

Manhattan Beach Unified School District Expectations for Practice - Teachers

The Manhattan Beach Unified School District's Tier 1 Evaluation is based on the California Standards for the Teaching Profession (CSTP). The CSTP's themselves are formative standards designed to guide teachers through a process of growth and development. The scope of the standards is broad and the descriptors are general so as to maximize applicability to a variety of grade-levels, subjects, student populations and circumstances. Accordingly, they do not incorporate specific examples of the actions or activities through which the achievement of a particular standard may be made evident.

The Manhattan Beach Unified School District has endeavored to provide teachers with such examples which may be considered as representative of the expectations that we hold for teaching practice in the District. In this document, you will find more specific descriptions of the standards in action. These descriptions do not specify actual activities, but instead provide guidelines for the development of the kinds of actions and activities that a particular standard demands.

For example, Standard 2.2 of the CSTP: *Creating physical or virtual learning environments that promote student learning* says, "As teachers develop, they may ask, 'How do I create an environment that promotes optimal learning for each student?'" In Sub-standard 2.2e of this document, the question is answered in part as follows: "The classroom environment explicitly and implicitly displays learning goals through visual cues such as current, relevant student-generated bulletin boards." The specific learning goals, the selection of student work, and how they are displayed are the work of the teacher.

This document is used to help you understand what is minimally expected of a teacher in the Manhattan Beach Unified School District. It also serves as a solid foundation for discussions between you and your evaluator as you engage in the evaluation process. Its intention is to provide clarity on what each standard means when put into practice. Should you have any questions or uncertainties about the meaning of any standard or its exemplars, consult your evaluator immediately for clarification and guidance.

Standard One

Engaging and Supporting All Students in Learning

Key Elements

- 1.1 Using knowledge of students to engage them in learning
 - a. The teacher learns about students' backgrounds, experiences, interests and values in order to connect with them better on a human level and build trust.
 - b. The teacher recognizes when students are behaving in an atypical manner and initiates appropriate intervention, whether directly or by referral.
 - c. The teacher assesses students' strengths, interests and needs and provides opportunities for them to build on those strengths, interests and needs.
 - d. The teacher welcomes parent interaction and involvement and seeks actively to learn about the students' families, relationships and communities.
- 1.2 Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests
 - a. The teacher helps students see the connections between what they already know and the new material being presented in class.
 - b. The teacher connects classroom learning to students' life experiences and cultural backgrounds.
 - c. The teacher supports all students to use first and second language skills to achieve learning goals.
 - d. The teacher opens a lesson or unit to capture student attention and interest.
 - e. The teacher builds on students' comments and questions during a lesson to extend their understanding.
- 1.3 Connecting subject matter to meaningful, real-life contexts
 - a. The teacher establishes a connection between subject matter and purpose for learning.
 - b. The teacher makes connections between the subject matter and real-life contexts.
 - c. The teacher seeks feedback from students regarding relevance of subject matter to their lives.

- d. The teacher engages all students in a variety of learning experiences that accommodate the different ways they learn.
 - e. The teacher provides opportunities for all students to acquire and practice skills in meaningful contexts.
- 1.4 Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs
- a. The teacher selects and utilizes a range of instructional approaches to engage students in learning.
 - b. The teacher uses a variety of strategies to introduce, explain, and restate subject matter concepts and processes so all students understand.
 - c. The teacher helps all students learn, practice, internalize, and apply subject-specific learning strategies and procedures.
 - d. The teacher uses differentiated instruction to meet the assessed learning needs of students and increase active participation in learning.
 - e. The teacher adapts materials and resources, make accommodations, and uses appropriate assistive equipment and other technologies to support students' diverse learning needs.
 - f. The teacher utilizes multiple types of technology to facilitate learning.
 - g. The teacher examines and use resources that minimize bias.
- 1.5 Promoting critical thinking through inquiry, problem solving, and reflection
- a. The teacher encourages students to use multiple approaches and solutions to solve problems.
 - b. The teacher encourages students to ask critical questions and consider diverse perspectives about subject matter.
 - c. The teacher provides opportunities for students to think about, discuss, and evaluate content.
 - d. The teacher asks questions to facilitate discussion, clarify, and extend students' thinking.
 - e. The teacher supports students to think and communicate with clarity and precision.
 - f. The teacher helps students apply previous learning to new situations.
 - g. The teacher encourages students to create, imagine, and innovate.
 - h. The teacher helps students to develop and use strategies and technologies for accessing knowledge and information.

- 1.6 Monitoring student learning and adjusting instruction while teaching
- a. The teacher systematically checks for student understanding and revises plans accordingly
 - b. The teacher incorporates a variety of strategies in a lesson to check for student understanding
 - c. The teacher monitors the learning of students with limited English proficiency or special needs
 - d. The teacher adjusts the lesson plan to accelerate instruction when determining that the pace of the lesson is too slow
 - e. The teacher makes "on the spot" changes in the lesson based on students' interests and questions
 - f. The teacher provides additional support and opportunities for students when some students have mastered the lesson objective(s) and others have not
 - g. The teacher adjusts his/her lesson when s/he does not have enough time to complete everything s/he planned to do.

Standard Two

Creating & Maintaining Effective Environments for Student Learning

Key Elements

- 2.1 Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully
 - a. Students are involved in the establishment of expectations, rules and classroom procedures as made evident by authentic charts and posters.
 - b. The teacher references expectations, rules and procedures when resolving conflicts, re-directing behavior and mediating interactions.
 - c. The teacher uses both verbal and non-verbal behaviors that indicate a caring attitude toward students.
- 2.2 Creating physical or virtual learning environments that promote student learning
 - a. The physical layout of the classroom is organized to facilitate movement and enhance the focus on learning.
 - b. The physical layout of the classroom is designed to support a variety of student groupings, interactions and needs.
 - c. Student work is displayed.
 - d. Materials, resources and activity centers where applicable are easily accessible.
 - e. The classroom environment explicitly and implicitly displays learning goals through visual cues such as current, relevant student-generated bulletin boards.
- 2.3 Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe
 - a. The teacher establishes and adheres to routines that ensure regular participation of all students.
 - b. The teacher involves students in the development of norms and expectations for offering opinions and perspectives and for responding to the opinions and perspectives of others.
 - c. The teacher actively addresses and mediates interpersonal issues between students according to established expectations and norms for behavior and respect.

