

Morgan Hill Unified School District



# Evaluation Handbook for Certificated Staff

Revised July 2, 2012

## I: Introduction

1.1 The Morgan Hill Unified School District's evaluation process can be conducted through one of three methods: Administrative Evaluation, Peer-based Evaluation, or Project-based Evaluation. The evaluation process is based on the California Standards for the Teaching Profession (CSTP) and professional standards appropriate to other positions (i.e. librarians, nurses, counselors), and is a dynamic process based on ongoing inquiry, data gathering, and reflection. We believe that collegial interactions promote professional growth and development. We also believe that a variety of authentic student work should be used as a basis for reflection and guide to professional growth. The evaluation process presents a holistic view of teaching and learning. The following are California Standards for the Teaching Profession:

1. Engaging and Supporting All Students In Learning
2. Creating and Maintaining Effective Environment for Student Learning
3. Understanding and Organizing Subject Matter for Student Learning
4. Planning Instruction and Designing Learning Experiences for All Students
5. Assessing Students for Learning
6. Developing as a Professional Educator

Standards One through Five are typically observable in classroom settings. Standard Six addresses the process of developing as a professional educator and fulfilling professional responsibilities, and, as such, may require observation outside the regular classroom environment. The standards are meant to be considered as a whole and not in any particular sequence. Each standard is comprised of specific elements of teaching practice. The standards are interrelated and work together to provide a complete picture of effective teaching practices.

The standards act as a guide for discussion regarding professional growth and serve as a basis for unit member evaluation. Each certificated unit member is responsible for meeting his/her professional standards to show growth in his/her practice as an educator. Administrators have the right and responsibility to observe certificated unit members in their work setting at any time. In a post-observation conference, administrators have the right and responsibility to identify any concerns related to meeting the standards that surfaced during an observation in the work setting.

1.2 The professional standards for each certificated assignment are reflected on a Developmental Continuum of Abilities. Each Developmental Continuum is organized to describe five levels of performance. These levels are identified as:

- **Unsuccessful - Does Not Meet Standards:** A level of development in which the unit member is not successful in meeting the professional standard, which is equivalent to unsatisfactory performance.
- **Beginning/Needs Improvement - Partially Meets Standards:** A level of development in which the unit member still relies on more experienced colleagues for support but is moving toward becoming more self-directed and independent in her/his practice.
- **Successful - Meets Standards:** A level of development in which the unit member is fully skilled, confident and able to integrate complex elements of instruction, curriculum and professional development into practice.
- **Integrating/Exemplary - Exceeds Standards:** A level of development in which the unit member moves beyond the classroom in her/his professional practice, collegial relationships and professional growth activities and is often a leader among peers.
- **Innovating - Exceeds Standards:** A level of development in which the unit member is consistently innovative and creative in most areas of professional practice and development. A leader in school, district and local community, the innovating unit member contributes to the broader education community through staff development, classroom-based research and reform, articles in professional journals, etc.

Each level addresses what a unit member should know and be able to demonstrate within each element of the standards. The levels do not represent a chronological sequence in a unit member's growth, but rather each column on the Continuum describes developmental levels of practice. A unit member may be at a beginning/needs improvement or successful level of practice in some elements of a standard and at innovating levels in other elements.

