Administrative, Choice have 1 self-assessment year between choosing an evaluation option.**

If you are tenured & placed on Pre-Assistance or Assistance
**Administrative Option, Mandated**

**Example of Evaluation Periods for Each Option Over Four Years:**

| If in 2021—2022 you did ➔ | Partner | Portfolio | Admin. Choice | Admin. Mandated (Tenured Teachers) | Admin. Mandated (Non-tenured teachers) |
|---|---|---|---|---|---|
| Then in 2022—2023 you would do ➔ | Self-assessment | Self-assessment | Self-assessment | Choose an Option | Admin. Mandated |
| In 2023—2024 you would do ➔ | Self-assessment | Choose an option | Choose an option | Self-assessment | Choose an option |
| In 2024—2025 you would do ➔ | Choose an option | Self-assessment | Self-assessment | Choose an option | Self-assessment |

# INTRODUCTION TO EVALUATION OPTIONS

| OPTIONS | PARTNER | PORTFOLIO | ADMINSTRATIVE CHOICE | ADINSTRATIVE MANDATED |
|---|---|---|---|---|
| **GOALS** | Area of Investigation Specific inquiry into student work, abilities, and behaviors | Area of Investigation Specific inquiry into student work, abilities, and behaviors. | Area of Investigation Specific inquiry into student wane, abilities, and behaviors. | Professional Standards Teacher/Administrator jointly develop working portfolio demonstrating growth |
| **INITIAL MEETING** | Partners/Administrator Meeting for teacher to present, discuss, and agree upon area of investigation | Teacher/Administrator Meeting For teacher to present discuss, and agree upon area of investigation | Teacher/Administrator Meeting For teacher to present, discuss, and agree upon area of investigation | Teacher/Administrator Meeting To review professional standards and agree upon joint development of working portfolio |
| **OBSERVING AND CONFERENCING** | Four Conference Cycles Observation tools designed by partners. Four pre-conferences by each partner. Four post-conferences by each partner. Administrator receives copies of all pre/post conference forms. | One Conference Cycle One collaboration between teacher and administrator based on in-class/work used to develop a portfolio selection and write reflection. First quarter meeting with administrator to share and discuss first portfolio selection/reflection. Select and reflect on at least four portfolio selections. | Two Conference Cycles Observation tools design by teacher and administrator. Two pre-conferences with administrator. Two post-conferences with administrator. | Three Conference Cycles Observation tools designed by administrator. Three pre-conferences with administrator. Three administrative observations. Three post- conferences with administrator. Focus is on the Professional Standards and the joint development of a working portfolio. |
| **SUMMATIVE MEETING** | Partners/Administrator Meeting Teacher writes self-assessment Administrator adds comments. (Completed according to dates on timeline). | Teacher/Administrator Meeting Teacher writes self-assessment Administrator adds comments. (Completed according to dates on timeline). | Teacher/Administrator Meeting Teacher writes self-assessment Administrator adds comments. (Completed according to dates on timeline). | Teacher/ Administrator Meeting Administrator writes assessment Teacher adds comments. (Completed according to dates on timeline). |
| **EVALUATION PERIOD** | Three years | Two years | Two years | One year |

# Oxnard Union High School District

# Teacher Assessment

# &

# Support Program

# Partner Option

# PARTNER OPTIONS

## Table of Contents

# *TASP*

**Teacher Assessment and Support Program**

**Beliefs That Guide Effective Evaluation Processes**

- TASP is a dynamic process, based on ongoing inquiry, data gathering, and reflection.

- Professional collegial interaction promotes growth and development.

- Student outcomes will improve if students' work is a focus.

- All stakeholders should recognize the complexity and craft of teaching.

Improve Instruction

To Benefit Students and Teachers

Goals for OUHSD TASP

Maintain & Exceed Professional Standards

Promote Ongoing & Significant Professional Growth

**PROFESSIONAL STANDARDS**

The Professional Standards are a description of minimal expectations for certificated personnel to receive and maintain tenure. The Standards function as a guide for administrators and teachers. The common language of the Professional Standards provides for shared discussions between administrators and teachers. Student work, assessments, curriculum planning, etc. are brought to the discussions by both administrators and teachers and discussed in relationship to the Professional Standards.

All certificated staff is responsible for maintaining Professional Standards at all times.

**PROFESSIONAL STANDARDS & CERTIFICATED STAFF ON:**

**Partner; Portfolio; Administrative, Choice; Self-Assessment Year**
- Most all certificated staff on these options meet and exceed the Professional Standards. However, if at any time there is a need by the supervising administrator to identify domains within the Professional Standards that are not being maintained and that require support, Pre-Assistance will be initiated. Pre-Assistance is viewed as a signal that added guidance and support is needed to maintain the Professional Standards. The duration for Pre-Assistance is 10 week period. If needed, assistance will follow Pre-Assistance for a duration of 20 weeks.

**PROFESSIONAL STANDARDS & CERTIFICATED STAFF ON:**

**Administrative, Mandated**
Through the conferencing and observing process administrators will:
- **Document and support growth** in the Professional Standards in all domains.
- **Jointly develop a portfolio** with certificated staff regarding ongoing growth in the Professional Standards.
  Defining the Portfolio: The portfolio is not a showcase" portfolio. It is a "learning" or "working" portfolio. The portfolio is a learning/working portfolio because its focus is to regularly gather selections to reflect upon in order to guide professional decision making regarding next steps for improvement.
  The learning/working portfolio is a collection of selections from class/work (observations, student work, curriculum planning, etc.) and reflections that accompany each selection. The reflection is what gives the selected item meaning in regards to the Professional Standards and learning or growth and what are next steps for improvement, adaptation, addition, etc. Throughout the year the certificated staff member and the administrator will each make portfolio selections covering all six domains in the Professional Standards and reflect upon that information in order to consider what next steps should be made to increase effectiveness. Collectively, the selections in a learning/working portfolio show learning and growth over time.
- **Write a Mid-Year Recommendation** summarizing two observations and corresponding pre-and post-conferences in regards to progress in each domain of the Professional Standards. Certificated staff will be invited to write a self-assessment of growth in all the domains of the Professional Standards. The self-assessment will be added to the jointly developed portfolio, as will any other selections brought to the mid-year conference by certificated staff or administrator.
- **Write a Final Evaluation** Summary including additional information from 1 observation and pre and post conferences regarding progress in the Professional Standards.

**Oxnard Union High School District – PROFESSIONAL STANDARDS**

The Professional Standards provide a common language and a vision of the scope and complexity of teaching by which all teachers can define and develop their practice. The Standards are to be used by teachers to prompt reflection about teaching and learning; develop professional goals; and guide, monitor and assess the progress of the teacher's practice toward their own professional goals. The Standards address the diversity of the student population in California schools today.

**Domain 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 needs. Teachers facilitate challenging learning experiences for all students in environments that promote autonomy, interactions and choice. Teachers actively engage all students in problem solving and critical thinking within and across subject matter areas. Concepts and skills are taught in ways that encourage students to apply them in real-life contexts that make subject matter meaningful. Teachers assist all students to become self-directed learners who are able to demonstrate, articulate and evaluate what they learn.

**Domain 2:  Creating and maintaining an effective environment 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, are clearly understood, and consistently maintained. Teachers make effective use of instructional time as they implement class procedures and routines.

**Domain 3:  Understanding and organizing subject matter knowledge 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 areas. 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 leaching strategies to make subject matter accessible to all students.

**Domain 4:  Planning instruction and designing learning experiences for all students**

Teachers plan instruction that draws on and values students' backgrounds, prior knowledge, and interests. Teachers establish challenging learning goals for all students based on student experience, language, development, and home and school expectations. Teachers sequence curriculum and design long-term and short-term plans that incorporate subject matter knowledge, reflect grade-level curriculum expectations, and include a repertoire of instructional strategies. Teachers use instructional activities that promote learning goals and connect with student experiences and interests. Teachers modify and adjust instructional plans according to student engagement and achievement.

**Domain 5:  Assessing Student Learning**

Teachers establish and clearly communicate learning goals for all students. Teachers collect information about student performance from a variety of sources. Teachers involve students in assessing their own learning. Teachers use information from a variety of ongoing assessments to plan and adjust learning opportunities that promote academic achievement and personal growth for all students. Teachers exchange information about student learning with students, families, and support personnel in ways that improve understanding and foster academic progress.

**Domain 6:  Developing as a professional educator**

Teachers reflect on their teaching practice and actively engage in planning their professional development. Teachers establish professional learning goals, pursue opportunities to develop professional knowledge and skill, and participate in the extended professional community. Teachers learn about and work with local communities to improve their professional practice. Teachers communicate effectively with families and involve them in student learning and the school community. Teachers contribute to school activities, promote school goals and improve professional practice by working collegially with all school staff. Teachers balance Professional responsibilities and maintain motivation and commitment to all students.

**Professional Standards**

The Professional Standards function as a guide for administrators and certificated staff. The common language of the Professional Standards provides for shared discussions between administrators and certificated staff.

**Engaging and supporting all students in learning**
- Connecting students' prior knowledge, life experience, and interests with learning goals
- Using a variety of instructional strategies and resources to respond to students' diverse needs
- Facilitating learning experiences that promote autonomy, interaction, and choice
- Engaging students in problem solving, critical thinking, and other activities that make subject matter meaningful
- Promoting self-directed, reflective learning for all students

**Creating and maintaining an effective environment for student learning**
- Creating a physical environment that engages all students
- Establishing a climate that promotes fairness and respect
- Promoting social development and group responsibility
- Establishing and maintaining standards for student behavior
- Planning and implementing classroom procedures and routines that support student learning
- Using instructional time effectively

**Understanding and organizing subject matter knowledge for student learning**
- Demonstrating knowledge of subject matter content and student development
- Organizing curriculum to support student understanding of subject matter
- Integrating ideas and information within and across subject matter areas
- Developing student understanding through instructional strategies that are appropriate to the subject matter
- Using materials, resources, and technologies to make subject matter accessible to students

**Planning instruction and designing learning experiences for all students**
- Drawing on and valuing students' background, interests, and developmental learning needs
- Establishing and articulating goals for student learning
- Developing and sequencing instructional activities and materials for student learning
- Designing long and short term plans to foster student learning
- Modifying instructional plans to adjust for student needs

**Assessing Student Learning**
- Establishing and communicating learning goals for all students
- Collecting and using multiple sources of information to assess student learning
- Involving and guiding students in assessing their own learning
- Using the results of assessments to guide instruction
- Communication with students, families, and other audiences about student progress

**Developing as a professional educator**
- Reflecting on teaching practice and planning professional development
- Establishing professional goals and pursuing opportunities to grow professionally
- Working with communities to improve professional practice
- Working with families to improve professional practice
- Working with colleagues to improve teaching and learning
- Balancing professional responsibilities and maintaining motivation

## Professional Standards & Pre-Assistance and Assistance

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Oxnard Union High School District

# TEACHER ASSESSMENT AND SUPPORT PROGRAM
**Based on the Continuum of Teacher Abilities**

**PARTNER OPTION**

| | |
|---|---|
| **GOALS** | **Area of Investigation**<br>**Specific inquiry into student work, abilities, and behaviors** |
| **INITIAL MEETING** | **Partners/Administrator Meeting**<br>**Partners meet with administrator to present, discuss, and agree upon area of investigation (by date specified in timeline ).** |
| **OBSERVING AND CONFERRING** | **Four Conference Cycles**<br>**Observation tools designed by teacher and administrator**<br>**Four pre-conferences by each partner**<br>**Four reciprocal observations by each partner Four post-conferences by each partner Administrator receives copies of all pre/post conference forms** |
| **SUMMATIVE MEETING** | **Partners/Administrator Meeting**<br>**Teacher writes self-assessment. Administrator adds comments ( completed by date specified in time line).** |
| **EVALUATION PERIOD** | **Three years** |

# Partner Option
# Timeline for 2022—2023

- **Self-Assess on Continuum of Teacher Abilities & Develop Area of Investigation**
- **Select Partner**
- **Initial Meeting with Administrator (Present & Discuss Area of Investigation)**

**PRIOR TO: 10/07/2022**

**Pre Conference, Observation and Post Conference may be scheduled anytime within the beginning and ending dates listed. Beginning with the date of the Pre Conference, the Observation and Post Conference must occur within seven working days.**

