

Natomas Unified School District

Certificated Evaluation System

Introduction

The six California Standards for the Teaching Profession (CSTP) are the basic framework for the proposed evaluation process. The District provides a clear and objective approach to assessing the teacher's performance by describing specific elements for each standard. The Formal Observation and the Summative Evaluation are organized to include the five developmental levels towards meeting the CSTP.

- 1) Emerging
- 2) Exploring
- 3) Applying
- 4) Integrating
- 5) Innovating

In addition, the Summative Evaluation overall ratings include the following:

- 1) Does Not Meet Expectations
- 2) Needs Improvement
- 3) Meets Expectations
- 4) Exceeds Expectations
- 5) Distinguished

Each CSTP developmental level has descriptive rubrics to indicate what a teacher should know and be able to do according to the specific elements of the CSTP

Philosophy of Evaluation

The Evaluation Process is a collaborative endeavor between teachers and administrators designed to promote goal setting and self-reflection in order to facilitate professional growth, improvement and risk taking in innovative teaching practices. Effective, meaningful teacher evaluation enhances student learning and recognizes excellence in teaching. Evaluation must be acknowledged as a continual process to encourage life long learning, promote professional growth and foster student academic success.

Goal of Evaluation

The goal of evaluation should be to provide the teacher with feedback on performance that will stimulate reflective thought, improve performance and provide professional development.

Purpose of Evaluation

Effective evaluation practices should:

- Recognize and reinforce effective teaching
- Provide for the improvement of student achievement
- Assess adherence to professional teaching standards
- Provide constructive feedback to educators
- Provide evidence that will serve as the basis for terminating incompetent or unproductive personnel
- Assist in continuing professional development for teachers
- Unify teachers and administrators in their collective efforts to educate students

Evaluation Process and Use of Professional Teaching Standards

The use of CSTP in the formal observation and evaluation process will promote the following:

- Engaging and supporting all students in learning
- Creating and maintaining effective environments for student learning
- Understanding and organizing subject matter for student learning
- Planning instruction and designing learning experiences for all students
- Assessing students for learning
- Developing as a Professional Educator

Evaluation Process for Teachers

Step #	Description	Forms	Timeline
1	<p style="text-align: center;">General Conference and Orientation</p> <p>The principal/designee explains the evaluation process, the forms, and the evaluation timelines to the certificated staff in a general meeting.</p>	All Forms	Within the first 30 days of the school year
2	<p style="text-align: center;">Professional Goal Setting Conference</p> <p>The principal/designee and teacher review the Professional Goal Setting Form and objectives and standards to be achieved during the school year. If the employee is in an evaluation cycle, the principal/designee will discuss a schedule for observations and conferencing.</p>	Form A (Sections 1 – 4)	<i>Prior to the end of the seventh (7th) week of the school year</i>
3	<p style="text-align: center;">Pre-Observation Conference</p> <p>The principal/designee and teacher shall discuss the elements, including goals and objectives, on which the observation is to be based. Teachers submit the Lesson Plan Outline, Pre-Observation, and Reflection Form at this time.</p>	Form B (Lesson Plan Outline – Section 1 and Pre-Observation – Section 2)	At least three (3) working days prior to the formal observation.
4	<p style="text-align: center;">Formal Observation</p> <p>The principal/designee conducts a formal observation that addresses the CSTP. This observation will be formal and at least thirty (30) minutes or more in length.</p>	Form C	<i>Scheduled at Professional Goal Setting Conference</i>
5	<p style="text-align: center;">Post-Observation Conference</p> <p>The post-observation conference shall be held within five (5) working days following the formal observation. At least forty-eight (48) hours prior to the conference, the teacher submits the Lesson Plan Outline, Pre-Observation, and Reflection Form to the administrator. Within ten (10) working days of the post-observation conference the principal/designee will provide written feedback regarding the observation.</p>	Form B (Reflection – Section 3)	<i>Post-Observation Conference within five (5) working days of observation. Written feedback within ten (10) working days of post-observation conference</i>
6	<p style="text-align: center;">Summary Evaluation Conference</p> <p>Teachers will have one (1) Summary Evaluation that will include ratings.</p>	Form D	Probationary 0, 1, Temporary: by April 15 Probationary 2: by February 15 Permanent: By April 15
7	<p style="text-align: center;">Professional Goal Setting Summary Conference</p> <p>Either during the teacher’s Summary Conference (Step 6) or by June 1st, the teacher will review with the principal/designee the Reflection section in the Professional Goal Setting Form and discuss recommendations for future goals.</p>	Form A (Reflection – Section 5)	<i>By June 1</i>