## II. California Standards for the Teaching Profession

<p><b>STANDARD ONE:</b> Six Elements  <b>ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING</b></p> <ol style="list-style-type: none"> <li>1.1 Using knowledge of students to engage them in learning.</li> <li>1.2 Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests.</li> <li>1.3 Connecting subject matter to meaningful, real-life contexts</li> <li>1.4 Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs.</li> <li>1.5 Promoting critical thinking through inquiry, problem solving, and reflection.</li> <li>1.6 Monitoring student learning and adjusting instruction while teaching.</li> </ol>	<p><b>STANDARD TWO:</b> Seven Elements  <b>CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING</b></p> <ol style="list-style-type: none"> <li>2.1 Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully.</li> <li>2.2 Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students.</li> <li>2.3 Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe.</li> <li>2.4 Creating a rigorous learning environment with high expectations and appropriate support for all students.</li> <li>2.5 Developing, communicating, and maintaining high standards for individual and group behavior.</li> <li>2.6 Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn.</li> <li>2.7 Using instructional time to optimize learning.</li> </ol>
<p><b>STANDARD THREE:</b> Seven Elements  <b>UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING</b></p> <ol style="list-style-type: none"> <li>3.1 Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks.</li> <li>3.2 Applying knowledge of student development and proficiencies to ensure student understanding of subject matter.</li> <li>3.3 Organizing curriculum to facilitate student understanding of the subject matter.</li> <li>3.4 Utilizing instructional strategies that are appropriate to the subject matter.</li> <li>3.5 Using and adapting resources, technologies, and standards-aligned materials, including adopted materials, to make subject matter accessible to all students.</li> <li>3.6 Addressing the needs of English learners to provide equitable access to the content.</li> <li>3.7 Addressing the needs of students with special needs to provide equitable access to the content.</li> </ol>	<p><b>STANDARD FOUR:</b> Five Elements  <b>PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS</b></p> <ol style="list-style-type: none"> <li>4.1 Using background knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction.</li> <li>4.2 Establishing and articulating goals for student learning</li> <li>4.3 Developing and sequencing long-term and short-term instructional plans to support student learning.</li> <li>4.4 Planning instruction that incorporates appropriate strategies to meet the learning needs of all students.</li> <li>4.5 Adapting instructional plans and curricular materials to meet the assessed learning needs of all students.</li> </ol>
<p><b>STANDARD FIVE:</b> Seven Elements  <b>ASSESSING STUDENT FOR LEARNING</b></p> <ol style="list-style-type: none"> <li>5.1 Applying the knowledge of the purposes, characteristics, and uses of different types of assessments.</li> <li>5.2 Collecting and analyzing assessment data</li> <li>5.3 Reviewing data, both individually and with colleagues, to monitor student learning.</li> <li>5.4 Using assessment data to establish learning goals and to plan, differentiate, and modify instruction.</li> <li>5.5 Involving all students in self-assessment, goal setting, and monitoring progress.</li> <li>5.6 Using available technologies to assist in assessment, analysis, and communication of student learning.</li> <li>5.7 Using assessment information to share timely and comprehensible feedback with students and their families.</li> </ol>	<p><b>STANDARD SIX:</b> Seven Elements  <b>DEVELOPING AS A PROFESSIONAL EDUCATOR</b></p> <ol style="list-style-type: none"> <li>6.1 Reflecting on teaching practice in support of student learning.</li> <li>6.2 Establishing professional goals and engaging in continuous and purposeful professional growth and development.</li> <li>6.3 Collaborating with colleagues and the broader professional community to support teacher and student learning.</li> <li>6.4 Working with families to support student learning</li> <li>6.5 Engaging local communities in support of the instructional program.</li> <li>6.6 Managing professional responsibilities to maintain motivation and commitment to all students.</li> <li>6.7 Demonstrating professional responsibility, integrity, and ethical conduct.</li> </ol>

The Morgan Hill Unified School District maintains a Beginning Teacher Support and Assessment (BTSA) program as an induction process for teachers new to the profession. The BTSA program support providers carry out formative assessments with beginning teachers. The summative evaluation process described in Article 16 in the MHUSD/MHFT collective bargaining agreement runs concurrently with the BTSA program, and both serve to assist new teachers in advancing their practice as professional educators. A Teacher Support Network (TSN) will be available to unit members who do not meet standards on their overall evaluation rating and may be available to unit members who partially meet standards on their overall evaluation rating (Article 16.5.2.6 CBA).

### **III. Overview**

#### **3.1 Three Evaluation Methods**

There are three methods for certificated unit member evaluation:

- 3.1.1 Administrative Evaluation: This is an optional method for permanent unit members who have met or exceeded standards in their previous overall evaluation rating. Administrative Evaluation is the required method for probationary unit members and temporary unit members. It is also a required method for permanent unit members who have not met or who have partially met standards in their previous overall evaluation rating.
- 3.1.2 Peer-based Evaluation: With administrative approval, this is a recommended option for permanent unit members who have met or exceeded standards in their previous overall evaluation rating and would like to work with a peer in order for each peer/partner to examine practices and demonstrate proficiency.
- 3.1.3 Project-based Evaluation: With administrative approval, this is another recommended option for permanent unit members who have met or exceeded standards in their previous overall evaluation rating and would like to demonstrate proficiency via a professional project related to their current practices.