- **First Partner Observation (Each partner observes each other).**

  **10/14/22-11/04/22**

  **1st conference forms due to administrator immediately after post conferencing.**

- **Second Partner Observations (Each partner observes each other).**

  **11/7/2022-12/16/2022**

  **2nd conference forms due to administrator immediately after post conferencing.**

- **Third Partner Observations (Each partner observes each other).**

  **1/13/23 -2/3/23**

  **3rd conference forms due to administrator immediately after post conferencing.**

- **Fourth Partner Observations (Each partner observes each other).**

  **2/21/23-3/17/2023**

  **4th conference forms due to administrator immediately after post conferencing.**

- **Summative Meeting with Administrator**

  **PRIOR TO 5/1/23, PREPARE YOUR FINAL EVALUATION SUMMARY-SELF ASSESSMENT**

# COACHING CYCLE

1. **Pre-CONFERENCE**

   **Purposes:**
   To establish the context for the lesson
   To clarify the teacher's goal for the lesson
   To identify and describe the strategies and approaches the teacher will use To identify evidences of success
   To determine an area of professional interest for the purpose of this observation
   To define a specific focus for data gathering
   To identify the partner's role and the tools for data gathering

2. **OBSERVATION**

   **Purposes:**
   To gather desired information for teacher

3. **Post-CONFERENCE**

   **Purposes:**
   To recall the lesson
   To compare what actually happened with what was desired
   To refocus on area of professional interest
   To reflect upon evidence
   To draw cause and effect relationships between teacher behaviors and student learning
   To consider implications for teaching
   To consider possible improvements or new strategies
   To develop insight into coaching process

# PRE-CONFERENCE QUESTIONS

| Question | Purpose |
|---|---|
| 1. What will you be doing in this lesson? (Where are you now?) | To establish the context for the lesson |
| 2. What are your goals for your students? (Where do you want to go?) | To clarify the teacher's goal for the lesson |
| 3. What exactly will you and your students be doing in your lesson? (How will you get there?) | To identify and escribe the strategies and approaches the teacher will use. |
| 4. How will you know if your lesson is successful? (How will you know then you've arrived?) | To identify evidences of success |
| 5. What are you curious about with regards to this particular lesson? (What do you want to learn/find out?) | To determine an area of professional interest for the purpose of this observation |
| 6. What, specifically would you like me to observe? (What do you need to know in order to find out about it?) | To define a specific focus for data gathering |
| 7. How can I best gather information for you? How do you want the data recorded? Where would you like me to place myself? (How can I help you find out?) | To identify the partner's role and the tools for data gathering. |

# PRE-CONFERENCE QUESTIONS

| Question | Purpose |
|---|---|
| 1. How do you think the lesson went? | To recall the lesson. |
| 2. Did the lesson go as you had planned? | To compare what actually happened with what was desired. |
| 3. Would you like to see the data I gathered? | To refocus on an area of professional interest. |
| 4. How does this data match your expectations or surprise you? | To reflect upon evidence. |
| 5. How do you think the _____ might have affected the _____? | To draw cause and effect relationships between teacher behaviors and student learning. |
| 6. How does this data help you as a teacher? | To consider implications for teaching. |
| 7. If you were to reteach this lesson, is there anything you would do differently? | To consider possible improvements or new strategies. |
| 8. Is there anything we should consider changing when we work together again? | To develop insight into the coaching process. |

# Underlying Assumptions for Effective Coaching/Collegial Conversations

| |
|---|
| *      That the coaching/collegial conversation process is a mutual learning process<br>*      That the speaker and the listener are professionals with the ability to self-assess and self<br>      prescribe<br>*      That the speaker and the listener possess high professional standards and seek to be<br>      successful<br>*      That the speaker and the listener have the best interest of the students in mind<br>*      That the listener's role is NOT to "fix" the speaker |

## Conversation

We talk about whatever comes up. Talk flows from one thing to another.

## Coaching during Conferencing & Collegial Conversation

The speaker controls the conversation. The goal for the conversation is to improve teacher and student success.

The listener is totally focused on the speaker in order to actively participate in supporting the best thinking of the speaker to reflect on planning, classroom information and identify next steps for improvement or new strategies.

As desired, the listener shares ideas with the speaker.

Paraphrasing, clarifying questions and questions that probe new ideas and relationships are helpful tools for the listener to use to support the thinking of the speaker.

# COACHING – COLLEGIAL CONVERSATION SKILLS

**To support effective communication that promotes professional growth please consider:**

- Communication skills are acquired more than they are in-born
- The meaning people get from you comes less from what you say than from how you say it
- Whenever two people are in each other's presence, communication inevitable occurs.
- 87% of the information stored in people's minds entered their body through their eyes.
- Communication is a complex, ongoing dynamic and changing process

**Build A Trusting and Reflective Environment by:**

- Using non-judgmental responses (avoid criticism or praise)
- Acknowledging ideas and feelings
- Using statements & questions that are open ended and assume the positive intentions of the speaker
- Listening
    - Listen to truly want to hear what the speaker has to say to support his/her own best thinking
    - Listen knowing that the speaker is separate from yourself with alternative ways of seeing the world
    - Listen trusting that the speaker has the capacity to handle, work through and find solutions to his/her own problems

**Paraphrase and Ask Clarifying Questions to Fully Understand the Speaker's Thinking**

Paraphrasing Stems:
- What I hear you saying is ...
- So, if I understand you correctly ...
- Then you're thinking that ...

Clarifying Stems:
- Please tell me a little more about..
- Help me understand ... (that idea ... , what you mean when ... , what you're saying here ... )
- Tell me what you mean when you .. .
- To what extent. .. ?
- So, are you suggesting/saying ... ?
- I'm curious about...

**Ask questions to promote thinking**

What might you see happening in your classroom if ... ?
What do you think would happen if ... ?
What seems to be effecting ... ?
How might it look if ... were changed in some way?
How might it seem from ... (any other point of view?-students?, parents?, other teachers?, etc.)

# OBSERVATION

The intent of observation is to gather information about your class/work to support success for teachers and students. At the pre conference the partners OR administrator and certificated staff member use coaching/collegial conversational skills to assist in thoroughly thinking through the planning for the lesson. Before the discussion is completed they also decide on what specific teacher and/or student behaviors are to be observed and how the information will be recorded (where to stand, what students to focus on, what student/teacher behaviors to record by using a code or tally, writing what people say, i.e. questions & responses, etc.)

Partners/Administrators enter classrooms or work areas as research assistants for the person they are observing. They are gathering "data" that the person needs to learn in order to move forward in her/his Area of Investigation. What is observed for is personal to each Area of Investigation. The observation tools that you design together may be very specific or more broad in scope depending on the focus of the inquiry. Create the observation tools that will give you the information you need.

*Please Note: Administrators and all certificated staff are responsible for maintaining Professional Standards at all time. Consequently, as administrators observe in classrooms or work settings they have the right and responsibility to identify any concerns related to the Professional Standards while they are observing for specific goals or for an Areas of Investigation. In Addition, Administrators always have the right and responsibility to observe classrooms or work settings at any time.*

**Following are 3 examples of generic observation tools to gather specific information:**

**1.Selected Verbatim Scripting** (In Selected Verbatim Scripting you don't need to write everything down that is said. Selected Scripting is used to capture specific language and its effects on student behavior. The box below shows what questions the teacher used because s/he wanted to analyze how s/he was supporting higher order thinking through questioning. In a column next to the questions you might tally or script how many students have raised hands, where are they in the room, what level higher order thinking or problem solving, etc. did the students respond with and so on. Selected Verbatim Scripting focuses on topics and the relationship between what teachers say/do and what students say/do.)

| TEACHER QUESTIONS | STUDENT BEHAVIORS |
|---|---|
| 1. Think about the dogs that you have been around. How are those dogs different than Alaskan sled dogs?<br>2. What do you think contributes to their differences?<br>3. Thinking about all we are learning about Alaska, why ... | |

**2. Seating Chart** (The seating chart is useful in many different ways-identifying student participation in teacher lead discussions, at task behavior in independent groups, levels of student response by group/gender/etc., frequency and location of specific student behaviors you are trying to develop, such as problem solving, cooperation, listening, questioning and so on. A seating chart can be useful in finding out movement and interaction patterns of students with other students, and teachers with students. A legend clarifying what it is you are looking for (A:;:At task, TA:;:Talking on task, TO=Talking off task, etc.) is helpful when using a seating chart, along with student names and times. Tallies or other codes, such as arrows to show who is talking to who can also be used effectively with seating charts.)

**3.Tally for teacher and student behaviors** Simply making a list of teacher behaviors, keeping a tally of occurrence and recording what effect that behavior has on students can provide useful data for analysis.

# AREA OF INVESTIGATION – PARTNER OPTION

**Name: _____**

**Date: _____**

**To clarify your Areas of Investigation, briefly respond to the following questions:**

A. **Areas of Investigation** (To be completed before your first meeting with your administrator).

    1. Name the specific topic you wish to focus on in your Areas of Investigation.

    2. Specifically, what aspect of that topic would you like to improve on or enhance? Why? What evidence led you to this decision?

B. **Desired Outcomes**

    1. How will you improve in your teaching or work through this Area of Investigation, keeping in mind the Continuum?

    2. How will you improve the abilities of your students through this Area of Investigation?

    3. What type of observation format(s) or data gathering tool(s) are you planning to use in order to best support your Area of Investigation?

    4. Timeline for Observations:
        !st Observation _____    2nd Observation _____
        3rd Observation _____    4th Observation _____

_____      _____

Certificated Staff                           Administrator

_____

Date

# Pre & Post Conference Form

Name: _____     Partner: _____

Pre Conference       1     2     3     4     Date: _____

Pre Conference       1     2     3     4     Date: _____

**Pre Conference**
Identify the specific Student-Teacher behaviors that will demonstrate achievement of the Area of Investigation. State what will observed for specifically.

**Post Conference**
After sharing the observation data, compare what happened with what was desired. Reflect on what helped and what hindered and why.

**Next Steps**
Improvements

New Strategies

Administrative Comments:

_____          _____
Certificated Staff                                                                Administrator

_____
Date

# Pre & Post Conference Form

Name: _____          Partner: _____

Pre Conference          1          2          3          4          Date: _____

Pre Conference          1          2          3          4          Date: _____

**Pre Conference**
Identify the specific Student-Teacher behaviors that will demonstrate achievement of the Area of Investigation. State what will observed for specifically.

**Post Conference**
After sharing the observation data, compare what happened with what was desired. Reflect on what helped and what hindered and why.

**Next Steps**
Improvements

New Strategies

Administrative Comments:

_____          _____
Certificated Staff                                        Administrator

_____
Date

# Pre & Post Conference Form

Name: _____          Partner: _____

Pre Conference          1          2          3          4          Date: _____

Pre Conference          1          2          3          4          Date: _____

**Pre Conference**
  Identify the specific Student-Teacher behaviors that will demonstrate achievement of the Area of
  Investigation. State what will observed for specifically.




**Post Conference**
  After sharing the observation data, compare what happened with what was desired. Reflect on
  what helped and what hindered and why.




**Next Steps**
  Improvements




  New Strategies



Administrative Comments:



_____          _____
Certificated Staff                                                      Administrator


_____
Date

# Pre & Post Conference Form

Name: _____     Partner: _____

Pre Conference        1      2      3      4      Date: _____

Pre Conference        1      2      3      4      Date: _____

---

**Pre Conference**
  Identify the specific Student-Teacher behaviors that will demonstrate achievement of the Area of Investigation. State what will observed for specifically.




**Post Conference**
  After sharing the observation data, compare what happened with what was desired. Reflect on what helped and what hindered and why.




**Next Steps**
  Improvements




  New Strategies



---

Administrative Comments:




_____          _____
Certificated Staff                                                    Administrator


_____
Date

**AREA OF INVESTIGATION – Final Evaluation Summary – Self Assessment**

Name: _____     Date: _____

Check one:     _____Partner          _____Portfolio          _____Administrative Choice

Complete #1 and #2 and meet with administrator.

1.  Area of Investigation Accomplishments
    a.  As you progressed through your Area of Investigation, how did you and your students benefit?

2.  Recommendations or Considerations for the Future
    a.  Describe how you will continue to work on this and any other inquiries that extend from your Area of Investigation.

    b.  Describe what you think is most important about what you learned through your Area of Investigation to share with others.

