

ADDENDUM K

MADERA UNIFIED SCHOOL DISTRICT TEACHER EVALUATION GUIDELINES

(Based on California Standards for the Teaching Profession)

STANDARD #1: DESCRIPTION OF PRACTICE FOR ENGAGING AND SUPPORTING ALL STUDENTS IN LEARN

KEY ELEMENTS	Ineffective	Emerging	skilled	Distinguished
Connects students' prior knowledge, life experiences, and interests with learning goals	The teacher makes no or minimal connections between students' prior knowledge, life experiences, and interests with learning goals. The teacher rarely elicits student comments or questions during the lesson.	The teacher makes some connections between students' prior knowledge, life experiences, and interests with learning goals. The teacher elicits some students' questions and comments to monitor understanding.	The teacher makes connections between students' prior knowledge, life experiences, and interests with learning goals. During the lesson, the teacher uses student comments and questions to build and adjust lesson for understanding.	The teacher integrates broad knowledge of students' cultural backgrounds, prior knowledge, life experiences, and interests to inform instruction. The teacher systematically questions students and elicits questions throughout instruction to adjust and ensure understanding
Uses a variety of instructional strategies, resources and technologies to address students' diverse needs	The teacher uses a limited variety of instructional strategies and resources. Minimal adjustments are made to individual student needs	The teacher uses a selection of instructional strategies but they may lack variety and may not be responsive to student needs.	The teacher uses a variety of instructional strategies and resources to respond to students' diverse needs and promote participation.	The teacher refines the flexible use of an extensive repertoire of strategies, resources, and technologies to meet students' diverse learning needs.
Facilitates learning experiences that promotes critical thinking through inquiry, problem solving, and reflection	Learning activities are directed by the teacher, permitting minimal student opportunities for autonomy, interaction or choice	There are limited opportunities for students to apply and practice new learning in meaningful independent and collaborative learning experiences.	The teacher facilitates, monitors and supports independent and collaborative learning experiences that promote autonomy, interaction and choice	The Teacher facilitates, monitors and supports students to initiate critical thinking through independently developing questions, posing problems and reflecting on multiple perspectives.
Engages students in problem solving, critical thinking, and other activities that make subject matter meaningful	There are minimal learning opportunities for students to engage in problem solving and higher level thinking activities within or across subject matter.	The teacher provides some learning opportunities to engage students in problem solving and higher level thinking activities. Limited support is given to develop necessary skills.	The teacher engages students in problem solving, critical thinking and other activities in meaningful contexts and promotes students to think discuss, interact, reflect and evaluate content.	The teacher engages students and integrates problem solving, critical thinking and other activities in meaningful connections to real-life contexts in planning subject matter instruction and is responsive during instruction to engage students to think discuss, interact, reflect and evaluate content.
Monitors student learning and adjusting instruction while teaching	The teacher implements lessons following curriculum guidelines.	The teacher seeks to clarify instructions and learning to support student understanding.	The teacher makes adjustments to instruction based on observation of student engagement and regular checks for understanding.	The teacher adjusts strategies during instruction based on the ongoing monitoring of individual student needs for assistance, support, or challenge.