Natomas Unified School District

Certificated Evaluation System

FORMS

CALIFORNIA STANDARDS FOR THE TEACHING PROFESSION (CSTP) 2024

STANDARD ONE	STANDARD TWO
ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING	CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING
<p>1A: Teachers plan and implement a student-centered learning perspective that frames diversity as an educational asset and supports each student in relevant and challenging experiences that explore students’ identities and extend their learning.</p> <p>1B: Teachers elicit and solicit knowledge of each student’s assets and needs, including cognitive, cultural and linguistic, social–emotional, and physical and developmental capacities, in the service of increasing active engagement in learning.</p> <p>1C: Teachers meaningfully engage and form partnerships with families, guardians, and caregivers in addressing each student’s learning needs, health, and well-being and are responsive to the range of economic, social, cultural, linguistic, and community factors that affect student development and learning.</p> <p>1D: Teachers are responsive to students’ diverse experiences, cultures, languages, identities, interests, strengths, and needs and apply evidence-based principles that intentionally cultivate equitable access, opportunities, and positive outcomes for each student.</p>	<p>2A: Teachers guide learning through mutually respectful, supportive, and challenging experiences that result in each student’s academic and social–emotional growth.</p> <p>2B: Teachers communicate, model, practice, and sustain high standards of individual and group behavior that reflect, affirm, and respect diversity, and facilitate productive interactions to maximize opportunities for each student to learn and thrive.</p> <p>2C: Teachers organize and manage learning structures, processes, resources, and supports in order to provide a safe and productive learning environment in which each student can grow and thrive.</p> <p>2D: Teachers build on students’ assets—students’ abilities and talents, prior learning and peer and social group interactions, languages and cultures, and family and community experiences— to ensure that students’ identities are included in classroom interactions and future learning experiences.</p>
STANDARD THREE	STANDARD FOUR
UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING	PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS
<p>3A: Teachers identify, organize, and teach key concepts, underlying themes, and relationships that address pre-K–12 state content standards and local subject- and grade-level expectations, and also promote students’ social–emotional and language development.</p> <p>3B: Teachers engage students in real-world applications and leverage students’ unique backgrounds, perspectives, and cultural identities to make learning authentic, relevant, and meaningful.</p> <p>3C: Teachers design and implement content and resources that enable equitable access for every learner, including those with more complex needs, to essential academic and social– emotional concepts, to promote each learner’s growth.</p> <p>3D: Teachers elevate learning experiences enabling students to apply knowledge and skills across content areas to identify issues, explore proposed solutions, and examine relevant, complex subject matter.</p> <p>3E: Teachers select, use, and adapt standards-aligned instructional materials, evidence-based resources, and varied technologies to increase content and social–emotional learning options that are accessible, equitable, and culturally responsive and sustaining for each student.</p>	<p>4A: Teachers shape instructional plans that are informed by student goals, curriculum, evidence-based teaching strategies, materials, and resources attuned to the broad range of students’ identities, prior knowledge, areas for growth, and interests.</p> <p>4B: Teachers use varied instructional practices to craft effective learning experiences focused on the students they serve and the curriculum they teach.</p> <p>4C: Teachers advance student learning by employing varied instructional strategies and supports that help build students’ knowledge and skills and that facilitate student engagement, well-being, and efficacy.</p> <p>4D: Teachers vary their instructional practices to differentiate the kinds of student learning activities and levels of support needed to address the breadth of students’ identified assets and needs.</p>

CALIFORNIA STANDARDS FOR THE TEACHING PROFESSION (CSTP) 2024 (cont.)

