

Encinitas Union School District



Teacher Evaluation System

Board of Trustees

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Standards Committee

(The EUSD Teacher Evaluation System was first created by the following district staff members in 1999)

Bonnie Drolet, Ed. D., *Committee Chair, Assistant Superintendent, Educational Services*

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Revised: June 2009

Evaluation System Philosophy

The Guiding Principle of the Encinitas Union School District is “Children First.” The philosophy of the evaluation system is to advance this purpose. To that end, the evaluation system is intended to assist all teachers to be successful educators in the classroom and school community. Teachers, working in partnership with administrators and each other, set challenging goals, maintain high standards, and demonstrate continuous professional improvement. Therefore, we will consistently analyze and effectively evaluate performance and products against quality criteria. As a result of the evaluation process, all teachers will be:

- Self-Directed Learners
- Quality Producers
- Collaborative Team Members
- Effective Communicators
- Constructive Thinkers and Problem Solvers
- Responsible Members of Society

Guided by the District’s Mission Statement, teachers become leaders and model our vision of excellence.

Encinitas Union School District

Teacher Standards of Performance

All teachers in the Encinitas Union School District must meet the following minimum standards of performance. The standards are based upon educational research and the District's Strategic Plan. These standards align with the Evaluation System Philosophy in that teachers who meet these minimum standards will be **Self-Directed Learners, Quality Producers, Collaborative Team Members, Effective Communicators, Constructive Thinkers and Problem Solvers, and Responsible Members of Society.**

Encinitas Union School District

Teaching Evaluation System

Tier 1

Temporary and Probationary Teachers

Year 1	Satisfactory Making progress in all six standards	Unsatisfactory Not recommended for continuing employment
Year 2	Satisfactory Competency in all six standards	Unsatisfactory Not recommended for continuing employment

Tier 2

Tenured Teachers

on year	Satisfactory Successful attainment of four goals or alternative projects and all standards	Unsatisfactory Problems in either goals or standards Assistance Plan
off year	Satisfactory Successful maintenance of all standards	Unsatisfactory Problems with standards Assistance Plan

Assistance Plan

Tenured Teachers

Needs to be implemented as soon as possible.	part of year	OR	full year
	Can be done in tandem with goals	OR	in place of goals

Encinitas Union School District

Tier 1 Evaluation

Purpose

Tier 1 is designed to provide teachers with a specific focus in their efforts to develop and strengthen their skills in teaching. The EUSD Teacher Standards reflect the goals and standards for teacher excellence and sound educational practice as prescribed in the California Standards for the Teaching Profession. These standards assure that quality education is provided for all students and offer an opportunity for continual professional growth for teachers.

Eligibility

- Temporary employee
- Probationary employee

Desired Evaluation Outcomes

- Student learning
- Self evaluation
- Continued professional development
- Collegiality and collaboration
- Instructional improvement

Evaluation Process

The final evaluation is an accumulation of data including, but not limited to:

- Classroom visitations
- Formal and informal observations
- Teacher/supervisor dialogues and conferences
- Evidence/artifacts demonstrating progress toward teacher standards

Mid Year Evaluation

The mid year evaluation is an opportunity for teacher and supervisor to reflect on progress to date, identify areas of strength and make recommendations for further growth. In addition to the data accumulated for the final evaluation, the mid year evaluation includes a formal conference between teacher and supervisor.

Encinitas Union School District

Time Line for Certificated Teacher Evaluations

Tier 1

TASK	To be completed by:
Distribute Teacher Standards (Form 1).....	Teacher Prep Week
Distribute Guidelines and District/Site Goals.....	Teacher Prep Week
Initial Conference.....	October 1
Mid-Year Teacher Reflection.....	By December 1
Informal Observation 1 (Form 13).....	By Mid-Year Evaluation
Formal Observation 1 (Form 14).....	By Mid-Year Evaluation
Mid Year Evaluation (Form 2).....	December 15
Informal Observation 2 (Form 13).....	By Final Evaluation
Formal Observation 2 (Form 14).....	By Final Evaluation
Final Evaluation..... • Teacher Standard of Performance (Form 1) • Final Evaluation (Form 3)	March 1

Standard 1: Engaging and Supporting All Students in Learning

Teachers build on students' prior knowledge, life experience, and interests to achieve learning goals for all students. Teachers use a variety of instructional strategies and resources that respond to students' diverse needs. Teachers facilitate challenging learning experiences for all students in environments that promote autonomy, interaction and choice. Teachers actively engage all students in problem solving and critical thinking within and across subject matter areas. Concepts and skills are taught in ways that encourage students to apply them in real-life contexts that make subject matter meaningful. Teachers assist all students to become self-directed learners who are able to demonstrate, articulate, and evaluate what they learn.