STANDARD #2: CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING

KEY ELEMENTS	Ineffective	Emerging	skilled	Distinguished
Creates a physical environment that engages all students	The physical environment contains safety hazards and/or rarely engages students and/or rarely supports individual and/or group learning.	The physical environment provides some accessibility to materials and engages some students in learning (group and individual learning experiences).	The physical environment provides safety and engages students in constructive interactions in learning activities.	The physical environment ensures safety, engages students in constructive interactions in learning activities, and is used as an extension of the instructional program.
Establishes a climate that promotes fairness and respect	A climate of fairness, respect, or caring, either between the teacher and students/among students is limited or not evident.	The teacher establishes a climate of fairness, respect, and caring for some students.	A climate of fairness, respect, and caring for self and others is provided for and modeled by the teacher.	A climate of fairness, respect, and caring for self and others is established and evident by student and teacher interactions.
Promotes social development and group responsibility	The teacher rarely supports students' social development, self-esteem, diversity, and/or responsibility for each other.	The teacher provides some learning experiences for students that promote social development and acquisition of responsibility.	The teacher creates learning experiences for students to work collaboratively to promote social development and acquisition of leadership skills to become self-directed learners.	The teacher creates and implements learning experiences for students to work collaboratively to promote social development and acquisition of leadership skills to become self-directed learners as well as encouragement of peer support.
Establishes and maintains standards for student behavior	Because the standards for behavior have not been established or maintained by the teacher, student learning has been greatly diminished.	Standards for student behavior have been established and student behavior is generally appropriate during learning experiences.	Standards for student has been designed and implemented using a classroom management system. It is clear the management system has communicated to students, and maintained consistently and fairly by the teacher.	Standards for student behavior are clearly established using a classroom management system which is appropriate for the classroom and individual student needs. Students are actively encouraged to take responsibility for their behavior. The teacher uses effective strategies to lessen disruptive behaviors and reinforce positive behaviors.
Plans and implements classroom procedures and routines that support student learning	Classroom procedures and routines not only lack schedules, rules and timelines, but are rarely enforced which disrupt student learning.	Procedures and routines operate moderately well and generally support student learning.	Procedures and routines (daily schedules, timelines, rules) operate efficiently to support student learning.	Procedures and routines are well-established and orderly to support student learning. Students initiate responsibility for the efficient operation of the classroom.
Uses instructional time effectively	Instructional time is lost due to pacing of lessons that rarely move smoothly from one activity to another and/or seldom engage students in complete learning activities.	Pacing of lessons is generally effective so that some students complete learning activities.	Pacing and adjusting of lessons, including smooth transitions, consistently keeps students engaged to successfully complete learning activities.	Pacing and adjusting lessons is accomplished . Transitions are seamless as the teacher effectively maximizes instructional time while engaging students to

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STANDARD #3: UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING

KEY ELEMENTS	Ineffective	Emerging	skilled	Distinguished
Demonstrates knowledge of subject matter content and student development	The teacher's current knowledge and/or understanding of key concepts and underlying themes of subject matter and/or understanding of students' cognitive, linguistic, physical and social/emotional development is incomplete or severely limited .	The teacher appears to demonstrate some gaps or lack of training in current knowledge and/or understanding of key concepts and underlying themes of subject matter and/or may demonstrate some gaps in the understanding of students' cognitive, linguistic, physical and social/emotional development.	The teacher keeps knowledge current and demonstrates understanding of key concepts and underlying themes of subject matter. The teacher further demonstrates understanding of students' cognitive, linguistic, physical and social/emotional development.	The teacher uses extensive knowledge of subject matter concepts, current issues, academic language, and research to make relevant connections to standards. The teacher draws upon comprehensive knowledge of students to guide all students' cognitive, linguistic, physical and social/emotional development.
Organizes the curriculum to support student understanding of the subject matter	Little curriculum is organized to reflect the teacher's knowledge of student development and of the subject matter, demonstrates and develops student understanding of key concepts, incorporates State and District curriculum standards, and values differing cultural perspectives.	Some curriculum is organized to reflect the teachers' knowledge of student development and of the subject matter, demonstrates and develops student understanding of key concepts, incorporates State and District curriculum standards, and values differing cultural perspectives.	Most curriculum is organized to reflect the teachers' knowledge of student development and of the subject matter, demonstrates and develops student understanding of key concepts, incorporates State and District curriculum standards and values differing cultural perspectives.	The curriculum is organized and reflects the teachers' extensive knowledge of student development and of the subject matter, demonstrates and develops student understanding of key concepts, incorporates State and District curriculum standards and values differing cultural perspectives.
Interrelates ideas and information within and across subject matter areas	Few lessons identify and integrate concepts and relationships, relate material to previous lessons, help students see relationships and connections, and highlight themes within and across subject matter areas.	Some lessons identify and integrate concepts and relationships, relate material to previous lessons, help students see relationships and connections, and highlight themes within and across subject matter areas.	Most lessons identify and integrate concepts and relationships, relate material to previous lessons, help students see relationships and connections, and highlight themes within and across subject matter areas.	Lessons consistently identify and integrate concepts and relationships, relate material to previous lessons, help students see relationships and connections, and highlight themes within and across subject matter areas.
Develops appropriate instructional strategies for understanding of the subject matter	Few lessons include a variety of strategies that are suited to: help students think critically and construct their own knowledge; build on students' life experiences, prior knowledge and interests; and help students	Some lessons include a variety of strategies that are suited to: help students' think critically and construct their own knowledge; build on students' life experiences, prior knowledge and interests; and help students build enthusiasm.	Most lessons include a variety of strategies that are suited to: help students think critically and construct their own knowledge; build on students' life experiences, prior knowledge and interests; and help students.	Lessons include a variety of strategies that are suited to: help students think critically and construct their own knowledge; ensure student understanding of academic language; build on students' life experiences, prior knowledge and interests; and