Final Evaluation Summary – Administrative Assessment
    1.  Administrative comments and recommendations

_____          _____
Certificated Staff                                      Administrator

                        _____
                                    Date

# Self Assessment/Area of Investigation

Name: _____     Date: _____

Complete #1 and #2 and meet with administrator, if you are on cycle. If not on cycle, complete and return to administrator.

1. Please write in the date you completed your Self-Assessment:
   _____

2. **Area of Investigation:**
   a. After reflecting on your Self-Assessment, please list below the area(s) you intend to investigate during this school year.

3. **Administrator comments:**

_____          _____
Certificated Staff                                  Administrator

                    _____
                                Date

# Oxnard Union High School District
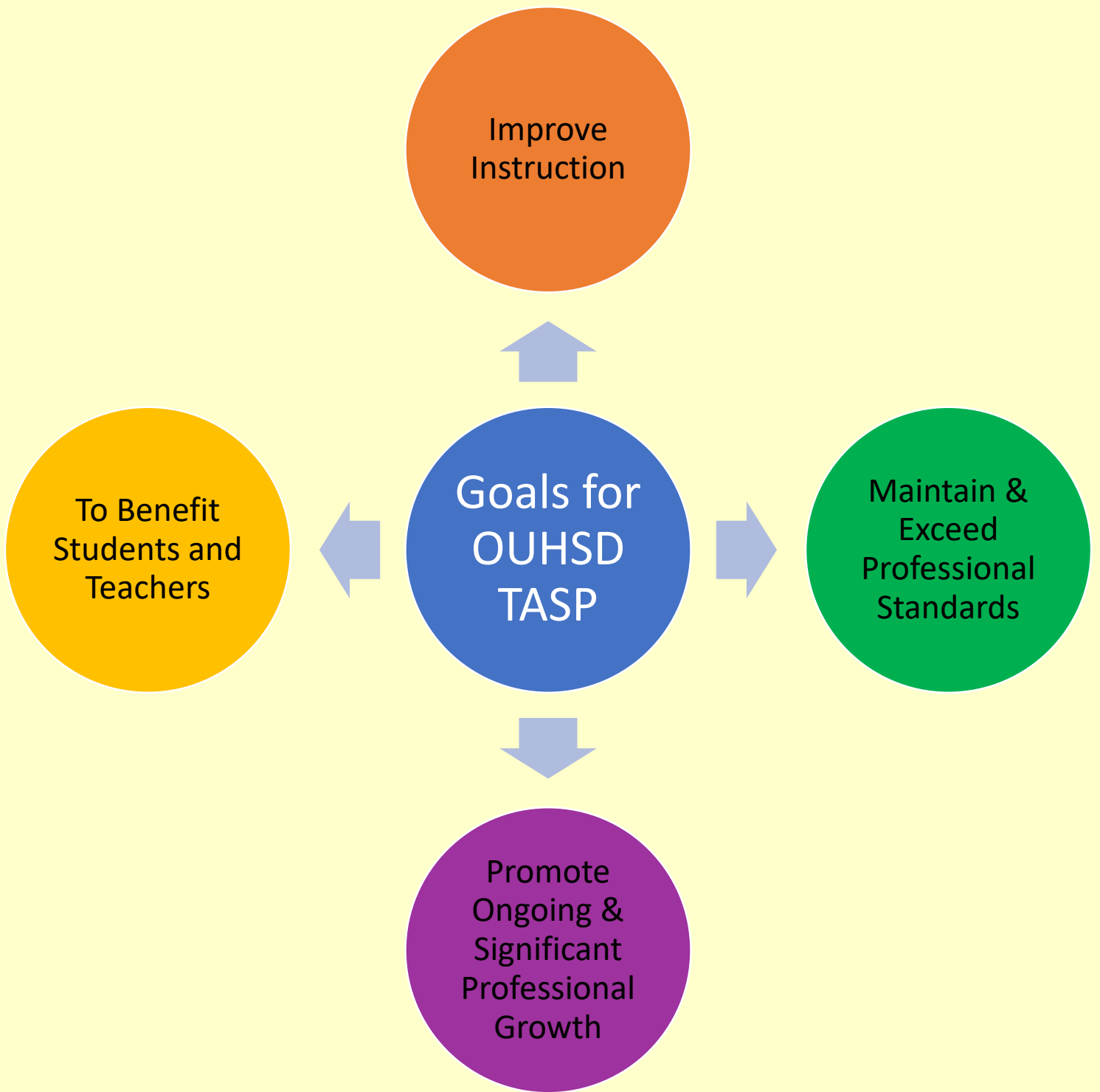
# Teacher Assessment

# &

# Support Program

# Portfolio Option

# PORTFOLIO OPTIONS

## Table of Contents

# *TASP*

**Teacher Assessment and Support Program**

**<u>Beliefs That Guide Effective Evaluation Processes</u>**

- TASP is a dynamic process, based on ongoing inquiry, data gathering, and reflection.

- Professional collegial interaction promotes growth and development.

- Student outcomes will improve if students' work is a focus.

- All stakeholders should recognize the complexity and craft of teaching.

Improve Instruction

To Benefit Students and Teachers

Goals for OUHSD TASP

Maintain & Exceed Professional Standards

Promote Ongoing & Significant Professional Growth

**PROFESSIONAL STANDARDS**

> The Professional Standards are a description of minimal expectations for certificated personnel to receive and maintain tenure. The Standards function as a guide for administrators and teachers. The common language of the Professional Standards provides for shared discussions between administrators and teachers. Student work, assessments, curriculum planning, etc. are brought to the discussions by both administrators and teachers and discussed in relationship to the Professional Standards.
>
> All certificated staff is responsible for maintaining Professional Standards at all times.

**PROFESSIONAL STANDARDS & CERTIFICATED STAFF ON:**

**Partner; Portfolio; Administrative, Choice; Self-Assessment Year**
- Most all certificated staff on these options meet and exceed the Professional Standards. However, if at any time there is a need by the supervising administrator to identify domains within the Professional Standards that are not being maintained and that require support, Pre-Assistance will be initiated. Pre-Assistance is viewed as a signal that added guidance and support is needed to maintain the Professional Standards. The duration for Pre-Assistance is 10 week period. If needed, assistance will follow Pre-Assistance for a duration of 20 weeks.

**PROFESSIONAL STANDARDS & CERTIFICATED STAFF ON:**

**Administrative, Mandated**
Through the conferencing and observing process administrators will:
- **Document and support growth** in the Professional Standards in all domains.
- **Jointly develop a portfolio** with certificated staff regarding ongoing growth in the Professional Standards.
  Defining the Portfolio: The portfolio is not a showcase" portfolio. It is a "learning" or "working" portfolio. The portfolio is a learning/working portfolio because its focus is to regularly gather selections to reflect upon in order to guide professional decision making regarding next steps for improvement.
  The learning/working portfolio is a collection of selections from class/work (observations, student work, curriculum planning, etc.) and reflections that accompany each selection. The reflection is what gives the selected item meaning in regards to the Professional Standards and learning or growth and what are next steps for improvement, adaptation, addition, etc.
  Throughout the year the certificated staff member and the administrator will each make portfolio selections covering all six domains in the Professional Standards and reflect upon that information in order to consider what next steps should be made to increase effectiveness. Collectively, the selections in a learning/working portfolio show learning and growth over time.
- **Write a Mid-Year Recommendation** summarizing two observations and corresponding pre-and post-conferences in regards to progress in each domain of the Professional Standards. Certificated staff will be invited to write a self-assessment of growth in all the domains of the Professional Standards. The self-assessment will be added to the jointly developed portfolio, as will any other selections brought to the mid-year conference by certificated staff or administrator.
- **Write a Final Evaluation** Summary including additional information from 1 observation and pre and post conferences regarding progress in the Professional Standards.

**Oxnard Union High School District – PROFESSIONAL STANDARDS**

> The Professional Standards provide a common language and a vision of the scope and complexity of teaching by which all teachers can define and develop their practice. The Standards are to be used by teachers to prompt reflection about teaching and learning; develop professional goals; and guide, monitor and assess the progress of the teacher's practice toward their own professional goals. The Standards address the diversity of the student population in California schools today.

**Domain 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 needs. Teachers facilitate challenging learning experiences for all students in environments that promote autonomy, interactions and choice. Teachers actively engage all students in problem solving and critical thinking within and across subject matter areas. Concepts and skills are taught in ways that encourage students to apply them in real-life contexts that make subject matter meaningful. Teachers assist all students to become self-directed learners who are able to demonstrate, articulate and evaluate what they learn.

**Domain 2:        Creating and maintaining an effective environment 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, are clearly understood, and consistently maintained. Teachers make effective use of instructional time as they implement class procedures and routines.

**Domain 3:        Understanding and organizing subject matter knowledge 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 areas. 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 leaching strategies to make subject matter accessible to all students.

**Domain 4:        Planning instruction and designing learning experiences for all students**

Teachers plan instruction that draws on and values students' backgrounds, prior knowledge, and interests. Teachers establish challenging learning goals for all students based on student experience, language, development, and home and school expectations. Teachers sequence curriculum and design long-term and short-term plans that incorporate subject matter knowledge, reflect grade-level curriculum expectations, and include a repertoire of instructional strategies. Teachers use instructional activities that promote learning goals and connect with student experiences and interests. Teachers modify and adjust instructional plans according to student engagement and achievement.

**Domain 5:        Assessing Student Learning**

Teachers establish and clearly communicate learning goals for all students. Teachers collect information about student performance from a variety of sources. Teachers involve students in assessing their own learning. Teachers use information from a variety of ongoing assessments to plan and adjust learning opportunities that promote academic achievement and personal growth for all students. Teachers exchange information about student learning with students, families, and support personnel in ways that improve understanding and foster academic progress.

**Domain 6:        Developing as a professional educator**

Teachers reflect on their teaching practice and actively engage in planning their professional development. Teachers establish professional learning goals, pursue opportunities to develop professional knowledge and skill, and participate in the extended professional community. Teachers learn about and work with local communities to improve their professional practice. Teachers communicate effectively with families and involve them in student learning and the school community. Teachers contribute to school activities, promote school goals and improve professional practice by working collegially with all school staff. Teachers balance Professional responsibilities and maintain motivation and commitment to all students.

**Professional Standards**

The Professional Standards function as a guide for administrators and certificated staff. The common language of the Professional Standards provides for shared discussions between administrators and certificated staff.

**Engaging and supporting all students in learning**
- Connecting students' prior knowledge, life experience, and interests with learning goals
- Using a variety of instructional strategies and resources to respond to students' diverse needs
- Facilitating learning experiences that promote autonomy, interaction, and choice
- Engaging students in problem solving, critical thinking, and other activities that make subject matter meaningful
- Promoting self-directed, reflective learning for all students

**Creating and maintaining an effective environment for student learning**
- Creating a physical environment that engages all students
- Establishing a climate that promotes fairness and respect
- Promoting social development and group responsibility
- Establishing and maintaining standards for student behavior
- Planning and implementing classroom procedures and routines that support student learning
- Using instructional time effectively

**Understanding and organizing subject matter knowledge for student learning**
- Demonstrating knowledge of subject matter content and student development
- Organizing curriculum to support student understanding of subject matter
- Integrating ideas and information within and across subject matter areas
- Developing student understanding through instructional strategies that are appropriate to the subject matter
- Using materials, resources, and technologies to make subject matter accessible to students

**Planning instruction and designing learning experiences for all students**
- Drawing on and valuing students' background, interests, and developmental learning needs
- Establishing and articulating goals for student learning
- Developing and sequencing instructional activities and materials for student learning
- Designing long and short term plans to foster student learning
- Modifying instructional plans to adjust for student needs

**Assessing Student Learning**
- Establishing and communicating learning goals for all students
- Collecting and using multiple sources of information to assess student learning
- Involving and guiding students in assessing their own learning
- Using the results of assessments to guide instruction
- Communication with students, families, and other audiences about student progress

**Developing as a professional educator**
- Reflecting on teaching practice and planning professional development
- Establishing professional goals and pursuing opportunities to grow professionally
- Working with communities to improve professional practice
- Working with families to improve professional practice
- Working with colleagues to improve teaching and learning
- Balancing professional responsibilities and maintaining motivation

## Professional Standards & Pre-Assistance and Assistance

Pre-Assistance is considered to be a signal to certificated staff that additional guidance and support is needed in maintaining Professional Standards in a particular domain(s). When Pre-Assistance is initiated by the supervising administrator, it is the responsibility of the administrator, along with certificated staff:

1.      To identify the specific problem in relationship to the Professional Standards,
2.      To develop and implement a plan for improvement within a period of ten weeks.
3.      To gather selections to show evidence of improvement in the Professional Standards.