- 2.4 Creating a rigorous learning environment with high expectations and appropriate support for all students
 - a. The teacher establishes expectations and routines for student grouping and student interactions in groups.
 - b. The teacher reinforces intra-group accountability and group responsibility for interactions and outcomes.
 - c. The teacher assesses progress in social development and provides appropriate acknowledgement and reinforcement of that progress.
- 2.5 Developing, communicating, and maintaining high standards for individual and group behavior
 - a. The teacher establishes expectations and routines for student grouping and student interactions in groups.
 - b. The teacher reinforces intra-group accountability and group responsibility for interactions and outcomes.
 - c. The teacher assesses progress in social development and provides appropriate acknowledgement and reinforcement of that progress.
- 2.6 Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn
 - a. The teacher establishes and adheres to clear routines for student behavior.
 - b. The teacher uses classroom meetings to review and process expectations, rules, and procedures.
 - c. When asked, students can describe established expectations, rules, and procedures.
 - d. The teacher provides appropriate acknowledgement and reinforcement of students meeting expectations for behavior.
 - e. The teacher uses non-verbal cues such as eye contact, proximity, etc. to indicate when students are not meeting expectations for behavior.
 - f. The teacher recognizes behavioral issues and situations that may escalate and intervenes in advance of an escalation.
- 2.7 Using instructional time to optimize learning
 - a. The teacher adapts and creates new strategies for unique student needs and situations.

- b. The teacher plans and executes crisp transitions from one activity to another.
- c. The teacher alters pace appropriately to maximize student focus and learning.
- d. Students adapt to transitions and re-engage quickly in the next activity.

Standard Three

Understanding and Organizing Subject Matter for Student Learning

Key Elements

- 3.1 Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks
 - a. The teacher continually increases the depth of his or her content knowledge and applies it to the revision and improvement of lessons and activities.
 - b. The teacher makes accurate assessments of the knowledge and skills that will be required for students to meet a particular learning goal.
 - c. The teacher understands the content and determines which the sequence in which distinct elements must be mastered.
 - d. The teacher draws upon knowledge of subject matter to identify where the current lesson or learning activity fits within the broader scope of the discipline as a whole.
 - e. The teacher is able to connect the lesson or unit to other subjects and/or demonstrate relevance to the “real world”.
 - f. The teacher is able to link content to universal themes that link all subject areas.
- 3.2 Applying knowledge of student development and proficiencies to ensure student understanding of subject matter
 - a. The teacher plans and utilizes instructional strategies that are appropriate to the physical and cognitive development of his or her students.
 - b. The teacher utilizes current research to develop understanding of how students learn and applies that understanding to the teaching of students.
 - c. The teacher understands and appropriately emphasizes the different elements of knowledge (e.g. factual, procedural, conceptual, etc.) needed to master content.
 - d. The teacher uses technology to enhance student access to greater breadth and depth of content knowledge.
- 3.3 Organizing curriculum to facilitate student understanding of subject matter
 - a. The teacher understands how to sequence the presentation of curriculum based on the knowledge, skill-level, and learning needs of students and does not simply follow either chronological or textbook-based sequencing.

- b. The teacher ensures that the sequencing of the curriculum builds upon prior knowledge and previous instruction.
 - c. The teacher incorporates the relationships between and among disciplines when planning the presentation of curriculum; the teacher demonstrates awareness of other subject matter that is learned in other grade-levels and departments and strives to make cross-curricular connections.
- 3.4 Utilizing instructional strategies that are appropriate to the subject matter
- a. The teacher uses instructional strategies that foster close engagement with subject matter rather than relying exclusively on abstract presentation.
 - b. The teacher incorporates understanding of students' cognitive, emotional, and physical developmental levels in presenting content without oversimplifying concepts or reducing them to procedures.
 - c. The teacher seeks to emphasize depth of knowledge over breadth in the planning and execution of instructional activities.
 - d. The teacher plans for and provides opportunities for students to discuss, clarify, and critically analyze content from a variety of perspectives.
 - e. Students actively participate in instructional activities in student-centered classrooms that allow students to take the lead in presenting content.
- 3.5 Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students
- a. The teacher selectively chooses content from textbooks that support the current lesson and strategically incorporates them into instruction.
 - b. The teacher selectively identifies materials, resources, and activities that support the standards-based curriculum and does not simply "follow the textbook."
 - c. The teacher plans strategies to extend and deepen the learning of students who demonstrate understanding of a concept.

- d. The teacher utilizes available resources (e.g. Illuminate, Google Forms, etc.) to assess student understanding efficiently, check for understanding and provide students with feedback on progress.
 - e. The teacher utilizes appropriate technologies (e.g. Google classroom, Haiku, District websites, etc.) to provide curricular and instructional materials for students.
- 3.6 Addressing the needs of English Learners, students with special needs, and students in targeted sub-groups to provide equitable access to content
- a. The teacher uses Specially Designed Academic Instruction in English (SDAIE) strategies to provide content-area instruction and build academic vocabulary of English Language Learners (ELL's).
 - b. The teacher incorporates accommodations for special needs students into the instructional plan.
 - c. The teacher demonstrates culturally responsive pedagogy within the lesson plan and the choice of materials that support the lesson.
 - d. The teacher structures materials and activities in a way that makes content accessible to students according to their level of language proficiency.
 - e. The teacher allows ELL's and special needs student to demonstrate their learning through a variety of means and modalities.
 - f. The teacher utilizes technology to provide students opportunities to revisit concepts previously taught to enhance understanding.

Standard Four

Planning Instruction and Designing Learning Experiences for All Students

Key Elements

- 4.1 Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction
 - a. The teacher explicitly accounts for the specific learning needs of students with particular backgrounds and needs in planning and designing instruction.
 - b. The teacher incorporates plans for addressing academic language development in content area instruction.
 - c. The teacher builds on the academic readiness of students by planning instruction based on students' strengths in addition to their deficits.
- 4.2 Establishing goals for student learning
 - a. The teacher establishes consistently high expectations for student learning.
 - b. The teacher clearly communicates expectations for learning to students and parents.
 - c. The teacher develops a clear set of sequential objectives that culminate in the achievement of the learning goals.
- 4.3 Developing and sequencing long-term and short-term instructional plans to support student learning
 - a. The teacher identifies which learning goals are appropriately planned for the short-term and which are appropriately planned for the long-term.
 - b. The teacher breaks down learning goals into a series of intentionally sequenced objectives that build toward the mastery of a specific learning goal.
 - c. The teacher explicitly identifies and plans for the instruction of skills needed to achieve short-term objectives.
 - d. The teacher allows for modification of short-term plans based on periodic formative assessments of student learning.
- 4.4 Planning instruction that incorporates appropriate strategies to meet the learning needs of all students
 - a. The teacher uses the results of formal and informal assessments to scaffold instruction according to students' strengths and needs.
 - b. The teacher explicitly plans the use of direct instruction, guided practice, independent

practice, and checking for understanding.