	build enthusiasm for and knowledge of the subject matter.	.for and knowledge of the subject matter.	build enthusiasm for and knowledge of the subject matter.	help students build enthusiasm for and knowledge of the subject matter.
Uses materials, resources, and technologies to make subject matter accessible to students	Few lessons exhibit the use of resources, materials and technologies to organize curriculum, promote student understanding, reflect the diversity in the classroom, convey key concepts, and help students gain access to resources, materials and technologies to support their own learning of the subject matter.	Some lessons exhibit the use of resources, materials and technologies to organize curriculum, promote student understanding, reflect the diversity in the classroom, convey key concepts, and help students gain access to resources, materials and technologies to support their own learning of the subject matter	Most lessons exhibit the use of resources, materials and technologies to organize curriculum, promote student understanding, reflect the diversity in the classroom, convey key concepts, and help students gain access to resources, materials and technologies to support their own learning of the subject matter.	Lessons consistently exhibit the use of resources, materials and technologies to organize curriculum, promote student understanding, reflect the diversity in the classroom, convey key concepts, and ensure students gain access to resources, materials and technologies to support their own learning of the subject matter.

STANDARD #4: STANDARD FOR PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS

KEY ELEMENTS	Ineffective	Emerging	skilled	Distinguished
Draws on and values students' backgrounds, interests, and developmental learning needs	Instructional plans rarely match or reflect students' backgrounds, experiences, interests, and developmental needs, and seldom support students' learning.	Instructional plans are partially drawn from information about students' backgrounds, experiences, interests, and developmental needs to support students' learning.	Instructional plans reflect students' backgrounds, experiences, interests and developmental needs to support students' learning.	Instructional plans reflect differentiated instruction which is based on broad knowledge of students while matching resources and specific strategies to students' diverse learning needs and cultural backgrounds.
Establishes and articulates goals for student learning	Instructional goals are rarely established or seldom address students' language, experience, and learning expectations. Expectations for students are low.	Some instructional goals address students' language, experience, and learning expectations. Expectations for students are inconsistent.	Short-term and long-term instructional goals are based on students' language, experience and learning expectations. Goals are appropriately challenging for most students and represent valuable learning. Expectations for students are generally high.	All instructional goals are based on students' language, experience and learning expectations. Goals are appropriately challenging for most students and represent valuable learning. Expectations for students are consistently high.
Develops and sequences instructional activities and materials for student learning	Instructional activities and materials are rarely appropriate to the students, or the instructional goals rarely engage students in meaningful learning.	Instructional activities and materials are partially appropriate to students and the learning goals, and engage some students in meaningful learning. Some activities are logically	Instructional activities and materials are appropriate to students and the learning goals make content and concepts relevant, and engage most students in meaningful learning.	Instructional activities and materials are appropriate to students and the learning goals make content and concepts relevant, and engage students in meaningful learning. Activities

