

PROFESSIONAL ACCOUNTABILITY & EVALUATION

The purpose of the professional accountability program in the Simi Valley Unified School District is to provide a formal **communication** tool for dialogue and reflection between certificated employees and their supervisors leading to **improved performance, personal growth and professional esteem**.

The District is committed to ongoing and continuous improvement. Improving the accountability process is a shared District/SEA goal. Another priority is to make professional accountability for the educator **more fulfilling, productive and individually relevant** while supporting the SEA contract agreement.

The goals of professional accountability are:

1. **To maximize effectiveness and performance.**
2. **To stimulate professional growth.**
3. **To promote student success and the overall improvement of the school and the instructional delivery to students.**
4. **To assess progress towards organization and school goals.**
5. **To provide a formal communication process for building trusting relationships.**

The professional accountability plan provides a formal procedure for the educator to demonstrate commitment to professional development to achieve the District's purpose, mission and goals by translating the commitment into written focused goals.

The Professional Learning Plan is designed to make professional accountability a positive, trust building, and relationship building process.

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**Contract of Agreement between the Simi Valley USD
and the Simi Educators Association**

Article XVI

PROFESSIONAL ACCOUNTABILITY

A. Preamble

The Association and the District agree that unit members' knowledge, skills and practices develop throughout their professional careers. The nature of teaching requires continuous growth in order to engage and challenge increasingly diverse students in a rapidly changing world. Unit members are never "finished" as professional learners, no matter how extensive or excellent their formal education and preparation. If unit members' expertise, capabilities, and accomplishments are to be enriched over time, unit members must become reflective practitioners who actively seek to strengthen and augment their professional skills, knowledge, and perspectives throughout their careers. This program of professional accountability is designed to assist the unit member in professional development.

B. The Peer Assistance and Review (PAR) Council will monitor and assess this professional accountability program annually.

1. The PAR Council will convene on a regular basis for the purpose of monitoring the effectiveness of the professional accountability program. The PAR Council, at its discretion, shall have the authority to make recommendations regarding modifications or refinements to the program.
2. Any change to this program shall be made by mutual agreement of SEA and the District.

C. The District and SEA agree to adopt for the purposes of this program the California Standards for the Teaching Profession (CSTP). The CSTP provides a common language on teaching that will be used by unit members to prompt reflection about teaching and learning; develop professional goals; and guide, monitor and assess the progress of the unit member's practice toward their professional goals. The CSTP will guide unit members as they define and develop their practice. The CSTP shall establish the guidelines for analyzing satisfactory performance of certificated employees.

1. Standards for regular classroom teachers shall be the six standards of teaching practice contained in the CSTP document.
2. Additional elements shall apply to Special Education Teachers in two standards.
3. Standards for Nurses and Librarians shall be established, defining satisfactory levels of performance, in the same format as the Standards for the Teaching Profession.

D. Administrators and all certificated staff shall be responsible for maintaining and modeling Professional Standards at all times. As administrators observe in classrooms or work settings, they have the responsibility to identify any concerns related to the Professional Standards and to communicate those concerns to the unit member.

E. Assessment Cycle

All unit members with non-permanent status shall be evaluated annually.

All unit members with permanent status who have been employed at least ten (10) years with the District, are highly qualified as defined in United States Code Title 20, Section 7801, Chapter 70, Subchapter IX, Part A (23), and whose previous evaluations have, for at least ten (10) years, been rated as meeting or exceeding standards, shall be evaluated every five years if the unit member and evaluator consent to this schedule. [Years one (1), two (2), three (3), four (4), six (6), eight (8), ten (10), fifteen (15), twenty (20), twenty-five (25), thirty (30) and every five years afterward.] Per Ed Code 44664.3 the five year cycle is by mutual agreement between the site administrator and unit member. Should the evaluator withdraw consent, notice and identifiable cause shall be provided to the unit member in a timely manner.

All unit members with permanent status who do not meet the criteria above, shall be evaluated not less than every other year.

F. Self-Assessment

Each year, **all** unit members shall conduct a Self-Assessment. The Self-Assessment instrument shall be in the Continuum of Teaching Practice, which is a continuum of the standards and elements of the CSTP. Using the Continuum, each unit member shall establish goals and objectives focusing on his/her own performance for the year.

1. Unit members shall use the Self-Assessment process each year to assist in determining their professional growth goals and objectives for the year.
2. It is the responsibility of administrators to monitor and provide support to unit members with respect to their goals and objectives.

G. Professional Accountability Options

1. The formal, professional accountability program for unit members will consist of four (4) options. A list of timelines/deadlines, and materials detailing the professional accountability process shall be distributed to all unit members at the beginning of the school year. This professional accountability program has four goals:
 - a. To Improve Instruction
 - b. To Maintain and Exceed Professional Standards
 - c. To Benefit Students and Teachers
 - d. To Promote Ongoing and Significant Professional Growth
2. The underlying intent of the program is that student outcomes will improve if student work is the focus of professional collegial interactions. The program has four options designed to allow unit members an opportunity to select a support system for their professional accountability. The options are:
 - a. Administrative-Mandated Option - This option is for probationary, temporary,

interns, or categorical (non-permanent) unit members and requires the unit member and an administrator to jointly develop goals generated from analysis of a self-assessment of the Continuum of Teaching Practice. Probationary, temporary, interns, or categorical (non-permanent) employees will be evaluated annually on the Administrative Option for their first two years. The Administrator will complete a formative assessment each year. Administrators shall be responsible, by March 1, of the second year, for certifying that the employee has met the Professional Standards in each domain applicable to them. Employees unable to meet each of the standards shall not be granted tenure.