- c. The teacher plans for the use of varied, open-ended questions that promote inquiry, critical-thinking and reflection.
- d. The teacher plans for the gradual release of responsibility to students to build their mastery of content standards individually.

4.5 Adapting instructional plans and curricular materials to meet the assessed learning needs of all students

- a. The teacher will modify instructional plans according to information gained from both formal and informal assessments of student learning before, during and after the lesson.
- b. The teacher anticipates possible student misunderstandings of a lesson or activity with planned modifications of the lesson.
- c. The teacher reflects on the effectiveness/ineffectiveness of his or her lesson as indicated by formal or informal assessment data and considers alternative approaches to re-teaching the lesson, activity or objective.

Standard Five

Assessing Student Learning

Key Elements

- 5.1 Applying knowledge of the purposes, characteristics, and uses of different types of assessments
- The teacher understands and is able to explain the difference between diagnostic, formative, and summative assessment.
 - The teacher regularly uses initial diagnostic assessments of student knowledge prior to commencing a new unit of study. Such assessments should focus on both content and process knowledge and should mirror ultimate expectations for student learning.
 - The teacher makes use of informal dialogue, frequent checks for understanding during a lesson, observation of student work and problem-solving, free-writing and topical essays, constructed response, multiple choice, and performance tasks to assess student learning.
 - The teacher understands and engages in the calibration of grading standards through collaborative, systematic analysis of student work according to well-developed criteria, charts, and rubrics.
- 5.2 Collecting and analyzing assessment data from a variety of sources to inform instruction
- The teacher actively seeks a variety of information from different sources and perspectives to get to know students' needs and interests.
 - The teacher understands and employs a variety of assessment tools that best reflect students' strengths.
 - The teacher analyzes data from student assessments according to the purposes for which the assessments were intended (i.e. diagnostic, formative, summative).
 - The teacher creates and modifies unit and lesson plans according to diagnostic and formative assessments that focus on both content and process knowledge development
- 5.3 Reviewing data, both individually and with colleagues, to monitor student learning
- The teacher consistently utilizes a system for assessing student learning both formally

and informally in planning units and lessons.

- b. The teacher meets regularly with grade level and/or department colleagues to review common assignments, assessment criteria and rubrics. The teacher also discusses the various instructional strategies employed by colleagues to achieve desired results.
- c. The teacher consistently and timely grades student work and maintains an accurate record of those grades.
- d. The teacher utilizes assessment data to determine needs for additional instruction, review, or modification of instructional strategies.

5.4 Using assessment data to establish learning goals and to plan, differentiate, and modify instruction

- a. The teacher uses informal assessments throughout the lesson to monitor student understanding of concepts.
- b. The teacher uses multiple modalities to deliver content that meets the needs of diverse learner groups.
- c. The teacher provides students with timely feedback to correct misconceptions early in the learning process.
- d. The teacher chooses activities that support and reinforce the content.
- e. The teacher reteaches content when students do not demonstrate competency prior to the summative assessment.

5.5 Involving all students in self-assessment, goal setting, and monitoring progress

- a. The teacher models self-assessment strategies for all students and provides students opportunities to evaluate their work with their peers and make adjustments in their learning.
- b. The teacher provides a tool for students to record their assessment scores and monitor progress in the class.
- c. The teacher scores group projects using a combination of self-assessment, peer-assessment, and teacher-assessment according to a common rubric.
- d. The teacher has students reflect on their performance at the end of each unit and students offer suggestions on how to increase their performance.

Standard Six

Developing as a Professional Educator

Key Elements

- 6.1 Reflecting on teaching practice in support of student learning
- a. The teacher welcomes feedback from supervisors and peers and uses the feedback to improve professional practice.
 - b. The teacher makes an accurate assessment of a lesson's and/or unit's effectiveness through the consideration of student learning targets and outcomes.
 - c. The teacher cites specific suggestions on how the lesson and/or unit can be revised to improve student learning outcomes.
 - d. The teacher is able to identify areas for pedagogical growth and pursues professional development in those areas.
- 6.2 Establishing professional goals and engaging in continuous and purposeful professional growth and development
- a. The teacher identifies and prioritizes areas for professional growth and develops a growth plan to address those areas.
 - b. The teacher actively seeks out current and relevant research in identified growth areas and integrates learned concepts into practice.
 - c. The teacher develops short and long term goals to increase breadth and depth of instructional strategies including the increasing integration of technology into both teacher and student activity.
 - d. The teacher engages in school-wide activities that contribute to the breadth of his or her professional growth and development.
- 6.3 Collaborating with colleagues and the broader professional community to support teacher and student learning
- a. The teacher actively participates in the school's professional learning community and seeks professional development opportunities related to targeted student learning outcomes.

- b. The teacher solicits feedback from administrators and colleagues on performance and uses the information to improve instructional practice.
 - c. The teacher contributes to and actively endorses the formulation of student learning outcomes, instructional strategies, and focus areas through professional learning communities (PLC's), grade-levels, and departments.
- 6.4 Working with families to support student learning
- a. The teacher initiates communication with parents/guardians and responds promptly to inquiries from parents/guardians.
 - b. The teacher communicates with parents/guardians in a professional, positive manner at all times.
 - c. The teacher provides regular information and opportunities for families to learn about and engage in the instructional program.
- 6.5 Engaging local communities in support of the instructional program
- a. The teacher actively learns about and respects various cultural backgrounds of his or her students.
 - b. The teacher actively seeks to incorporate opportunities for learning that are available in the local community.
- 6.6 Managing professional responsibilities to maintain motivation and commitment to all students
- a. The teacher continually seeks interactions and opportunities that renew and revitalize commitment to the profession and to the learning of all students.
- 6.7 Demonstrating professional responsibility, integrity, and ethical conduct
- a. The teacher exhibits a high level of ethics characterized by honesty, integrity, confidentiality, and mutual support of colleagues.
 - b. The teacher embraces continuous improvement through his or her own professional practices as well as through District and school initiatives.