***Key Element 1.1** Connecting students' prior knowledge, life experience, and interests with learning goals.*

The teacher will:

- 4 help students to see the connections between what they already know and the new material.
- 4 help students to connect classroom learning to their life experiences and cultural understandings.
- 4 support all students to use first and second language skills to achieve learning goals.
- 4 open a lesson or unit to capture student attention and interest.
- 4 build on students' comments and questions during a lesson to extend their understanding.
- 4 make "on the spot" changes in teaching based on students' interests and questions.

***Key Element 1.2** Using a variety of instructional strategies and resources to respond to students' diverse needs.*

The teacher will:

- 4 engage all students in a variety of learning experiences that accommodate the different ways they learn.
- 4 use a variety of strategies to introduce, explain, and restate concepts and processes so that all students understand.
- 4 choose strategies that make the complexity and depth of concepts understandable to all students.
- 4 use strategies that support learning for second language learners.
- 4 modify materials and resources and use appropriate adaptive equipment to support each student's fullest participation.
- 4 use technology to enhance student learning.

- 4 vary instructional strategies to increase students' active participation in learning.
- 4 ask questions or facilitate discussion to clarify or extend students' thinking.
- 4 make use of unexpected events to augment student learning.
- 4 recognize when a lesson is falling apart and what to do about it.

Key Element 1.3 Facilitating learning experiences that promote autonomy, interaction, and choice.

The teacher will:

- 4 use the classroom environment to provide opportunities for independent and collaborative learning.
- 4 provide a variety of grouping structures to promote student interactions and learning.
- 4 participate in and promote positive interactions between all students.
- 4 support and monitor student autonomy and choice during learning experiences.
- 4 support and monitor student collaboration during learning activities.
- 4 help students make decisions about managing time and materials during learning activities.

Key Element 1.4 Engaging students in problem solving, critical thinking and other activities that make subject matter meaningful.

The teacher will:

- 4 provide opportunities for all students to think, discuss, interact, reflect and evaluate content.
- 4 help all students to learn, practice, internalize and apply subject-specific learning strategies and procedures.
- 4 support all students in critically investigating concepts and questions.
- 4 engage all students in problem solving activities and encourage multiple approaches and solutions.
- 4 encourage all students to ask critical questions and consider diverse perspectives about subject matter.
- 4 provide opportunities for all students to learn and practice skills in meaningful contexts.
- 4 help all students to analyze and draw valid conclusions about content being learned.

_____ ***Key Element 1.5 Promoting self-directed, reflective learning for all students.***

The teacher will:

- 4 motivate all students to initiate their own learning and to strive for challenging learning goals.
- 4 encourage all students to describe their own learning processes and progress.
- 4 explain clear learning goals for all students for each activity or lesson.
- 4 engage all students in opportunities to examine and evaluate their own work and to learn from the work of their peers.
- 4 help all students to develop and use strategies for knowing about, reflecting on, and monitoring their own learning.
- 4 help all students to develop and use strategies for accessing knowledge and information.

Standard 2: Creating and Maintaining Effective Environments for Student Learning

Teachers create physical environments that engage all students in purposeful learning activities and encourage constructive interactions among students. Teachers maintain safe learning environments in which all students are treated fairly and respectfully as they assume responsibility for themselves and one another. Teachers encourage all students to participate in making decisions and in working independently and collaboratively. Expectations for student behavior are established early, clearly understood, and consistently maintained. Teachers make effective use of instructional time as they implement class procedures and routines.

_____ **Key Element 2.1** *Creating a physical environment that engages all students.*

The teacher will:

- 4 arrange the room to facilitate positive classroom interactions.
- 4 arrange and adapt classroom seating to accommodate individual and group learning needs.
- 4 manage student and teacher access to materials, technology, and resources to promote learning.
- 4 create a classroom environment that reflects and promotes student learning.
- 4 make the classroom environment safe and accessible for all students.

_____ **Key Element 2.2** *Establishing a climate that promotes fairness and respect.*

The teacher will:

- 4 expect all students to be respectful of others.
- 4 model and promote fairness, equity, and respect in the classroom.
- 4 encourage, support, and recognize the achievements and contributions of all students.
- 4 encourage students to take risks and be creative.
- 4 understand and respond to inappropriate behaviors in a fair, equitable way.

_____ ***Key Element 2.3 Promoting social development and group responsibility.***

The teacher will:

- 4 help all students accept and respect different experiences, ideas, backgrounds, feelings, and points of view.
- 4 group students to promote social development and learning.
- 4 facilitate the development of each student's self esteem.
- 4 create opportunities for all students to communicate and work with one another.
- 4 teach leadership skills and provide opportunities for all students to use them.
- 4 use classroom rules to support all students in assuming responsibility for themselves and one another.
- 4 create opportunities for all students to become self-directed learners.