1. The evaluation process shall be completed in sufficient time so that each teacher shall receive his/her evaluation no later than March 15.
 2. The evaluator shall make a minimum of two formal observations of not less than 40 minutes.
 3. Probationary and temporary employees with less than two years of teaching experience shall be required to participate in an approved Induction Program.
- b. Administrative-Choice Option - This option is where a permanent unit member chooses to investigate student work, abilities, and behaviors in partnership with an administrator.
 - c. Portfolio Option - This option is based on an area of investigation where the unit member develops a portfolio with reflections to validate professional development. The portfolio for this option is not a "showcase" or "best work" portfolio. It is a learning/working portfolio.
 - d. Partner Option - This option is a peer coaching model in which teachers collaborate and coach each other to determine success of professional development goals.

H. Assistance

Any permanent unit member identified as performing below the Professional Standards by the Site Administrator or designee shall be placed on an Assistance Program. The primary purpose of assistance is to improve the quality of classroom instruction and promote higher student achievement.

1. Placement on Assistance shall be done in two phases.
 - a. Phase I: Pre-Assistance

The duration of Pre-Assistance shall be ten (10) weeks. Before a teacher is placed on Pre-Assistance, the evaluator will use the following procedure to notify the teacher that there is/are problem(s) with the unit member's performance. A written notice will be given to the unit member which includes the following information:

- i. A statement of the problem, including the Professional Standard the program

- addresses.
- ii. A statement of the desired behavior.
- iii. Date(s) the problem occurred.
- iv. Date by which the problem is to be resolved.
- v. Recommendations and assistance that will be provided to the unit member.

After the written notification is given to the unit member, follow-up observations and conferences between the unit member and the evaluator will take place. The conferences will result in one of the following actions: 1) Problem resolved, return to current evaluation option; 2) Placement on Assistance; 3) Continue observations and conferences. If the problem is resolved, then no written record of the Pre-Assistance shall be placed in the unit member's permanent personnel file.

A unit member placed on a Pre-Assistance Plan for the second time will have all documentation forwarded to the permanent personnel file.

b. Phase II: Assistance.

- i. Duration of Assistance shall be a minimum of twenty weeks. Unit members on assistance are not eligible for transfer. Assistance includes being placed as a Referred Teacher in the PAR program. This program will provide specific guidance and support, and a written Assistance Plan. The Assistance Plan shall include the following, and shall become a part of the unit member's permanent personnel file:
 - aa. A statement of the problem and existing conditions.
 - bb. Specific objectives for the Referred Teacher.
 - cc. Specific methods and resources which the Referred Teacher will use to remedy the problem.
 - dd. Specific guidance that will be offered to the Referred Teacher.
- ii. Formal assistance is generally assigned for the entire school year. If, however, a unit member has corrected noted problems, he/she could be taken off Assistance at the determination of the PAR Council.

- iii. If a unit member does not agree with placement on an Assistance Plan, the unit member may appeal to the PAR Council.

2. Unit members currently on a Performance Plan under the existing evaluation program shall remain under the stipulations of that plan and be evaluated under the Administrative Option (Mandated).

I. A unit member who transfers shall take his/her evaluation option with them.

J. The list of documents associated with this Evaluation Procedure are cited and incorporated in the Certificated Teachers Handbook and available on the District Website. Any changes in these documents must be done by mutual agreement between the District and the Association and will be reviewed annually.

Simi Valley Unified School District

Certificated Professional Accountability & Evaluation

OVERVIEW

The State of California has developed and revised (2014) the **CALIFORNIA STANDARDS FOR THE TEACHING PROFESSION** (the CSTP's). These CSTP's have been established for teachers and other stake holders to define, improve and support effective teaching throughout the state. The Professional Standards provide a common language and are a description of the roles and responsibilities of professional educators. The Standards function as a guide for administrators and teachers in many areas including professional development and teacher accountability.

The Professional Standards address six interdependent domains which describe various areas essential to effective teaching. Each standard consists of several elements delineating critical principles teachers must demonstrate. These six standards represent a holistic view of the teaching profession and are designed to assist teachers in meeting the needs of the diverse student population in California.

The Standards and their Elements are a part of the Self-Assessment Document (Continuum of Teaching Practice). This document defines five levels of professional development for each of the six standards. Descriptors are used to illustrate each of the five levels; **Emerging, Exploring, Applying, Integrating and Innovating**.

The Accountability Process described in this document uses the California Standards for the Teaching Profession and the Continuum of Teaching Practice (CTP), a self-assessment booklet as the basis for accountability of certificated personnel in Simi Valley. Each year teachers will use the Continuum to evaluate themselves as to their developmental level of performance relative to the Standards. Teachers will reflect upon their practice and may record evidence of why they believe they are at a particular level of performance. This self-assessment will be used to guide staff in determining their professional growth area of focus and outcomes for the current school year. Depending on the employment status of the teacher, he/she must complete one of the accountability options described in this document. Teachers who have not yet received permanent status must complete the Administrative Mandated option yearly until permanent status is achieved. Teachers who have achieved permanent status will select from the Options as outlined on the following pages.