Manhattan Beach Unified School District
Tier 1 Evaluation – Initial Reflection - Teachers

Site:

Name _____ Grade/Subject _____ Date _____

The purpose of the Initial Reflection is to enable teachers to think more deeply about their goals for the year, areas of practice where they may wish to improve, and specific standards on which they may wish to focus.

The Initial Reflection is neither rated nor scored. It should serve as a starting point for discussion with the teacher's evaluator during the initial evaluation meeting.

Think carefully about each reflective prompt before responding. The candor and depth of your responses will enhance the benefits of your evaluation experience this year.

Reflection 1: What are my goals this year?

Reflection 2: What unanswered questions, issues or concerns would I like to resolve this year?

Manhattan Beach Unified School District
Tier 1 Evaluation – Initial Reflection

Reflection 3: In which California Standard(s) for the Teaching Profession (CSTP) do I feel the greatest need for improvement? What might I do to achieve growth in this area?

Manhattan Beach Unified School District
Tier 1 Evaluation – Final Reflection – Teachers

Name _____ Grade/Subject _____ Date _____

The purpose of the Final Reflection is to provide teachers the opportunity to review and assess their growth and development over the course of the year.

Like the Initial Reflection, the Final Reflection is neither rated nor scored.

Reflection 1: Did I accomplish any of my goals this year? What were key contributors/obstacles to my achievement?

Reflection 2: In what ways did my perspectives on my teaching practice change over the course of the year?

Manhattan Beach Unified School District
Tier 1 Evaluation – Final Reflection – Teachers

Reflection 3: In what areas did I achieve the most growth? What do I believe contributed to this growth?

Manhattan Beach Unified School District Tier 1 Evaluation – Final Evaluation – Teachers

Site: _____

Name _____

Grade/Subject _____ Status _____

Rating

Sufficient Growth / Insufficient Growth

Standard One – Engaging and Supporting All Students in Learning

1.1 Using knowledge of students to engage them in learning

1.2 Connecting learning to students’ prior knowledge, backgrounds, life experiences, and interests

1.3 Connecting subject matter to meaningful, real-life contexts

1.4 Using a variety of instructional strategies, resources, and technologies to meet students’ diverse learning needs.

1.5 Promoting critical thinking through inquiry, problem solving, and reflection

1.6 Monitoring student learning and adjusting instruction while teaching

Comments:

**Manhattan Beach Unified School District
Tier 1 Evaluation – Final Evaluation – Teachers**

Rating

Sufficient Growth / Insufficient Growth

Standard Two -Creating & Maintaining Effective Environments For
Student Learning

- | | | |
|---|--------------------------|--------------------------|
| 2.1 Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully | <input type="checkbox"/> | <input type="checkbox"/> |
| 2.2 Creating physical or virtual learning environments that promote student learning | <input type="checkbox"/> | <input type="checkbox"/> |
| 2.3 Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe | <input type="checkbox"/> | <input type="checkbox"/> |
| 2.4 Creating a rigorous learning environment with high expectations and appropriate support for all students | <input type="checkbox"/> | <input type="checkbox"/> |
| 2.5 Developing, communicating, and maintaining high standards for individual and group behavior | <input type="checkbox"/> | <input type="checkbox"/> |
| 2.6 Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn | <input type="checkbox"/> | <input type="checkbox"/> |
| 2.7 Using instructional time to optimize learning | <input type="checkbox"/> | <input type="checkbox"/> |

Comments:

**Manhattan Beach Unified School District
Tier 1 Evaluation – Final Evaluation – Teachers**

Rating

Sufficient Growth / Insufficient Growth

Standard Three – Understanding and Organizing Subject Matter
for Student Learning

- | | | |
|--|--------------------------|--------------------------|
| 3.1 Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks | <input type="checkbox"/> | <input type="checkbox"/> |
| 3.2 Applying knowledge of student development and proficiencies to ensure student understanding of subject matter | <input type="checkbox"/> | <input type="checkbox"/> |
| 3.3 Organizing curriculum to facilitate student understanding of subject matter | <input type="checkbox"/> | <input type="checkbox"/> |
| 3.4 Utilizing instructional strategies that are appropriate to the subject matter | <input type="checkbox"/> | <input type="checkbox"/> |
| 3.5 Using and adapting resources, technologies, and standards- aligned instructional materials, including adopted materials, to make subject matter accessible to all students | <input type="checkbox"/> | <input type="checkbox"/> |
| 3.6 Addressing the needs of English Learners, students with special needs, and students in targeted sub-groups to provide equitable access to content | <input type="checkbox"/> | <input type="checkbox"/> |

Comments:

Standard Four – Planning Instruction and Designing Learning Experiences for All Students

- | | | |
|--|--------------------------|--------------------------|
| 4.1 Using knowledge of students’ academic readiness, language proficiency, cultural background, and individual development to plan instruction | <input type="checkbox"/> | <input type="checkbox"/> |
| 4.2 Establishing goals for student learning | <input type="checkbox"/> | <input type="checkbox"/> |
| 4.3 Developing and sequencing long-term and short-term instructional plans to support student learning | <input type="checkbox"/> | <input type="checkbox"/> |

**Manhattan Beach Unified School District
Tier 1 Evaluation – Final Evaluation – Teachers**

Rating

Sufficient Growth / Insufficient Growth

- | | | |
|---|--------------------------|--------------------------|
| 4.4 Planning instruction that incorporates appropriate strategies to meet the learning needs of all students | <input type="checkbox"/> | <input type="checkbox"/> |
| 4.5 Adapting instructional plans and curricular materials to meet the assessed learning needs of all students | <input type="checkbox"/> | <input type="checkbox"/> |

Comments:

Standard Five – Assessing Student Learning

- | | | |
|--|--------------------------|--------------------------|
| 5.1 Applying knowledge of the purposes, characteristics, and uses of different types of assessments | <input type="checkbox"/> | <input type="checkbox"/> |
| 5.2 Collecting and analyzing assessment data from a variety of sources to inform instruction | <input type="checkbox"/> | <input type="checkbox"/> |
| 5.3 Reviewing data, both individually and with colleagues, to monitor student learning | <input type="checkbox"/> | <input type="checkbox"/> |
| 5.4 Using assessment data to establish learning goals and to plan, differentiate, and modify instruction | <input type="checkbox"/> | <input type="checkbox"/> |
| 5.5 Involving all students in self-assessment, goal setting, and monitoring progress | <input type="checkbox"/> | <input type="checkbox"/> |

Comments:

**Manhattan Beach Unified School District
Tier 1 Evaluation – Final Evaluation – Teachers**

Rating

Sufficient Growth / Insufficient Growth

Standard Six – Developing as a Professional Educator

- | | | |
|---|--------------------------|--------------------------|
| 6.1 Reflecting on teaching practice in support of student learning | <input type="checkbox"/> | <input type="checkbox"/> |
| 6.2 Establishing professional goals and engaging in continuous and purposeful professional growth and development | <input type="checkbox"/> | <input type="checkbox"/> |
| 6.3 Collaborating with colleagues and the broader professional community to support teacher and student learning | <input type="checkbox"/> | <input type="checkbox"/> |
| 6.4 Working with families to support student learning | <input type="checkbox"/> | <input type="checkbox"/> |
| 6.5 Engaging local communities in support of the instructional program | <input type="checkbox"/> | <input type="checkbox"/> |
| 6.6 Managing professional responsibilities to maintain motivation and commitment to all students | <input type="checkbox"/> | <input type="checkbox"/> |
| 6.7 Demonstrating professional responsibility, integrity and ethical conduct | <input type="checkbox"/> | <input type="checkbox"/> |

Comments:

Summary Comments:

Teacher signature _____ Date _____

Evaluator signature _____ Date _____

Manhattan Beach Unified School District
Tier 1 Evaluation - Lesson Plan Design Template - Teacher

Getting Ready to Teach/Learn:

Teacher Name:	
Subject/Grade Level:	
Lesson Date(s)/Time Frame for Lesson:	
Description of Students: Special needs, GATE, English Language Learners, Other	
Learning Targets/Objectives: Where does this lesson fall within the unit? How does this lesson connect to the overall unit? What standard or standards are being addressed?	
Differentiation: Given the information above, list the strategies you will use to help every student gain access to, and be challenged by, the academic content. Consider differentiation strategies, grouping of students, IEP requirements.	
Materials/Resources Needed:	

Instruction:

<p>Anticipating Learning/Activating Prior Knowledge/The “hook”: How will you...</p> <ul style="list-style-type: none">• communicate the purpose of the lesson?• connect to prior learning?• ensure relevance/interest in the content?	
<p>Demonstrating/Modeling of New Knowledge: How will you...</p> <ul style="list-style-type: none">• model and demonstrate?• notice what students are learning and still need to learn?• provide multiple explanations for new concepts?• allow for student interaction?	
<p>Guided Instruction: (teacher and students) How will you...</p> <ul style="list-style-type: none">• know that each student thought through and formulated a response to questions?• prompt and cue as needed?• allow students a variety of methods and modalities in which to respond?• assist students in processing information?	
<p>Collaborative Learning: (students together) How will you...</p> <ul style="list-style-type: none">• determine the complexity of the task?• provide students with hands-on experiences and practice?• determine grouping for the activity?• ensure that students have sufficient language support to be successful?• hold students accountable for their learning?	

<p>Independent Learning: (individual students) How will you...</p> <ul style="list-style-type: none"> • intervene with students who are not ready to move on? • assess at the close of the lesson to determine who has mastered content and who needs further assistance? • extend the lesson for those who are ready to move on? • provide opportunities for students to self-assess? • endorse independent learning or more in-depth study of • content by students? 	
---	--

Assessment:

<p>Formative (generally used to plan and modify subsequent instruction):</p>	
<p>Summative (evaluative, at “end of” instruction/learning):</p>	

Manhattan Beach Unified School District

Expectations for Practice - Counselor

The Manhattan Beach Unified School District's Tier 1 Evaluation for counselors is derived from the Tier 1 Evaluation process for teachers. This evaluation draws on the California Standards for the Teaching Profession (CSTP). The CSTP's themselves are formative standards designed to promote a process of growth and development. The scope of the standards is broad and the descriptors are general so as to maximize applicability to a variety of grade-levels, subjects, student populations and circumstances. Accordingly, they do not incorporate specific examples of the actions or activities through which the achievement of a particular standard may be made evident.

The Manhattan Beach Unified School District has endeavored to provide counselors with such examples which may be considered as representative of the expectations that we hold for counseling practice in the District. In this document, you will find more specific descriptions of the standards in action. These descriptions do not specify actual activities, but instead provide guidelines for the development of the kinds of actions and activities that a particular standard demands.

For example, Standard 1.1 of the CSTP: *Using knowledge of students to engage them in learning* asks, "How do I know my students as people and as learners? How do I understand reasons for behavior?" We have restated this standard as: *Using knowledge of students to engage them*. In Sub-standard 1.1a of this document, the question of how to accomplish this is answered in part as follows: "The counselor learns about students' backgrounds, experiences, interests and values in order to connect with them better on a human level and build trust." The specific techniques for learning about the backgrounds, experiences, interests and values of the students are the work of the counselor.

This document is used to help you understand what is minimally expected of a counselor in the Manhattan Beach Unified School District. It also serves as a solid foundation for discussions between you and your evaluator as you engage in the evaluation process. Its intention is to provide clarity on what each standard means when put into practice. Should you have any questions or uncertainties about the meaning of any standard or its exemplars, consult your evaluator immediately for clarification and guidance.

Standard One

Engaging and Supporting All Students

Key Elements

- 1.1 Using knowledge of students to engage them in learning
 - a. The counselor learns about students' backgrounds, experiences, interests and values in order to connect with them better on a human level and build trust.
 - b. The counselor recognizes when students are behaving in an atypical manner and initiates appropriate intervention, collaboration, and/or consultation.
 - c. The counselor assesses students' strengths, interests, and needs and provides opportunities for them to make choices and decisions based on those strengths, interests, and needs.
 - d. The counselor promotes parent interaction and involvement and actively seeks to learn about the students' families, relationships, and communities through outreach and other activities.
- 1.2 Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests
 - a. The counselor helps students see the connections between what they already know, their interests, goals, and needs, and the courses and school experiences in which they participate.
 - b. The counselor connects coursework and school experiences to students' life experiences and cultural backgrounds.
 - c. The counselor supports all students to use first and second language skills to achieve academic goals.
 - d. The counselor introduces courses and school activities to capture student attention and interest.
 - e. The counselor builds on students' comments and questions to help them to develop goals and academic plans.