STANDARD FIVE	STANDARD SIX
ASSESSING STUDENTS FOR LEARNING	DEVELOPING AS A PROFESSIONAL EDUCATOR
<p>5A: Teachers understand different assessment types and purposes and use multiple methods of assessing students to intentionally collect, analyze, and interpret information directed toward supporting each student’s achievement and well-being.</p> <p>5B: Teachers apply varied data sources to access meaningful information for planning and differentiating student learning experiences, determining developmentally appropriate instructional practices, and improving processes that equitably guide the growth of each student’s academic and social–emotional learning.</p> <p>5C: Teachers engage with students, families, and guardians, along with other teachers and specialists, to share student strengths and areas of improvement gathered from assessments and reach common understanding about how to apply the information to support improvement goals and student progress.</p> <p>5D: Teachers, individually and collaboratively, evaluate and improve assessment methods to ensure equitable access, opportunities, resources, and outcomes for student learning and growth.</p>	<p>6A: Teachers continuously examine and evaluate their own practice to intentionally use new understandings and perspectives as opportunities for professional growth and effectiveness.</p> <p>6B: Teachers amplify their expertise with ongoing professional learning experiences that address subject-matter content, instruction and assessment, social–emotional support, and equitable practices, that enable each student—including historically and persistently underserved students—to reach identified goals.</p> <p>6C: Teachers collaborate with colleagues in developing a common understanding of effective practices for students’ academic and social–emotional development. This common understanding informs teaching and supports practices that meet students’ diverse learning interests, strengths, and needs.</p> <p>6D: Teachers collaborate with families, guardians, and community partners to develop and use a common language, strategies, and communication around in-school and out-of-school learning experiences and to align services and initiatives that affect each student’s growth and well-being.</p> <p>6E: Teachers demonstrate honesty, trustworthiness, and integrity in their professional behavior and decision-making as they conduct their responsibilities with a focus on each student’s learning and well-being.</p> <p>6F: Teachers strive to eradicate barriers to student access, engagement, opportunities and positive outcomes by acting with integrity and fairness so that every student has the quality experiences necessary to learn and thrive.</p> <p>6G: Teachers cultivate and sustain personal motivation, commitment, energy, and health by balancing continuous professional growth with their own physical and emotional wellness.</p>

Numbers are provided for ease of reference. They do not imply priority or ordering of the standards.

Rationale and Use

The *Continuum of Teaching Practice* was developed to:

- Delineate the diversity of knowledge and skills needed to meet the varied and evolving needs of students
- Support the reflective practice and ongoing learning of teachers
- Support an ongoing process of formative assessment of a teacher's practice based on standards, criteria and evidence
- Set short or long-term goals for professional development over time
- Describe teaching practice and development throughout a teacher's career
- Support a vision of ongoing learning and teacher development
- Encourage collaboration between classroom teachers, resource personnel and families, to ensure that all students are successful

Structure and Organization

The *Continuum of Teaching Practice* is organized to describe five levels of development. Each level addresses what a teacher should know and be able to do in the six CSTP standards. In addition to the description of teaching in CSTP 1: Engaging and Supporting All Students in Learning and CSTP 2: Creating and Maintaining Effective Environments for Student Learning, are what students would be doing at each level of practice.

The levels do not represent a chronological sequence in a teacher's growth, but each row describes developmental levels of performance. The levels become increasingly complex and sophisticated and integrate the skills of previous levels.

In the first column, under the language of each element, is a space to record evidence of practice as related to that *CSTP* element. Teachers reflect and describe practice in terms of evidence prior to self-assessing in order to make valid and accurate assessments.

Reading and Self-Assessing on the *Continuum*

The process of assessing on the *Continuum of Teaching Practice* can be done individually or collaboratively. Begin by reading the element and thinking of evidence of practice related to that element. Record evidence in the space provided underneath the element for the emerging level of practice. Using that evidence as a guidepost continue across the levels of the continuum noting additional evidence or areas to pursue. Using evidence as a determiner for assessing practice. For example, if you are a novice in regards to that element, you might find your practice by reading Level 1: Emerging, and then, read one or two levels to the right of that to assess practice. However, if you are experienced in a particular element, you might read and note evidence across to Level 3: Applying and beyond.

It is critical to begin on the left of the *Continuum* because any practice described to the left on the *Continuum* is carried across to those on the right **even if not explicitly stated**. Highlight the descriptions that best match current practice. Date the self-assessment. Subsequent self-assessments can be in a different color highlight, to show growth over time.