Each certificated staff member will be provided a copy of the Continuum of Teaching Practice (CTP) to use when completing the self-assessment. This booklet is for the teacher's use and does not need to be shared with administration. Teachers will use the same Continuum of Teaching Practice yearly thus enabling him/her to record and document evidence which demonstrates growth over time. Please keep in mind that teaching is both an art and a craft and good teachers are continually growing and perfecting their skills. An individual teacher may be at a beginning or emerging level of practice in some places on the Continuum and at advanced levels in some others, no matter how many years she/he has been in the profession. The goal, however, is to continue to reflect on ourselves as educators, to formulate areas of focus which will promote the advancement of our teaching practice and never lose sight of the goal of supporting our students' learning in ever more effective and meaningful ways.

PROFESSIONAL ACCOUNTABILITY & EVALUATION OPTIONS

Every year each probationary, intern, or temporary staff member will:

Focus on all of the California Standards for the Teaching Profession throughout the year and jointly develop a learning/working portfolio with the administrator - **Administrative Mandated**

Every other year each permanent certificated staff member will participate in a formal accountability process. Staff members will choose one of the following:

Partner; Portfolio; Administrative Choice.

Each unit member will write a Professional Learning Plan that will move their teaching practice forward based on their self-assessment.

After 10 years of satisfactory evaluations, each permanent certificated staff member will be on a 5 year evaluation cycle. Years one (1), two (2), three (3), four (4), six (6), eight (8), ten (10), fifteen (15), twenty (20), twenty-five (25), thirty (30) and every five years afterward. Per Ed Code 44664.3 the five year cycle is by mutual agreement between the site administrator and unit member. Should the evaluator withdraw consent, notice and identifiable cause shall be provided to the unit member in a timely manner.

How do I know on which accountability option I should be?
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If you are: Non-permanent - (Probationary, Intern, or Temporary Teachers)

Administrative Mandated

- First 2 years
- **And** every year thereafter until permanent status is achieved

If you are: Permanent and on an On-Cycle Option Year (choose one of the following)

- ***Partner Option***
- ***Portfolio Option***
- ***Administrative Choice***

If you are: Permanent: Off-Cycle year

Complete the Permanent Teacher Off-Cycle Professional Learning Plan

If you are: Permanent: Administrative Mandated

- Placed on Pre-Assistance or Assistance

**PROFESSIONAL ACCOUNTABILITY
& EVALUATION TIMELINE
FOR ON-CYCLE PERMANENT
TEACHERS**

REQUIRED FOR ALL ON-CYCLE PERMANENT TEACHERS			
Goals	<p style="text-align: center;">Focus Area is Teacher Identified Designed to move teaching practices forward based on self-assessment of California Standards for the Teaching Profession (CSTP)</p>		
Initial Meeting by Last Friday in October	<p style="text-align: center;">Teacher/Administrator Meeting For teacher to present, discuss and agree upon the Professional Learning Plan</p>		
Option	Partner	Portfolio	Administrative Choice
<p style="text-align: center;">Mid-Year Deadlines</p> <p style="text-align: center;">Meeting by Third Friday in January</p>	<p style="text-align: center;">Partner Observation-Consultation</p> <p>Observation - Consultation tools designed by partners. One observation-consultation by each partner. One post-conference by each partner. Administrator receives copy of the Professional Learning Plan documenting the completion and implementation of one Professional Growth activity. Administrator provides written comments on mid-year progress.</p>	<p style="text-align: center;">Reflection</p> <p>One collaboration between teacher on portfolio option and administrator to share and discuss portfolio selection/ reflection. Administrator receives copy of the Professional Learning Plan documenting the completion and implementation of one Professional Growth activity. Administrator provides written comments on mid-year progress.</p>	<p style="text-align: center;">Conference</p> <p>Observation tools designed by teacher and administrator. One pre-conference, and post-conference with administrator. Administrator receives copy of the Professional Learning Plan documenting the completion and implementation of one Professional Growth activity. Administrator provides written comments on mid-year progress.</p>

REQUIRED FOR ALL ON-CYCLE PERMANENT TEACHERS	
All Certificated staff regardless of accountability option are encouraged to gather evidence to support their identified goals and to share those selections with the administrator to develop a more complete picture of progress.	
Summative Meeting by 1st Friday in May	Teacher/Administrator Meeting Teacher completes Professional Learning Plan. Administrator adds comments. (Completed according to dates on timeline.)

CALIFORNIA STANDARDS FOR THE TEACHING PROFESSION (CSTP)

The CSTP 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 CSTP 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 CSTP address the diversity of the student population in California schools today.

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

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

Standard 2: *Creating and Maintaining Effective Environments for Student Learning*

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

Standard 3: *Understanding and Organizing Subject Matter for Student Learning*

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

Standard 4: *Planning Instruction and Designing Learning Experiences for All Students*

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

Standard 5: *Assessing Students for Learning*

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

Standard 6: *Developing as a Professional Educator*

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

GUIDE TO SELF-ASSESSMENT **using the** **CONTINUUM OF TEACHING PRACTICE** **(CTP)**

Who does self-assessment?