	Activities are not logically sequenced.	sequenced within individual lessons.	Activities are logically sequenced within individual lessons.	are logically sequenced within individual lessons and offer differentiation when needed.
Designs short-term and long-term plan to foster student learning	Individual lesson plans have little or no relation to long-term goals, or a unit plan has little recognizable structure.	Long-term plans have a recognizable structure, although the sequence of individual lessons is uneven and only partially helps students develop conceptual understanding.	Long-term plans have a coherent structure, with learning activities in individual lessons well-sequenced to promote understanding of concepts.	Long-term plans have a coherent structure, with learning activities in individual lessons well-sequenced to promote understanding of concepts. Differentiation of instruction is included in lessons to aide in the promotion of student learning.
Modifies instructional plans to adjust for student needs	Instructional plans are seldom modified, in spite of evidence that modifications would improve student learning.	Modifications to instructional plans address only superficial aspects of the lesson.	Instructional plans are modified as needed to enhance student learning based on formal and informal assessment.	Teacher makes ongoing adjustments to instructional plans and uses a variety of materials/resources as the instructional needs arise based on formal and informal assessment.

STANDARD #5: ASSESSING STUDENT LEARNING

KEY ELEMENTS	Ineffective	Emerging	skilled	Distinguished
Applies knowledge of the purposes, characteristics, and uses of different types of assessment	Teacher is aware of the purposes and characteristics of formative and summative assessments	Explores the use of different types of pre-assessment, formative and summative assessments.	Decides on the purpose for assessment and skills to be assessed to select appropriately matched pre-, formative, and summative assessments.	Develops and adapts the range of appropriate assessments to address questions about students' learning needs and progress.
Collects and uses multiple sources of information to assess student learning	No consistent sources of information or assessment techniques are used to assess student learning or to develop instruction.	Limited sources of information and assessment techniques are used to understand student progress	Appropriate multiple measures are used to assess and understand student progress as well as to develop student learning goals.	Uses a wide range of measures and assessments to understand student progress, develop student learning goals, and support differentiated instruction
Reviews data, both individually and with colleagues, to monitor student learning	Seldomly reviews and monitors available assessment data as required by site and district processes.	Reviews and monitors assessment data individually and with colleagues to identify learning needs of individual students.	Reviews and monitors a variety of data on student learning individually and with colleagues to identify trends and patterns among groups of students.	Facilitates collaborative work and fosters colleagues ability use data to identify and address underlying causes for achievement patterns and trends.
Uses assessment data to establish learning goals and to plan, differentiate, and modify instruction	Uses data from assessments provided by site and district to plan instruction	Uses data from available assessments to establish content based learning goals for class and plan instruction.	Uses a variety of data to establish content based learning goals, plan and differentiate instruction.	Uses a variety of data to establish and implement content based learning goals, plan, differentiate and modify instruction.

Involves and guides all students in assessing their own learning	The teacher assumes total responsibility for student evaluation.	The teacher provides some assessment strategies that guide student reflection in the assessment process.	The teacher models assessment strategies to assist students with self-reflection in assessment process.	The teacher implements assessment strategies and/or rubrics to assist students with self-reflection in assessment process.
Communicates with students, families, and other audiences about student learning	The teacher communicates with families about student learning and progress through report card on quarterly and semester basis.	The teacher provides information to families about student progress through report card on quarterly and semester basis as well as progress report periods set by the district.	The teacher informs families about student progress consistently and encourages family involvement.	The teacher uses a wide range of communications to inform families about student progress, encourages family involvement as well as provides strategies for parental support.