A teacher may be at Level 1 or 2 in some elements of the *CSTP* and Levels 3 and 4 in others, no matter how many years she or he has been in the profession. Because a teacher's growth is developmental, one may return to an earlier level temporarily if there are changes in a teacher's career, such as new course content, grade level, school, or student demographics. In fact, it is not uncommon for teachers to self-assess and find they have moved from right to left on the *Continuum of Teaching Practice* in response to new teaching contexts, responsibilities, challenges, or even a deeper understanding of the work.

Developmental Levels

Note: The descriptions in each of the Developmental Levels are aligned to the CSTP standards.

Level 1: Emerging

Expands awareness of curriculum and instructional practices to support understanding and engage students in learning. Recognizes the importance of building a positive learning environment that is focused on achievement. Demonstrates knowledge of teaching as discrete skills as described in the *California Standards for the Teaching Professional (CSTP)*. Plans lessons using available curriculum and resources. Develops understanding of required assessments and uses of data to inform student progress. Works collaboratively with assigned colleagues to reflect on and improve teaching practice and student success.

Level 2: Exploring

Explores use of additional instructional practices to teach the curriculum and support student understanding and engagement. Guides the development of a respectful learning environment focused on achievement. Expands knowledge of related elements of effective instruction, learning goals, assessments, and content as informed by the *CSTP*. Plans lessons using expanded understanding of curriculum, related materials and resources, and assessments. Explores the use of different types of assessments to expand understanding of student learning needs and support planning. Seeks collaboration with colleagues, resource personnel, and families to reflect on ways to improve teaching practice and student success.

Level 3: Applying

Implements the curriculum using a variety of instructional practices and supplemental resources selected to improve student understanding and engagement. Maintains a respectful and supportive learning environment in which all students can achieve. Utilizes knowledge of *CSTP* to make connections between elements of effective instruction, learning goals, assessments, and content standards. Plans differentiated instruction using a variety of adjustments and adaptations in lessons. Utilizes a variety of assessments that provide targeted data on student learning to guide planning. Collaborates and reflects regularly with colleagues to improve teaching practice and student success.

Level 4: Integrating

Integrates extensive knowledge of curriculum, instructional practices, and supplemental resources to enhance and deepen student understanding and engagement. Provides a respectful and rigorous learning environment that supports and challenges all students to achieve. Articulates knowledge of the inter-relationships between elements of effective instruction, learning goals, assessments, and content across the *CSTP*. Plans lessons using a broad range of strategies to differentiate instruction as informed by multiple assessments. Develops, adapts, and integrates assessments into instruction that provide ongoing data to guide planning differentiated instruction matched to assessed needs of students. Analyzes and integrates information from a wide range of sources to expand skills of collaboration and reflection as a habit of practice and to impact teacher effectiveness and student learning.

Level 5: Innovating

Designs and implements 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. Facilitates a learning environment that is respectful, rigorous, and responsive in advancing student achievement. Applies in depth knowledge of the *CSTP* to interconnect effective instruction, learning goals, and assessment within and across content areas. Plans instruction flexibly utilizing a repertoire of instructional practices to differentiate instruction as informed by ongoing assessments. Utilizes a wide range of assessments strategically, systematically, and flexibly throughout instruction to identify student learning needs and guide ongoing adjustments in instruction that maximize student learning. Engages in and facilitates collaborative learning communities focused on providing quality instruction and optimal learning for the full range of students.

Levels of Teacher Development Across the CSTP

CSTP	Emerging Level 1	Exploring Level 2	Applying Level 3	Integrating Level 4	Innovating Level 5
Engaging and Supporting All Students in Learning	Expands awareness of curriculum and instructional practices to support understanding and engage students in learning.	Explores use of additional instructional practices to teach the curriculum and support student understanding and engagement.	Implements the curriculum using a variety of instructional practices and supplemental resources selected to improve student understanding and engagement.	Integrates extensive knowledge of curriculum, instructional practices, and supplemental resources to enhance and deepen student understanding and engagement.	Designs and implements 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.
Creating and Maintaining Effective Environments for Student Learning	Recognizes the importance of building a positive learning environment that is focused on achievement.	Guides the development of a respectful learning environment focused on achievement.	Maintains a respectful and supportive learning environment in which all students can achieve.	Provides a respectful and rigorous learning environment that supports and challenges all students to achieve.	Facilitates a learning environment that is respectful, rigorous, and responsive in advancing student achievement.
Understanding and Organizing Subject Matter for Student Learning	Demonstrates knowledge of teaching as discrete skills as described in the <i>California Standards for the Teaching Professional (CSTP)</i> .	Expands knowledge of related elements of effective instruction, learning goals, assessments, and content as informed by the <i>CSTP</i> .	Utilizes knowledge of CSTP to makes connections between elements of effective instruction, learning goals, assessments, and content standards.	Articulates knowledge of the inter-relationships between elements of effective instruction, learning goals, assessments, and content across the <i>CSTP</i> .	Applies in depth knowledge of the <i>CSTP</i> to interconnect effective instruction, learning goals, and assessment within and across content areas.

