EVALUATION

Handbook

Merced City School District

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Purpose of Evaluation Revision

Background

The current evaluation system was created over three decades ago. The system is outdated, does not meet the needs of our teachers and professional staff, and does not include the current California Standards for the Teaching Profession (CSTP) and current standards for professional groups in the evaluation process.

As part of the negotiation process in 2021-2022 and 2022-2023, MCSD and MCTA created a committee to develop language, forms, processes and rubrics for a comprehensive evaluation and mentorship program based on a growth mindset, continual learning and current teaching and professional standards.

The committee met throughout the 2022-2023 and the 2023-2024 school year. The committee worked collaboratively to develop a clear process that ensures fidelity and equity across sites. The goal of the team was to design and align a system of evaluations that foster reflective growth processes, fosters high-quality instruction, and creates a climate that celebrates highly effective staff while amplifying conducive learning environments.

The committee consisted of the following members:

- Gary Arzamendi, 6th Grade Teacher
- Rhonda Cox-Mased, 7/8th Grade SDC Teacher
- Andrea Sanchez, 1st Grade Teacher
- Preston Hansen, Middle School Math Teacher
- Julie Rivard, Middle School Principal
- Amber Hall, Middle School Principal
- Dawn Hubble, Director of Human Resources
- Audry Garza, Director of Curriculum, Instruction & Staff Development

This handbook provides the evaluation process, forms, and rubrics for teachers and professional groups. It shall serve as a framework for creating specific evaluation handbooks for other certificated professionals that are included in the MCTA collective bargaining agreement. The hope of this committee is that all will find a clear, inclusive, and equitable experience as evaluators and those being evaluated. WE ARE MCSD!!!

Timelines by Year of Service

Year One

First Year Credentialed Teachers with MCSD are Probationary Teachers (P1). First year School Counselors, Nurses, Psychologists, Social Workers, Speech Pathologists, and Teacher Librarians are probationary (P1). All Probationary employees will be evaluated.

Year Two

Second Year Credentialed Teachers with MCSD are Probationary Teachers (P2). Second year School Counselors, Nurses, Psychologists, Social Workers, Speech Pathologists, and Teacher Librarians are probationary (P2). All Probationary certificated employees will be evaluated.

Year Three

Third Year Credentialed Teachers with MCSD are now tenured. Third year School Counselors, Nurses, Psychologists, Social Workers, Speech Pathologists, and Teacher Librarians are tenured. All certificated employees in year three will be evaluated.

Year Four

No evaluation is required in year four with the exception of any certificated employee who earned an unsatisfactory evaluation in year three.

Year Five

Fifth Year certificated employees with MCSD will be evaluated.

Year Six

No evaluation is required in year six with the exception of any certificated employee who earned an unsatisfactory evaluation in year five.
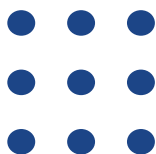
Key Terms:

PO – Teachers that are are completing the credentialing process.

P1 – Certificated employees in their first year.

P2 – Certificated employees in their second year.

Tenured employees – Employees reach tenure status on their first day of their third consecutive year in MCSD.

Year Seven

Seven Year certificated employees with MCSD will be evaluated. Certificated Employees that have met four consecutive evaluations of Overall Ratings of "Exceeds Standards" may choose the Four-Year Professional Growth Pathway evaluation or the Two-Year Traditional Evaluation process. This decision will be confirmed in the Pre-Observation meeting.

Professional Growth Pathway participants will complete the Project Planning Document. They will collect artifacts for their project. There is a myriad of growth opportunities that can be used for this process. Certificated employees who have "Completed" the project will have their next evaluation in four years. Certificated employees who have "Not Completed" the project will return to the 2 year evaluation process. See chart of this progression on page 5 of this handbook.

Traditional Pathway participants will have the same two-year evaluation process as in prior years.

Artifact/project examples include but are not limited to:

- Portfolio
- Lesson plans
- Videos
- Slideshow
- Narrative/ Essay
- Action Research Project
- National Board Certification Process
- Development of Curriculum Unit or Course Self-Directed Professional Growth
- Lesson Study
- Site Leadership Role
- Mentoring or Peer Coaching

Traditional Pathway
- Formal Observation(s) by administrator (every other year)
  - select 2 Standards (from 1 to 5)
  - select 1 element from Standard 6 to reflect on

Professional Growth Pathway Eligibility
Certificated employees who meet the following criteria may select this option:
- Permanent Status
- Four consecutive evaluations of Overall Rating of "Exceeds Standards"

Professional Growth Pathway Process
- No formal observation by administrator
- Certificated employee completes the Project Planning Document
- Mid-Year Check-In with administrator on progress
- Must be completed within the observation year
- Post Project Conference with administrator

  Examples include but are not limited to:
  - Portfolio
  - Lesson plans
  - Videos
  - Slideshow
  - Narrative/Essay
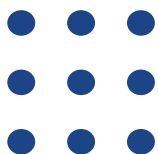
Record of Evaluations

## Certificated Employee Evaluation Pathways by Year

☐ year 1 evaluation (Prob 1)　　　(20____)
☐ year 2 evaluation (Prob 2)　　　(20____)
☐ year 3 evaluation　　　　　　　(20____)
☐ year 5 evaluation　　　　　　　(20____)

Traditional path

☐ year 7　　　(20____)
☐ year 9　　　(20____)
☐ year 11　　　(20____)
☐ year 13　　　(20____)
☐ year 15　　　(20____)
☐ year 17　　　(20____)
☐ year 19　　　(20____)
☐ year 21　　　(20____)
☐ year 23　　　(20____)
☐ year 25　　　(20____)
☐ year 27　　　(20____)
☐ year 29　　　(20____)
☐ year 31　　　(20____)
☐ year 33　　　(20____)

Professional Growth

☐ year 7　　　(20____)

☐ year 11　　　(20____)

☐ year 15　　　(20____)

☐ year 19　　　(20____)

☐ year 23　　　(20____)

☐ year 27　　　(20____)

☐ year 31　　　(20____)
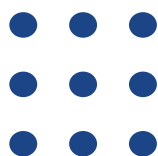
Traditional Evaluation Process

The California Standards for the Teaching Profession (CSTP) and the professional standards for School Counselors, Nurses, Psychologists, Social Workers, Speech Pathologists, and Teacher Librarians are intended to provide common language and serve as a guiding document for the evaluation process in the Merced City School District.