STANDARD #6: DEVELOPING AS A PROFESSIONAL EDUCATOR

KEY ELEMENTS	Ineffective	Emerging	skilled	Distinguished
Reflects on teaching practice in support of student learning	Is aware of the need to reflect on teaching practice to support student learning. Reflects individually or with colleagues on immediate student learning needs.	Begins to engage in reflection on teaching practice individually and with colleagues that is focused on methods to support the full range of learners.	Engages in reflection individually and with colleagues on the relationship between making adjustments in teaching practice and impact on the full range of learners.	Continuously reflects practice individually and with colleagues in supporting student learning and raising the level of academic achievement.
Establishes professional goals and pursues opportunities to grow professionally	Develops goals for the purpose of the teacher evaluation process	Professional goals are established. Teacher seeks opportunities for knowledge and skills.	The teacher develops and refines professional goals. Seeks opportunities for professional growth and development. The teacher to participates in the professional community.	The teacher develops and refines professional goals to impact student learning. Seeks opportunities for enhanced professional growth and development. The teacher actively participates in the professional community.
Collaborates with colleagues and the broader professional community to support teacher and student learning	Attends staff, grade level, department, and other required meetings and collaborations.	Consults with colleagues to consider how best to support teacher and student learning..	Collaborates with colleagues to improve student learning and reflect on teaching practice at the classroom level.	Collaborates with colleagues to expand impact on instructional practice and student achievement at classroom and school level.
Works with families to support student learning	Teacher is aware of the role of the family in student learning and the need for interactions with families.	Acknowledges the importance of the family's role in student learning. Seeks information about families represented in the school, but seldom initiates communication and collaboration between the home and school	The teacher respects and values all students' families and consistently communicates to support learning and collaboration between the home and school.	The teacher provides opportunities and support for families to actively participate in the student's learning. Communicates to families in ways which show understanding of and respect for cultural norms.

Manages professional responsibilities to maintain motivation and commitment to all students	Develops an understanding of professional responsibilities.	Maintains professional responsibilities in timely ways and seeks support as needed.	Anticipates professional responsibilities and manages time and effort required to meet expectations.	Models professionalism and supports colleagues in meeting and exceeding professional responsibilities effectively
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STANDARD #7: PROFESSIONAL BEHAVIOR

KEY ELEMENTS	Ineffective	Emerging	skilled	Distinguished
Assumes responsibilities for assigned duties	The teacher inconsistently assumes responsibility for assigned duties.	The teacher assumes responsibility for assigned duties.	The teacher assumes responsibility for assigned duties. The teacher equitably contributes to duties at his/her school site.	The teacher assumes responsibility for assigned duties as well as unassigned, but needed support, at his/her school site.
Adheres to the rules and regulations of the school and District including the Collective Bargaining Agreement	The teacher maintains a conduct that is inconsistent with (a)the rules, regulations, policies, contracts and laws of the District and school. Time lines and auxiliary duties are often not met.	The teacher inconsistently utilizes sound judgment and integrity when applying the rules, regulations, policies, contracts and laws of the District, and school. The teacher inconsistently meets expectations on time lines, and responsibility toward auxiliary duties.	The teacher consistently utilizes sound judgment and integrity when applying the rules, regulations, policies, contracts and laws of the District, and school. The teacher consistently meets expectations on time lines, and responsibility toward auxiliary duties.	The teacher consistently utilizes sound judgment and integrity when applying the rules, regulations, policies, contracts and laws of the District, and school. The teacher consistently meets and encourages other staff members to adhere to expectations on time lines, and responsibility toward auxiliary duties.
Tactfully discusses issues with students, parents and colleagues	The teacher is rarely tactful with students, parents and colleagues.	The teacher is inconsistently tactful with students, parents and colleagues.	The teacher is consistently tactful with students, parents and colleagues.	The teacher is consistently tactful and is utilized as a support by other teachers to communicate with students, parents and/or colleagues