Each method uses self-assessment and reflection and is linked to the appropriate standards continuum for the credentialed unit member's position or assignment. (Continuums are available for classroom teacher, librarian, counselor, and nurse; addendum available for Teacher on Special Assignment.) Permanent unit members who have the option of Peer-based or Project-based evaluation will agree to an evaluation method by the September 15<sup>th</sup> meeting with their evaluator, and after October 1st, unit members are committed to the agreed upon evaluation method.

#### **3.2 General Provisions**

Evaluators are those administrators designated by the district to evaluate unit members. By September 1, each evaluatee shall be notified of the evaluator assigned to the unit member and given access to the Evaluation Handbook.

Administrators and all unit members are responsible for meeting professional standards at all times. As administrators observe formally or informally in classrooms or work settings, they also have the right and responsibility to identify any concerns related to meeting the standards. Administrators have the right and responsibility to observe unit members at any time. Participation and performance of professional duties outside the classroom setting, such as attending meetings, are included in the evaluation process and will be documented therein. Unit members who are afforded the opportunity to use Peer-based or Project-based Evaluation options have the responsibility to meet all deadlines (Article 16.4 CBA).

During a school year the evaluatee may request a conference with the superintendent/designee to discuss the unit member's evaluation (Article 16.9 CBA).

If any due dates occur on a non-work day, the due date will be extended to the next regularly scheduled work day.

## IV: Administrative Evaluation

- 4.1 Evaluators are those administrators designated by the District to evaluate unit members (Article 16.3 CBA).

The following categories **WILL BE** placed in the Administrative Evaluation method:

- Temporary unit members
- Probationary unit members
- Unit members under remediation plan due to overall evaluation rating of partially meets or does not meet standards in previous year
- Unit members who have failed to complete previous Peer-based or Project-based Evaluation cycle deadlines

The following categories **MAY** elect to be evaluated under the Administrative Evaluation:

- Permanent unit members who have received in previous evaluation an overall rating that meets or exceeds standards.

- 4.2 **Procedures:** Administrative evaluations will be conducted for two (2) consecutive years or more until the unit member has reached permanent status and has reached an overall meets or exceeds standards on the summary evaluation. Unit members under a remediation plan will remain on the Administrative Evaluation method until the unit member achieves an overall evaluation rating of meets or exceeds standards.

4.3 **Timeline:**

- 4.3.1 **By September 1:** At each work site, unit members shall be notified of and given access to District evaluation materials, including notification of primary evaluator. In preparation for the initial meeting with the evaluator unit members will:
- Use the appropriate Continuum (see Resource Appendix, Section III) to mark their level of performance for each element of the standards. This detailed Continuum is retained by the evaluatee.
  - Using the completed Continuum, complete and submit the Reflection and Professional Goals form (See Resource Appendix Form A) with strengths and areas of growth and develop up to three professional goals.
- 4.3.2 **By September 15:** Unit members meet with their primary evaluator to review Continuum and to present, discuss and agree upon professional goals.
- 4.3.3 **By October 1:** Unit members will receive notice of approval on professional goals. (MHFT and MHUSD will work with unit members who transfer to another site after the start of school.)
- 4.3.4 **By April 1:** The evaluator will conduct at least one formal observation (see Resource Appendix Form D) followed by a post-observation conference which will be held within 10 work days, unless mutually extended, during which the evaluator will share the findings noted on the observation form.
- As a prior condition to an overall evaluation rating of partially meets or does not meet standards, the evaluator will conduct at least two formal observations at least twenty-five work days apart. Each formal observation must be followed by a post-observation

conference within 10 work days, unless both parties agree to mutually extend the timeline. (Article 16.5.2.4 CBA)

- Unit members will submit to primary evaluator a brief written summary regarding progress on professional goals.

4.3.5 **By May 1:** The evaluator shall provide the unit member with a completed copy of the Standards Checklist with Narrative Summary (see Resource Appendix Section II), including information from the unit member's reflection on progress toward meeting professional goals. The evaluator shall hold, at a mutually agreeable time, a summary evaluation conference with the unit member, which may be after May 1 but not later than May 15 (Article 16.5.2.5).

- If the overall evaluation rating is partially meets or does not meet standards, the evaluator will reference areas of deficiency (as previously documented through formal observations, conference memos, emails, etc.) in the Narrative Summary. A unit member receiving an overall evaluation rating of partially meets or does not meet standards is encouraged to invite an MHFT representative to the meeting, during which a Remediation Plan will be discussed.