1.3 Connecting subject matter to meaningful, real-life contexts

- a. The counselor helps all students establish connections between school and purpose for learning.
- b. The counselor collaborates with families to help students connect school experiences to real-life experiences.
- c. The counselor actively listens and seeks feedback from students regarding relevance of school to their lives.
- d. The counselor utilizes a variety of individual, small group, and large group experiences that accommodate the different ways that students develop and grow.
- e. The counselor provides opportunities for all students to acquire and practice social and emotional wellness skills in meaningful contexts.

Standard Two

Creating and Maintaining Effective Environments for Student Wellness

Key Elements

- 2.1 Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully
 - a. The counselor references expectations, norms, and procedures when resolving conflicts, re-directing behavior, and mediating interactions.
 - b. The counselor uses both verbal and non-verbal behaviors that convey a caring attitude toward students.
- 2.2 Creating physical or virtual learning environments that promote student wellness
 - a. To the extent that it is in the counselor's control, materials, resources, and activity centers where applicable are easily accessible.
 - b. To the extent that it is in the counselor's control, the school environment explicitly and implicitly displays academic and/or social-emotional learning goals through visual cues such as current, relevant, student-generated bulletin boards.
- 2.3 Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe
 - a. The counselor establishes and adheres to practices that ensure regular participation of all students.
 - b. The counselor involves students in the development of norms and expectations for offering opinions and perspectives and for responding to the opinions and perspectives of others.
 - c. The counselor actively addresses and mediates interpersonal issues between students according to established expectations and norms for behavior and respect.
- 2.4 Creating a rigorous learning environment with high expectations and appropriate support for all students
 - a. The counselor establishes expectations and routines for student groups facilitated by the counselor.
 - b. The counselor reinforces intra-group accountability and group responsibility for interactions and outcomes.

- c. The counselor assesses progress in social development and provides appropriate acknowledgement and reinforcement of that progress.
- 2.5 Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn
- a. The counselor establishes and adheres to clear routines for student behavior.
 - b. The counselor uses meetings to review and process expectations, rules, and procedures.
 - c. The counselor provides appropriate acknowledgement and reinforcement of students meeting expectations for behavior. The counselor shall not be responsible for the disciplining of students.
 - d. The counselor uses non-verbal cues to reinforce expectations for behavior.
 - e. The counselor recognizes behavioral issues and situations that may escalate and intervenes in advance of an escalation.
- 2.6 Using counseling to support student growth
- a. The counselor adapts and creates new strategies for unique student needs and situations.
 - b. The counselor creates and adheres to a counseling schedule.

Standard Three

Understanding and Planning for College and Career Readiness

Key Elements

- 3.1 Demonstrating knowledge of grade-level expectations and College & Career Readiness standards
 - a. The counselor continually increases the depth of his or her knowledge of College and Career Readiness standards and grade-level expectations and applies it in communications with parents, students, and staff.
 - b. The counselor uses proven, reliable assessments and data to support students' individual academic growth.
 - c. The counselor understands the grade-level expectations and works with parents and students to determine the appropriate educational program sequence.
 - d. The counselor draws upon knowledge of grade-level expectations and College and Career Readiness Standards to identify the appropriate outreach for the students and families.
 - e. The counselor provides outreach that demonstrates relevance to the "real world."
- 3.2 Applying knowledge of student development and proficiencies to ensure student success
 - a. The counselor plans and utilizes strategies that are appropriate to the physical and cognitive development of his or her students.
 - b. The counselor utilizes current research to develop understanding of how students learn and applies that understanding to the teaching of students.
- 3.3 Organizing curriculum to facilitate student understanding of subject matter
 - a. The counselor understands how to sequence the courses based on the knowledge, skill-level, and learning needs of students where applicable.
 - b. The counselor ensures that the sequencing of the courses builds upon demonstrated competencies and prior course completion where applicable.
- 3.4 Using and adapting resources and technologies to support all students
 - a. The counselor selectively identifies materials, resources, and activities that support the standards-based curriculum and student development.
 - b. The counselor utilizes available resources such as the District Learning Management

System to determine student understanding efficiently and provide students with feedback on progress.

- c. The counselor utilizes appropriate technologies such as the District Learning Management System and Naviance to provide additional materials and resources for students.
- 3.5 Addressing the needs of English Learners, students with special needs, and students in targeted sub-groups to provide equitable access to content
- a. To the extent that it is in the counselor's control, the counselor ensures that supports and accommodations for English Learners, students in targeted sub-groups, and special needs students are addressed.
 - b. The counselor demonstrates cultural awareness and sensitivity in his or her interactions with students and families.

Standard Four

Planning Guidance and Social, Emotional, and Academic Supports for All Students

Key Elements

- 4.1 Using knowledge of students' mindsets and behaviors, cultural background, and individual development to plan supports and interventions
 - a. The counselor explicitly accounts for the specific social, emotional, and academic needs of students with particular backgrounds in planning and designing supports and interventions.
 - b. The counselor incorporates plans for individual social, emotional, academic, and career development.
 - c. The counselor builds on the social, emotional, academic, and career readiness of his or her students by planning and implementing supports and interventions based on their strengths in addition to their deficits.
- 4.2 Establishing goals for student growth
 - a. The counselor clearly establishes expectations for social, emotional, academic, and career readiness growth to students and parents.
 - b. The counselor develops a clear set of sequential objectives that culminate in the achievement of the individual student's social, academic, and career readiness growth.
- 4.3 Developing and sequencing long-term and short-term plans to support student social, emotional, academic, and career readiness growth
 - a. The counselor identifies which learning goals are appropriately planned for the short-term and which are appropriately planned for the long-term.
 - b. The counselor breaks down learning goals into a series of intentionally sequenced objectives that build toward the social, emotional, and academic growth of all students.
 - c. The counselor explicitly identifies and plans for the delivery of skills needed to achieve short-term objectives.
 - d. The counselor allows for modification of short-term plans based on current student needs, consultations, observations, and student input.