Step 1 - Training and Selection Form

By the end of September each year, the principal shall present and review this handbook with all evaluation candidates. Certificated employees on the traditional path will chose two standards from 1–5 of profession specific standards on the Selection Form. Standard 6 will be included in all evaluations with the purpose of continual professional growth, and all certificated employees will select one element from Standard 6 and describe how they plan to achieve this goal.

Step 2 - Pre-Observation Meeting

The evaluator will use the _Pre–Observation Conversation Guide_ in the Forms Section of this handbook to facilitate the discussion with the certificated employee. The conversation summary will be filled out collaboratively during the Pre–Observation Meeting.

Step 3 - Observation

There are five forms in the Forms Section that correlate with standards 1–5 in this handbook. Choose the forms connected with the standards selected by the certificated employee. Using the rubric herein, the two standards chosen in step 1 are the focus of the observation(s). The evaluator shall use the area on each form to take notes during the observation.

Step 4 - Post-Observation

The form titled _Post–Observation Conversation Guide_ shall be used during a debriefing meeting. Review the observation notes and discuss the results of the observation(s).

Step 5 - Final Evaluation

The _Final Evaluation Form_ is used as the record for the observation process which includes an area for commendations/recommendations.
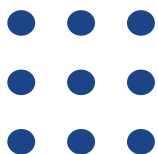
Professional Growth Pathway Process

Step 1 - Training and Project Planning

By the end of September each year, the principal shall present this handbook to all evaluation candidates. Also, by the end of September, those who have chosen the Professional Growth Pathway shall decide on a project. Once the project is chosen then, in collaboration with their administrator, evaluatee and administrator will complete the Projection Planning Document. Standard 6 will be included in all evaluations with the purpose of continual professional growth, and all certificated employees will select one element from Standard 6 and describe how they plan to achieve this goal.

Step 2 - Mid-Year Conference

By the end of January, evaluatee and administrator shall meet and complete the Mid–Year Conference form.

Step 3 - Post Project Conference

No later than May 1st, evaluatee and administrator shall meet and complete the Professional Growth Pathway Post Project Conference Form.

Step 4 - Final Evaluation

The MCSD Final Evaluation Form is used as the record for the observation process. It includes standards as well as comment areas of expected growth.
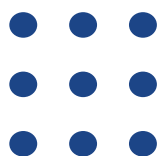
Forms

- Professional Growth Pathway Form for all Professional Groups – Includes Project Planning Form, Mid Year Check–In, and Post Conference.

- Teacher Final Evaluation Form

- School Counselor Final Evaluation Form

- School Nurse Final Evaluation Form

- School Psychologist Final Evaluation Form

- School Social Worker Final Evaluation Form

- School Speech Pathologist Final Evaluation Form

- Teacher Librarian Final Evaluation Form

Traditional/Professional Growth Correlation

Traditional	Professional Growth
September 30 Training on Evaluation Procedures	September 30 Training on Evaluation Procedures
October 15 Choose 2 Standards	October 15 Complete Project Planning Document
Permanent Certificated Employees Compete all Observations by April 15 **Probationary Certificated Employees** Compete 1st Observation by October 31 Complete all Observations by February 15	January 31 Mid-Year Conference
Post Observation Conferences within 72 hours of Observations	May 1 Post Project Conference
March 1 Final Evaluation Certificated Employee May 1 Final Evaluation Permanent Certificated Employee	May 1 Final Evaluation Certificated Employee

Traditional Pathway

This is an example of the standard selection form.

Forms

- [Teacher Selection Form](#)
- [School Counselor Selection Form](#)
- [School Nurse Selection Form](#)
- [School Psychologist Selection Form](#)
- [School Social Worker Selection Form](#)
- [School Speech Pathologist Selection Form](#)
- [Teacher Librarian Selection Form](#)

This is one of the five observation forms. The evaluator will use this form when this CSTP has been selected by the member as one (1) of the two (2) CSTPs.

California Standards for the Teaching Profession **1: Engaging and Supporting All Students in Learning**	Teachers know and care about their students in order to engage them in learning. They connect learning to students' prior knowledge, backgrounds, life experiences, and interests. They promote critical thinking through inquiry, problem solving, and reflection. They monitor student learning and adjust instruction while teaching.

DISTINGUISHED	ACCOMPLISHED	PROFICIENT	EMERGING	IMPROVEMENT NEEDED
Exceeds Standards		Meets Standards	Does Not Meet Standard	
• Designs and implements a comprehensive curriculum with multiple and varied instructional strategies and resources to support in depth studies of content and promote high levels of student understanding and engagement.	• Integrates extensive knowledge of curriculum, instructional practices, and supplemental resources to enhance and deepen student understanding and engagement.	• Implements the curriculum using a variety of instructional practices and supplemental resources selected to improve student understanding and engagement.	• Explores use of additional instructional practices to teach the curriculum and support student understanding and engagement.	• Expands awareness of curriculum and instructional practices to support understanding and engage students in learning.