_____ ***Key Element 2.4 Establishing and maintaining standards for student behavior.***

The teacher will:

- 4 establish and consistently maintain standards for behavior that reflect students' developmental and personal needs, including IEP and 504 accommodations.
- 4 intervene when student behavior does not meet agreed-upon classroom standards.
- 4 facilitate student participation in classroom decision-making.
- 4 help all students learn to solve problems and resolve conflicts.
- 4 support all students as they develop responsibility for their own behavior.
- 4 work collaboratively with families to maintain standards for student behavior.

Key Element 2.5 Planning and implementing classroom procedures and routines that support student learning.

The teacher will:

- 4 develop a daily schedule, time lines, classroom routines, and classroom rules.
- 4 involve all students in the development of classroom procedures and routines.
- 4 support students to internalize classroom rules, routines, and procedures and to become self- directed learners.
- 4 develop classroom procedures and routines that promote and maintain a climate of fairness and respect.
- 4 make decisions about modifying procedures and rules to support student learning.
- 4 modify procedures and routines as appropriate for students on an IEP or a 504 accommodation plan.

Key Element 2.6 Using instructional time effectively.

The teacher will:

- 4 structure time with individual students to support their learning.
- 4 help students move from one instructional activity to the next.
- 4 pace and adjust instructional time so that all students remain engaged in learning.
- 4 redirect student behavior in the most productive and time effective way.
- 4 ensure that adequate time is provided for all students to complete learning activities.
- 4 provide time for all students to reflect on their learning and process of instruction.
- 4 structure time for day to day managerial and administrative tasks.

Standard 3: Understanding and Organizing Subject Matter for Student Learning

Teachers exhibit strong working knowledge of subject matter and student development. Teachers organize curriculum to facilitate students' understanding of the central themes, concepts, and skills in the subject area. Teachers interrelate ideas and information within and across curricular areas to extend students' understanding. Teachers use their knowledge of student development, subject matter, instructional resources and teaching strategies to help all students be successful in learning.

Key Element 3.1 Demonstrating knowledge of subject matter content and student development.

The teacher will:

- 4 identify and understand the key concepts and underlying themes and relationships in the subject area(s) to be taught.
- 4 ensure that knowledge of the subject matter incorporates different perspectives.
- 4 continue to keep subject matter knowledge current.
- 4 ensure that personal subject matter knowledge is sufficient to support student learning.
- 4 build understanding of students' cognitive and linguistic development.
- 4 build understanding of students' social, emotional, and physical development.

Key Element 3.2 Organizing curriculum to support student understanding of subject matter.

The teacher will:

- 4 use knowledge of student development to organize and sequence the curriculum to increase student understanding.
- 4 use subject matter knowledge to organize and sequence the curriculum to increase student understanding.
- 4 use knowledge of the subject to plan units and instructional activities that demonstrate key concepts and their interrelationships.
- 4 organize subject matter effectively to reveal and value different cultural perspectives.
- 4 incorporate subject or grade level expectations and curriculum frameworks in organizing subject matter.
- 4 organize curriculum to ensure that students develop a deep understanding of core concepts in each subject area.

Key Element 3.3 *Interrelating ideas and information within and across curricular areas.*

The teacher will:

- 4 identify and integrate key concepts and relationships across curricular areas.
- 4 help all students to relate subject matter concepts to previous lessons and their own lives.
- 4 help all students to see the relationships and connections across curricular areas.
- 4 help all students to apply learning from different curricular areas to solve problems.
- 4 develop units and lessons that highlight themes within and across curricular areas.

Key Element 3.4 *Developing student understanding through instructional strategies that are appropriate to the subject matter.*

The teacher will:

- 4 develop and use a repertoire of instructional strategies well suited to teaching a particular concept or skill.
- 4 use knowledge of subject matter to help students construct their own knowledge.
- 4 challenge all students to think critically in each subject area.
- 4 build on student life experience, prior knowledge, and interests to make the content relevant and meaningful to them.
- 4 use a variety of instructional strategies and approaches to illustrate a concept and its connections within and across subject areas.
- 4 help all students develop enthusiasm for and a deep knowledge of the subject matter.

Key Element 3.5 *Using materials, resources, and technologies to make subject matter accessible to students.*

The teacher will:

- 4 use subject matter resources, materials, and technologies to organize the curriculum.
- 4 select and use instructional materials and resources that promote students' understanding of subject matter.
- 4 select and use learning materials and resources that reflect the diversity in the classroom.
- 4 use technologies to convey key concepts in the subject area.
 - 4 help all students gain access to useful materials, resources, and technologies to support their learning of subject matter.

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

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

Key Element 4.1 Drawing on and valuing students' backgrounds, interests, and developmental learning needs.