All Certificated staff will participate in a self-review using the Continuum of Teaching Practice (CTP) booklet. Each year the CTP will be given to new certificated employees. Continuing certificated employees are expected to use the same CTP Document to record evidence of their professional growth each year during their employment in the Simi Valley Unified School District unless it has been revised and reprinted for all employees.

Why do I self-assess?

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

When do I self-assess?

Certificated staff is required to do a self-assessment at the beginning of each school year, but is not required to share the self-assessment on the Continuum with an administrator.

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.

How do I self-assess?

- A. Using your copy of the Continuum of Teaching Practice (CTP) dated 2014, read each CSTP Standard and the related elements. Using the CTP booklet read the indicator descriptors for each element.
- B. On the CTP booklet, look at each row. Mark and date the box that best describes where you are currently in your teaching practice. You may find that you are between two boxes. In order to fully accomplish each level, you should be addressing each of the descriptors. If you are only addressing a few of the descriptors, then your present level would be in the previous box.
- C. Reflect on the results of your self-assessment by looking at your levels on the different elements marked in your CTP.
- D. Notice and identify areas for professional growth.

As you do your self-assessment, you may want to reflect in writing on your perceptions regarding your level of development. One way to do this would be to keep a professional journal or log along with your CTP booklet during your employment in the Simi Valley Unified School District. These notes, along with your Continuum, are for your personal use only.

PROFESSIONAL LEARNING PLAN

Teachers are to develop a focus area and corresponding outcomes related to identified focus areas/elements from the Continuum of Teaching Practice aligned with the California Standards for the Teaching Profession.

A. Focus of your Professional Learning Plan

- The focus area should identify the area of teaching practice that the teacher would like to strengthen and grow professionally to enhance student achievement based on content standards. Identify CSTP **standard** and the **element(s)** you want to have as focus for your Professional Learning Plan.

B. Desired Outcomes for Student Achievement

- What do you plan to do to improve your focus area?
- What specifically do you want to gain from this endeavor and why?
- What teaching strategies and decisions will you employ to improve your teaching practice?
- As you envision your strategy, how will you consider content, time constraints, grouping/structuring, sequencing learning activities, repertoire of instructional behaviors, materials?

C. Evaluation

- Your assessment can be of any form that you feel will accurately reflect your endeavor. At the final evaluation conference, the teacher should be prepared to share student data that demonstrates progress towards or provides evidence of accomplishment/improvement of the identified focus area.
- How will you know when you have accomplished improvement of your focus area?
- By what indicators (data) will you assess progress towards improvement of your focus area?
- What specific student behaviors demonstrate success?
- How will accomplishment in your focus area benefit you and your students?

Simi Valley Unified School District
Certificated Professional Accountability & Evaluation

PROFESSIONAL ACCOUNTABILITY & EVALUATION

TIMELINE AND CHECKLIST FOR PERMANENT TEACHERS

<p style="text-align: center;">DEADLINES</p> <p>Teacher/Administrative Meeting by Last Friday in October</p>	<p>___ 1. Permanent teacher completes self-assessment using the Continuum of Teaching Practice</p> <p>___ 2. Permanent teacher selects teaching standard(s) and accompanying element(s) for emphasis</p> <p>___ 3. Permanent teacher selects a process portfolio - partner - administrative choice</p> <p>___ 4. Permanent teacher completes cells 1-4 of the Professional Learning Plan to identify the area of focus aligned to the CSTP standards and elements as well as document the potential impact on student achievement.</p>
<p style="text-align: center;">MID-YEAR DEADLINE</p> <p>Partner, Portfolio, or Administrative Meeting by 3rd Friday in January</p>	<p>___ 1. Permanent teacher completes meaningful steps related to the selected process including completion of one Professional Growth activity.</p> <p style="padding-left: 40px;">___ Administrative Mandated</p> <p style="padding-left: 40px;">___ Administrative Choice</p> <p style="padding-left: 40px;">___ Portfolio: collection of work related to teaching standard(s) and elements(s) selected</p> <p style="padding-left: 40px;">___ Partner: observation – consultation</p> <p>___ 2. Permanent teacher completes cells 5-8 of the Professional Learning Plan to document the application and results of the selected Professional Growth activity.</p>

<p>Administrative/Teacher Summative Meeting by 1st Friday in May</p>	<p>— 1. Permanent teacher completes the Professional Learning Plan as outlined below:</p> <ul style="list-style-type: none"> • Document the second Professional Growth activity by completing cells 5-8 on the Professional Learning Plan. • Complete the Reflect section (cell 9) to document impact on professional learning and student achievement. • Complete the Apply section (cell 10) to document the next steps for future practice in the identified area of focus.
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**SIMI VALLEY UNIFIED SCHOOL DISTRICT
PROFESSIONAL LEARNING PLAN
PERMANENT TEACHER ON-CYCLE**

Each year teachers reflect on their practice and identify areas of teaching they would like to improve upon or learn more about. The Professional Learning Plan will document and support the development of a focus area you would like to strengthen in your teaching practice. You will use the self-assessment on the Continuum of Teaching Practice to complete the **PLAN** section below. Based on the area of your teaching practice that you select, you will participate in two professional growth activities to support your growth in this area. You will document how your learning from the professional growth activities was applied to your teaching practice and how it impacted student achievement (**PLAN & TEACH**). To complete the process, you will describe how the year-long learning plan process improved your teaching practice and impacted student performance (**REFLECT**). You will complete the plan by describing your next steps in this area of your teaching practice (**APPLY**).