What Students are Doing at the Accomplished Level:

- Students actively utilize a variety of instructional strategies and technologies in learning that ensure equitable access to the curriculum.
- Students are actively engaged in a curriculum which relates their prior knowledge, experiences, and interests within and across learning activities.
- Students actively engage in making and using real- life connections to subject matter to extend their understanding.
- Students actively engage in instruction and make use of a variety of targeted strategies, resources, and technologies to meet their individual learning needs.
- Students pose problems and construct questions of their own to support inquiries into content.
- Students are able to articulate their level of understanding and use teacher guidance to meet their needs during instruction.

Employee Name:		Date:

CTSP 1 - Engaging and Supporting All Students in Learning	Notes:
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	

Employee Signature:	Date:	Administrator Signature:	Date:

School Counselor Standard/Observation Forms 1-5

This is one of the five observation forms. The evaluator will use this form when this standards has been selected by the member as one (1) of the two (2) standards.

	MCSD School Counselor Standard 1 **Professional School Counselor Development**			

DISTINGUISHED	ACCOMPLISHED	PROFICIENT	EMERGING	IMPROVEMENT NEEDED
Exceeds Standards		Meets Standards	Does Not Meet Standard	
Leads others in developing, implementing, and advocating effective counseling programs.	Demonstrates mastery in developing, implementing, and advocating effective counseling programs.	Develops and implements counseling programs effectively.	Demonstrates some efforts in developing and implementing counseling programs but lacks consistency.	Does not effectively develop or implement counseling programs.
Serves as a model for adherence to legal and ethical practices.	Exemplifies strict adherence to legal and ethical practices consistently.	Proficiently adheres to legal and ethical practices with fidelity.	Begins to understand and adhere to legal and ethical practices.	Demonstrates lack of adherence to legal and ethical practices.
Exceptional in composing verbal and written analyses while safeguarding confidentiality.	Excels in composing verbal and written analyses while upholding confidentiality.	Able to compose verbal and written analysis while maintaining confidentiality proficiently.	Shows some ability to compose verbal and written analysis while maintaining confidentiality, but may require guidance.	Struggles to compose verbal and written analysis while maintaining confidentiality.
Leads transformative and highly effective culturally and linguistically responsive programs.	Facilitates culturally and linguistically responsive programs with excellence, showing innovation and effectiveness.	Facilitates culturally and linguistically responsive programs with competence and effectiveness.	Initiates some culturally and linguistically responsive programs, but room for growth in effectiveness.	Shows limited understanding or effort in facilitating culturally and linguistically responsive programs.

Employee Name:		Date:

STANDARD 1: Professional School Counselor Development ● Develops, implements and advocates an effective counseling program in the school community. ● Adheres to all legal and ethical practices for School Counseling. ● Composes verbal and written analysis while maintaining confidentiality of students and families. ● Facilitates Culturally and Linguistically Responsive social and emotional programs for the school community	Notes:

Employee Signature:	Date:	Administrator Signature:	Date:

School Nurse Standard/Observation Forms 1-5

This is one of the five observation forms. The evaluator will use this form when this standards has been selected by the member as one (1) of the two (2) standards.

Forms

- [School Nurse Standard Form 1](#)
- [School Nurse Standard Form 2](#)
- [School Nurse Standard Form 3](#)
- [School Nurse Standard Form 4](#)
- [School Nurse Standard Form 5](#)

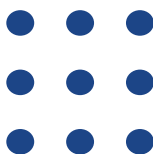### MCSD School Nurse Standard 1
School Nursing Practices

DISTINGUISHED	ACCOMPLISHED	PROFICIENT	EMERGING	IMPROVEMENT NEEDED
Exceeds Standards		Meets Standards	Does Not Meet Standard	
The school nurse uses advanced assessment techniques and tools to gather extensive and highly detailed data.	The school nurse consistently collects comprehensive data pertinent to the child's health or situation, covering all relevant aspects.	The school nurse collects comprehensive data relevant to the child's health or situation.	The school nurse collects some data but misses some key aspects of the child's health or situation.	The school nurse fails to collect comprehensive data or overlooks important aspects of the child's health or situation.
The school nurse demonstrates exceptional analytical skills.	The school nurse consistently and accurately analyzes assessment data.	The school nurse accurately analyzes assessment data.	The school nurse shows some ability to analyze assessment data but may miss important patterns or connections.	The school nurse struggles to analyze the assessment data accurately.
The school nurse sets exceptionally clear and relevant outcomes.	The school nurse consistently sets specific and relevant outcomes tailored to the student's needs.	The school nurse sets clear and relevant outcomes that are individualized to the student's situation.	The school nurse identifies some expected outcomes, but they may lack specificity or relevance to the student's needs.	The school nurse sets vague or unrealistic outcomes that are not individualized to the student's situation.
The school nurse develops detailed plans that not only designate effective strategies but also explore alternatives.	The school nurse consistently develops comprehensive plans that designate effective strategies and alternatives to attain expected outcomes.	The school nurse develops well-structured plans that designate relevant strategies and considers alternatives to attain expected outcomes.	The school nurse begins to develop a plan that outlines strategies to achieve the expected outcomes but may lack depth or overlook alternatives.	The school nurse fails to develop a coherent plan of action or provides strategies that are not relevant or effective in achieving the expected outcomes.

Employee Name:		Date:

Standard 1 - Nursing Practices	Notes:
• **Assessment:** The school nurse collects comprehensive data pertinent to the child's health or situation • **Diagnosis:** The school nurse analyzes the assessment data to determine the diagnosis and issues • **Outcomes Identification:** The school nurse identifies expected outcomes for a plan individualized to the client or situation • **Planning:** The school nurse develops a plan that prescribes strategies and alternatives to attain expected outcomes • **Implementation:** The school nurse implements and documents the identified plan using evidence-based interventions and terminology • **Evaluation:** The school nurse evaluates progress towards attainment of outcomes	

Employee Signature:	Date:	Administrator Signature:	Date:

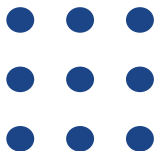# School Psychologist Standard/Observation Forms 1-5

This is one of the five observation forms. The evaluator will use this form when this standards has been selected by the member as one (1) of the two (2) standards.