4.3.6 The Remediation Plan (see Resource Appendix Form G) will include major areas of deficiency, specific recommendations for improvements, suggestions for support, and appropriate timelines. Any unit member receiving an overall evaluation that partially meets or does not meet standards is automatically placed on a remediation plan and will continue to be under Administrative Evaluation. A final draft of the unit member's Remediation Plan will be completed before the close of the school year and will be reviewed again by the assigned evaluator and unit member in the beginning of the new school year. Any adjustments must be written in the Remediation Plan and resubmitted to Human Resources.

4.3.7 If the primary evaluator does not meet this deadline, the unit member may choose to sign the late evaluation or have the evaluation removed from his or her file. The unit member will continue on their current evaluation cycle.

## V: Peer-based Evaluation

5.1 With administrative approval, the following certificated employees **MAY** elect to be evaluated under the Peer-based Evaluation Method:

- Permanent unit members with a previous overall evaluation rating of meets or exceeds standards.

5.2 **Procedures:** Unit members will collaborate with and observe the practice of a peer on respective professional goals.

- Peers will meet for a total of four conference/observation cycles (two per unit member).
- Peers will meet before and after each observation and complete an observation form (see Resource Appendix Form D).
- Each observation form will be completed by peer observer and submitted to evaluatee and administrator/primary evaluator as completed
- The Standards Checklist with Narrative Summary (see Resource Appendix Section II) will be written by the evaluatee at the end of the cycle. This Standards Checklist with Narrative Summary will be signed by the primary evaluator.

5.3 **Timeline:** Unit members who are afforded the opportunity to use Peer-based Evaluation option have the responsibility to meet all deadlines.

5.3.1 **By September 1:** At each work site, unit members shall be notified of and given access to

District evaluation materials, including notification of primary evaluator. In preparation for the initial meeting with the evaluator unit members will:

- Use the appropriate Continuum (see Resource Appendix Section III) to mark their level of performance for each element of the standards. This detailed Continuum is retained by the evaluatee.
- Using the completed Continuum, complete and submit the Reflection and Professional Goals form (see Resource Appendix Form A) with strengths and areas of growth and develop up to three professional goals.

**5.3.2 By September 15:**

- Unit members meet with their primary evaluator to review Continuum and to present, discuss and agree upon professional goals.
- Peers will submit a planning sheet (see Resource Appendix Form B).

**5.3.3 By October 1:**

- Unit members will receive notice of final approval on professional goals and will confirm evaluation method. (MHFT and MHUSD will work with unit members who transfer to another site after the start of school.)

**5.3.4 By February 1:** The Primary Evaluator/Administrator will review progress with evaluatee.

**5.3.5 By April 1:**

- All observations will have been completed.
- All observation forms (see Resource Appendix Form D) and Summary Sheet (see Resource Appendix Form E) will have been submitted to administrator.
- If a unit member is unable to complete the peer observations or observation forms by this deadline, the observation and supporting documentation deadline may be extended to no later than May 1, by mutual agreement between unit member and administrator (Article 16.6.3.5)

**5.3.6 By May 1:** Each unit member shall complete and submit the Standards Checklist with Narrative Summary (see Resource Appendix Section II) to the primary evaluator, including progress toward meeting professional goals.

**5.3.7 By May 15:** The evaluator shall hold, at a mutually agreeable time, a summary evaluation conference with the unit member, which may be after May 1 but not later than May 15. The unit member will meet with the evaluator to review Continuum of Developmental Abilities and the Standards Checklist with Narrative Summary and other documentation. If agreement is reached between the unit member and the evaluator on the Standards Checklist for an overall evaluation that meets or exceeds standards, the unit member and the evaluator will sign the final documents. The administrator will submit them to Human Resources, and the evaluation cycle will be completed.

**5.3.8** If agreement cannot be reached between unit member and evaluator on the overall evaluation rating on the Standards Checklist with Narrative Summary, the evaluator will provide a written explanation for the discrepancy in findings (see Resource Appendix Form F). All documentation will be submitted to Human Resources. Unit members will begin a new evaluation cycle at the start of the next school year under Administrative Evaluation.

