



**COTATI-ROHNERT PARK
UNIFIED SCHOOL DISTRICT**

**Guide to Understanding the
Teacher Evaluation Process**

December 2004

COTATI-ROHNERT PARK UNIFIED SCHOOL DISTRICT

GUIDE TO UNDERSTANDING THE TEACHER EVALUATION PROCESS

Purpose of the Guide

This guide is to assist unit members understand the evaluation process that has been agreed upon between the District and the Rohnert Park Cotati Educators Association (RPCEA). This evaluation process is based upon the California Standards for the Teaching Profession and developed during the 2001-2002 school year by a committee of District teachers and administrators. The process was piloted during the 2002-2003 and 2003-2004 school years giving all permanent teachers an opportunity to participate in the process before the parties reached final agreement. The process was first used by all unit members during the 2004-2005 school year.

The guide contains four parts:

1. the purpose of the guide;
2. information regarding the California Standards for the Teaching Profession;
3. explanations of the two evaluation processes, Traditional and Alternative;
4. sample forms.

In addition to referring to this guide for assistance, unit members should consult Article 3 of the collective bargaining agreement between the District and RPCEA for additional information regarding the evaluation process.

The California Standards for the Teaching Profession

The California Standards for the Teaching Profession were adopted by the California Commission on Teacher Credentialing and the State Superintendent of Public Instruction in January 1997 and were endorsed by the California State Board of Education in July 1997. The standards were intended to represent a developmental, holistic view of teaching that are designed to meet the needs of diverse teachers and students in California (*California Standards for the Teaching Profession*, July 1997, p.

1). There are a total of six standards. They are:

One: Engaging and Supporting all Students in Learning

Two: Creating and Maintaining Effective Environments for Students

Three: Understanding and Organizing Subject Matter for Student Learning

Four: Planning Instruction and Designing Learning Experiences for all Students

Five: Assessing Student Learning

Six: Developing as a Professional Educator

The standards and the key elements are identified on the following page.

CALIFORNIA STANDARDS FOR THE TEACHING PROFESSION

STANDARD ONE:

ENGAGING & SUPPORTING ALL STUDENTS IN LEARNING

- 1•1 Connecting students' prior knowledge, life experience, and interests with learning goals
- 1•2 Using a variety of instructional strategies and resources to respond to students' diverse needs
- 1•3 Facilitating learning experiences that promote autonomy, interaction, and choice
- 1•4 Engaging students in problem solving, critical thinking, and other activities that make subject matter meaningful
- 1•5 Promoting self-directed, reflective learning for all students

STANDARD TWO:

CREATING & MAINTAINING EFFECTIVE ENVIRONMENT FOR STUDENT LEARNING

- 2•1 Creating a physical environment that engages all students
- 2•2 Establishing a climate that promotes fairness and respect
- 2•3 Promoting social development and group responsibility
- 2•4 Establishing and maintaining standards for student behavior
- 2•5 Planning and implementing classroom procedures and routines that support student learning
- 2•6 Using instructional time effectively

STANDARD THREE:

UNDERSTANDING & ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING

- 3•1 Demonstrating knowledge of subject matter content and student development
- 3•2 Organizing curriculum to support student understanding of subject matter
- 3•3 Interrelating ideas and information within and across subject matter areas
- 3•4 Developing student understanding through instructional strategies that are appropriate to the subject matter
- 3•5 Using materials, resources, and technologies to make subject matter accessible to students

STANDARD FOUR:

PLANNING INSTRUCTION & DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS

- 4•1 Drawing on and valuing students' backgrounds, interests, and developmental learning needs
- 4•2 Establishing and articulating goals for student learning
- 4•3 Developing and sequencing instructional activities and materials for student learning
- 4•4 Designing short-term and long-term plans to foster student learning
- 4•5 Modifying instructional plans to adjust for student needs

STANDARD FIVE:

ASSESSING STUDENT LEARNING

- 5•1 Establishing and communicating learning goals for all students
- 5•2 Collecting and using multiple sources of information to assess student learning
- 5•3 Involving and guiding all students in assessing their own learning
- 5•4 Using the results of assessments to guide instruction
- 5•5 Communicating with students, families, and other audiences about student progress

STANDARD SIX:

DEVELOPING AS A PROFESSIONAL EDUCATOR

- 6•1 Reflecting on teaching practice and planning professional development
- 6•2 Establishing professional goals and pursuing opportunities to grow professionally
- 6•3 Working with communities to improve professional practice
- 6•4 Working with families to improve professional practice
- 6•5 Working with colleagues to improve professional practice
- 6•6 Balancing professional responsibility and maintaining motivation

California Standards for the Teaching Profession

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Evaluation Process Options

Traditional Evaluation Process

The Traditional Evaluation process must be used by all temporary and probationary unit members. Permanent unit members may also be evaluated using this process. It consists of the following elements:

1. Written goals and objectives
Temporary and probationary unit members must select standards two, three and four; permanent employees may select any two standards.
2. At least two pre-arranged classroom observations conducted by the designated evaluator
3. A post-observation conference following each observation
4. A written observation report following each observation and conference
5. A final written evaluation based upon the classroom observations and post-observation conferences

All of the required forms for the Traditional Evaluation Process can be found on the District's website at www.crpUSD.Sonoma.edu by linking to Human Resources under the listing of departments.

The Alternative Evaluation Process

The Alternative Evaluation Process can be used only by permanent unit members with the mutual consent of the designated evaluator. There are two types of alternative processes that can be used. Both require the unit member to develop an evaluation plan and timeline that describes what the unit member will be doing during the evaluation year.

Cooperative Professional Development

This option provides for a collegial process in which small groups (2-4) of teachers agree to work together for their own professional growth. They may observe each other's classes, give each other comments about those observations, discuss common professional concerns, and collaborate in a range of other instructional activities. All of these activities are outlined on the Alternative Evaluation Plan and Timeline which are discussed in the Evaluation Conference with the designated evaluator. Mid-point during the year, a conference is held between the unit member and the designated evaluator to discuss progress and make any necessary changes to the plan. At the end of the evaluation process, the employee writes a summary of his/her activities and the designated evaluator completes a written final evaluation report.

Self-Directed Development

This option enables the individual teacher to work independently toward a professional goal with support and/or assistance from resources as he/she determines are appropriate. The selected activities are then outlined on the Alternative Evaluation Plan and Timeline which are discussed in the Evaluation Conference with the designated evaluator. Mid-point during the year, a conference is held between the unit member and the designated evaluator to discuss progress and make any necessary changes to the plan. At the end of the evaluation process, the employee writes a summary of his/her activities and the designated evaluator completes a written final evaluation report.

Highly Qualified Permanent Employees Evaluation Cycle

Beginning July 1, 2004, permanent unit members who have been employed in a position requiring certification at least ten (10) years in the District, who are certified as

Highly Qualified under No Child Left Behind (NCLB), and whose most recent evaluation was satisfactory, shall be evaluated every three (3) years, if the evaluator and certificated employee being evaluated agree. Either the affected unit member or evaluator may withdraw consent at the beginning of a school year, not later than September 15.

Sample Forms

Please refer to the following pages for samples of both the Traditional and Alternative Evaluation forms.

COTATI-ROHNERT PARK UNIFIED SCHOOL DISTRICT
Alternative Evaluation Plan

Employee: Laura Smith

School Year: 04-05

Site: Gold Ridge

- **Summary of my proposed plan of action** - To increase student achievement in reading comprehension for all students by assessing students at regular intervals, using the assessment results to plan instruction for small groups, giving students ample practice reading time in that level at both school and home

- **What I hope to learn or accomplish:**
 - how to use assessments to modify instruction

 - how to identify strategies that work to increase student reading comprehension

 - how to build critical thinking skills for reading comprehension

- **Support and/or assistance needed and who will provide it** – As the classroom teacher I will be the main support for this project, but I will work with my grade level team and the BECL teacher to discuss and have input regarding the following:
 - Choosing and using assessments
 - Using the assessment results to modify instruction
 - Choosing strategies to support that instruction
 - Building in critical thinking skills

- **How you expect to use this in your classroom** – I will be assessing every student with the Rigby Benchmark Assessment. I will take those results to my grade level team and BECL teacher to evaluate next steps for instruction. Given eight weeks of instruction chosen to match their need the students will be assessed again to see their academic growth. If no growth is shown, I will need to re-evaluate the strategies, materials etc that I used. If growth is shown, then I will conclude that strategies/materials are working. At that point I will discuss with my team whether more reading practice and more of the same strategies are to be continued or need to be changed again.