- 4.4 Planning supports and interventions that incorporate appropriate strategies to meet the social, emotional, academic and career readiness of all students
 - a. The counselor uses the results of formal and informal data to plan supports and interventions according to students' strengths and needs.
 - b. The counselor plans for the use of varied strategies that promote critical-thinking, reflection, and personal responsibility.
- 4.5 Adapting supports and interventions to meet the needs of all students
 - a. The counselor will modify supports and interventions according to information gained from both formal and informal data reflecting student needs.
 - b. The counselor reflects on the effectiveness/ineffectiveness of the supports and interventions as indicated by formal or informal assessment data and considers alternative approaches and options for students.

Standard Five

Assessing Student Academic and Social Emotional Progress

Key Elements

- 5.1 Applying knowledge of the purposes, characteristics, and uses of different types of assessment tools to monitor student progress
 - a. The counselor understands and is able to utilize effectively various assessment tools and data to support, monitor, and identify individual, school-wide, and district-wide trends.
 - b. The counselor regularly uses tools and data to identify students in need of additional support. Such tools and data are utilized to develop a targeted intervention plan with clear outcomes for students.
 - c. The counselor makes use of informal meetings, periodic check ins, and/or analysis of student data to assess student progress.
- 5.2 Collecting and analyzing assessment data from a variety of sources to inform instruction
 - a. The counselor actively seeks a variety of information from different sources and perspectives to get to know students' needs and interests.
 - b. The counselor understands and employs a variety of assessment tools that best reflect students' strengths.
 - c. The counselor creates and modifies yearly comprehensive counseling plan based on a variety of data/input from different sources.
- 5.3 Reviewing data, both individually and with colleagues, to monitor student learning
 - a. When able, the counselor consistently utilizes available systems for assessing student progress both formally and informally, throughout the academic year. Counselors review relevant student data that includes, but is not limited to, attendance, grades, and behavior.
 - b. The counselor collaborates regularly with teachers, administrators, and support staff to review both individual and school-wide progress to achieve desired results.
 - c. The counselor utilizes data to determine needs for additional interventions, resources, and/or support.
 - d. The counselor intervenes when appropriate in a consistent and timely manner and maintains an accurate record of interventions, resources, and/or support provided.

- 5.4 Involving all students in self-assessment, goal setting, and monitoring progress
- a. The counselor provides goal-setting tools for all students, and provides students opportunities to evaluate and reflect on their progress, and make adjustments, as needed.
 - b. The counselor provides a variety of organizational and self-reflection tools to students, along with strategies on prioritization, time management, and follow through.
 - c. The counselor uses a collection of data to make recommendations for individual students, their assigned school(s'), or district-wide programs, interventions, or outreach to community partnerships.
 - d. The counselor has students reflect on their performance at the end of each marking period and has the students offer suggestions and goals on how to increase their academic performance.

Standard Six

Developing as a Professional Educator

Key Elements

- 6.1 Reflecting on counseling practice in support of student learning
- a. The counselor welcomes feedback from supervisors and peers and uses the feedback to improve professional practice.
 - b. The counselor makes an accurate assessment of the effectiveness of interventions and supports through the consideration of student academic, social, and emotional outcomes.
 - c. The counselor cites specific suggestions on how counselor-student interaction can be revised to improve student outcomes.
 - d. The counselor is able to identify areas for pedagogic growth and pursues professional development in those areas.
- 6.2 Establishing professional goals and engaging in continuous and purposeful professional growth and development
- a. The counselor identifies and prioritizes areas for professional growth and develops a growth plan to address those areas.
 - b. The counselor actively seeks out current and relevant research in identified growth areas and integrates learned concepts into practice.
 - c. The counselor develops short and long term goals to increase breadth and depth of counseling strategies including the increasing integration of technology into the generation and use of student data.
 - d. The counselor engages in school-wide professional development activities that contribute to the breadth of his or her professional growth and development.
- 6.3 Collaborating with colleagues and the broader professional community to support students
- a. The counselor actively participates in the school's professional learning community and seeks professional development opportunities related to targeted student outcomes.

- b. The counselor solicits feedback from administrators and colleagues on performance and uses the information to improve instructional practice.
 - c. The counselor contributes to and actively endorses the formulation of a wide variety student support services and activities in collaboration with professional learning communities (PLC's), grade-levels, and departments.
- 6.4 Working with families to support student learning
- a. The counselor initiates communication with parents/guardians and responds promptly to inquiries from parents/guardians.
 - b. The counselor communicates with parents/guardians in a professional, positive, manner at all times.
 - c. The counselor provides regular information and opportunities for families to learn about and engage in the instructional program.
- 6.5 Engaging local communities in support of the instructional program
- a. The counselor actively learns about and respects various cultural backgrounds of his or her students.
 - b. The counselor actively disseminates information on support services and resources that are available in the local community.
- 6.6 Managing professional responsibilities to maintain motivation and commitment to all students
- a. The counselor continually seeks interactions and opportunities that renew and revitalize commitment to the profession and to the learning of all students.
- 6.7 Demonstrating professional responsibility, integrity and ethical conduct
- a. The counselor exhibits a high level of ethics characterized by honesty, integrity, confidentiality, and mutual support of colleagues.
 - b. The counselor embraces continuous improvement through his or her own professional practices as well as through District and school initiatives.

**Manhattan Beach Unified School District
Tier 1 Evaluation – Initial Reflection – Counselors**

Site _____

Name _____ Level _____ Date _____

The purpose of the Initial Reflection is to enable counselors to think more deeply about their goals for the year, areas of practice where they may wish to improve and specific standards on which they may wish to focus. The Initial Reflection is neither rated nor scored. It should serve as a starting point for discussion with the counselor's evaluator during the initial evaluation meeting.

Think carefully about each reflective prompt before responding. The candor and depth of your responses will enhance the benefits of your evaluation experience this year.

Reflection 1: What are my goals this year?

Reflection 2: What unanswered questions, issues or concerns would I like to resolve this year?

**Manhattan Beach Unified School District
Tier 1 Evaluation – Initial Reflection – Counselors**

Reflection 3: In which areas of the MBUSD Expectations for Counseling Practice do I feel the greatest need for improvement? What might I do to achieve growth in this area?