The teacher will:

- 4 incorporate students' knowledge and experience in curriculum and instructional planning.
- 4 use knowledge about students' lives and their families and communities to guide planning of curriculum and instruction.
- 4 recognize and incorporate student diversity as an integral part of planning.
- 4 plan lessons and units that promote access to academic content for all students.
- 4 design lessons that promote subject matter knowledge and language development for second language learners.
- 4 use knowledge about cognitive and linguistic development to plan instruction that supports student learning.
- 4 use knowledge about physical, social, and emotional development to plan instruction and make appropriate adaptations to meet students' unique needs.
- 4 design lessons that challenge students at their own developmental levels.

Key Element 4.2 Establishing and articulating goals for student learning.

The teacher will:

- 4 establish short-term and long-term goals for student learning.
- 4 ensure that each instructional activity is related to learning goals.
- 4 build on the strengths, interests, and needs of all students to establish high expectations for learning.

FORM 1

- 4 establish learning goals that address all students' language, experience, and home and school expectations.
- 4 design instructional activities so that all students participate in setting and achieving learning goals.
- 4 ensure that goals for student learning promote critical thinking and problem solving and reflect the life skills.

_____ **Key Element 4.3** *Developing and sequencing instructional activities and materials for student learning.*

The teacher will:

- 4 sequence subject matter concepts to support student learning.
- 4 use formal and informal student assessment in short-term and long-term planning.
- 4 plan to use instructional strategies appropriate to the complexity of the lesson content and student learning needs.
- 4 select and sequence curriculum to promote understanding and critical thinking for all students.
- 4 sequence instruction to help students see relationships and connections across curricular areas.
- 4 choose and adapt instructional materials to make subject matter relevant to students' experience and interests.
- 4 develop and sequence instruction that supports students' second language learning and subject matter knowledge.

_____ **Key Element 4.4** *Designing short-term and long-term plans to foster student learning.*

The teacher will:

- 4 develop short-term and long-term plans that build on and extend students' understanding of subject matter.
- 4 make decisions about organizing curriculum to allow enough time for student learning, review, and assessment.
- 4 think ahead toward long-term goals for student learning.
- 4 use knowledge of both subject matter and students instructional levels to plan and pace lessons over time.
- 4 ensure access to challenging, diverse, academic content for all students.
- 4 provide opportunities for all students to learn at their own pace in daily, weekly, and unit plans.
- 4 incorporate diverse perspectives of subject matter.

_____ **Key Element 4.5** *Modifying instructional plans to adjust for student needs.*

The teacher will:

- 4 adjust the lesson plan to make content relevant and accessible to each student.
- 4 revise plans based on formal and informal student assessment.
- 4 adjust plans to allow enough time for student learning.
- 4 modify plans to ensure opportunities for all students to learn and synthesize information as prescribed in their IEP or 504 accommodation plan.
- 4 reflect on his/her teaching to guide short-term and long-term planning.

Standard 5: Assessing Student Learning

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

Key Element 5.1 Establishing and communicating learning goals for all students.

The teacher will:

- 4 use subject matter standards from district, state, and other sources to develop learning goals for each student.
- 4 involve all students and families in establishing goals for learning.
- 4 review and revise learning goals with every student over time.
- 4 ensure that student learning goals reflect the key subject matter concepts, learning processes, life skills, and applications.
- 4 ensure that goals for learning are appropriate to students' development, language acquisition, and other special needs, including IEP or 504 accommodation plans.
- 4 ensure grading system reflects goals for student learning.
- 4 work with other educators to establish learning goals and assessment tools that promote student learning.

Key Element 5.2 Collecting and using multiple sources of information to assess student learning.

The teacher will:

- 4 use a variety of assessments to determine what students know and are able to do.
- 4 select, design, and use assessment tools appropriate to what is being assessed.
- 4 know that the assessment tools used are matched to and support goals for student learning.
- 4 collect, select, and reflect upon evidence of student learning.
- 4 work with families to gather information about all students and their learning.
- 4 ensure that grades are based on multiple sources of information.
- 4 assess student progress in relation to student learning goals and district standards.

FORM 1

- 4 use standardized tests, diagnostic tools, and developmental assessments to understand student progress.
- 4 use a range of assessment strategies to implement and monitor individualized student learning goals (including IEP goals and 504 accommodation plan).

_____ **Key Element 5.3** Involving and guiding all students in assessing their own learning.

The teacher will:

- 4 make assessment integral to the learning process.
- 4 model assessment strategies for all students.
- 4 develop and use tools and guidelines that help all students assess their own work.
- 4 help all students to build their skills in self-reflection.
- 4 provide opportunities for all students to engage in peer discussion of their work.
- 4 help all students to understand and monitor their own learning goals.
- 4 provide opportunities for all students to demonstrate and reflect on their learning inside and outside of the classroom.