Participating Teacher:		Administrator:		District:		School:	
Teaching Assignment/Grade Level:		Content Area:					
OPTIONS	<div style="display: flex; justify-content: space-between; padding: 2px;"> ADMIN MANDATED ADMIN CHOICE PORTFOLIO PARTNER (NAME): </div>						
PLAN <small>COMPLETED BY THE LAST FRIDAY IN OCTOBER</small>	FOCUS OF THE YEAR LONG LEARNING PLAN:						
	1. What CSTP Standard will be the focus of your learning plan?						
	2. Which CSTP element(s) will be addressed?						
	3. Based on findings from your self-assessment on the Continuum of Teaching Practice, identify a focus area within your teaching practice that you would like to strengthen.						
	4. How will student achievement be impacted as a result of the year-long learning plan?						
PLAN & TEACH	ACTION PLAN: Participate in professional growth activities, apply new learning, and examine results						
	5. Date	6. Professional Growth <i>Describe resources used (e.g. conference/PD attendance, web-based research, scholarly articles)</i> <i>Record a minimum of 1 professional growth activity per semester.</i>	7. Application <i>Describe how the strategies/knowledge were applied.</i>			8. Results <i>Describe the impact on student achievement.</i>	

<p>ONE PROFESSIONAL GROWTH ACTIVITY AND ADMINISTRATIVE MEETING BY THE THIRD FRIDAY IN JANUARY</p> <p>SECOND PROFESSIONAL GROWTH ACTIVITY AND SUMMATIVE ADMINISTRATIVE MEETING COMPLETED BY FIRST FRIDAY IN MAY</p>				
<p>REFLECT</p> <p>RESPONSES COMPLETED AND DISCUSSED AT A SUMMATIVE ADMINISTRATIVE MEETING BY FIRST FRIDAY IN MAY</p>	<p>REFLECTION/APPLICATION: Summarizing teaching practice</p>			
	<p>9. A. Reflecting on the year-long learning plan, describe the impact on your instructional/classroom practices (cell 3). (Assessment of your growth.)</p> <ul style="list-style-type: none"> Describe how you strengthened your teaching practice based on your learning plan. 			
	<p>9. B. Reflecting on the learning plan, describe the impact on student achievement (cell 4). (Assessment of student growth)</p> <ul style="list-style-type: none"> Describe how student performance was impacted based on your learning plan. 			
<p>APPLY</p> <p>RESPONSES COMPLETED AND DISCUSSED AT A SUMMATIVE ADMINISTRATIVE MEETING BY FIRST FRIDAY IN MAY</p>	<p>10. What are your next steps for future practice in this area?</p>			

Administrator Comments Related to the Goal: (May also attach comments as a separate document.)

Portfolio and Partner Option:

Mid-Year Administrator Comments for Portfolio and Partner (Third Friday in January):

Summative Administrator Comments for Portfolio and Partner Related to the Goal (First Friday in May):

Administrative Mandated and Administrative Choice:

Mid-Year Administrator Comments for Administrative Mandated and Administrative Choice (Third Friday in January):

Comments must reflect upon:

- Pre-Observation Conference Meeting
- Observation Summary
- Post-Observation Conference

Summative Administrator Comments for Administrative Mandated and Administrative Choice (First Friday in May):

Comments must reflect upon:

- Pre-Observation Conference Meeting
- Observation Summary
- Post-Observation Conference

Certificated Employee's Signature

Date: _____

Administrator's Signature

Date: _____

PROFESSIONAL ACCOUNTABILITY & EVALUATION FOR OFF-CYCLE PERMANENT TEACHERS

Each year teachers reflect on their practice and identify areas of teaching they would like to improve upon or learn more about.

The Off-Cycle for Permanent Teachers is determined by:

- Effective completion of the Partner, Portfolio or Administrative Choice in the previous school year.

OR

- For those who have met the established criteria (described below) and are within the five-year evaluation schedule.
 - Have been employed at least ten (10) years with the District
 - Whose previous evaluations have, for at least ten (10) years, been rated as meeting or exceeding standards.

The Off-Cycle process for Permanent Teachers includes the following:

- Completion of the Self-Assessment using the Continuum of Teaching Practice (CTP)
- Development of Professional Learning Plan as it relates to the Self-Assessment including:
 - Identification of the CSTP Standard and Element that will be the focus of the learning plan
 - Identification of an area of one's teaching practices that will be the focus for the year
 - Explanation of how student achievement will be impacted as a result of the year-long learning plan

**SIMI VALLEY UNIFIED SCHOOL DISTRICT
PROFESSIONAL LEARNING PLAN
PERMANENT TEACHER OFF-CYCLE**

Each year teachers reflect on their practice and identify areas of teaching they would like to improve upon or learn more about. As you identify a focus area you would like to strengthen in your teaching practice, use the self-assessment on the Continuum of Teaching Practice to complete your learning plan below.