Throughout Pre-Assistance the administrator makes a commitment to certificated staff to support the improvement plan and allow the necessary time for learning new patterns of behavior. The early and frequent use of Pre-Assistance is viewed as positive support for certificated staff who fined themselves with difficult challenges in their teaching or work.

When a certificated staff member is placed on Pre-Assistance there is no record of it submitted to his or her certificated personnel file. Only when certificated staff member is placed on Assistance is a record submitted to the permanent file. The period for Pre-Assistance is 10 weeks. The period for Assistance is 20 weeks. While on Assistance certificated staff are not eligible to transfer or advance to a higher step or column on the certificated salary schedule.

**Below are the components of the Pre-Assistance Plan, as per contract:**
The supervising administrator will give a written notice to the teacher regarding:

- A statement of the problem in relationship to the Professional Standards
- A statement of the desired behavior in relationship to the Professional Standards
- Date(s) that the problem has occurred
- Date when the problem is to be resolved; and
- Recommendations and assistance that will be given to the teacher

After the written notification is given to the teacher, follow-up observations and conferences between the teacher and the evaluator will take place. The conferences will result in one of the following actions:

- Continue observations and conferences
- Placement on Assistance
- Problem resolved and Professional Standard met, return to current evaluation option

If the goals of the Pre-Assistance Plan are not met, the certificated staff member is then placed on Assistance and the Administrative, Mandated. The certificated staff member will remain on the Administrative Option, Mandated the year following removal from Assistance. Assistance includes intensified observations and conferences based on the Professional Standards. Below are the components of the written Assistance Plan, as per contract:

- A statement of the problem and existing conditions in relationship to the Professional Standards
- Specific objective(s) for the evaluatee in relationship to the Professional Standards
- Specific methods and resources which the evaluatee will use to remedy the problem and meet the Professional Standards
- Specific guidance and assistance that will be offered to the evaluate

**A Formative Report** is written by the administrator and shared with the teacher by the end of the 10th week of the Assistance period. **A Summative Report** is written by the administrator and shared with the teacher at the end of the 20th week of the Assistance period.

# TEACHER ASSESSMENT AND SUPPORT PROGRAM
### Based on the Continuum of Teacher Abilities

**PORTFOLIO OPTION**

| GOALS | **Area of Investigation** Specific inquiry into student work, abilities, and behaviors |
|---|---|
| INITIAL MEETING | **Teacher/Administrator Meeting** Teacher meets with administrator to present, discuss, and agree upon area of investigation (by date specified in timeline ). |
| OBSERVING AND CONFERRING | **One Conference Cycle** One collaboration between teacher and administrator based upon in-class/work used to develop a portfolio selection and write reflection. First quarter meeting with administrator and other staff utilizing Portfolio Option to share and discuss first portfolio selection/reflection. Select and reflect on at least four portfolio selections by end of cycle. |
| SUMMATIVE MEETING | **Teacher/Administrator Meeting** Teacher writes self-assessment. Administrator adds comments (completed by date specified in time line). |
| EVALUATION PERIOD | **Two years** |

**Portfolio Option**
**Timeline for 22-23**

**PRIOR TO:**     **10/17/2022**

- **Self-Assess on Continuum of Teacher Abilities & Develop Area of Investigation.**
- **Initial Meeting with Administrator to Present and Discuss Area of Investigation.**

Gathering Classroom Information in Support of the Area Investigation & Writing a Reflection for each Selection

- o Certificated staff members are required to select a minimum of 4 items for the Portfolio and write accompanying reflections for each.

- o One of the four selections and accompanying reflections is to be completed by the certificated staff member in collaboration with the administrator.

**Selection #1 and Accompanying Written Reflection**     **Date: 10/10/2022**
**Selection #2 and Accompanying Written Reflection**     **Date: 12/16/2022**
**Selection #3 and Accompanying Written Reflection**     **Date: 1/27/2023**
**Selection #4 and Accompanying Written Reflection**     **Date: 3/3/2023**

**PRIOR TO:**     **10/21/2022**

- Frist Quarter Meeting with Administrator (Bring first selection and accompany reflection.)

**BETWEEN 2/21/2023—3/17/2023**

- Second Semester Collaboration with your administrator to gather an additional selection of student work or an assessment for your portfolio and together write a reflection. *It is suggested that the collaboration for the selection and the writing of the reflection occur within seven working days of each other to best support the progress in the Area of Investigation.*

**PRIOR TO:**     **5/1/2023**
- Summative Meeting with Administrator. Bring your written Final Evaluation Summary-Self Assessment.

**Portfolio Option**
**Portfolio Development & Group Meeting**

**Defining the Portfolio:** The portfolio for the evaluation option is not a "showcase" or "best work" portfolio. It is a "learning" or "working" portfolio. In a learning/working portfolio certificated staff gather and reflect on selections of student work, assessments, etc. in order to guide professional decision making regarding next steps for improvement at the time of the selection. The first selection represents initial information regarding the Area of Investigation. The reflection on that first selection should guide decision making for adaptations or improvements at that time. The remaining selections and reflections throughout the year continue that same process: including the selection and reflection done in collaboration with the administrator. Collectively at the end of the year, the selections and their accompanying written reflections show learning and growth over time. This is a learning/working portfolio.

A.      The Portfolio Includes:

  1.       **An Area of Investigation**
  2.       **Teacher selection of a written reflection** on at least three artifacts throughout the year in support of the Area of Investigation. (See "Professional Standards & Portfolio Selections" and "Reflection on the Portfolio Selection". Feel free to copy more Reflection forms as needed.)
  3.       **A meeting with peers** and the administrator after the first selection and in the first quarter to discuss the selection and the accompanying reflection.

  The purpose of the meeting is to support—
   o  **Analyzing the 1st selection** for the Portfolio in order to get a deeper understanding of it through dialogue and to get additional ideas for new strategies or improvements.
   o  **Adding to or revising the 1st** written reflection based on the analysis and dialogue.
   o  **Making connections with other teachers** regarding your process and topic.

  4.       Collaboration with your administrator in your class/work during the second 3.   A meeting with peers and the administrator after the first selection and in the first quarter to discuss the selection and the accompanying reflection.

(**Please Note:** Administrators and all certificated staff are responsible for maintaining Professional Standards at all times. Consequently, as administrators observe in classrooms or work settings they also have the right and responsibility to identify any concerns related to the professional Standards while they are observing for specific goals or for an Areas of Investigation. In addition, Administrators always have the right and the responsibility to observe classrooms or work settings at any time.)

  4.   **A Final Evaluation Summary—Self Assessment**
  5.   Certificated Staff write their own self assessment as a final evaluation summary. The administrator will write comments.

**Professional Standards & Portfolio Selections**

> The following list is provided for certificated staff as possible items to gather as student work or assessments, etc. to support their Area of Investigation.

**Below is a beginning list of possible selections to consider:**

**Domain 1: Engaging and supporting all students in learning**
- Narratives and responses from observations.
- Examples of technology integrated into instruction.
- Video of classroom instruction.
- Teacher narrative regarding decisions about modifying instruction.
- Photographs and/or student profiles that reflect an understanding of their unique learning needs.
- Items that highlight instructional practices, processes, and grouping strategies.

**Domain 2: Creating and maintaining an effective environment for student learning**
- Photographs of classroom demonstrating positive climate.
- Classroom procedures, lists, memos, discussions, etc.
- Notes and reflections on classroom observations that identify and clarify how class time is used.
- Lists, posters, and procedures for establishing and implementing class rules.

**Domain 3: Understanding and organizing subject matter knowledge for student learning**
- Bibliography of recent readings
- Identification of key concepts in subject matter used for designing instruction.
- Summaries of conversations with colleagues in planning and updating expertise in content areas.
- Collections of standards and exemplar practices in subject matter area.
- Items that represent the relevance of subject matter to students.
- Information about innovations and technology used in this subject area.

**Domain 4: Planning instruction and designing learning experiences for all students**
- Sample lessons showing a variety of instructional designs.
- Lesson plan that highlights student participation in the design.
- Unit (theme) plan with samples of student work.
- Plans that show a sensitivity to cultural an language issues
- Items that represent successful outcomes from effective planning.

**Domain 5: Engaging and supporting all students in learning**
- Examples of student learning logs, journal, etc.
- Video used to study student behavior and needs.

- Notes from observations of writing groups or other peer assessment sessions.
- Variety of assessments with clarifications regarding their purpose, meaning, and function.
- Instructions plans that contain "check points? For authentic assessments.

**Domain 6: Developing as a professional educator**
- Materials from workshops and seminars attended.
- Notes, reflections, etc. from peer coaching sessions.
- Plans and designs from team teaching meetings.
- Materials from networks, organizations, etc. that promote and facilitate professional collaborations.
- Records from school and classroom visits.
- Examples of meetings, conferences, etc. for participation in parent and community connections.

**AREA OF INVESTIGATION - Portfolio Option**

Name: _____

Date: _____

To clarify your Area of Investigation, briefly respond to the following questions.
   A. **Area of Investigation** (To be completed before your first meeting with your administrator)

   1. Name the specific topic you wish to focus on in your Area of Investigation.

   2. Specifically, what aspect of that topic would you like to improve or enhance? & Why?  What evidence led you to this decision?

   B. **Desired Outcomes**

   1. How will you improve in your teaching or work through this Area of Investigation, keeping in mind the Continuum?

   2. How will you improve the abilities of your students through this Area of Investigation?

   3. What evidence, such as student work or assessments, will be gathered to reflect upon your portfolio throughout the year?

   4. Timeline for reflections: When will you select portfolio pieces?

   1st Selection _____ First Qtr Mtng with Admin & Peers _____

   2nd Selection _____ 3rd Selection _____

   Additional Selection in Collaboration with Administrator _____

Signatures:                               Date:_____


_____          _____
Certificated Staff                                Administrator

**REFLECTION ON PORTFOLIO SELECTION**

Name: _____ Portfolio Selection # _____

Date: _____

1. **Where and when did the selection take place and who was involved?** {Describe the setting or context in which this selection was gathered.)

2. **What were you looking for or expecting to get?** (Describe what work, behaviors, interactions, etc. would have demonstrated achievement of the Area of Investigation.)

3. **What does this selection show about what your students know or are learning?** (Describe what the selection shows that your students/clientele were able to do at this point.)

4. **What helped and what hindered student progress and why?** (Consider all the parts of your teaching/ work from which this selection was made. Identify what supported progress and what didn't. Some things lo think about might be the lesson design, curriculum design, the test design, the process, the materials, the room arrangement, the grouping, the student interactions, the interactions with your clientele, the clarity of procedures, the movement patterns, the pacing etc.)

5. **What will be your next steps? -Improvements? Or New Strategies?** (After having thought through what this selection means for you and students/clientele, describe what you will do next to further support your area of Investigation.)

**REFLECTION ON PORTFOLIO SELECTION**

Name: _____ Portfolio Selection # _____

Date: _____

6. **Where and when did the selection take place and who was involved?** {Describe the setting or context in which this selection was gathered.)

7. **What were you looking for or expecting to get?** (Describe what work, behaviors, interactions, etc. would have demonstrated achievement of the Area of Investigation.)

8. **What does this selection show about what your students know or are learning?** (Describe what the selection shows that your students/clientele were able to do at this point.)

9. **What helped and what hindered student progress and why?** (Consider all the parts of your teaching/ work from which this selection was made. Identify what supported progress and what didn't. Some things lo think about might be the lesson design, curriculum design, the test design, the process, the materials, the room arrangement, the grouping, the student interactions, the interactions with your clientele, the clarity of procedures, the movement patterns, the pacing etc.)

10. **What will be your next steps? -Improvements? Or New Strategies?** (After having thought through what this selection means for you and students/clientele, describe what you will do next to further support your area of Investigation.)

**REFLECTION ON PORTFOLIO SELECTION**

Name: _____ Portfolio Selection # _____

Date: _____

11. **Where and when did the selection take place and who was involved?** {Describe the setting or context in which this selection was gathered.)

12. **What were you looking for or expecting to get?** (Describe what work, behaviors, interactions, etc. would have demonstrated achievement of the Area of Investigation.)

13. **What does this selection show about what your students know or are learning?** (Describe what the selection shows that your students/clientele were able to do at this point.)