**5.3.9** If a unit member has not completed the Peer-based evaluation method by May 1, the evaluator will meet with the unit member and utilize the Standards Checklist with Narrative Summary. The evaluator shall place a diagonal line across the front of the Standards Checklist to indicate that the unit member is not receiving a rating. The evaluator shall summarize in the Narrative

Summary that the unit member did not meet the deadline and that the unit member will be placed on Administrative Evaluation at the start of the next school year. Evaluator and unit member will sign the form, and the administrator will submit to Human Resources.

- 5.3.10 If the primary evaluator does not meet with the unit member by the May 15 deadline, the Standards Checklist with Narrative Summary written by the unit member will be submitted to Human Resources without input from the evaluator.

## **VI: Project-based Evaluation**

- 6.1 With administrative approval, the following certificated employees **MAY** elect to be evaluated on the Project-based Evaluation method:

- Permanent unit members with a previous overall evaluation rating that meets or exceeds standards.

6.2 **Procedures:**

- Work with evaluator on a mutually agreed upon Project-based evaluation plan (see Resource Appendix Section IV)
- The Standards Checklist with Narrative Summary (see Resource Appendix Section II) will be written by the evaluatee at the end of the cycle.

- 6.3 **Timeline:** Unit members who are afforded the opportunity to use Project-based Evaluation option have the responsibility to meet all deadlines.

6.3.1 **By September 1:**

At each work site, unit members shall be notified of and given access to District evaluation materials, including notification of primary evaluator. In preparation for the initial meeting with the evaluator, unit members will:

- Use the appropriate Continuum (see Resource Appendix Section III) to mark their level of performance for each element of the standards. This detailed Continuum is retained by the evaluatee.
- Using the completed Continuum, complete and submit the Reflection and Professional Goals form (see Resource Appendix Form A) with strengths and areas of growth and develop up to three professional goals.

6.3.2 **By September 15:**

- Unit members meet with their primary evaluator to review Continuum and to present, discuss and agree upon professional goals.
- Unit member will propose a Project-based evaluation plan (see Resource Appendix Planning Sheet Form C). If proposed project is agreed upon, the unit member will be on project based evaluation cycle.
- If agreement cannot be reached on a Project-based evaluation plan, the unit member will be under Administrative Evaluation for that cycle.

6.3.3 **By October 1:**

Unit members will receive notice of final approval on professional goals and Project-based evaluation plan. (MHFT and MHUSD will work with unit members who transfer to another site after the start of school.)

6.3.4 **By February 1:**

The Primary Evaluator/Administrator will review progress with the evaluatee.

6.3.5 **By April 1:**

All projects and supporting documentation including Summary Sheet (see Resource Appendix form E) will have been completed and submitted to the administrator.

- If a unit member is unable to complete the project by this deadline, the project and supporting documentation deadline may be extended to no later than May 1, by mutual agreement between unit member and evaluator. (Article 16.7.3.5)

**6.3.6 By May 1:**

Each unit member shall complete and submit the Standards Checklist with Narrative Summary (see Resource Appendix Section II) to the primary evaluator, including progress toward meeting professional goals.

**6.3.7 By May 15:**

The evaluator shall schedule, at a mutually agreeable time, a summary evaluation conference with the unit member, which may be after May 1 but not later than May 15. The unit member will meet with the evaluator to review Continuum of Developmental Abilities and the Standards Checklist with Narrative Summary and other documentation. If agreement is reached between the unit member and the evaluator on the Standards Checklist for an overall evaluation that meets or exceeds standards, the unit member and the evaluator will sign the final documents. The administrator will submit them to Human Resources, and the evaluation cycle will be completed.

6.3.8 If agreement cannot be reached between unit member and evaluator on the overall evaluation rating on the Standards Checklist with Narrative Summary, the evaluator will provide a written explanation for the discrepancy in findings (see Resource Appendix Form F). All documentation will be submitted to Human Resources. Unit members will begin a new evaluation cycle at the start of the next school year under Administrative Evaluation.

6.3.9 If a unit member has not completed the Project-based evaluation method by May 1, the evaluator will meet with the unit member and utilize the Standards Checklist with Narrative Summary. The evaluator shall place a diagonal line across the front of the Standards Checklist to indicate that the unit member is not receiving a rating. The evaluator shall summarize in the Narrative Summary that the unit member did not meet the deadline and that the unit member will be placed on Administrative Evaluation at the start of the next school year. Evaluator and unit member will sign the form, and the administrator will submit to Human Resources.