MCSD School Psychologist Standard 1
School Psychologists are committed to students and their learning.

DISTINGUISHED	ACCOMPLISHED	PROFICIENT	EMERGING	IMPROVEMENT NEEDED
Exceeds Standards		Meets Standards	Does Not Meet Standard	
Takes a leadership role in consultations, demonstrating exceptional skill in identifying and addressing students' diverse needs comprehensively.	Actively engages in consultations, consistently addressing students' social-emotional, behavioral, and academic needs effectively.	Regularly participates in consultations, demonstrating a good understanding of students' needs and providing appropriate support and guidance.	Participates occasionally in consultations but struggles to address all aspects of students' needs effectively.	Rarely participates in consultations or does so ineffectively, not demonstrating an understanding of students' needs.
Leads meetings and drives discussions, offering innovative solutions and expert guidance that significantly impact student and staff well-being.	Actively participates in meetings, providing insightful supports that effectively addresses concerns.	Regularly attends meetings and offers valuable consultation and recommendations for addressing student and staff concerns.	Attends meetings occasionally but struggles to provide relevant recommendations or support for addressing concerns.	Rarely attends meetings or does not contribute meaningfully to discussions about student and staff concerns.
Demonstrates exceptional skill in monitoring progress, employing innovative strategies and insightful analysis to guide students towards achieving their goals successfully.	Systematically monitors progress, utilizing multiple methods to gather comprehensive data and providing detailed feedback to support goal achievement.	Consistently monitors progress using various methods and provides regular feedback based on observations, reports, and interviews.	Uses some methods to monitor progress but inconsistent to follow-up on goals.	Fails to monitor progress effectively, neglecting to use multiple methods or failing to follow up on goals.

Employee Name:		Date:

Standard 1 School Psychologists are committed to students and their learning	Notes:
• Participates in direct/indirect consultation regarding students' social-emotional, behavioral, and academic needs at school. • Attends meetings to provide consultation and recommendations for addressing student and staff concerns. • Monitors progress on achievement of goals through direct observation, teacher reports, student work samples and student interviews.	

Employee Signature:	Date:	Administrator Signature:	Date:

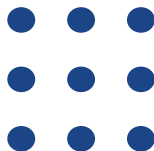# School Social Worker Standard/Observation Forms 1-5

This is one of the five observation forms. The evaluator will use this form when this standards has been selected by the member as one (1) of the two (2) standards.

	MCSD School Social Worker Standard 1 **School Social Workers are Committed to Students and Their Learning**				

DISTINGUISHED	ACCOMPLISHED	PROFICIENT	EMERGING	IMPROVEMENT NEEDED
Exceeds Standards		**Meets Standards**	**Does Not Meet Standard**	
Expertly identifies and addresses the majority of the needs within the school community, utilizing advanced assessment tools and methods.	Consistently identifies and addresses the most of the needs within the school community, utilizing a variety of assessment tools and methods effectively.	Identifies and addresses some needs within the school community, using standard assessment tools and methods effectively.	Begins to identify and address some needs within the school community, with support and guidance.	Struggles to identify and address needs within the school community without significant support and guidance.
Provides exceptional guidance and support in direct and indirect consultation, offering innovative strategies and interventions tailored to individual student needs.	Provides valuable guidance and support in direct and indirect consultation, offering effective strategies and interventions based on established best practices.	Provides competent guidance and support in direct and indirect consultation, offering strategies and interventions based on established protocols.	Participates in consultation activities, and seeks guidance for implementing established strategies and interventions.	Requires extensive support and guidance in consultation activities.
Leads Multi-Tiered Systems of Support meetings, demonstrating mastery in developing comprehensive plans and interventions that effectively address the diverse needs of students at all tiers of support.	Actively contributes to Multi-Tiered Systems of Support meetings, assisting in the development of comprehensive plans and interventions for students at different tiers of support.	Participates actively in Multi-Tiered Systems of Support meetings, contributing to the development of plans and interventions for students at different tiers of support.	Attends Multi-Tiered Systems of Support meetings and contributes ideas, with guidance from team members.	Attends Multi-Tiered Systems of Support meetings but may not actively contribute ideas or suggestions without significant prompting.

Employee Name:		Date:

School Social Worker Standard 1 **School Social Workers are committed to students and student learning.** **1.1** Participates in direct/indirect consultation regarding students' social-emotional and behavioral needs at school. **1.2** Attends meetings to provide consultation and recommendations for addressing student and staff concerns. **1.3** Monitors progress on achievement of each goal through direct observation. **1.4** Monitors progress on achievement of each goal through teacher and other professional reports. **1.5** Monitors progress on achievement of each goal through parent/guardian contracts and collaboration with community partners.	Notes:

Employee Signature:	Date:	Administrator Signature:	Date:

School Speech Pathologist Standard/Observation Forms 1-5
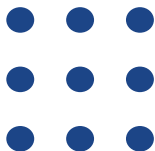
This is one of the five observation forms. The evaluator will use this form when this standards has been selected by the member as one (1) of the two (2) standards.