Participating Teacher:	Administrator:	District:	School:
Teaching Assignment/Grade Level:		Content Area:	
YEAR LONG LEARNING PLAN <small>COMPLETED BY THE LAST FRIDAY IN OCTOBER</small>			
	1. What CSTP Standard will be the focus of your learning plan?		
	2. What CSTP Element(s) will be the focus of your learning plan?		
	3. Based on findings from your self-assessment on the Continuum of Teaching Practice, identify a focus area within your teaching practice that you would like to strengthen.		
	4. How will student achievement be impacted as a result of the year-long learning plan?		

Certificated Employee's Signature

Administrator's Signature

Date: _____

Date: _____

Simi Valley Unified School District
Certificated Professional Accountability & Evaluation

PROFESSIONAL ACCOUNTABILITY & EVALUATION

**TIMELINE AND CHECKLIST
ADMINISTRATIVE MANDATED
FOR NON-PERMANENT TEACHERS**

Administrative Mandated	
	Professional Standards Teacher/Administrator jointly develop working portfolio demonstrating growth.
Initial Meeting By Last Friday in October	Teacher/Administrator Meeting To review professional standards and agree upon the development of the Professional Learning Plan and working portfolio.
Conference Deadlines First Friday in December First Friday in March.	Two Conference Cycles Observation tools designed by teacher and administrator in addition to completing: <ul style="list-style-type: none">• Two pre-conferences, two observations and two post-conferences with administrator.• Meaningful steps related to the goal selected process including completion of one Professional Growth activity.• Cells 5-8 of the Professional Learning Plan to document the application and results of the selected Professional Growth activity.

Administrative Mandated	
Summative Meeting	<p>Teacher/Administrator Meeting Administrator writes assessment. Teacher adds comments. (Completed according to dates on timeline.) In addition, the teacher completes the Professional Learning Plan as outlined below:</p> <ul style="list-style-type: none"> • Document the second Professional Growth activity by completing cells 5-8 on the Professional Learning Plan. • Complete the Reflect section (cell 9) to document impact on professional learning and student achievement. • Complete the Apply section (cell 10) to document the next steps for future practice in the identified area of focus.

**SIMI VALLEY UNIFIED SCHOOL DISTRICT
PROFESSIONAL LEARNING PLAN
NON-PERMANENT TEACHER ON-CYCLE**

Each year teachers reflect on their practice and identify areas of teaching they would like to improve upon or learn more about. The Professional Learning Plan will document and support the development of a focus area you would like to strengthen in your teaching practice. You will use the self-assessment on the Continuum of Teaching Practice to complete the **PLAN** section below. Based on the area of your teaching practice that you select, you will participate in two professional growth activities to support your growth in this area. You will document how your learning from the professional growth activities was applied to your teaching practice and how it impacted student achievement (**PLAN & TEACH**). To complete the process, you will describe how the year-long learning plan process improved your teaching practice and impacted student performance (**REFLECT**). You will complete the plan by describing your next steps in this area of your teaching practice (**APPLY**).

Participating Teacher:	Administrator:	District:	School:
Teaching Assignment/Grade Level:	Content Area:		
OPTION	ADMINISTRATIVE MANDATED		
PLAN <small>COMPLETED BY THE LAST FRIDAY IN OCTOBER</small>	FOCUS OF THE YEAR LONG LEARNING PLAN:		
	1. What CSTP Standard will be the focus of your learning plan?		
	2. Which CSTP element(s) will be addressed?		
	3. Based on findings from your self-assessment on the Continuum of Teaching Practice, identify a focus area within your teaching practice that you would like to strengthen.		
	4. How will student achievement be impacted as a result of the year-long learning plan?		
ACTION PLAN: Participate in professional growth activities, apply new learning, and examine results			

PLAN & TEACH ONE PROFESSIONAL GROWTH ACTIVITY AND ADMINISTRATIVE MEETING BY THE FIRST FRIDAY IN DECEMBER SECOND PROFESSIONAL GROWTH ACTIVITY AND SUMMATIVE ADMINISTRATIVE MEETING COMPLETED BY FIRST FRIDAY IN MARCH	5. Date	6. Professional Growth Describe resources used (e.g. conference/PD attendance, web-based research, scholarly articles) <i>Record a minimum of 1 professional growth activity per semester.</i>	7. Application Describe how the strategies/knowledge were applied.	8. Results Describe the impact on student achievement.
REFLECT RESPONSES COMPLETED AND DISCUSSED AT A SUMMATIVE ADMINISTRATIVE MEETING BY FIRST FRIDAY IN MAY	REFLECTION/APPLICATION: Summarizing teaching practice			
	9. A. Reflecting on the year-long learning plan, describe the impact on your instructional/classroom practices (cell 3). (Assessment of your growth.) <ul style="list-style-type: none"> Describe how you strengthened your teaching practice based on your learning plan. 			
9. B. Reflecting on the learning plan, describe the impact on student achievement (cell 4). (Assessment of student growth) <ul style="list-style-type: none"> Describe how student performance was impacted based on your learning plan. 				