Levels of Teacher Development Across the CSTP

CSTP	Emerging Level 1	Exploring Level 2	Applying Level 3	Integrating Level 4	Innovating Level 5
Planning Instruction and Designing Learning Experiences for All Students	Plans lessons using available curriculum and resources.	Plans lessons using expanded understanding of curriculum, related materials and resources, and assessments.	Plans differentiated instruction using a variety of adjustments and adaptations in lessons.	Plans lessons using a broad range of strategies to differentiate instruction as informed by multiple assessments.	Plans instruction flexibly utilizing a repertoire of instructional practices to differentiate instruction as informed by ongoing assessments.
Assessing Students for Learning	Develops understanding of required assessments and uses of data to inform student progress.	Explores the use of different types of assessments to expand understanding of student learning needs and support planning.	Utilizes a variety of assessments that provide targeted data on student learning to guide planning. Collaborates and reflects regularly with colleagues to improve teaching practice and student success.	Develops, adapts, and integrates assessments into instruction that provide ongoing data to guide planning differentiated instruction matched to assessed needs of students.	Utilizes a wide range of assessments strategically, systematically, and flexibly throughout instruction to identify student learning needs and guide ongoing adjustments in instruction that maximize student learning.
Developing as a Professional Educator	Works collaboratively with assigned colleagues to reflect on and improve teaching practice and student success.	Seeks collaboration with colleagues, resource personnel, and families to reflect on ways to improve teaching practice and student success.	Collaborates and reflects regularly with colleagues to improve teaching practice and student success.	Analyzes and integrates information from a wide range of sources to expand skills of collaboration and reflection as a habit of practice and to impact teacher effectiveness and student learning.	Engages in and facilitates collaborative learning communities focused on providing quality instruction and optimal learning for the full range of students.

Glossary of Terms

The *Continuum* provides a common language of standards-based practice in a community of learners.

Structure

Continuum: a document describing different levels of practice or knowledge along various stages of development.

Descriptor: an individual cell, or “box,” corresponds to the developmental levels in the *Continuum of Teaching Practice*.

Standard: one of six areas of teaching practice that comprise the *CA Standards for the Teaching Profession (CSTP)*.

Element: a sub-area or sub-domain of teaching practice within any of the six *CSTP* standards.

Level: Each level describes teaching in terms of pedagogy, instructional practices, content knowledge, learning environment, collaboration and leadership.

Concepts

Diversity: refers to culture, ethnicity, language, race, religion, gender, sexual orientation, socioeconomic background, learning abilities, and learning styles.

Equity: means ensuring learning for all students.

Pre-Assessment: Used to describe assessments that are part of ongoing instruction, as each significant new instructional concept is introduced. Pre-assessments inform teachers of a wide range of students’ knowledge and abilities in order to guide instruction.

Entry level assessment: Generally used to describe an initial assessment of competencies when a student first begins a class or course of study.

Context: Real life contexts include students’ unique family and community settings as a “mirror” reflecting the familiar world; and the broader societal, cultural and global settings as a “window” looking into the larger world (E. Style, 1996).

Culturally Responsive Teaching: Geneva Gay (2000) defines culturally responsive teaching as using the cultural knowledge, prior experiences, and performance styles of diverse students to make learning more appropriate and effective for them; it teaches to and through the strengths of these students.

Academic Language: Academic language is the language (oral and written) needed by students to understand and communicate in the academic disciplines. Academic language includes such things as specialized vocabulary, conventional text structures within a field (e.g., whole sentences, narratives, essays, lab reports) and other language-related activities typical of classrooms, (e.g., participating in a discussion, presenting an argument, comparing and contrasting, asking for clarification). (revised from PACT, 2010).