- **How you expect this to affect student learning** – I expect this process to increase all student reading comprehension. If students start at a lower level I expect that at least one year growth would be shown. For students beginning at a higher level more than one year's growth would be likely.

COTATI-ROHNERT PARK UNIFIED SCHOOL DISTRICT
Alternative Evaluation Plan

I expect that student confidence and the desire to read would increase as their proficiency increases. Also, many of the results that I share with my team would increase my ability and skill as well as my team. I look forward to learning more about how to teach reading, diagnose difficulties, prescribing strategies and modifying instruction for increasing student achievement in reading comprehension.

Initials: P Evaluator Date: 10/28/04

LS Employee Date: 10/28/04

COTATI-ROHNERT PARK UNIFIED SCHOOL DISTRICT
Alternative Evaluation Timeline

Employee: Laura Smith

Evaluator: Principal

Approximate Date*:	Activity
Sept	Assess each student to determine reading level
Sept/Oct	Group students into small groups with similar reading levels
Oct/Nov	Determine instructional strategies, cueing systems, critical thinking level for each group
Sept – June	Schedule each group to meet once per day – 5 days a week
Sept – June	Schedule DEAR for each student to practice at their reading level
Sept – June	Re-assess after 2 months to determine growth
Nov-Jan-Mar-June	Re-group students according to reading level Determine instructional goal/student outcome for each level
Sept - June	Determine instructional strategies, cueing systems, critical thinking level for each group Repeat process to end of year

Initials: P Evaluator Date: 10/28/04

LS Employee Date: 10/28/04

* This identifies a general sequence of activities, not a specific date on which an activity is to be done.

COTATI-ROHNERT PARK UNIFIED SCHOOL DISTRICT

Alternative Evaluation Summary

(completed by the employee prior to final evaluation meeting)

Reflect on your original proposal and connect your response to your original plan of action. Consider:

- Things you tried [strategies, procedures, processes, activities, etc.]
- What worked and why you think it worked
- What didn't work and why you think it didn't work
- What you learned about how students learn
- What would you do differently based on your experience this year
- What you would do again based on your experience this year

The reading instruction and assessment plan I used this year significantly increased my students' reading progress. At the beginning of the year in my class of 32 fourth graders, there were 12 students below grade level, 7 students above grade level and 13 students either near grade level or right at grade level. At the end of the year 5 students were still below grade level but had moved several levels closer to grade level. Ten out of the 13 mid range students had moved to grade level or above grade level. Those students above grade level to begin with moved two to three levels during the year.

I began the year by assessing each student with the Rigby Reading Assessment. This gave me a baseline reading level for each student. I found that the instructional strategies needed to be varied according to the students' assessed levels. Using that information I formed small reading groups with similar reading levels and instructional needs. In planning instruction for whole group I included instruction for the whole range shown by the assessments.

Critical thinking was one of my four goals. The Houghton Mifflin text has many critical thinking and comprehension skills built into the program. Nevertheless, students with lower and or middle reading levels benefited from reading the story with me in a small group, listening to it on tape, and/or seeing the movie.

The lower a student's reading level the more modeling and practice was needed for them to apply strategies to their own reading. In small groups we practiced the strategies over and over. My assessment of this group was often to see if they could pick the correct strategy and use it at the right time. For students with high reading levels strategies were used almost invisibly. Middle level students used strategies too but had a varying range of how well and when to use them.

Running records was another type of assessment that provided information for instruction. Reviewing the marks I made while the student was reading aloud I could see if students were using graphophonic, meaning or sentence structure. If they were using all three it became evident. If they weren't using a strategy you could see which one. Then

Employee Signature: Laura Smith **Date:** 4/1/05

COTATI-ROHNERT PARK UNIFIED SCHOOL DISTRICT

Alternative Evaluation Summary

(completed by the employee prior to final evaluation meeting)

Reflect on your original proposal and connect your response to your original plan of action. Consider:

- Things you tried [strategies, procedures, processes, activities, etc.]
- What worked and why you think it worked
- What didn't work and why you think it didn't work
- What you learned about how students learn
- What would you do differently based on your experience this year
- What you would do again based on your experience this year

it became a matter of teaching, modeling and practicing those that they had not used. Students who could use all three strategies correctly improved greatly.