<p style="text-align: center; font-weight: bold; font-size: 1.2em;">APPLY</p> <p style="text-align: center; font-size: 0.8em;">RESPONSES COMPLETED AND DISCUSSED AT A SUMMATIVE ADMINISTRATIVE MEETING BY FIRST FRIDAY IN MAY</p>	<p>10. What are your next steps for future practice in this area?</p>
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Administrator Comments Related to the Goal: (May also attach comments as a separate document.)

Mid-Year Administrator Comments for Administrative Mandated (First Friday in December):

Comments must reflect upon:

- Pre-Observation Conference Meeting
- Observation Summary
- Post-Observation Conference

Summative Administrator Comments for Administrative Mandated (First Friday in March):

Comments must reflect upon:

- Pre-Observation Conference Meeting
- Observation Summary
- Post-Observation Conference

Certificated Employee's Signature	Date: _____
Administrator's Signature	Date: _____

Simi Valley Unified School District
Certificated Professional Accountability & Evaluation

**ADMINISTRATIVE MANDATED
NON-PERMANENT TEACHER PRE-OBSERVATION FORM**

Name: _____ Observation Date/Time: _____
School: _____

1. Content Standards

2. Lesson Objective:

3. What will you be doing?

4. What will the students be doing? _____

5. How will you assess your students' understanding?

6. How will you know if the objective was met?

7. How does this lesson "fit" into your instructional program?

8. How does this lesson relate to your focus area from the California Standards for Teaching Profession?

9. Anything in particular you want me to look for during the observation?

ADMINISTRATIVE MANDATED NON-PERMANENT ASSESSMENT OF TEACHING PERFORMANCE

Teacher: _____

Grade/Subject: _____

School: _____

1 – Meet Standards

2 – Does Not Meet Standards

STANDARD 1 - Engaging and Supporting All Students Learning	1	2
1.1 Using knowledge of students to engage them in learning		
1.2 Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests		
1.3 Connecting subject matter to meaningful, real-life contexts		
1.4 Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs		
1.5 Promoting critical thinking through inquiry, problem solving, and reflection		
1.6 Monitoring student learning and adjusting instruction while teaching		
STANDARD II - Creating & Maintaining Effective Environments for Student Learning	1	2
2.1 Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully		
2.2 Creating physical or virtual learning environments that promote student learning, reflect diversity and encourage constructive and productive interactions among students		
2.3 Establishing and maintaining learning environments that are physically, intellectually and emotionally safe		
2.4 Creating a rigorous learning environment with high expectations and appropriate support for all students		
2.5 Developing, communicating and maintaining high standards for individual and group behavior		
2.6 Employing classroom routines, procedures, norm and supports for positive behavior to ensure a climate in which all students can learn		
2.7 Using instructional time to optimize learning		
STANDARD III - Understanding & Organizing Subject Matter for Student Learning	1	2
3.1 Demonstrating knowledge of subject matter, academic content standards and curriculum frameworks		
3.2 Applying knowledge of student development and proficiencies to ensure student understanding of subject matter		
3.3 Organizing curriculum to facilitate student understanding of the subject matter		
3.4 Utilizing instructional strategies that are appropriate to the subject matter		
3.5 Using and adapting resources, technologies and standards-aligned instructional materials, including adopted materials to make subject matter accessible to all students		
3.6 Addressing the needs of English learners and students with special needs to provide equitable access to the content		
STANDARD IV - Planning Instruction & Designing Learning Experiences for All Students	1	2
4.1 Using knowledge of students' academic readiness, language proficiency, cultural background and individual development to plan instruction		
4.2 Establishing and articulating goals for student learning		
4.3 Developing and sequencing long-term and short-term instructional plans to support student learning		
4.4 Planning instruction that incorporates appropriate strategies to meet the learning needs of all students		
4.5 Adapting instructional plans and curricular materials to meet the assessed learning needs of all students		

STANDARD V – Assessing Students for Learning	1	2
5.1 Applying knowledge of the purposes, characteristics and uses of different types of assessments		
5.2 Collecting and analyzing assessment data from a variety of sources to inform instruction		
5.3 Reviewing data, both individually and with colleagues to monitor student learning		
5.4 Using assessment data to establish learning goals and to plan, differentiate and modify instruction		
5.5 Involving all students in self-assessment, goal setting and monitoring progress		
5.6 Using available technologies to assist assessment, analysis and communication of student learning		
5.7 Using assessment information to share timely and comprehensible feedback with students and their families.		
STANDARD VI – Developing as a Professional Educator	1	2
6.1 Reflecting on teaching practice in support of student learning		
6.2 Establishing professional goals and engaging in continuous and purposeful professional growth and development		
6.3 Collaborating with colleagues and the broader professional community to support teacher and student learning		
6.4 Working with families to support student learning		
6.5 Engaging local communities in support of the instructional program		
6.6 Managing professional responsibilities to maintain motivation and commitment to all students		
6.7 Demonstrating professional responsibility, integrity and ethical conduct		

Teacher Signature_____

Date:_____

Principal Signature_____

Date:_____

Comments:

PROFESSIONAL ASSISTANCE

Partner, Portfolio, Administrative Choice

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 elements within the Professional Standards that are not being maintained and that require support, Pre-Assistance will be initiated. The duration for Pre-Assistance is a ten week period. If needed, Assistance will follow Pre-Assistance for a duration of twenty weeks.