_____ **Key Element 5.4** *Using the results of assessments to guide instruction.*

The teacher will:

- 4 use assessment to guide planning.
- 4 use informal assessments of student learning to adjust instruction while teaching.
- 4 use assessment data to plan more effective ways of teaching subject matter concepts and processes.
- 4 use assessment information to determine when and how to revisit content that has been taught.
- 4 use assessment data to meet students' individual needs.
- 4 use assessment results to plan instruction to support students' individual educational plans (IEP) and 504 accommodation plans.

Key Element 5.5 *Communicating with students, families, and other audiences about student progress.*

The teacher will:

- 4 provide all students with information about their individual progress as they engage in learning activities.
- 4 provide opportunities for all students to share their progress with others.
- 4 communicate learning goals to all students and their families.
- 4 initiate and maintain regular contact with families and resource providers about student progress.
- 4 communicate the results of assessments with students and their families.
- 4 involve families as partners in the assessment process.

Standard 6: Developing as a Professional Educator

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

_____ **Key Element 6.1** *Reflecting on teaching practice and planning professional development.*

The teacher will:

- 4 assess personal growth as a teacher over time.
- 4 learn about teaching as he/she observes and interacts with students.
- 4 reflect on instructional successes and dilemmas to move practice forward.
- 4 analyze teaching to understand what contributes to student learning.
- 4 formulate professional development plans that are based on reflection and analysis.

_____ **Key Element 6.2** *Establishing professional goals and pursuing opportunities to grow professionally.*

The teacher will:

- 4 maintain an attitude of lifelong learning.
- 4 learn more about his/her own professional roles and responsibilities.
- 4 establish goals and seek out opportunities for professional growth and development.
- 4 use professional literature, school district, and other professional development opportunities to increase understanding of teaching and learning.
- 4 continue to seek out and refine approaches that make the curriculum accessible to every student.
- 4 expand knowledge of new instructional methods and technologies.
- 4 benefit from and contribute to professional organizations to improve teaching.

_____ **Key Element 6.3** *Working with communities to improve professional practice.*

The teacher will:

- 4 value and respect the student's community and appreciate its role in student learning.
- 4 increase his/her understanding of the cultures and dynamics of students' communities.
- 4 promote collaboration between school and community.
- 4 identify and use school, district, and local community social service resources to benefit students and their families.
- 4 seek out and use resources from the local community and businesses to support student learning.
- 4 provide students with service learning experiences that support their classroom learning.
- 4 interact with students in activities outside the classroom.

_____ **Key Element 6.4** *Working with families to improve professional practice.*

The teacher will:

- 4 value and respect students' families and appreciate their role in student learning.
- 4 develop an understanding of families' racial, cultural, linguistic, and socioeconomic backgrounds.
- 4 engage families as sources of knowledge about students' linguistic and social backgrounds.
- 4 promote positive dialogue and interactions with all families, and respond to their concerns about student progress.
- 4 ensure that communication with all students and their families is understood.
- 4 provide opportunities for all families to participate in the classroom and school community.
- 4 present the educational program to all families.

Key Element 6.5 *Working with colleagues to improve professional practice.*

The teacher will:

- 4 create opportunities to collaborate with colleagues.
- 4 collaborate with teachers, administrators, education specialists, and paraprofessionals to ensure that all students' diverse learning needs are met.
- 4 engage in thoughtful dialogue and reflection with colleagues to solve teaching-related problems.
- 4 participate in making and implementing school-wide decisions.
- 4 contribute to school-wide events and learning activities.
- 4 establish and maintain relationships with other school staff to become a visible and valued member of the school community.
- 4 use observations of colleagues to improve teaching.
- 4 prevent and resolve personal and professional conflicts with colleagues.
- 4 contribute to the learning of other educators.

Key Element 6.6 *Balancing professional responsibilities and maintaining motivation.*

The teacher will:

- 4 reduce stress and maintain a positive attitude with students and colleagues.
- 4 challenge himself/herself intellectually and creatively throughout career.
- 4 be proactive in minimizing the isolation of teaching.
- 4 find support to balance professional responsibilities with personal needs.
- 4 demonstrate professional conduct and integrity in the classroom and school community.
- 4 extend knowledge about professional and legal responsibilities for students' learning, behavior and safety.

Standard 7: Professional Responsibilities

Teachers perform school-related duties and responsibilities. Teachers comply with rules and regulations. Teachers become involved in school activities. Teachers foster the cooperative involvement and support of parents. Teachers collaborate with colleagues. Teachers participate actively in their own professional evaluation process.

Key Element 7.1 *Carries out school-related duties.*

The teacher will:

- 4 perform non-instructional duties necessary to maintain a safe and orderly school environment.
- 4 be punctual to class duty assignments, meetings, and in meeting appropriate deadlines.
- 4 schedule and attend parent conferences, student study teams, etc.
- 4 demonstrate support for all school programs.
- 4 turn in required paperwork in a timely manner.
- 4 accept responsibility for general supervision throughout the school.