6.3.10 If the primary evaluator does not meet with the unit member by the May 15 deadline, the Standards Checklist with Narrative Summary written by the unit member will be submitted to Human Resources without input from the evaluator.

**6.4 Project-based Evaluation Options**

6.4.1 Video Recording: Video-record two teaching sessions, watch the recordings, and complete an observation form for each (see Resource Appendix). Submit each observation form to evaluator once it is completed.

6.4.2 Cross-Curricular Collaboration: Collaborate with a colleague in another department (secondary) or another grade level (elementary) to create a cross-curricular common project. Submit to evaluator a written description of the project, including purpose of collaboration, learning outcomes for students, key concepts taught from each content area, and a brief summary of the results of the student work collected during this project.

6.4.3 Peer Mentoring: Mentor a year one or year two teacher by establishing a collegial relationship. Meet at least four times with the new teacher to review best teaching practices in the content

area, such as use of common assessments, pacing guides, grading policies, and any other school-related responsibilities. After each meeting, submit to evaluator a brief written reflection on the process of mentoring. (This is self-reflection, NOT an evaluation of the new teacher's performance. Reflect on the best practices that are shared with the new colleague.)

- 6.4.4 Professional Research: Research an area of teaching or learning in the content area by attending a professional conference, or by reading articles in professional journals, or by reading a relevant book. Share your findings at a grade level team or department meeting and submit to evaluator a summary of your research (indicating how/where you obtained information) and the date you presented to your colleagues.
- 6.4.5 Articulation: Work with a colleague who teaches students in the grade above or below (or the course preceding or following) the level you teach in order to improve the achievement of students in a subject area. Meet at least four times to compile a list of specific recommendations to share with other staff members. Share the recommendations at a department or grade level team meeting, and submit a copy of the recommendations and the date of your meeting to your evaluator.
- 6.4.6 Curriculum Development: Assist your department or grade level team in curriculum development at your site. You may choose to work on items such as curriculum maps, pacing guides, unit development, common assessments, benchmarks, rubrics, project menus, or any other agreed upon curricular need. Create a useful product and share the product at a meeting with your department or grade level team. Submit to your evaluator a copy of your product and the date of the meeting where you shared your ideas with colleagues.
- 6.4.7 Staff Development: Present two hours of staff development, at the site or district level, in an area of your professional expertise. The professional development sessions may be offered on a voluntary basis outside the school day. Submit your staff development plan and attendance sheets to evaluator.
- 6.4.8 Portfolio: Create a portfolio of students' work, organized in one of the following ways:
- Document the growth of three of your students over the year. As you collect their work samples, reflect on what their work reveals about the learning in your classroom. Submit copies of the students' work and a summary of your reflections.
  - Choose three assignments and sort the entire class' work into three categories: "exceeds standards," "meets standards," and "does not meet standards". Write a reflection after each assignment focusing on what the student work reveals about teaching and learning in your classroom. For each of the three assignments, submit a reflection and a sample range of students.
  - Provide a student work sample from three different projects over the year that demonstrate equity in meeting social and cultural needs of students or differentiation in instruction in order to meet different learning modalities. Submit each student work sample with a description of the project and how it addresses the goals of equity and/or differentiation, along with a reflection about the overall successes and/or challenges accompanying the project.
- 6.4.8 Other: Create any other Project-based evaluation plan and review your ideas with your evaluator for approval.

# Resource Appendix

## **I. Forms**

- A. Reflection and Professional Goals Form (use with Continuum by September 1)
- B. Planning Sheet - Peer-based Evaluation (beginning of evaluation cycle by September 15)
- C. Planning Sheet - Project-based Evaluation (beginning of evaluation cycle by September 15)
- D. Observation Form (Peer-based and Administrative)
- E. Summary Sheet – Peer-based or Project-based (end of evaluation cycle by April 1)
- F. Non –Agreement Signature Form
- G. Remediation Support Plan

## **II. Standards Checklist with Narrative Summary**

- A. Classroom Teacher
- B. Counselor
- C. Library Media
- D. School Nurses

## **III. Developmental Continuum**

- A. Classroom Teacher
- B. Counselor
- C. Library Media
- D. School Nurses

## **IV. Other**

- A. Project-based Evaluation Options
- B. Timelines