

CENTRAL UNIFIED SCHOOL DISTRICT

(Article 11.5)

Pre-Evaluation/Procedure Conference Form

Teacher: _____

Date: _____

School: _____

Time/Period: _____

Grade/Subject: _____

Evaluator:

Reference and review the evaluation process as outlined by CUTA Article 11.

Certificated Employee:

Please answer the following questions and bring the completed form to your pre-evaluation conference.

Pre-Evaluation Questions:

You may attach your answers on another sheet of paper if necessary.

1. What content Standard(s) will you be focusing on?

2. What evidence will I see as an evaluator that promotes California Teaching Standards as addressed in question one?

Evaluator: _____ Teacher: _____ Date: _____

CALIFORNIA TEACHING STANDARDS

STANDARD ONE – Engaging and Supporting All Students in Learning

STANDARD TWO – Creating & Maintaining Effective Environments for Student 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

- 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 children can learn
- 2.7 Utilizing instructional time to maximize learning

STANDARD THREE – Understanding & Organizing Subject Matter for Student Learning

STANDARD FOUR – Planning Instruction & Designing Learning Experiences for All Students

- 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 understanding of 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 content

- 4.1 Using knowledge of student's 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 learning needs of all students

STANDARD FIVE – Assessing Student Learning

STANDARD SIX – Developing as a Professional Educator

- 5.1 Applying knowledge of the purposes, characteristics, and uses of different types of assessment
- 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 comprehensive feedback with students and their families

- 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 Working with colleagues to improve professional practice
- 6.6 Managing professional responsibilities to maintain motivation and commitment to all student
- 6.7 Demonstrating professional responsibility, integrity, and ethical conduct

• Standards that *will not* fall under PAR (Peer Assistance and Review Agreement) Article 41.4. All other standards will fall under PAR agreement. (Subject Matter Knowledge, Teaching Methodology and Teaching Strategies.)