Natomas Unified School District

Professional Goal Setting

Teacher Name: _____ Supervisor: _____

School: _____ Grade/Subject: _____

Date: _____ Teacher Status: _____

Section 1. Curriculum Alignment & Assessment: How your job as a teacher will positively reflect in student learning.

Select any two currently adopted state standards that you will specifically monitor and assess for student growth this year. Identify evidence that will show growth and mastery.

(It is understood that students coming to you may include ELD, Special Education and students at risk for a number of reasons, such as mobility, family crisis, attendance and other issues).

Standard	Evidence of Achievement	Target Percentage	Actual Percentage
<p style="text-align: center;">Example</p> <p>Grade Level Standard - 2nd Grade RL 2.10: By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	Oral Assessment Administrative Observation Written Comprehension Exams Student Summary Activities Comprehension Assessment	90%	<i>(Assess at the end of the school year)</i>
1.			
2.			
<p>3. Parent Communication What methods do you plan to use to communicate student progress and behavior to parents? (Include frequency, format and follow through.)</p>			

Section 2: Professional Goal Selection: Which professional standards will enhance your teaching skills, better preparing you for student success?

Review the attached detailed description of the CSTP. For non-tenured teachers, select two goals from the six standards, making sure at least one goal stems from Standard Two. For tenured teachers, select two standards from any of the six standards

Goal	Standard #	Professional Goal
Example	2.6	Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all student can learn
1.		
2.		

Section 3: Professional Growth Plan: Courses, workshops and other training that will meet your needs listed in your standards goals.

List all actions, courses, conferences, workshops, books, etc., that you will utilize to help you achieve each of your goals listed in Section 2: Professional Goal Selection.

Goal	Growth Plan
Example 2.6	Attend the "I Can Do It" classroom management workshop, meet with assigned Mentor Teacher and discuss various systems of routines, procedures and management styles, read <u>Discipline With Dignity</u> .
1.	
2.	

Section 4: Goal Implementation: Based on acquired training and meeting student needs.

Explain the various strategies and activities you will use throughout the year to accomplish each goal and the evidence you will gather to establish your accomplishment of each goal.

Goal	Strategies and Activities To Accomplish Goal	Evidence of Accomplished Goal
Example 2.6	Develop classroom management system where expectations and rules are clearly stated, type up class expectations/consequences and hand out for parent/student signature, create and organize parent communication log, develop classroom routines and procedures by meeting with veteran teachers to learn different routines, procedures and management strategies.	Posted rules/expectation in classroom Parent Communication Log Behavior Log Management Expectation Handout Student quiz on classroom expectations
1.		
2.		

Section 5: Reflection

At the close of the school year, write a paragraph reflecting on your Professional Goal Setting for the entire year:

- Consider the success you achieved with each of the professional goals you selected at the beginning of the year.
- Assess the various strategies you used throughout the year, the growth plan you followed to achieve success, and the evidence you gathered to reflect your accomplishment.
- Evaluate the success you achieved with your two curriculum standards you selected at the beginning of the year, your evidence of achievement, your target percentage and your actual percentage.

Fall Meeting

Spring Meeting

Teacher's Signature Date

Teacher's Signature Date

Supervisor's Signature Date

Supervisor's Signature Date

Natomas Unified School District

Lesson Plan Outline, Pre-Observation, and Reflection Form

Teacher Name:

Supervisor:

Grade:

School:

Subject Area:

Observation Date:

Section 1: Lesson Plan Outline (to be completed before observation)

Attach a copy of your lesson plan that, at minimum, addresses the following related to the CSTP:

Identify the state standard(s) that will be addressed in this lesson.

Identify the lesson's objective(s).

Identify the instructional strategies you chose to meet the learning needs of all students.

Identify the assessment data you will use to establish the learning goal, the plan, and differentiated and modified instruction.

Section 2. Pre-Observation

1. How does the content of this lesson build on what students have already studied?

2. How does the content of this lesson relate to what the student will be learning in the future?

3. In all your planning for this lesson, how have you addressed the needs of particular groups of students?
(Responses might consider gender, culture, language proficiency, exceptionalities, economic status, skill level, or more individual concerns)

4. **CSTP 1:** How will you engage and support all students in meeting the learning outcomes?