Two ways I would improve this plan for next year would be to increase reading practice time and to choose books at each student's reading level. While reading instruction was at least 1 ½ hours per day it still did not contain enough time for students to interact with print and practice the skills they had learned or were learning. Next year I would increase the amount of time but also would make sure that each student was using that time to the utmost value by reading a book at their own reading level. Working with the librarian to find books for each student at their level and one that would interest them would be the next step after initial assessment.

Employee Signature: Laura Smith **Date:** 4/1/05

COTATI-ROHNERT PARK UNIFIED SCHOOL DISTRICT
EVALUATION GOALS & OBJECTIVES
 (Use only with the Traditional Evaluation Process)

Employee: Bob Williams

School: Evergreen

STANDARD ONE
ENGAGING & SUPPORTING ALL STUDENTS IN LEARNING

The elements represent the key components of each standard. It is not necessary to write an individual goal or objective for each element. The elements are listed as a guide to assist in defining and developing goals & objectives. Numbers are provided for ease of reference. They do not imply priority or ordering of the elements.

Elements:	Goals & Objectives:	Evidenced by:
1-1 Connecting students' prior knowledge, life experience, and interests with learning goals	My goals are to engage and support all students in learning and create and maintain an effective learning environment by: 1.1 Building on students' comments and questions during lessons to extend their understanding.	Teacher observation
1-2 Using a variety of instructional strategies and resources to respond to student' diverse needs	1.2 Directly teaching students strategies for specific purposes through labeling, modeling, providing rationale for use, and regular reinforcement.	Observation of lessons, Student explanation and use of strategies
1-3 Facilitating learning experiences that promote autonomy, interaction, and choice	1.3 Modeling and reinforcing for students how to make choices that support their learning and working autonomously but cooperatively. It is important to learn how analyze what is being asked and make a decision of what to do.	Observation
1-4 Engaging students in problem solving, critical thinking, and other activities that make subject matter meaningful	1.4 Guiding students in understanding that there are multiple approaches, points of view, and possible solutions across the curriculum.	Student explanations
1-5 Promoting self-directed, reflective learning for all students	1.5 Helping them develop strategies for knowing about, reflecting on, and monitoring their own learning.	Observation Conferences with students

Signatures: Bob Williams

Employee

Principal

Evaluator

10/29/04

Date

COTATI-ROHNERT PARK UNIFIED SCHOOL DISTRICT
EVALUATION GOALS & OBJECTIVES
 (Use only with the Traditional Evaluation Process)

Employee: Bob Williams

School: Evergreen

STANDARD TWO
CREATING & MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING

The elements represent the key components of each standard. It is not necessary to write an individual goal or objective for each element. The elements are listed as a guide to assist in defining and developing goals & objectives. Numbers are provided for ease of reference. They do not imply priority or ordering of the elements.

Elements:	Goals & Objectives:	Evidenced by:
2-1 Creating a physical environment that engages all students	I will establish a learning environment that supports student learning by:	
2-2 Establishing a climate that promotes fairness and respect	2-1 Labeling materials and procedures and teaching students the location of materials and the routines and procedures for working in the class including how to come into the classroom, where to get materials, how to turn in work, workign cooperatively and independently.	Labeled room environment and written procedures Observations of students following behavioral expectations and procedures.
2-3 Promoting social development and group responsibility	2-2 Establishing expectations for how to be a community of learners. This will include regualr community meeting to discuss and working relationships and individual evaluation of behavior.	
2-4 Establishing and maintaining standards for student behavior	2-4 & 2-5 Labeling and teaching expected behaviors for large and small group work time and working independently.	
2-5 Planning and implementing classroom procedures and routines that support student learning	2-6 Developing a daily plan that provides uninterrupted time for Language Arts instruction. this will teaching studnets how to work independently and at centers so that small group instruction can be focused and have minimal interuptions.	Observation of work time, evaluation of student work
2-6 Using instructional time effectively		

Signatures: Bob Williams
Employee

Principal
Evaluator

10/29/04
Date

COTATI-ROHNERT PARK UNIFIED SCHOOL DISTRICT
EVALUATION GOALS & OBJECTIVES
 (Use only with the Traditional Evaluation Process)

Employee: Bob Williams

School: Evergreen

STANDARD THREE
UNDERSTANDING & ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING

The elements represent the key components of each standard. It is not necessary to write an individual goal or objective for each element. The elements are listed as a guide to assist in defining and developing goals & objectives. Numbers are provided for ease of reference. They do not imply priority or ordering of the elements.