14. **What helped and what hindered student progress and why?** (Consider all the parts of your teaching/ work from which this selection was made. Identify what supported progress and what didn't. Some things lo think about might be the lesson design, curriculum design, the test design, the process, the materials, the room arrangement, the grouping, the student interactions, the interactions with your clientele, the clarity of procedures, the movement patterns, the pacing etc.)

15. **What will be your next steps? -Improvements? Or New Strategies?** (After having thought through what this selection means for you and students/clientele, describe what you will do next to further support your area of Investigation.)

# REFLECTION ON PORTFOLIO SELECTION

Name: _____ Portfolio Selection # _____

Date: _____

16. **Where and when did the selection take place and who was involved?** {Describe the setting or context in which this selection was gathered.)

17. **What were you looking for or expecting to get?** (Describe what work, behaviors, interactions, etc. would have demonstrated achievement of the Area of Investigation.)

18. **What does this selection show about what your students know or are learning?** (Describe what the selection shows that your students/clientele were able to do at this point.)

19. **What helped and what hindered student progress and why?** (Consider all the parts of your teaching/ work from which this selection was made. Identify what supported progress and what didn't. Some things lo think about might be the lesson design, curriculum design, the test design, the process, the materials, the room arrangement, the grouping, the student interactions, the interactions with your clientele, the clarity of procedures, the movement patterns, the pacing etc.)

20. **What will be your next steps? -Improvements? Or New Strategies?** (After having thought through what this selection means for you and students/clientele, describe what you will do next to further support your area of Investigation.)

**AREA OF INVESTIGATION – Final Evaluation Summary – Self Assessment**

Name: _____     Date: _____

Check one:     _____Partner          _____Portfolio          _____Administrative Choice

Complete #1 and #2 and meet with administrator.

3. Area of Investigation Accomplishments
    a. As you progressed through your Area of Investigation, how did you and your students benefit?


4. Recommendations or Considerations for the Future
    a. Describe how you will continue to work on this and any other inquiries that extend from your Area of Investigation.


    b. Describe what you think is most important about what you learned through your Area of Investigation to share with others.


Final Evaluation Summary – Administrative Assessment
    2. Administrative comments and recommendations


_____          _____
Certificated Staff                                                      Administrator

                        _____
                                    Date

# Oxnard Union High School District

# Teacher Assessment

# &

# Support Program

# Administrative Option,

# Choice

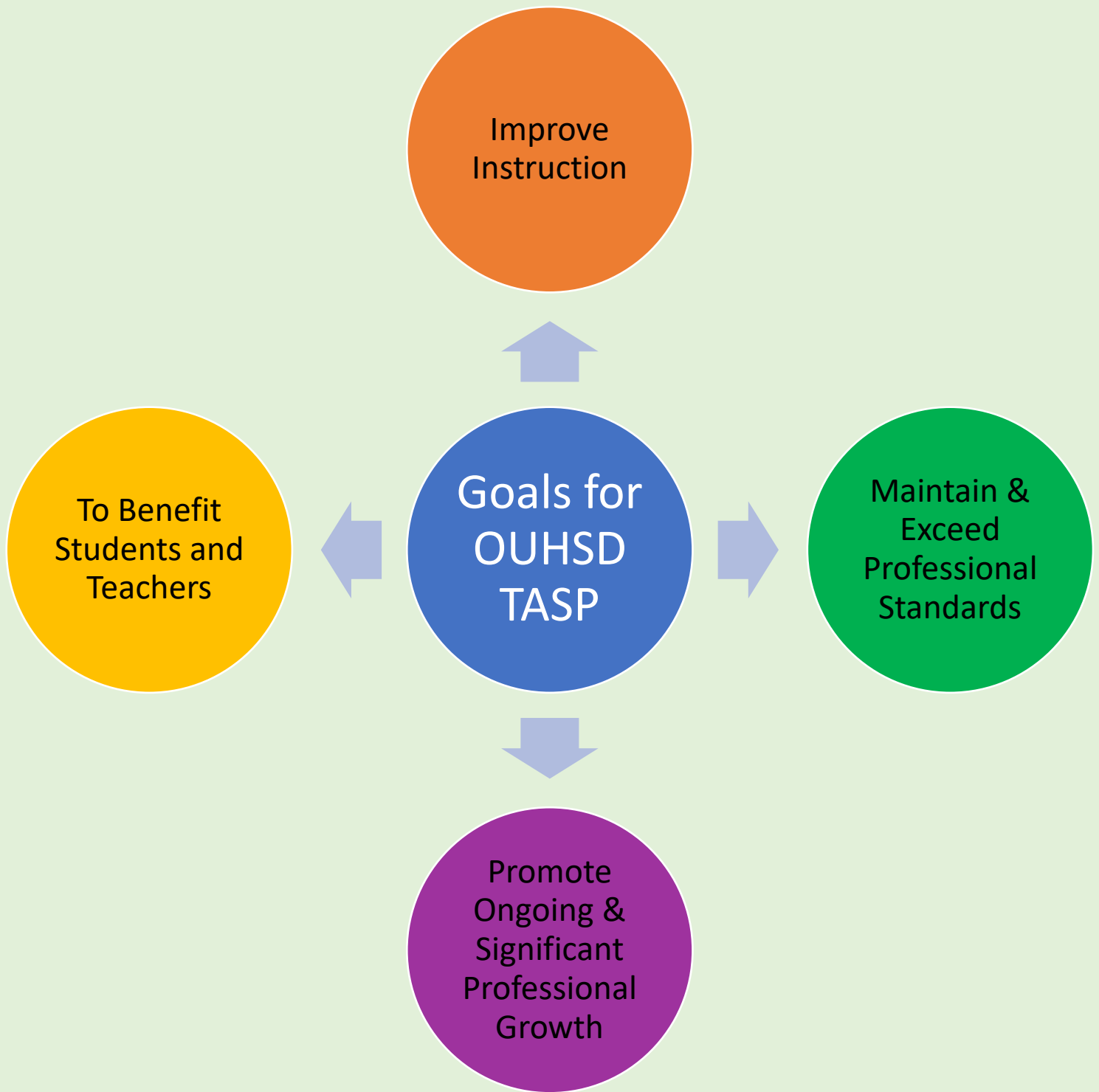# ADMINISTRATIVE OPTION, CHOICE

## Table of Contents

# *TASP*

**Teacher Assessment and Support Program**

**<u>Beliefs That Guide Effective Evaluation Processes</u>**

- TASP is a dynamic process, based on ongoing inquiry, data gathering, and reflection.

- Professional collegial interaction promotes growth and development.

- Student outcomes will improve if students' work is a focus.

- All stakeholders should recognize the complexity and craft of teaching.

Improve Instruction

To Benefit Students and Teachers

Goals for OUHSD TASP

Maintain & Exceed Professional Standards

Promote Ongoing & Significant Professional Growth

**PROFESSIONAL STANDARDS**

The Professional Standards are a description of minimal expectations for certificated personnel to receive and maintain tenure. The Standards function as a guide for administrators and teachers. The common language of the Professional Standards provides for shared discussions between administrators and teachers. Student work, assessments, curriculum planning, etc. are brought to the discussions by both administrators and teachers and discussed in relationship to the Professional Standards.

All certificated staff is responsible for maintaining Professional Standards at all times.

**PROFESSIONAL STANDARDS & CERTIFICATED STAFF ON:**

**Partner; Portfolio; Administrative, Choice; Self-Assessment Year**
- Most all certificated staff on these options meet and exceed the Professional Standards. However, if at any time there is a need by the supervising administrator to identify domains within the Professional Standards that are not being maintained and that require support, Pre-Assistance will be initiated. Pre-Assistance is viewed as a signal that added guidance and support is needed to maintain the Professional Standards. The duration for Pre-Assistance is 10 week period. If needed, assistance will follow Pre-Assistance for a duration of 20 weeks.

**PROFESSIONAL STANDARDS & CERTIFICATED STAFF ON:**

**Administrative, Mandated**
Through the conferencing and observing process administrators will:
- **Document and support growth** in the Professional Standards in all domains.
- **Jointly develop a portfolio** with certificated staff regarding ongoing growth in the Professional Standards.
  Defining the Portfolio: The portfolio is not a showcase" portfolio. It is a "learning" or "working" portfolio. The portfolio is a learning/working portfolio because its focus is to regularly gather selections to reflect upon in order to guide professional decision making regarding next steps for improvement.
  The learning/working portfolio is a collection of selections from class/work (observations, student work, curriculum planning, etc.) and reflections that accompany each selection. The reflection is what gives the selected item meaning in regards to the Professional Standards and learning or growth and what are next steps for improvement, adaptation, addition, etc. Throughout the year the certificated staff member and the administrator will each make portfolio selections covering all six domains in the Professional Standards and reflect upon that information in order to consider what next steps should be made to increase effectiveness. Collectively, the selections in a learning/working portfolio show learning and growth over time.
- **Write a Mid-Year Recommendation** summarizing two observations and corresponding pre-and post-conferences in regards to progress in each domain of the Professional Standards. Certificated staff will be invited to write a self-assessment of growth in all the domains of the Professional Standards. The self-assessment will be added to the jointly developed portfolio, as will any other selections brought to the mid-year conference by certificated staff or administrator.
- **Write a Final Evaluation** Summary including additional information from 1 observation and pre and post conferences regarding progress in the Professional Standards.

## Oxnard Union High School District – PROFESSIONAL STANDARDS

The Professional Standards provide a common language and a vision of the scope and complexity of teaching by which all teachers can define and develop their practice. The Standards are to be used by teachers to prompt reflection about teaching and learning; develop professional goals; and guide, monitor and assess the progress of the teacher's practice toward their own professional goals. The Standards address the diversity of the student population in California schools today.

**Domain 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 needs. Teachers facilitate challenging learning experiences for all students in environments that promote autonomy, interactions and choice. Teachers actively engage all students in problem solving and critical thinking within and across subject matter areas. Concepts and skills are taught in ways that encourage students to apply them in real-life contexts that make subject matter meaningful. Teachers assist all students to become self-directed learners who are able to demonstrate, articulate and evaluate what they learn.

**Domain 2:          Creating and maintaining an effective environment 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, are clearly understood, and consistently maintained. Teachers make effective use of instructional time as they implement class procedures and routines.

**Domain 3:          Understanding and organizing subject matter knowledge 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 areas. 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 leaching strategies to make subject matter accessible to all students.

**Domain 4:          Planning instruction and designing learning experiences for all students**

Teachers plan instruction that draws on and values students' backgrounds, prior knowledge, and interests. Teachers establish challenging learning goals for all students based on student experience, language, development, and home and school expectations. Teachers sequence curriculum and design long-term and short-term plans that incorporate subject matter knowledge, reflect grade-level curriculum expectations, and include a repertoire of instructional strategies. Teachers use instructional activities that promote learning goals and connect with student experiences and interests. Teachers modify and adjust instructional plans according to student engagement and achievement.

**Domain 5:          Assessing Student Learning**

Teachers establish and clearly communicate learning goals for all students. Teachers collect information about student performance from a variety of sources. Teachers involve students in assessing their own learning. Teachers use information from a variety of ongoing assessments to plan and adjust learning opportunities that promote academic achievement and personal growth for all students. Teachers exchange information about student learning with students, families, and support personnel in ways that improve understanding and foster academic progress.

**Domain 6:          Developing as a professional educator**

Teachers reflect on their teaching practice and actively engage in planning their professional development. Teachers establish professional learning goals, pursue opportunities to develop professional knowledge and skill, and participate in the extended professional community. Teachers learn about and work with local communities to improve their professional practice. Teachers communicate effectively with families and involve them in student learning and the school community. Teachers contribute to school activities, promote school goals and improve professional practice by working collegially with all school staff. Teachers balance Professional responsibilities and maintain motivation and commitment to all students.

**Professional Standards**

The Professional Standards function as a guide for administrators and certificated staff. The common language of the Professional Standards provides for shared discussions between administrators and certificated staff.