5. **CSTP 2:** How have you created an effective environment for student learning? How are you maintaining that environment through this lesson?

6. CSTP 3: How have you organized subject matter for student learning?

7. CSTP 4: How have you planned instruction and designed this learning to ensure success for all students?

8. CSTP 5: How will you assess students for learning?

Section 3: Reflection (to be completed after observation and submitted to administrator at least 48 hours prior to the Post-Observation Conference)

CSTP 6.A: Using student progress toward meeting the Common Core Standard or Literacy Standard, reflect on the level of student learning and academic achievement in this lesson.

Natomas Unified School District

Formal Observation

Teacher Name: _____ Supervisor: _____

School: _____ Grade/Subject: _____

Date: _____ Time: _____ Teacher Status: _____

The formal observation and the judgments below are based upon a moment of time during the instructional year.

Standard 1 – Engaging and Supporting All Students in Learning

Element 1A: Focus on Students

Element 1B: Knowledge of Students

Element 1C: Student Backgrounds and Family Engagement

Element 1D: Diversity and Equity

Emerging
 Exploring
 Applying
 Integrating
 Innovating

Evidence:

Recommendations:

Standard 2 - Creating and Maintaining Effective Environments for Student Learning

Element 2A: Learning Environment

Element 2B: Student Behavior

Element 2C: Organizational and Resource Management

Element 2D: Inclusive Environment

Emerging
 Exploring
 Applying
 Integrating
 Innovating

Evidence:

Recommendations:

Standard 5 – Assessing Students for Learning

- Element 5A: Understanding and Using Assessments
- Element 5B: Interpreting and Using Assessment Data to Inform Student Learning
- Element 5C: Communication of Assessment and Data
- Element 5D: Assessment for Continuous Improvement

Emerging Exploring Applying Integrating Innovating

<p>Evidence:</p> <p>Recommendations:</p>

Standard 6 - Developing as a Professional Educator

(Evidence of meeting this standard may or may not be directly observed through classroom observation.)

- Element 6A: Reflection on Practice
- Element 6B: Focused Professional Learning
- Element 6C: Collaboration with Colleagues
- Element 6D: Collaboration with Families, Guardians, and the Community
- Element 6E: Ethical Conduct and Professional Responsibilities
- Element 6F: Activating Access and Equity
- Element 6G: Personal Growth and Well-Being

Emerging Exploring Applying Integrating Innovating

<p>Evidence:</p> <p>Recommendations:</p>

Supervisor's Signature Date

Teacher's Signature Date

The teacher's signature shall not imply concurrence, only that he/she has had an opportunity to review and discuss the content.

Natomas Unified School District

Certificated Employee Summative Evaluation

Name: _____ **School:** _____ **School Year:** _____

Position: _____ **Grade Levels:** _____ **Subjects:** _____

Temporary: Probationary 1: Probationary 2: Permanent: Other:

<u>Professional Standards</u> Final evaluation is not limited to information gathered in formal observations.	A Emerging	B Exploring	C Applying	D Integrating	E Innovating
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					

The completed Evaluator's Formal Observation Forms, containing comments related to the six Standards must be attached to the Summative Evaluation page.

Does Not Meet Expectations *Needs Improvement* *Meets Expectations* *Exceeds Expectations* *Distinguished*

Rating - Option 1	Definition
Distinguished	At least 3 Innovating and no marks less than Integrating
Exceeds Expectations	No more than 2 in C, rest in D or E
Meets Expectations	No more than 1 in A and/or B
Needs Improvement	2 marks in Columns A and/or B
Does Not Meet Expectations	3 or more marks in Columns A and/or B
Column Descriptions: A:Emerging, B:Exploring, C:Applying, D: Integrating, E: Innovating	

Evidence/Concerns/Recommendations/Affirmations/Comments:

Date(s) of any Informal Observations: _____

Date of Professional Goal Setting: _____ **Date of Reflection Conference:** _____

The Evaluatee's signature on this form does not mean agreement with the evaluation, but that the content was shared and discussed. If there is disagreement, the Evaluatee may submit a response, which will be attached to the evaluation.

Evaluator's Signature: _____ **Date:** _____

Evaluatee's Signature: _____ **Date:** _____

cc: Personnel File