MCSD Speech Language Pathologist Standard 1
Knowledge and Skills of Speech Language Pathology Related Areas

DISTINGUISHED	ACCOMPLISHED	PROFICIENT	EMERGING	IMPROVEMENT NEEDED
Exceeds Standards		Meets Standards	Does Not Meet Standard	
Sets the standard for excellence in using prior knowledge to engage students in therapy sessions.	Uses advanced techniques to engage students in therapy sessions, demonstrating an understanding of their needs.	Effectively uses prior knowledge of students' needs to engage them in therapy sessions.	Incorporates some prior knowledge of students' needs into therapy sessions but inconsistently.	Does not effectively use prior knowledge of students' needs to engage them in therapy sessions.
Conducts evaluations, synthesizing complex information to provide comprehensive insights into students' communication disorders.	Conducts evaluations with thoroughness and precision.	Conducts comprehensive evaluations for a variety of communication disorders.	Conducts evaluations with some c comprehensiveness but may miss important aspects.	Conducts evaluations in a superficial or incomplete manner.
Therapy sessions integrate subject matter into real-life contexts, maximizing relevance for students.	Therapy sessions connect subject matter to deep and meaningful real-life contexts.	Therapy sessions consistently connect subject matter to real-life contexts.	Attempts to connect therapy sessions to real-life contexts, but with limited success.	Therapy sessions lack connection to real-life contexts.
Recommendations for services are compliant with regulations and highly tailored to individual needs.	Provides recommendations for services that are tailored to individual needs.	Determines eligibility and recommends services that are both appropriate and compliant with regulations.	Recommendations for services may lack full compliance with regulations.	Recommendations for services are inconsistent or not compliant with regulations.

Employee Name:		Date:

Standard 1 - Knowledge and Skills of School Speech Language Pathologist	Notes:
• Uses prior knowledge of students needs to engage them in the therapy session. • Demonstrate ability to conduct appropriate comprehensive evaluations for students who may be experiencing a variety of communication disorders. • Demonstrates knowledge and skill in therapy session(s) connecting subject matter to real-life contexts. • Determines eligibility and recommends services that are both appropriate and compliant with state and federal regulations. • Develops goals that are measurable and appropriate for student needs. • Works with individuals at all ability levels and serves a range of disorders, as appropriate for the setting.	

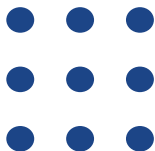| Employee Signature:	Date:	Administrator Signature:	Date:

Teacher Librarian
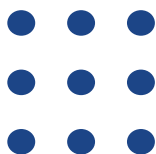# Standard/Observation Forms 1-5

This is one of the five observation forms. The evaluator will use this form when this standards has been selected by the member as one (1) of the two (2) standards.

MCSD School Librarian Standard 1 (CSTP 1)
Engaging and Supporting All Students in Learning

DISTINGUISHED	ACCOMPLISHED	PROFICIENT	EMERGING	IMPROVEMENT NEEDED
Exceeds Standards		**Meets Standards**	**Does Not Meet Standard**	
Uses comprehensive knowledge of students to make ongoing adjustments and accommodations in instruction. Students take ownership of their learning by choosing from a wide range of methods to further their learning that are responsive to their diverse learning needs.	Uses data from multiple sources to make adjustments to instruction and meet individual identified learning needs. Students utilize a variety of instructional strategies and technologies in learning that ensure equitable access to the curriculum.	Uses data from a variety of formal and informal sources to learn about students and guide selection of instructional strategies to meet diverse learning needs. Students engage in learning through the use of adjustments in instruction to meet their needs.	Gathers additional data to learn about individual students. Students engage in single lessons or sequence of lessons that include some adjustments based on assessments.	Learns about students through data provided by the school and/or through district assessments. Some students may engage in learning using instructional strategies focused on the class as a whole.
Uses extensive information regarding students and their communities systematically and flexibly throughout instruction. Students can articulate the relevance and impact of lessons on their lives and society.	Integrates broad knowledge of students' cultural backgrounds, prior knowledge, life experiences, and interests to inform instruction. Students are actively engaged in curriculum which relates their prior knowledge, experiences, and interests within and across learning activities.	Uses school resources and family contacts to expand understanding of students' prior knowledge, cultural backgrounds, life experiences, and interests to connect to student learning. Students make connections between curriculum and their prior knowledge, backgrounds, life experiences, and interests.	Uses gathered information about students' prior knowledge, cultural backgrounds, life experiences, and interests to support student learning. Students participate in single lessons or sequence of lessons related to their interests and experiences.	Develops awareness of prior knowledge, culture, backgrounds, life experience, and interests represented among students. Some students connect learning activities to their own lives.

Standard 1: Engaging and Supporting All Students in Learning	Notes:
● Using Knowledge of Students to Engage them in Learning. ● Connecting learning to students' prior knowledge, backgrounds, life experiences and interests. ● Connecting subject matter to meaningful real life context ● Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs. ● Promoting critical thinking through inquiry, problem solving and reflection ● Monitoring student learning and adjusting teaching while learning.	

Employee Signature:	Date:	Administrator Signature:	Date:

Forms

- School Teacher Librarian Standard Form 1
- School Teacher Librarian Standard Form 2
- School Teacher Librarian Standard Form 3
- School Teacher Librarian Standard Form 4
- School Teacher Librarian Standard Form 5

The evaluator will complete this form during their Pre–Observation Meeting with the member.

Forms

- Pre–Observation Conversation Guide

Pre-Observation Conversation Guide

Today's Meeting Date:	Time:	Employee being Observed:

Pre-Observation Procedures
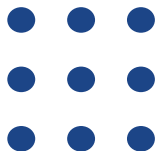Please answer and discuss the following questions collaboratively about the lesson you will be teaching.

Question	Conversation Summary
What subject or standard will I look for in the observation? What activities or routines may I observe? What have you done to prepare for this observation? What strategies will you use for this observation? How will routines and planning determine your objective? Is there anything within this standard you want me to capture with data or analytics while I observe? (example: Praise ratio, academic time on task, and CFU)	

Employee Signature:	Date:
Administrator Signature:	Date:

Post-Observation Conversation Guide

The evaluator will complete this form during the Post-Observation Meeting with the member.

Post-Observation Conversation Guide

| Today's Meeting Date:	Time:	Employee being Observed:

Post-Observation Procedures
Please answer and discuss the following questions collaboratively about how the lesson went.