**Engaging and supporting all students in learning**
- Connecting students' prior knowledge, life experience, and interests with learning goals
- Using a variety of instructional strategies and resources to respond to students' diverse needs
- Facilitating learning experiences that promote autonomy, interaction, and choice
- Engaging students in problem solving, critical thinking, and other activities that make subject matter meaningful
- Promoting self-directed, reflective learning for all students

**Creating and maintaining an effective environment for student learning**
- Creating a physical environment that engages all students
- Establishing a climate that promotes fairness and respect
- Promoting social development and group responsibility
- Establishing and maintaining standards for student behavior
- Planning and implementing classroom procedures and routines that support student learning
- Using instructional time effectively

**Understanding and organizing subject matter knowledge for student learning**
- Demonstrating knowledge of subject matter content and student development
- Organizing curriculum to support student understanding of subject matter
- Integrating ideas and information within and across subject matter areas
- Developing student understanding through instructional strategies that are appropriate to the subject matter
- Using materials, resources, and technologies to make subject matter accessible to students

**Planning instruction and designing learning experiences for all students**
- Drawing on and valuing students' background, interests, and developmental learning needs
- Establishing and articulating goals for student learning
- Developing and sequencing instructional activities and materials for student learning
- Designing long and short term plans to foster student learning
- Modifying instructional plans to adjust for student needs

**Assessing Student Learning**
- Establishing and communicating learning goals for all students
- Collecting and using multiple sources of information to assess student learning
- Involving and guiding students in assessing their own learning
- Using the results of assessments to guide instruction
- Communication with students, families, and other audiences about student progress

**Developing as a professional educator**
- Reflecting on teaching practice and planning professional development
- Establishing professional goals and pursuing opportunities to grow professionally
- Working with communities to improve professional practice
- Working with families to improve professional practice
- Working with colleagues to improve teaching and learning
- Balancing professional responsibilities and maintaining motivation

## Professional Standards & Pre-Assistance and Assistance

Pre-Assistance is considered to be a signal to certificated staff that additional guidance and support is needed in maintaining Professional Standards in a particular domain(s). When Pre-Assistance is initiated by the supervising administrator, it is the responsibility of the administrator, along with certificated staff:

1. To identify the specific problem in relationship to the Professional Standards,
2. To develop and implement a plan for improvement within a period of ten weeks.
3. To gather selections to show evidence of improvement in the Professional Standards.

Throughout Pre-Assistance the administrator makes a commitment to certificated staff to support the improvement plan and allow the necessary time for learning new patterns of behavior. The early and frequent use of Pre-Assistance is viewed as positive support for certificated staff who fined themselves with difficult challenges in their teaching or work.

When a certificated staff member is placed on Pre-Assistance there is no record of it submitted to his or her certificated personnel file. Only when certificated staff member is placed on Assistance is a record submitted to the permanent file. The period for Pre-Assistance is 10 weeks. The period for Assistance is 20 weeks. While on Assistance certificated staff are not eligible to transfer or advance to a higher step or column on the certificated salary schedule.

**Below are the components of the Pre-Assistance Plan, as per contract:**
The supervising administrator will give a written notice to the teacher regarding:

- A statement of the problem in relationship to the Professional Standards
- A statement of the desired behavior in relationship to the Professional Standards
- Date(s) that the problem has occurred
- Date when the problem is to be resolved; and
- Recommendations and assistance that will be given to the teacher

After the written notification is given to the teacher, follow-up observations and conferences between the teacher and the evaluator will take place. The conferences will result in one of the following actions:

- Continue observations and conferences
- Placement on Assistance
- Problem resolved and Professional Standard met, return to current evaluation option

If the goals of the Pre-Assistance Plan are not met, the certificated staff member is then placed on Assistance and the Administrative, Mandated. The certificated staff member will remain on the Administrative Option, Mandated the year following removal from Assistance. Assistance includes intensified observations and conferences based on the Professional Standards. Below are the components of the written Assistance Plan, as per contract:

- A statement of the problem and existing conditions in relationship to the Professional Standards
- Specific objective(s) for the evaluatee in relationship to the Professional Standards
- Specific methods and resources which the evaluatee will use to remedy the problem and meet the Professional Standards
- Specific guidance and assistance that will be offered to the evaluate

**A Formative Report** is written by the administrator and shared with the teacher by the end of the 10th week of the Assistance period. **A Summative Report** is written by the administrator and shared with the teacher at the end of the 20th week of the Assistance period.

# TEACHER ASSESSMENT AND SUPPORT PROGRAM

**Based on the Continuum of Teacher Abilities**

**ADMINISTRATIVE OPTION, CHOICE**

| GOALS | **Area of Investigation**<br><br>Specific inquiry into student work, abilities, and behaviors |
|---|---|
| **INITIAL MEETING** | **Partners/Administrator Meeting**<br><br>Partners meet with administrator to present, discuss, and agree upon area of investigation (by date specified in timeline ). |
| **OBSERVING AND CONFERRING** | **Two Conference Cycles**<br><br>Observation tools designed by teacher and administrator<br><br>Two pre-conferences with administrator<br><br>Two administrative observations<br><br>Two post-conferences with administrator |
| **SUMMATIVE MEETING** | **Teacher/Administrator Meeting**<br><br>Teacher writes self-assessment. Administrator adds comments (completed by date specified in time line). |
| **EVALUATION PERIOD** | **Two years** |

**ADMINISTRATIVE OPTION, CHOICE**

**Timeline for 2022-2023**

- Self-Assess on Continuum of Teacher Abilities & Develop Area of Investigation
- Initial Meeting with Administrator (Present & Discuss Area of Investigation)


Prior to 10/07/2022

Pre-conference, Observation and Post Conference may be scheduled anytime within the beginning and ending dates listed. <u>Beginning with the date of the Pre-conference, the Observation and Post Conference must occur within seven working days.</u>


- **First Administrative Pre Conference & Observation & Post Conference** 10/17/2022-12/02/2022
- **Second Administrative Pre Conference & Observation & Post Conference** 1/23/2023 - 2/24/2023
- **Summative Meeting with Administrator**, (Bring your written Final Evaluation Summary-Self Assessment) Prior to 5/1/2023

# COACHING CYCLE

1. **Pre-Conference**

Purposes:

To establish the context for the lesson

To clarify the teacher's goal for the lesson

To identify and describe the strategies and approaches the teacher will use To identify evidences of success

To determine an area of professional interest for the purpose of this observation

To define a specific focus for data gathering

To identify the partner's role and the tools for data gathering

2. **Observation**

Purpose:

To gather desired information for teacher

3. **Post Conference**

Purposes:

To recall the lesson

To compare what actually happened with what was desired

To refocus on area of professional interest

To reflect upon evidence

To draw cause and effect relationships between teacher behaviors and student learning

To consider implications for teaching

To consider possible improvements or new strategies

To develop insight into coaching process

**PRE-CONFERENCE QUESTIONS**

| Question | Purpose |
|---|---|
| 1.  What will you be doing in this lesson? (Where are you now) | To establish the context for the lesson |
| 2.  What are your goals for your students? (Where do you want to go?) | To clarify the teacher's goal for the lesson. |
| 3.  What exactly will you and your students be doing in your lesson? (How will you get there?) | To identify and describe the strategies and approaches the teacher will use. |
| 4.  How will you know if your lesson is successful? (How will you know when you've arrived?) | To identify evidences of success |
| 5.  What are you curious about with regards to this particular lesson? (What do you want to learn/find out?) | To determine an area of professional interest for the purpose of this observation |
| 6.  What, specifically, would you like me to observe? (What do you need to know in order to find out about it?) | To define a specific focus for data gathering |
| 7.  How can I best gather information for you? How do you want the data recorded? Where would you like me to place myself? (How can I help you find out?) | To identify the partner's role and the tools for data gathering |

**POST-CONFERENCE QUESTIONS**

| Question | Purpose |
| --- | --- |
| 1. How do you think the lesson went? | To recall the lesson |
| 2. Did the lesson go as you had planned? | To compare what actually happened with what was desired |
| 3. Would you like to see the data I gathered? | To refocus on area of professional interest |
| 4. How does this data match your expectations or surprise you? | To reflect upon evidence |
| 5. How do you think the _____ might have affected the _____? | To draw cause and effect relationships between teacher behaviors and student learning |
| 6. How does this data help you as a teacher? | To consider implications for teaching |
| 7. If you were to reteach this lesson, is there anything you would do differently? | To consider possible improvements or new strategies |
| 8. Is there anything we should consider changing when we work together again? | To develop insights into the coaching process |

# Underlying Assumptions for Effective Coaching/Collegial Conversations

- That the coaching/collegial conversation process is a mutual learning process
- That the speaker and the listener are professionals with the ability to self-assess and self-prescribe
- That the speaker and the listener possess high professional standards and seek to be successful
- That the speaker and the listener have the best interest of the students in mind
- That the listener's role is NOT to "fix" the speaker

| **Conversation** | **Coaching during Conferencing & Collegial Conversation** |
| --- | --- |
| We talk about whatever comes up. Talk flows from one thing to another. | The speaker controls the conversation. The goal for the conversation is to improve teacher and student success. |
| | The listener is totally focused on the speaker in order to actively participate in supporting the best thinking of the speaker to reflect on planning, classroom information and identify next steps for improvement or new strategies. |
| | As desired, the listener shares ideas with the speaker. |
| | Paraphrasing, clarifying questions and questions that probe new ideas and relationships are helpful tools for the listener to use to support the thinking of the speaker. |

# COACHING -COLLEGIAL CONVERSATION SKILLS

To support effective communication that promotes professional growth please consider:
* Communication skills are acquired more than they are in-born
* The meaning people get from you comes less from what you say than from how you say it
* Whenever two people are in each other's presence, communication inevitable occurs.
* 87% of the information stored in people's minds entered their body through their eyes.
* Communication is a complex, ongoing dynamic and changing process

**Build a Trusting and Reflective Environment by:**

- Using non-judgmental responses (avoid criticism or praise)
- Acknowledging ideas and feelings
- Using statements & questions that are open ended and assume the positive intentions of the speaker
- Listening
  - Listen to truly want to hear what the speaker has to say to support his/her own best thinking
  - Listen knowing that the speaker is separate from yourself with alternative ways of seeing the world
  - Listen trusting that the speaker has the capacity to handle, work through and find solutions to his/her own problems

**Paraphrase and Ask Clarifying Questions to Fully Understand the Speaker's Thinking:**

Paraphrasing Stems:

- What I hear you saying is ...
- So, if I understand you correctly ...
- Then you're thinking that ...

Clarifying Stems:

- Please tell me a little more about. ..
- Help me understand ... (that idea ... , what you mean when ... , what you're saying here ... )
- It'd help me understand if you'd give me an example of ...
- Tell me what you mean when you ...
- To what extent. .. ?
- So, are you suggesting/saying ... ?
- I'm curious about...

Ask questions to promote thinking:

- What might you see happening in your classroom if ... ?
- What do you think would happen if ... ?
- What seems to be effecting ... ?
- How might it look if ... were changed in some way?
- How might it seem from ... (any other point of view?-students?, parents?, other teachers?, etc.)

# OBSERVATION

The intent of observation is to gather information about your class/work to support success for teachers and students. At the pre-conference the partners OR administrator and certificated staff member use coaching/collegial conversational skills to assist in thoroughly thinking through the planning for the lesson. Before the discussion is completed they also decide on what specific teacher and/or student behaviors are to be observed and how the information will be recorded (where to stand, what students to focus on, what student/teacher behaviors to record by using a code or tally, writing what people say, i.e. questions & responses, etc.)

Partners/Administrators enter classrooms or work areas as research assistants for the person they are observing. They are gathering "data" that the person needs to learn in order to move forward in her/his Area of Investigation. What is observed for is personal to each Area of Investigation. The observation tools that you design together may be very specific or more broad in scope depending on the focus of the inquiry. Create the observation tools that will give you the information you need.

*Please Note: Administrators and all certificated staff are responsible for maintaining Professional Standards at all times. Consequently, as administrators observe in classrooms or work settings they have the right and responsibility to identify any concerns related to the Professional Standards while they are observing for specific goals or for an Areas of Investigation. In Addition, Administrators always have the right and responsibility to observe classrooms or works settings at any time.*

Following are 3 examples of generic observation tools to gather specific information:

1. **Selected Verbatim Scripting** (In Selected Verbatim Scripting you don't need to write everything down that is said. Selected Scripting is used to capture specific language and its effects on student behavior. The box below shows what questions the teacher used because s/he wanted to analyze how s/he was supporting higher order thinking through questioning. In a column next to the questions you might tally or script how many students have raised hands, where are they in the room, what level higher order thinking or problem solving, etc. did the students respond with and so on. Selected Verbatim Scripting focuses on topics and the relationship between what teachers say/do and what students say/do.)

| TEACHER QUESTIONS | STUDENT BEHAVIORS |
|---|---|
| 1. Think about the dogs that you have been around. How are those dogs different than Alaskan sled dogs? | |
| 2. What do you think contributes to their differences? | |
| 3. Thinking about all we are learning about Alaska, why ... | |

2. **Seating Chart** (The seating chart is useful in many different ways-identifying student participation in teacher lead discussions, at task behavior in independent groups, levels of student response by group/gender/etc., frequency and location of specific student behaviors you are trying to develop, such as problem solving, cooperation, listening, questioning and so on. A seating chart can be useful in finding out movement and interaction patterns of students with other students, and teachers with students. A legend clarifying what it is you are looking for (A=At task, TA=Talking on task, TO=Talking off task, etc.) is helpful when using a seating chart, along with student names and times. Tallies or other codes. such as arrows to show who is talking to who can also be used effectively with seating charts.)