Key Element 7.2 *Complies with rules and regulations.*

The teacher will:

- 4 adhere to established laws, policies, rules and regulations.
- 4 adhere to a Professional Code of Ethics.
- 4 maintain appropriate separation of professional role and private interests.

Key Element 7.3 *Becomes involved in school activities.*

The teacher will:

- 4 participate in school activities that enrich the school learning environment.
- 4 when appropriate, engage in interaction with the community at large by utilizing community resources, parent volunteers, and participating in school-community events.

_____ **Key Element 7.4** *Fosters the cooperative involvement and support of parents.*

The teacher will:

- 4 clearly communicate the standards, objectives and expectations of the subject and/or grade level to parents.
- 4 effectively communicate student progress to parents in a timely manner.
- 4 use the information from parents to assist in planning students' educational programs.
- 4 use discretion in all communications.

_____ **Key Element 7.5** *Collaborates with colleagues.*

The teacher will:

- 4 participate in development of department/grade level school goals, objectives and standards.
- 4 respect norms for all district and school activities.

_____ **Key Element 7.6** *Participates actively in own professional evaluation process.*

The teacher will:

- 4 use self-reflection throughout the school year.

ENCINITAS UNION SCHOOL DISTRICT
Certificated Evaluation - *Tier 1*
Mid Year Report

Name		Date
School	Assignment/ Grade Level	Years in District

Summary of Supervisor's Observations and Recommendations:

COMMENTS ON ACHIEVEMENT OF STANDARDS:

- 1. Engaging and Supporting All Students in Learning**

- 2. Creating and Maintaining Effective Environments for Student Learning**

- 3. Understanding and Organizing Subject Matter for Student Learning**

- 4. Planning Instruction and Designing Learning Experiences for All Students**

- 5. Assessing Student Learning**

- 6. Developing as a Professional Educator**

- 7. Professional Responsibilities**

RECOMMENDATIONS:

Teacher's Signature: _____ Date _____

Supervisor's Signature: _____ Date _____

Form Due: December 15

FORM 2

ENCINITAS UNION SCHOOL DISTRICT

Tier 1
Final Evaluation

Name		Date
School	Assignment/ Grade Level	Years in District

Feedback and reaction of Supervisor:

Recommended for re-employment: Yes _____

No _____

Teacher's Signature: _____ Date _____

Supervisor's Signature: _____ Date _____

Form Due: March 1

FORM 3

Tier 2 Evaluation

Purpose

Tier 2 is designed to allow teachers and administrators the opportunity to establish goals and evaluation criteria which will promote student learning and instructional leadership. The goal of this process is to encourage teachers to continue their professional development through self-evaluation and collaboration with peers and supervisor.

Eligibility

- Permanent employee
- Mutually agreed upon goals between teacher and supervisor

Desired Evaluation Outcomes

- Student learning
- Self evaluation
- Continued professional development
- Collegiality and collaboration
- Instructional improvement

Evaluation Process

The final evaluation is an accumulation of data over a two year period including, but not limited to:

- Classroom visitations
- Formal (one during evaluation year) and informal (two during evaluation year and one during off-cycle year) observations
- Teacher/supervisor dialogues and conferences
- Evidence/artifacts/portfolio demonstrating progress toward goals

Assistance Plan

The assistance plan is written by the supervisor to identify areas of concern or specific components needing improvement. A plan for assistance will be developed that includes strategies for teacher, time lines and sources of support. The assistance plan may be for part of a year or a full year and can be in addition to or in place of current goals.

Encinitas Union School District

Time Line for Certificated Teacher Evaluations *Tier 2*

TASK	To be completed by:
Distribute Evaluation Philosophy and Evaluation Packet (Procedure and Forms).....	Teacher Prep Week
Goals/Objective Conference (Form 4).....	October 15
Informal Observation 1 (Form 13).....	December 15
Informal Observation 2 (Form 13).....	April 15
Formal Observation (Form 14) Follow up Conference.....	April 15
Teacher Completes Written Reflection of Goal Attainment (Form 4) and Submits Forms and Evidence to Supervisor.....	May 1
Annual Evaluation (Form 5).....	June 1
Final Evaluation Conference.....	June 1

FORM 4

FORM 4

ENCINITAS UNION SCHOOL DISTRICT

Tier 2
Final Evaluation

Name		Date
School	Assignment/ Grade Level	Year Received Tenure

Feedback and reaction of Supervisor:

Satisfactory _____ Unsatisfactory _____

Teacher's Signature: _____ Date _____

Supervisor's Signature: _____ Date _____

Form Due: June 1

FORM 5

ENCINITAS UNION SCHOOL DISTRICT
Certificated Evaluation
Assistance Plan

Name		Date
School	Assignment/ Grade Level	Year Received Tenure

The Assistance Plan below identifies the area of concern:

Standard:

Specific Component(s) needing improvement:

Plan for assistance (includes strategies for teacher, time lines, sources or support):

Plan for monitoring progress:

Final Evaluation:

Implementation signatures:

Teacher's Signature: _____ Date _____ Supervisor's Signature: _____ Date _____

Completion signatures:

Teacher's Signature: _____ Date _____ Supervisor's Signature: _____ Date _____

Alternative Evaluation System

Purpose

The alternative evaluation process is designed as a positive experience for teachers who have a desire to develop their own professional growth process by exploring areas of learning that may not be addressed as effectively in a more traditional evaluation process.

Eligibility

- 5 years as a tenured teacher in Encinitas Union School District
- 5 years of successful teaching
- A mutually agreed upon project between teacher and supervisor

Desired Evaluation Outcomes

- Student learning
- Self evaluation
- Continued professional development
- Collegiality and collaboration
- Instructional improvement

Project Components

- Connection to the District Strategic Plan Targets
- Progress reflections
- Classroom visitations by peers and supervisor
- Evidence of student learning
- Project portfolio
- Feedback from peers and administrator(s)
- Possibility for replication/dissemination of learning

Examples

Some examples might be:

- In-depth Service Learning Projects
- Integration of technology into daily instruction
- Development and implementation of strategies to help students with special needs
- Classroom Action Research
- Curriculum development for self, site or district
- Advanced educational degree/certification

You are encouraged to design your own project. Individual or collaborative team projects are encouraged.

Time Line for Certificated Teacher Evaluations

Tier 2 Alternative Evaluation

TASK	To be completed by:
Distribute Alternative Evaluation Packet.....	Teacher Prep Week
Intent to Apply (Form 7).....	September 1
Alternative Evaluation Meeting for Teacher Applicants and Principals.....	September 20
Teacher Completes Project Proposal and Conferences with Supervisor (Form 8).....	October 1
First Reflection (Form 9).....	November 30
Informal Observation 1 (Form 13).....	January 15
Second Reflection (Form 10).....	March 15
Informal Observation 2 (Form 13).....	April 30
End of Year Report (Form 11).....	June 1
Final Evaluation (Form 12) and Conference	June 15

ENCINITAS UNION SCHOOL DISTRICT

Intent to Apply Alternative Evaluation

Name		Date
School	Assignment/ Grade Level	Year Received Tenure

I am interested in developing an Alternative Evaluation Project and will be attending the District Alternative Evaluation Meeting on _____.

Teacher's Signature: _____

Date _____

Form Due: September 1

FORM 7

ENCINITAS UNION SCHOOL DISTRICT
Alternative Evaluation
System
First Reflection

Name		Date
School	Assignment/ Grade Level	Year Received Tenure

Summary of peers and supervisor:

Personal Reflections:

Teacher's Signature: _____ Date _____ Supervisor's Signature: _____ Date _____

Form Due: November 30

FORM 9

ENCINITAS UNION SCHOOL DISTRICT

**Alternative Evaluation
System**
Second Reflection

Name		Date
School	Assignment/ Grade Level	Year Received Tenure

Summary of peers and supervisor:

Personal Reflections:

Teacher's Signature: _____ Date _____ Supervisor's Signature: _____ Date _____

Form Due: March 15

FORM 10

ENCINITAS UNION SCHOOL DISTRICT
**Alternative Evaluation
 System**
End of the Year Report

Name		Date
School	Assignment/ Grade Level	Year Received Tenure

Teacher completes prior to conference:

- 1. Evaluate the extent and degree to which you accomplished your goals as set forth in your proposal.**

- 2. Please write a short statement indicating how this project/research enhanced your professional growth.**

- 3. How did your project/research impact student learning?**

- 4. How would you change your project/research if you were to do it again?**

- 5. How will you continue to use what you learned this year?**

- 6. What are your plans for subsequent growth?**

Teacher's Signature: _____ Date _____

Form Due: June 1

FORM 11

ENCINITAS UNION SCHOOL DISTRICT
Alternative Evaluation
System
Final Evaluation

Name		Date
School	Assignment/ Grade Level	Year Received Tenure

Feedback and reaction of Supervisor (Include response to all of the project components):

Satisfactory _____ Unsatisfactory _____

Teacher's Signature: _____ Date _____ Supervisor's Signature: _____ Date _____

Conference and Form Due: June 15

FORM 12

ENCINITAS UNION SCHOOL DISTRICT
**Informal Certificated
 Observation**

θ Attachment

Teacher		Date
School	Assignment/ Grade Level	Time Period

Supervisor’s Comments:

Teacher’s Reflections:

Teacher's Signature: _____ Date _____ Supervisor's Signature: _____ Date _____

Please sign and return by the following day. θ Follow-up conference
 Evaluatee’s signature does not constitute endorsement of evaluator’s comments, but acknowledges that an
 observation has taken place.