Question	Conversation Summary
What worked well for you? To teach this lesson again, what would you do? Was there a challenge for this observation? Did you achieve your objective for this observation? Is there any support that I can give to improve your instruction? Review the status of your self-reflection for Standard 6.	

Employee Signature:	Date:
Administrator Signature:	Date:
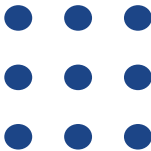
Final Evaluation Form

This is an example of the final evaluation form.

Teacher Final Evaluation Form

Employee Name:	Site/Subject/Grade Level:	Employment Status (check one):
		☐ Temporary ☐ Intern
Evaluating Administrator:	Date:	☐ Probationary ☐ Permanent ☐ 0 ☐ 1 ☐ 2

DIRECTIONS: Traditional Pathway: Complete sections 1 and 3.
Professional Growth Pathway: Complete sections 2 and 3.

SECTION 1: EVALUATION OF PERFORMANCE FOR THE TRADITIONAL PATHWAY
Check two standards selected by the employee. Select the evaluative rating using the drop-down menu or mark the appropriate box.

Standard 1: Engaging & Supporting All Students in Learning
- Connecting students' prior knowledge, life experience, and interests with learning goals.
- Using various 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.

Select rating ▾ or Rating: ☐ Distinguished ☐ Standard Exceeded ☐ Standard Met ☐ Needs Improvement ☐ Unsatisfactory

Standard 2: Creating & Maintaining Effective Environments 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.

Select rating ▾ or Rating: ☐ Distinguished ☐ Standard Exceeded ☐ Standard Met ☐ Needs Improvement ☐ Unsatisfactory

Standard 3: Understanding & Organizing Subject Matter for Student Learning
- Demonstrating knowledge of subject matter content and student development.
- Organizing curriculum to support student understanding of subject matter.
- Interrelating 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.

Select rating ▾ or Rating: ☐ Distinguished ☐ Standard Exceeded ☐ Standard Met ☐ Needs Improvement ☐ Unsatisfactory

Standard 4: Planning Instruction & Designing Learning Experiences for All Students
- Drawing on and valuing students' backgrounds, interests, and developmental learning needs.
- Establishing and articulating goals for student learning.
- Developing and sequencing instructional activities and materials for student learning.
- Designing short-term and long-term plans to foster student learning.
- Modifying instructional plans to adjust for student needs.

Select rating ▾ or Rating: ☐ Distinguished ☐ Standard Exceeded ☐ Standard Met ☐ Needs Improvement ☐ Unsatisfactory

---

- Establishing and communicating learning goals for all students.
- Collecting and using multiple sources of information to assess student learning.
- Involving and guiding all students in assessing their own learning.
- Involving and guiding all students in assessing their own learning.
- Using the results of assessments to guide instruction.
- Communicating with students, families, and other audiences about student progress.
- Demonstrating student progress towards the attainment of grade-level academic standards as evidenced by results from multiple performance measures.

Select rating ▾ or Rating: ☐ Distinguished ☐ Standard Exceeded ☐ Standard Met ☐ Needs Improvement ☐ Unsatisfactory

Overall Rating:
- ☐ **Teacher Improvement Plan** (for any ratings of **Unsatisfactory** and **Needs Improvement**)
- ☐ **Satisfactory** (for any ratings of **Standard Met**)
- ☐ **Exceeds Standards** (for any ratings of **Standard Exceeded** and **Distinguished**)

CSTP 6: Developing As a Professional Educator
- **6.1** Reflecting on professional 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 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.

Select rating ▾ or Rating: ☐ Completed ☐ Not Completed

SECTION 2: EVALUATION OF PERFORMANCE FOR THE PROFESSIONAL GROWTH PATHWAY

Professional Growth Pathway

Select rating ▾ or Rating: ☐ Completed ☐ Not Completed

CSTP 6: Developing As a Professional Educator
- **6.1** Reflecting on professional 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 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.

Select rating ▾ or Rating: ☐ Completed ☐ Not Completed

SECTION 3: COMMENTS BY EVALUATOR

Commendations/Recommendations:

I certify that this report has been discussed with me. I understand that my signature does not necessarily indicate agreement.

_____ _____ _____ _____
Evaluator's Signature   Date   Evaluatee's Signature   Date

Forms

- [Teacher Final Evaluation Form](#)
- [School Counselor Final Evaluation Form](#)
- [School Nurse Final Evaluation Form](#)
- [School Psychologist Final Evaluation Form](#)
- [School Social Worker Final Evaluation Form](#)
- [School Speech Pathologist Final Evaluation Form](#)
- [Teacher Librarian Final Evaluation Form](#)

Improvement Plan

The Improvement Plan will be used, if applicable.

MERCED CITY SCHOOL DISTRICT
TEACHER IMPROVEMENT PLAN

EMPLOYEE:	
SCHOOL/DEPT:	
DATE PLAN INITIATED:	

1. Indicate the CSTP area or areas needing improvement

☐ **CSTP 1** Engaging and Supporting All Students in Learning	☐ **CSTP 2** Creating and Maintaining Effective Environments for Student Learning	☐ **CSTP 3** Understanding and Organizing Subject Matter for Student Learning
☐ **CSTP 4** Planning Instruction and Designing Learning Experiences for All Students	☐ **CSTP 5** Assessing Students for Learning	☐ **CSTP 6** Developing as a Professional Educator

2. Describe by CSTP element the deficit(s)

3. List intervention(s)/support(s) that were implemented

4. Improvement Plan Activities CSTP #1-5. For CSTP #6 this is a directive.
Direction: Identify the rubric areas of what is proficient performance on the Teacher Evaluation Rubric. List the directive for performance in the area below:

5. Weekly Progress Monitoring:
Direction: The teacher should come prepared to discuss the preparation and implementation of the activities/directive(s) given above. The administrator should collaboratively discuss the weekly rating: Distinguished, Accomplished, Proficient, Emerging, Improvement Needed

	Date	Weekly Rating	Employee Initials	Supervisor Initials
week 1				
week 2				
week 3				
week 4				
week 5				
week 6				
week 7				
week 8				

MERCED CITY SCHOOL DISTRICT
TEACHER IMPROVEMENT PLAN

6. Overall Rating:
a) Plan successfully completed _____
b) Incomplete - establish date for next progress report _____
c) Plan not successfully completed _____

7. Evaluator Summary Statement:

_____   _____
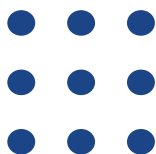Employee's Signature   Date

_____   _____
Supervisor's Signature   Date

Professional Growth Pathway

Professional Growth Pathway Planning Document.