3. **Tally for teacher and student behaviors.** Simply making a list of teacher behaviors, keeping a tally of occurrence and recording what effect that behavior has on students can provide useful data for analysis.

## Professional Standards & Possible Selections

Certificated staff on administrative Option, Choice are encouraged to gather evidence to support their Area of Investigation and to share those selections with the administrator to develop a more compete picture of progress.

Below is a beginning list of possible selections to consider:

**Domain 1: Engaging and supporting all students in learning**
- Narratives and responses from observations
- Examples of technology integrated into instruction.
- Video of classroom instruction.
- Teacher narrative regarding decisions about modifying instruction.
- Photographs and/ or student profiles that reflect and understanding of their unique learning needs.
- Items that highlight instructional practices, processes, and grouping strategies.

**Domain 2: Creating and maintaining an effective environment for student learning**
- Photographs of classroom demonstrating positive climate.
- Classroom procedures, lists, memos, discussions, etc.
- Notes and reflections on classroom observations that identify and clarify how class time is used.
- Lists, posters, and procedures for establishing and implementing class rules.

**Domain 3: Understanding and organizing subject matter knowledge for student learning**
- Bibliography of recent readings
- Identification of key concepts in subject matter used for designing instruction.
- Summaries of conversations with colleagues in planning and updating expertise in content areas.
- Collections of standards and exemplar practices in subject matter area.
- Items that represent the relevance of subject matter to students.
- Information about innovations and technology used in this subject area.

**Domain 4: Planning instruction and designing learning experiences for all students**
- Sample lessons showing a variety of instructional designs.
- Lesson plan that highlights student participation in the design.
- Unit (theme) plan with samples of student work.
- Plans that show a sensitivity to cultural and language issues
- Items that represent successful outcomes from effective planning.

**Domain 5: Assessing Student Learning**
- Examples of student learning logs, journals, etc.
- Video used to study student behavior and needs.
- Notes from observations of writing groups or other peer assessment sessions.
- Variety of assessments with clarifications regarding their purpose, meaning, and function.
- Instructions plans that contain "check points" for authentic assessments.

**Domain 6: Developing as a professional educator**
- Materials from workshops and seminars attended.
- Notes, reflections, etc. from peer coaching sessions.
- Plans and designs from team teaching meetings.
- Materials from networks, organizations, etc. that promote and facilitate professional collaborations.
- Records from school and classroom visits.
- Examples of meetings, conferences, etc. for participation in parent and community connections.

**AREA OF INVESTIGATION -Administrative Choice**

**Name:** _____  **Date:** _____

**School:** _____

To clarify your Area of Investigation, briefly respond to the following questions.

**A. Area of Investigation (To be completed before your first meeting with your administrator)**

1.       Name the specific topic you wish to focus on in your Area of Investigation.


2.       Specifically, what aspect of that topic would you like to improve or enhance, and why? What evidence led you to this decision?



**B. Desired Outcomes**

1.       How will you improve in your teaching or work through this Area of Investigation, keeping in mind the Continuum?



2.       How will you improve the abilities of your students or clientele through this Area of Investigation?



3.       What type of observation format(s) or data gathering tool(s) are you planning to use in order to best support your Area of Investigation?



4.       Timeline for Administrative Observations:

1st Observation_____  2nd Observation_____

Certificated Staff: _____  Administrator:_____

Date: _____

# Pre & Post Conference Form

Name: _____ Partner: _____

Pre Conference      1     2            Date: _____

Pre Conference      1     2            Date: _____

**Pre Conference**

Identify the specific Student-Teacher behaviors that will demonstrate achievement of the Area of Investigation. State what will observed for specifically.

**Post Conference**

After sharing the observation data, compare what happened with what was desired. Reflect on what helped and what hindered and why.

**Next Steps**

Improvements

New Strategies

Administrative Comments:

_____      _____

Certificated Staff                             Administrator

_____

Date

# Pre & Post Conference Form

Name: _____   Partner: _____

Pre Conference     1     2          Date: _____

Pre Conference     1     2          Date: _____

---

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**Post Conference**
After sharing the observation data, compare what happened with what was desired. Reflect on what helped and what hindered and why.



**Next Steps**
Improvements




New Strategies

---

Administrative Comments:



_____   _____
Certificated Staff                                      Administrator

_____
Date

**AREA OF INVESTIGATION – Final Evaluation Summary – Self Assessment**

Name: _____     Date: _____

Check one:     _____Partner     _____Portfolio     _____Administrative Choice

Complete #1 and #2 and meet with administrator.

5.  Area of Investigation Accomplishments
    a.  As you progressed through your Area of Investigation, how did you and your students benefit?

6.  Recommendations or Considerations for the Future
    a.  Describe how you will continue to work on this and any other inquiries that extend from your Area of Investigation.

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Final Evaluation Summary – Administrative Assessment
    3.  Administrative comments and recommendations

_____          _____
Certificated Staff                                                    Administrator

_____
Date

# Oxnard Union High School District

# Teacher Assessment

# &

# Support Program

# Administrative Option, Mandated

# ADMINISTRATIVE OPTION, MANDATED
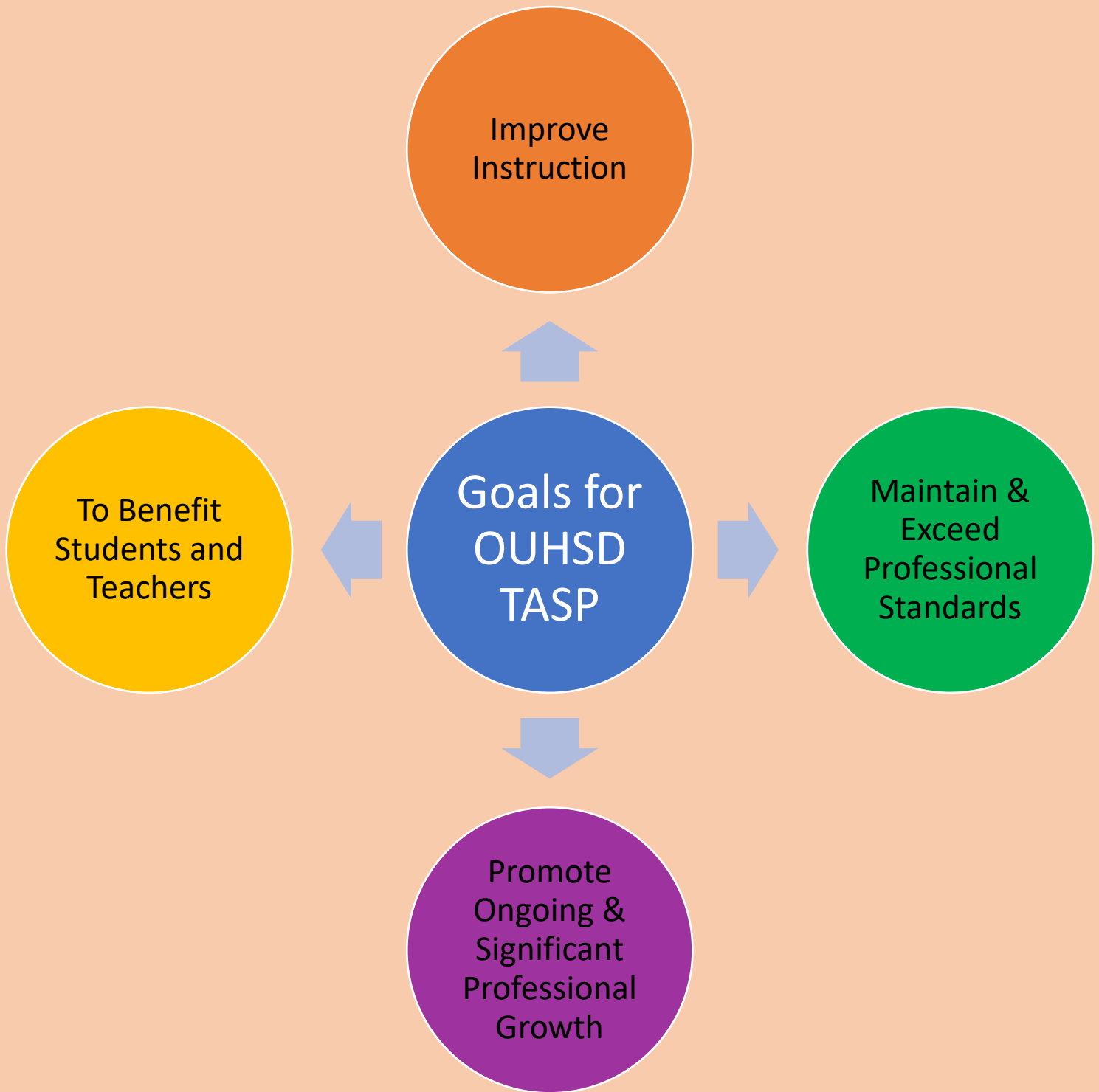
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**PROFESSIONAL STANDARDS & CERTIFICATED STAFF ON:**

**Partner; Portfolio; Administrative, Choice; Self-Assessment Year**
- Most all certificated staff on these options meet and exceed the Professional Standards. However, if at any time there is a need by the supervising administrator to identify domains within the Professional Standards that are not being maintained and that require support, Pre-Assistance will be initiated. Pre-Assistance is viewed as a signal that added guidance and support is needed to maintain the Professional Standards. The duration for Pre-Assistance is 10 week period. If needed, assistance will follow Pre-Assistance for a duration of 20 weeks.

**PROFESSIONAL STANDARDS & CERTIFICATED STAFF ON:**

**Administrative, Mandated**
Through the conferencing and observing process administrators will:
- **Document and support growth** in the Professional Standards in all domains.
- **Jointly develop a portfolio** with certificated staff regarding ongoing growth in the Professional Standards.
  Defining the Portfolio: The portfolio is not a showcase" portfolio. It is a "learning" or "working" portfolio. The portfolio is a learning/working portfolio because its focus is to regularly gather selections to reflect upon in order to guide professional decision making regarding next steps for improvement.
  The learning/working portfolio is a collection of selections from class/work (observations, student work, curriculum planning, etc.) and reflections that accompany each selection. The reflection is what gives the selected item meaning in regards to the Professional Standards and learning or growth and what are next steps for improvement, adaptation, addition, etc. Throughout the year the certificated staff member and the administrator will each make portfolio selections covering all six domains in the Professional Standards and reflect upon that information in order to consider what next steps should be made to increase effectiveness. Collectively, the selections in a learning/working portfolio show learning and growth over time.
- **Write a Mid-Year Recommendation** summarizing two observations and corresponding pre-and post-conferences in regards to progress in each domain of the Professional Standards. Certificated staff will be invited to write a self-assessment of growth in all the domains of the Professional Standards. The self-assessment will be added to the jointly developed portfolio, as will any other selections brought to the mid-year conference by certificated staff or administrator.
- **Write a Final Evaluation** Summary including additional information from 1 observation and pre and post conferences regarding progress in the Professional Standards.

**Oxnard Union High School District – PROFESSIONAL STANDARDS**

The Professional Standards provide a common language and a vision of the scope and complexity of teaching by which all teachers can define and develop their practice. The Standards are to be used by teachers to prompt reflection about teaching and learning; develop professional goals; and guide, monitor and assess the progress of the teacher's practice toward their own professional goals. The Standards address the diversity of the student population in California schools today.

**Domain 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 needs. Teachers facilitate challenging learning experiences for all students in environments that promote autonomy, interactions and choice. Teachers actively engage all students in problem solving and critical thinking within and across subject matter areas. Concepts and skills are taught in ways that encourage students to apply them in real-life contexts that make subject matter meaningful. Teachers assist all students to become self-directed learners who are able to demonstrate, articulate and evaluate what they learn.