Elements:	Goals & Objectives:	Evidenced by:
3-1 Demonstrating knowledge of subject matter content and student development	My goals for 2003-04 are to increase student achievement by organizing the Language arts curriculum to support student understanding (comprehension) of the subject matter and develop understanding through effective instructional strategies appropriate to the subject.	• observation and discussion with principal and peers
3-2 Organizing curriculum to support student understanding of subject matter	3.2 Literature Circles using correctly leveled books graphic organizers to guide students in reading and thinking using strategies across subject areas after learned and practiced in LC	• analysis of student work including performance in groups, written work, and assessments
3-3 Interrelating ideas and information within and across subject matter areas	Assessment of student comprehension through responses in Literature Circle Journals, group discussions in guided reading, identification of levels of comprehension using the Cognitive Taxonomy.	• self reflection and identification by students of what they are learning
3-4 Developing student understanding through instructional strategies that are appropriate to the subject matter	3.2 learning goals will be communicated to students and performance criteria shared with students (e.g Social Studies unit) 3.4 Nancy Fetzter tools and strategies will be used across the curriculum and effectiveness evaluated with student performance (bridging speaking with writing)	
3-5 Using materials, resources, and technologies to make subject matter accessible to students	3.4 & 3. 5 Academic lanuague will be emphasized and used in daily writing	

Signatures: Bob Williams
Employee

Principal
Evaluator

10/29/04
Date

**COTATI-ROHNERT PARK UNIFIED SCHOOL DISTRICT
EVALUATION GOALS & OBJECTIVES**

Employee: Jane Jones

School: Thomas Page

**STANDARD FOUR
PLANNING INSTRUCTION & DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS**

The elements represent the key components of each standard. It is not necessary to write an individual goal or objective for each element. The elements are listed as a guide to assist in defining and developing goals & objectives. Numbers are provided for ease of reference. They do not imply priority or ordering of the elements.

Elements:	Goals & Objectives:	Evidenced by:
4-1 Drawing on and valuing students' backgrounds, interests, and developmental learning needs	4-3 My plan this year is to differentiate instructional activities and materials to reflect individual students' reading levels. All students will be engaged at their assessed reading level throughout the year. Reading activities will support each small group's ability and skill with sequential steps leading to mastery.	4-3 and 4-4 Rigby PM Benchmark Readers
4-2 Establishing and articulating goals for student learning	4-4 My short term plan for student learning is to assess, modify instruction based on the assessment, teach to assessment outcomes, reassess and repeat. My long term plan is to increase student comprehension in reading and critical thinking using the short term process.	District Benchmark book - end of year
4-3 Developing and sequencing instructional activities and materials for student learning		
4-4 Designing short-term plans to foster student learning		
4-5 Modifying instructional plans to adjust for student needs		

Signatures: Jane Jones
Employee

Principal
Evaluator

10/29/04
Date

**COTATI-ROHNERT PARK UNIFIED SCHOOL DISTRICT
EVALUATION GOALS & OBJECTIVES**

Employee: Jane Jones

School: Thomas Page

**STANDARD FIVE
ASSESSING STUDENT LEARNING**

The elements represent the key components of each standard. It is not necessary to write an individual goal or objective for each element. The elements are listed as a guide to assist in defining and developing goals & objectives. Numbers are provided for ease of reference. They do not imply priority or ordering of the elements.

Elements:	Goals & Objectives:	Evidenced by:
5-1 Establishing and communicating learning goals for all students	5-1 - Using the District and State Standards reading comprehension goals will be communicated to all students and parents. Appropriate learning goals will be set to meet student needs within the Standards guidelines.	5-1 and 5-4 Rigby PM Benchmark Readers
5-2 Collecting and using multiple sources of information to access student learning	5-4 Using the Rigby PM Benchmark assessments and other comprehension and strategy assessments, I will modify the instruction given to small groups. The assessments will be intermittent to give me guidance for student needs as they are learning to read and build comprehension and critical thinking skills.	District Benchmark Book San Diego Quick
5-3 Involving and guiding all students in assessing their own learning		
5-4 Using the results of assessment to guide instruction		
5-5 Communicating with students, families, and other audiences about student progress		

Signatures: Jane Jones
Employee

Principal
Evaluator

10/29/04
Date