Professional Growth Pathway Evaluation
Project Planning Document

| Employee Name: | Employee #: | Site: |
| Title/Subject/Grade Level: | Evaluating Administrator: | Date of Conference: |

PARTICIPATION CRITERIA
- Permanent Teacher.
- Four consecutive prior evaluations with Overall Ratings of "**Exceeds Standards**."
- Participation in the Professional Growth Pathway is selected by the employee.

TYPE OF PROJECT (See page 3 for examples)

DEADLINES:
- Project description submitted and discussed with administrator by October 31.
- Mid-year Conference regarding the project by January 31.
- Final evaluation of the project no later than May 1.

GOAL:
What goal(s) will be met through your self-directed growth plan?

PLANNED RESULTS/OUTCOMES:
What results do you plan to accomplish for each goal?

IMPLEMENTATION:
What strategies/activities will you use to reach your stated goals?

What training or professional development will be completed as part of this project?

EFFECTIVE INSTRUCTION AND INCREASED STUDENT ACHIEVEMENT:
Describe how your project will promote effective instruction and increased student achievement.

ADMINISTRATIVE SUPPORT:
Describe the administrative support needed for this project.

Evaluator's Signature   Date   Evaluatee's Signature   Dat

Forms

- Professional Growth Pathway Form for all Professional Groups – Includes Project Planning Form, Mid Year Check–In, and Post Conference.

Growth Pathway Mid-Year Conference Form

Professional Growth Pathway Mid–Year Conference

MERCED CITY SCHOOL DISTRICT
MID-YEAR CONFERENCE FOR PROFESSIONAL GROWTH PATHWAY

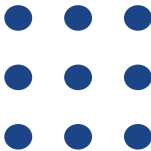| Employee Name:	Employee #:	Site:
Title/Subject/Grade Level:	Evaluating Administrator:	Date of Conference:

PROJECT TITLE:

DIRECTIONS:
The space below is for evaluatee and administrator to discuss the project thus far, successes, refinements, and ongoing support. These guided questions should be used and summary responses shall be annotated in the box on the right.

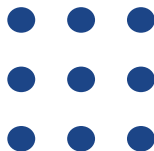| Question	Conversation Summary
What is working well for you? *Would you do anything differently?* *What challenges or barriers have you faced?* *How are you making progress to meet your goals?* *What needs to be done to consider this project completed?* *Review the status of your self-reflection for Standard 6.*	

Evaluator's Signature _____ Date _____ Evaluatee's Signature _____ Date

Forms

- Professional Growth Pathway Form for all Professional Groups – Includes Project Planning Form, Mid Year Check–In, and Post Conference.

Growth Pathway Post Conference Form

Professional Growth Pathway Post Project Conference

MERCED CITY SCHOOL DISTRICT
POST-PROJECT CONFERENCE FOR THE PROFESSIONAL GROWTH PATHWAY

Employee Name:	Employee #:	Site:
Title/Subject/Grade Level:	Evaluating Administrator:	Date of Conference:
PROJECT TITLE:		

DIRECTIONS:
The space below is for evaluatee and administrator to discuss the project thus far, successes, refinements, and ongoing support. These guided questions should be used and summary responses shall be annotated in the box on the right.

Question	Conversation Summary
How have you grown as a professional through this process? What were some highlights you experienced? Were there any challenges? What do you see as next steps in your professional growth?	

_____ _____ _____ _____
Evaluator's Signature   Date   Evaluatee's Signature   Date

Forms

- [Professional Growth Pathway Form for all Professional Groups – Includes Project Planning Form, Mid Year Check-In, and Post Conference.](#)

Final Evaluation Form

This is an example of the final evaluation form.

Appendix

Appendix - Teacher Forms

- **Teacher Forms Traditional Pathway**
  - Teacher Selection Form – Selects two:
    - Teacher Standard Form 1
    - Teacher Standard Form 2
    - Teacher Standard Form 3
    - Teacher Standard Form 4
    - Teacher Standard Form 5
  - Pre–Observation Conversation Guide
  - Post–Observation Conversation Guide
  - Teacher Final Evaluation Form
  - Teacher Improvement Plan
  - Resources for teachers:
    - CSTP 1
    - CSTP 2
    - CSTP 3
    - CSTP 4
    - CSTP 5
    - CSTP 6
- **Teacher Forms Professional Growth Pathway**
  - Professional Growth Pathway Forms
  - Teacher Final Evaluation Form

Appendix - School Counselor Forms

- **School Counselor Forms Traditional Pathway**

  - School Counselor Selection Form – Selects two:

    - School Counselor Standard Form 1

    - School Counselor Standard Form 2

    - School Counselor Standard Form 3

    - School Counselor Standard Form 4

    - School Counselor Standard Form 5

  - Pre-Observation Conversation Guide

  - Post-Observation Conversation Guide

  - School Counselor Final Evaluation Form

  - School Counselor Improvement Plan

- **School Counselor Forms Professional Growth Pathway**

  - Professional Growth Pathway Forms

  - School Counselor Final Evaluation Form

Appendix - School Nurse Forms

- **School Nurse Forms Traditional Pathway**
    - School Nurse Selection Form – Selects two:
        - School Nurse Standard Form 1
        - School Nurse Standard Form 2
        - School Nurse Standard Form 3
        - School Nurse Standard Form 4
        - School Nurse Standard Form 5
    - Pre-Observation Conversation Guide
    - Post-Observation Conversation Guide
    - School Nurse Final Evaluation Form
    - School Nurse Improvement Plan
- **School Nurse Forms Professional Growth Pathway**
    - Professional Growth Pathway Forms
    - School Nurse Final Evaluation Form

Appendix - School Psychologist Forms

- **School Psychologist Forms Traditional Pathway**
    - School Psychologist Selection Form – Selects two:
        - School Psychologist Standard Form 1
        - School Psychologist Standard Form 2
        - School Psychologist Standard Form 3
        - School Psychologist Standard Form 4
        - School Psychologist Standard Form 5
    - Pre-Observation Conversation Guide
    - Post-Observation Conversation Guide
    - School Psychologist Final Evaluation Form
    - School Psychologist Improvement Plan
- **School Psychologist Forms Professional Growth Pathway**
    - Professional Growth Pathway Forms
    - School Psychologist Final Evaluation Form

- **School Social Worker Forms Traditional Pathway**
    - School Social Worker Selection Form – Selects two:
        - School Social Worker Standard Form 1
        - School Social Worker Standard Form 2
        - School Social Worker Standard Form 3
        - School Social Worker Standard Form 4
        - School Social Worker Standard Form 5
    - Pre–Observation Conversation Guide
    - Post–Observation Conversation Guide
    - School Social Worker Final Evaluation Form
    - School Social Worker Improvement Plan
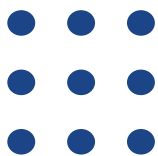- **School Social Worker Forms Professional Growth Pathway**
    - Professional Growth Pathway Forms
    - School Social Worker Final Evaluation Form

Appendix - School Speech Pathologist Forms

- **School Speech Pathologist Forms Traditional Pathway**
  - School Speech Pathologist Selection Form – Selects two:
    - School Speech Pathologist Standard Form 1
    - School Speech Pathologist Standard Form 2
    - School Speech Pathologist Standard Form 3
    - School Speech Pathologist Standard Form 4
    - School Speech Pathologist Standard Form 5
  - Pre-Observation Conversation Guide
  - Post-Observation Conversation Guide
  - School Speech Pathologist Final Evaluation Form
  - School Speech Pathologist Improvement Plan
- **School Speech Pathologist Forms Professional Growth Pathway**
  - Professional Growth Pathway Forms
  - School Speech Pathologist Final Evaluation Form

Appendix - Teacher Librarian Forms

- **School Teacher Librarian Forms Traditional Pathway**
  - Teacher Librarian Selection Form – Selects two:
    - School Teacher Librarian Standard Form 1
    - School Teacher Librarian Standard Form 2
    - School Teacher Librarian Standard Form 3
    - School Teacher Librarian Standard Form 4
    - School Teacher Librarian Standard Form 5
  - Pre-Observation Conversation Guide
  - Post-Observation Conversation Guide
  - Teacher Librarian Final Evaluation Form
  - Teacher Librarian Final Improvement Plan
- **School Teacher Librarian Forms Professional Growth Pathway**
  - Professional Growth Pathway Forms
  - Teacher Librarian Final Evaluation Form

Traditional Pathway Evaluation Procedure

Evaluation Handbook Presentation - End of September
by Principal to All Evaluation Candidates

Deadline to Select Two Standards and Discuss - October 15

Permanent Certificated Employee

Complete Observation(s) by April 15

Post-Observation(s) Conference
(Within 72 hours after observation. Obtain Signature)

All necessary data was gathered/ observed

All necessary data was NOT gathered/observed

Complete Final Evaluation by May 1

Probationary Certificated Employee

Complete 1st Observation by October 31

Post-Observation Conference
(Within 72 hours after observation. Obtain Signature)

Complete Observations by February 15

Post-Observation Conference
(Within 72 hours after observation. Obtain Signature)

Complete Final Evaluation by March 1

Professional Growth Pathway Evaluation Procedure

Evaluation Handbook Presentation - End of September
by Principal to All Evaluation Candidates

Deadline to Select Project - October 15

Complete Project Planning Guide October 15

Mid-Year Project Conference - January 30

Post Project Conference - May 1

Complete Final Evaluation by May 1

Completed

Next Evaluation in
4 years with option to
choose Professional
Growth Pathway or
Traditional Evaluation
Procedure

Not Completed

Placed back on
Traditional Pathway
Evaluation Procedure
for the following year

Traditional Pathway Evaluation Procedure

Evaluation Handbook Presentation - End of September
by Principal to All Evaluation Candidates

Deadline to Select Two Standards and Discuss - October 15

Permanent Certificated Employee

Complete Observations by April 15

Positive Observation

Post-Observation Conference
(Within 72 hours after observation. Obtain Signature)

Complete Final Evaluation by May 1

Positive Observation

Probationary Certificated Employee

Complete 1st observation by October 31

Positive Observation

Post-Observation Conference
(Within 72 hours after observation. Obtain Signature)

Complete 2nd Observation by February 15

Post-Observation Conference
(Within 72 hours after observation. Obtain Signature)

Complete Final Evaluation by March 1

Positive Observation

(Center column)

Negative Observation

Post-Observation Conference
(Within 72 hours after observation. Obtain Signature)

Complete 2nd Observation and Post Conference
(Obtain Signature)

Negative Observation

Post-Observation Conference
(Within 72 hours after observation. Obtain Signature)

Improvement Plan to Correct Cited Deficiencies

Complete Final Evaluation by May 1st