Distribution: WHITE – Evaluator YELLOW – Evaluatee PINK – Reminder Copy

ENCINITAS UNION SCHOOL DISTRICT

Formal Certificated Observation

Teacher		Date	
School	Day: M Tu W Th F	Beginning Time:	Duration of Observation
Lesson Objective:			Subject of Activity Observed

Observed: It is not anticipated that each area will necessarily be observed in any given observation. Check item if observed. Circle specific elements if appropriate.

- Engaging and supporting all students in learning - *Standard 1*
- Creating and maintaining effective environments for student learning - *Standard 2*
- Understanding and organizing subject matter for student learning - *Standard 3*
- Planning instruction and designing learning experiences for all student - *Standard 4*
- Assessing student learning - *Standard 5*
- Developing as a professional educator - *Standard 6*
- Professional responsibilities - *Standard 7*

Supervisor’s Comments:

Teacher’s Reflections:

Post Conference Summation:

Teacher's Signature: _____ Date _____ Position _____

Supervisor's Signature: _____ Date _____ Position _____

Other participant (if any): _____ Date _____

Evaluatee’s signature does not constitute endorsement of evaluator’s comments, but acknowledges that an observation has taken place.

Distribution: WHITE – Evaluator PINK – Evaluatee

Encinitas Union School District

Certificated Evaluation Year at a Glance

TASK	To be completed by:		
	Tier 1	Tier 2	Tier 2 Alternative
Distribute Teacher Standards (Form 1), Evaluation Packet (Procedures, Guidelines, and Forms), and District/Site Goals	Teacher Prep Week	Teacher Prep Week	
Initial Conference	Oct 1		
Intent to Apply (Form 7)			Sept 1
Alternative Evaluation Meeting			Sept 20
Alternative Project Proposal and Conference (Form 8)			Oct 1
First Reflection (Form 9)			Nov 30
Goals/Objective Conference (Form 4)		Oct 15	
Informal Observation 1 (Form 13)	By Dec 15	Dec 15	Jan 15
Formal Observation 1 (Form 14)	By Dec 15	April 15	
Mid Year Evaluation (Form 2)	Dec 15		
Second Reflection (Form 10)			March 15
Informal Observation 2 (Form 13)	By March 1	April 15	April 30
Formal Observation (Form 14) Follow up Conference	By March 1		
Written Reflection (Form 4)		May 1	
End of Year Report (Form 11)			June 1
Final Evaluation (Forms 1, 3, 5, and/or 12) Final Evaluation Conference	March 1	June 1 June 1	June 15 June 15

Glossary of Terms

Teacher Evaluation Committee

***T**he following definitions will involve both teacher and immediate supervisor:*

Classroom Visitation: a formal or informal visit to a teacher's classroom by the supervisor to observe the teacher's attainment of standards and/or goals.

Final Evaluation: a written compilation of observations, attainment of teacher standards, and other relevant data. A conference is scheduled to review the year, progress towards completion of goals, future goal setting and continued growth. A written copy to be given to the teacher.

Formal Observation: a scheduled observation of a lesson from start to finish. The lesson should be an authentic representation of work in progress. The supervisor will provide a written summation and a post conference. The teacher will receive a copy of the summation, add a reflection and return the signed copy.

Informal Observation: an observation of no more than 20 minutes. The supervisor provides brief written feedback to the teacher. The teacher responds with brief written reflection and returns the signed form. There is no pre or post conference.

Informal Year: an off cycle year for Tier II teachers who will receive an informal observation by April 15.

Mid Year Evaluation: temporary and probationary teachers receive a written evaluation after being observed informally and formally.

Probationary Teacher: a tenured track teacher who has not completed two full years in probationary status.

Teacher Standards: the performance criteria that will be used to assess teachers during teacher evaluation and as a basis for the formation of annual goals and professional growth. These standards are included with this document.

Temporary Teacher: from initial employment until the district has granted probationary status.

Tenured Teacher: teachers who have completed their probationary period and have worked one day of the third year.

Tier: level at which teacher is being evaluated.

Encinitas Union School District

Teacher **E**valuation System

Examples of Completed Forms

Certificated Evaluation – Tier 1 - Mid Year Report

Tier 1 - Final Evaluation

Certificated Evaluation - Tier 2

Tier 2 – Reflection on Goals

Tier 2 – Final Evaluation

Alternative Evaluation System – First Reflection

Alternative Evaluation System – End of the Year Report