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 element(s) of a Standard. When Pre-Assistance is initiated by the supervising administrator, it is the joint responsibility of the administrator and 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 identified Professional Standards.

Throughout Pre-Assistance the administrator makes a commitment to certificated staff to support the implementation of the improvement plan. The early and frequent use of Pre-Assistance is viewed as positive support for certificated staff who find themselves with important and/or difficult challenges in their teaching or professional responsibilities.

When a certificated staff member is placed on Pre-Assistance, there is no record submitted to the personnel file. Only when a certificated staff member is placed on Assistance is a record submitted to the permanent file. The period for Pre-Assistance is ten weeks. While on Assistance, certificated staff are not eligible to transfer.

Initiation of the Pre-Assistance Plan:

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 or has been observed
- 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 or more of the following actions:

- Problem resolved and Professional Standards met, return to current accountability option
- Placement on Assistance
- Continue observations and conferences
- Possible recommendation to the PAR Council for Peer Review intervention

If goals of the Pre-Assistance Plan are not met, the certificated staff member is then placed on Assistance and Administrative Mandated Option. The certificated staff member will remain on the Administrative Mandated for one year following removal from Assistance.

Components of the written Assistance Plan:

The supervising administrator will give a written notice to the teacher regarding:

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

An Interim Report is written by the administrator and shared with the teacher by the end of the tenth week of the Assistance period. A final report is written by the administrator and shared with the teacher at the end of the twentieth week of the Assistance period.

Simi Valley Unified School District
Certificated Professional Accountability & Evaluation

PRE-ASSISTANCE

Name: _____ Date: _____

Area of concern(s) related to the Professional Standards for the Teaching Profession (Identify Standard and Element):

Date(s) concern was previously discussed: _____

Previous conference summary and/or meeting: _____

Desired behavior in relation to the Professional Standard: _____

Recommendation & Suggestion(s) for Improvement: _____

- ☐ Initial Meeting
- ☐ Goals Met
- ☐ Goals in Progress
- ☐ Goal Not Met

Next Meeting Date: _____

The teacher has received page D-10 on the Professional Standards for the Teaching Profession and pages D-28 and D-29 regarding professional assistance.

Administrator's Signature

Date

Certificated Employee's Signature

Date

Your signature does not indicate agreement with the content, only that you have received this memo. You have five (5) working days if you choose to include a written response.

Continuum of Teaching Practice (CTP) Self-Assessment Recording Sheet (optional)

Date:

	Emerging	Exploring	Applying	Integrating	Innovating
STANDARD I - Engaging and Supporting All Students Learning					
1.1 Using knowledge of students to engage them in learning					
1.2 Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests					
1.3 Connecting subject matter to meaningful, real-life contexts					
1.4 Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs					
1.5 Promoting critical thinking through inquiry, problem solving, and reflection					
1.6 Monitoring student learning and adjusting instruction while teaching					
STANDARD II - Creating & Maintaining Effective Environments for Student Learning					
2.1 Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully					
2.2 Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students					
2.3 Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe					
2.4 Creating a rigorous learning environment with high expectations and appropriate support for all students					
2.5 Developing, communicating, and maintaining high standards for individual and group behavior					
2.6 Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn					
2.7 Using instructional time to optimize learning					
STANDARD III - Understanding & Organizing Subject Matter for Student Learning					
3.1 Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks					
3.2 Applying knowledge of student development and proficiencies to ensure student understanding of content					
3.3 Organizing curriculum to facilitate student understanding of the subject matter					
3.4 Utilizing instructional strategies that are appropriate to the subject matter					
3.5 Using and adapting resources, technologies and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students					
3.6 Addressing the needs of English learners and students with special needs to provide equitable access to the content					
STANDARD IV - Planning Instruction & Designing Learning Experiences for All Students					
4.1 Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan					
4.2 Establishing and articulating goals for student learning					
4.3 Developing and sequencing long-term and short-term instructional plans to support student learning					
4.4 Planning instruction and incorporating appropriate strategies to meet the learning needs of all students					
4.5 Adapting instructional plans and curricular materials to meet the assessed learning needs of all students					

STANDARD V - Assessing Students for Learning						
5.1 Applying knowledge of the purposes, characteristics, and uses of different types of assessments						
5.2 Collecting and analyzing assessment data from a variety of sources to inform instruction						
5.3 Reviewing data, both individually and with colleagues, to monitor student learning						
5.4 Using assessment data to establish learning goals and to plan, differentiate, and modify instruction						
5.5 Involving all students in self-assessment, goal setting, and monitoring progress						
5.6 Using available technologies to assist in assessment, analysis, and communication of student learning						
5.7 Using assessment information to share timely and comprehensible feedback with students and their families						
STANDARD VI - Developing as a Professional Educator						
6.1 Reflecting on teaching practice is support of student learning						
6.2 Establishing professional goals and engaging in continuous and purposeful professional growth and development						
6.3 Collaborating with colleagues and the broader professional community to support teacher and student learning						
6.4 Working with families to support student learning						
6.5 Engaging local communities in support of the instructional program						
6.6 Managing professional responsibilities to maintain motivation and commitment to all students						
7 Demonstrating professional responsibility, integrity, and ethical conduct						