**Domain 2:** **Creating and maintaining an effective environment 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, are clearly understood, and consistently maintained. Teachers make effective use of instructional time as they implement class procedures and routines.

**Domain 3:** **Understanding and organizing subject matter knowledge 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 areas. 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 leaching strategies to make subject matter accessible to all students.

**Domain 4:** **Planning instruction and designing learning experiences for all students**

Teachers plan instruction that draws on and values students' backgrounds, prior knowledge, and interests. Teachers establish challenging learning goals for all students based on student experience, language, development, and home and school expectations. Teachers sequence curriculum and design long-term and short-term plans that incorporate subject matter knowledge, reflect grade-level curriculum expectations, and include a repertoire of instructional strategies. Teachers use instructional activities that promote learning goals and connect with student experiences and interests. Teachers modify and adjust instructional plans according to student engagement and achievement.

**Domain 5:** **Assessing Student Learning**

Teachers establish and clearly communicate learning goals for all students. Teachers collect information about student performance from a variety of sources. Teachers involve students in assessing their own learning. Teachers use information from a variety of ongoing assessments to plan and adjust learning opportunities that promote academic achievement and personal growth for all students. Teachers exchange information about student learning with students, families, and support personnel in ways that improve understanding and foster academic progress.

**Domain 6:** **Developing as a professional educator**

Teachers reflect on their teaching practice and actively engage in planning their professional development. Teachers establish professional learning goals, pursue opportunities to develop professional knowledge and skill, and participate in the extended professional community. Teachers learn about and work with local communities to improve their professional practice. Teachers communicate effectively with families and involve them in student learning and the school community. Teachers contribute to school activities, promote school goals and improve professional practice by working collegially with all school staff. Teachers balance Professional responsibilities and maintain motivation and commitment to all students.

## Professional Standards

The Professional Standards function as a guide for administrators and certificated staff. The common language of the Professional Standards provides for shared discussions between administrators and certificated staff.

**Engaging and supporting all students in learning**
- Connecting students' prior knowledge, life experience, and interests with learning goals
- Using a variety of instructional strategies and resources to respond to students' diverse needs
- Facilitating learning experiences that promote autonomy, interaction, and choice
- Engaging students in problem solving, critical thinking, and other activities that make subject matter meaningful
- Promoting self-directed, reflective learning for all students

**Creating and maintaining an effective environment for student learning**
- Creating a physical environment that engages all students
- Establishing a climate that promotes fairness and respect
- Promoting social development and group responsibility
- Establishing and maintaining standards for student behavior
- Planning and implementing classroom procedures and routines that support student learning
- Using instructional time effectively

**Understanding and organizing subject matter knowledge for student learning**
- Demonstrating knowledge of subject matter content and student development
- Organizing curriculum to support student understanding of subject matter
- Integrating ideas and information within and across subject matter areas
- Developing student understanding through instructional strategies that are appropriate to the subject matter
- Using materials, resources, and technologies to make subject matter accessible to students

**Planning instruction and designing learning experiences for all students**
- Drawing on and valuing students' background, interests, and developmental learning needs
- Establishing and articulating goals for student learning
- Developing and sequencing instructional activities and materials for student learning
- Designing long and short term plans to foster student learning
- Modifying instructional plans to adjust for student needs

**Assessing Student Learning**
- Establishing and communicating learning goals for all students
- Collecting and using multiple sources of information to assess student learning
- Involving and guiding students in assessing their own learning
- Using the results of assessments to guide instruction
- Communication with students, families, and other audiences about student progress

**Developing as a professional educator**
- Reflecting on teaching practice and planning professional development
- Establishing professional goals and pursuing opportunities to grow professionally
- Working with communities to improve professional practice
- Working with families to improve professional practice
- Working with colleagues to improve teaching and learning
- Balancing professional responsibilities and maintaining motivation

## Professional Standards & Pre-Assistance and Assistance

Pre-Assistance is considered to be a signal to certificated staff that additional guidance and support is needed in maintaining Professional Standards in a particular domain(s). When Pre-Assistance is initiated by the supervising administrator, it is the responsibility of the administrator, along with certificated staff:

1.     To identify the specific problem in relationship to the Professional Standards,
2.     To develop and implement a plan for improvement within a period of ten weeks.
3.     To gather selections to show evidence of improvement in the Professional Standards.

Throughout Pre-Assistance the administrator makes a commitment to certificated staff to support the improvement plan and allow the necessary time for learning new patterns of behavior. The early and frequent use of Pre-Assistance is viewed as positive support for certificated staff who fined themselves with difficult challenges in their teaching or work.

When a certificated staff member is placed on Pre-Assistance there is no record of it submitted to his or her certificated personnel file. Only when certificated staff member is placed on Assistance is a record submitted to the permanent file. The period for Pre-Assistance is 10 weeks. The period for Assistance is 20 weeks. While on Assistance certificated staff are not eligible to transfer or advance to a higher step or column on the certificated salary schedule.

**Below are the components of the Pre-Assistance Plan, as per contract:**
The supervising administrator will give a written notice to the teacher regarding:

- A statement of the problem in relationship to the Professional Standards
- A statement of the desired behavior in relationship to the Professional Standards
- Date(s) that the problem has occurred
- Date when the problem is to be resolved; and
- Recommendations and assistance that will be given to the teacher

After the written notification is given to the teacher, follow-up observations and conferences between the teacher and the evaluator will take place. The conferences will result in one of the following actions:

- Continue observations and conferences
- Placement on Assistance
- Problem resolved and Professional Standard met, return to current evaluation option

If the goals of the Pre-Assistance Plan are not met, the certificated staff member is then placed on Assistance and the Administrative, Mandated. The certificated staff member will remain on the Administrative Option, Mandated the year following removal from Assistance. Assistance includes intensified observations and conferences based on the Professional Standards. Below are the components of the written Assistance Plan, as per contract:

- A statement of the problem and existing conditions in relationship to the Professional Standards
- Specific objective(s) for the evaluatee in relationship to the Professional Standards
- Specific methods and resources which the evaluatee will use to remedy the problem and meet the Professional Standards
- Specific guidance and assistance that will be offered to the evaluate

**A Formative Report** is written by the administrator and shared with the teacher by the end of the 10th week of the Assistance period. **A Summative Report** is written by the administrator and shared with the teacher at the end of the 20th week of the Assistance period.

# TEACHER ASSESSMENT AND SUPPORT PROGRAM
### Based on the Continuum of Teacher Abilities

**ADMINISTRATIVE OPTION, Mandated**

| | |
|---|---|
| **GOALS** | **Professional Standards**<br>Teacher/administrator jointly develop working portfolio demonstrating growth. |
| **INITIAL MEETING** | **Teacher/Administrator Meeting**<br>Teacher meets with administrator to review professional standards and agree upon joint development of working portfolio. |
| **OBSERVING AND CONFERRING** | **Two Conference Cycles**<br><br>Observation tools designed by administrator<br>Three pre-conferences with administrator<br>Three administrative observations<br>Three post-conferences with administrator focused on the Professional Standards and the joint development of working portfolio |
| **SUMMATIVE MEETING** | **Teacher/Administrator Meeting**<br><br>Administrator writes assessment.<br>Teacher adds comments (completed by date specified in time line). |
| **EVALUATION PERIOD** | One year |

**ADMINISTRATIVE OPTION, MANDATED**

**Timeline for 2022-2023**

- **Self-Assess on Continuum of Teacher Abilities**
- **Initial Meeting with Administrator**

Prior to 10/07/2022

Pre-conference, Observation and Post Conference may be scheduled anytime within the beginning and ending dates listed. <u>Beginning with the date of the Pre-conference, the Observation and Post Conference must occur within seven working days.</u>


- **First Administrative Pre-Conference & Observation & Post Conference**

  o 10/17/2022-11/18/2022

- **Second Administrative Pre-Conference & Observation & Post Conference**

  o 11/21/2022 - 12/16/2022

- **Mid-Year Recommendation Conference**

  o Prior to 1/20/2023

- **Third Administrative Pre-Conference & Observation & Post Conference**

  o 1/30/2023—3/3/2023

- **Summative Meeting**

  o Prior to 5/1/2023

**Professional Standards & Possible Selections**

Certificated staff on administrative Option, Choice are encouraged to gather evidence to support their Area of Investigation and to share those selections with the administrator to develop a more complete picture of progress.

Below is a beginning list of possible selections to consider:

**Domain 1: Engaging and supporting all students in learning**
- Narratives and responses from observations
- Examples of technology integrated into instruction.
- Video of classroom instruction.
- Teacher narrative regarding decisions about modifying instruction.
- Photographs and/ or student profiles that reflect and understanding of their unique learning needs.
- Items that highlight instructional practices, processes, and grouping strategies.

**Domain 2: Creating and maintaining an effective environment for student learning**
- Photographs of classroom demonstrating positive climate.
- Classroom procedures, lists, memos, discussions, etc.
- Notes and reflections on classroom observations that identify and clarify how class time is used.
- Lists, posters, and procedures for establishing and implementing class rules.

**Domain 3: Understanding and organizing subject matter knowledge for student learning**
- Bibliography of recent readings
- Identification of key concepts in subject matter used for designing instruction.
- Summaries of conversations with colleagues in planning and updating expertise in content areas.
- Collections of standards and exemplar practices in subject matter area.
- Items that represent the relevance of subject matter to students.
- Information about innovations and technology used in this subject area.

**Domain 4: Planning instruction and designing learning experiences for all students**
- Sample lessons showing a variety of instructional designs.
- Lesson plan that highlights student participation in the design.
- Unit (theme) plan with samples of student work.
- Plans that show a sensitivity to cultural and language issues
- Items that represent successful outcomes from effective planning.

**Domain 5: Assessing Student Learning**
- Examples of student learning logs, journals, etc.
- Video used to study student behavior and needs.
- Notes from observations of writing groups or other peer assessment sessions.
- Variety of assessments with clarifications regarding their purpose, meaning, and function.
- Instructions plans that contain "check points" for authentic assessments.

**Domain 6: Developing as a professional educator**
- Materials from workshops and seminars attended.
- Notes, reflections, etc. from peer coaching sessions.
- Plans and designs from team teaching meetings.
- Materials from networks, organizations, etc. that promote and facilitate professional collaborations.
- Records from school and classroom visits.
- Examples of meetings, conferences, etc. for participation in parent and community connections.

**Administrative Option, Mandated**
**Pre & Post Conference Form**

Pre-Conference Date: _____     Pre-Conference # _____

Notes:




















Evaluatee: _____ Evaluator: _____ Date: _____

Post Conference Date: _____     Post Conference # _____

Notes:




















Evaluatee: _____ Evaluator: _____ Date: _____

# Administrative Option, Mandated
## Pre & Post Conference Form

Pre-Conference Date: _____          Pre-Conference # _____

Notes:




















Evaluatee: _____ Evaluator: _____ Date: _____

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Post Conference Date: _____          Post Conference # _____

Notes:



















Evaluatee: _____ Evaluator: _____ Date: _____

# Administrative Option, Mandated
# Pre & Post Conference Form

Pre-Conference Date: _____          Pre-Conference # _____

Notes:




















Evaluatee: _____ Evaluator: _____ Date: _____

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Post Conference Date: _____          Post Conference # _____

Notes:




















Evaluatee: _____ Evaluator: _____ Date: _____

**Administrative Option, Mandated**
**Observation Form**

Observation Date: _____ Observation # _____

Evaluatee: _____ Evaluator: _____ Date: _____

## Administrative Option, Mandated
## Observation Form

Observation Date: _____ Observation # _____

Evaluatee: _____ Evaluator: _____ Date: _____

**Administrative Option, Mandated**
**Observation Form**

Observation Date: _____ Observation # _____

Evaluatee: _____ Evaluator: _____ Date: _____

## Administrative Option, Mandated
## Final Evaluation Summary – Professional Standards

Evaluatee: _____ Evaluator: _____Date: _____

**Areas of Strong Progress That Exceed Professional Standards:**

**Future focus (Circle One)** *Areas of Concern*: -or- *Ideas or suggestions for Next Steps*:

**General comments by Administrator:**

**Certificated Staff Comments/Reflections:**

Evaluatee: _____ Evaluator: _____ Date: _____