**Manhattan Beach Unified School District
Tier 1 Evaluation – Final Reflection – Counselors**

Site _____

Name _____ Level _____ Date _____

The purpose of the Final Reflection is to provide counselors the opportunity to review and assess their growth and development over the course of the year.

Like the Initial Reflection, the Final Reflection is neither rated nor scored.

Reflection 1: Did I accomplish any of my goals this year? What were key contributors/obstacles to my achievement?

Reflection 2: In what ways did my perspectives on my counseling practice change over the course of the year?

**Manhattan Beach Unified School District
Tier 1 Evaluation – Final Reflection – Counselors**

Reflection 3: In what areas did I achieve the most growth? What do I believe contributed to this growth?

**Manhattan Beach Unified School District
Tier 1 Evaluation – Final Evaluation - Counselors**

Site _____

Name _____

Rating

Level _____ Status _____

Sufficient Growth / Insufficient Growth

Standard One – Engaging and Supporting All Students in Learning

1.1 Using knowledge of students to engage them in learning

1.2 Connecting learning to students’ prior knowledge, backgrounds, life experiences, and interests

1.3 Connecting subject matter to meaningful, real-life contexts

Comments:

Standard Two -Creating and Maintaining Effective Environments For Student Learning

2.1 Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully

2.2 Creating physical or virtual learning environments that promote student wellness

2.3 Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe

2.4 Creating a rigorous learning environment with high expectations and appropriate support for all students

2.5 Employing routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn

2.6 Using counseling to support student growth

Comments:

**Manhattan Beach Unified School District
Tier 1 Evaluation – Final Evaluation - Counselors**

Rating

Sufficient Growth / Insufficient Growth

Standard Three – Understanding and Organizing Subject Matter
for Student Learning

- | | | |
|---|--------------------------|--------------------------|
| 3.1 Demonstrating knowledge of grade-level expectations and College & Career Readiness standards | <input type="checkbox"/> | <input type="checkbox"/> |
| 3.2 Applying knowledge of student development and proficiencies to ensure student success | <input type="checkbox"/> | <input type="checkbox"/> |
| 3.3 Organizing curriculum to facilitate student understanding of subject matter | <input type="checkbox"/> | <input type="checkbox"/> |
| 3.4 Using and adapting resources and technologies to support all students | <input type="checkbox"/> | <input type="checkbox"/> |
| 3.5 Addressing the needs of English Learners, students with special needs, and students in targeted sub-groups to provide equitable access to content | <input type="checkbox"/> | <input type="checkbox"/> |

Comments:

Standard Four – Planning Guidance and Social, Emotional
and Academic Supports for All Students

- | | | |
|---|--------------------------|--------------------------|
| 4.1 Using knowledge of students’ mindsets and behaviors, cultural background, and individual development to plan supports and interventions | <input type="checkbox"/> | <input type="checkbox"/> |
| 4.2 Establishing goals for student growth | <input type="checkbox"/> | <input type="checkbox"/> |
| 4.3 Developing and sequencing long-term and short-term plans to support student social, emotional, academic, and career readiness growth | <input type="checkbox"/> | <input type="checkbox"/> |

**Manhattan Beach Unified School District
Tier 1 Evaluation – Final Evaluation - Counselors**

Rating

Sufficient Growth / Insufficient Growth

- | | | |
|---|--------------------------|--------------------------|
| 4.4 Planning supports and interventions that incorporate appropriate strategies to meet the social, emotional, academic, and career readiness needs of all students | <input type="checkbox"/> | <input type="checkbox"/> |
| 4.5 Adapting supports and interventions to meet the needs of all students | <input type="checkbox"/> | <input type="checkbox"/> |

Comments:

Standard Five – Assessing Student Learning

- | | | |
|--|--------------------------|--------------------------|
| 5.1 Applying knowledge of the purposes, characteristics, and uses of different types of assessment tools to monitor student progress | <input type="checkbox"/> | <input type="checkbox"/> |
| 5.2 Collecting and analyzing assessment data from a variety of sources to inform instruction | <input type="checkbox"/> | <input type="checkbox"/> |
| 5.3 Reviewing data, both individually and with colleagues, to monitor student learning | <input type="checkbox"/> | <input type="checkbox"/> |
| 5.4 Involving all students in self-assessment, goalsetting, and monitoring progress | <input type="checkbox"/> | <input type="checkbox"/> |

Comments:

**Manhattan Beach Unified School District
Tier 1 Evaluation – Final Evaluation - Counselors**

Rating

Sufficient Growth / Insufficient Growth

Standard Six – Developing as a Professional Educator

- | | | |
|---|--------------------------|--------------------------|
| 6.1 Reflecting on counseling practice in support of student learning | <input type="checkbox"/> | <input type="checkbox"/> |
| 6.2 Establishing professional goals and engaging in continuous and purposeful professional growth and development | <input type="checkbox"/> | <input type="checkbox"/> |
| 6.3 Collaborating with colleagues and the broader professional community to support students | <input type="checkbox"/> | <input type="checkbox"/> |
| 6.4 Working with families to support student learning | <input type="checkbox"/> | <input type="checkbox"/> |
| 6.5 Engaging local communities in support of instructional program | <input type="checkbox"/> | <input type="checkbox"/> |
| 6.6 Managing professional responsibilities to maintain motivation and commitment to all students | <input type="checkbox"/> | <input type="checkbox"/> |
| 6.7 Demonstrating professional responsibility, integrity and ethical conduct | <input type="checkbox"/> | <input type="checkbox"/> |

Comments:

Summary Comments:

Counselor signature _____ Date _____

Evaluator signature _____ Date _____

Manhattan Beach Unified School District

Tier 2 Certificated Evaluation Process

The Manhattan Beach Unified School District and the Manhattan Beach Teachers Association have collaborated in the creation of a new evaluation system designed to promote teacher growth and development. We would like to introduce you to some of the concepts and approaches that differentiate this system from other more traditional evaluation processes which you may have experienced previously.

Formative Evaluation

The first premise of our formative evaluation system is that insights or improvements, in order to be meaningful and lasting must be generated by the teacher him or herself. The role of the evaluator therefore is not to attempt to rate, prescribe or direct the actions of the teacher or counselor, but rather to assist him or her in analyzing, reflecting and experimenting with new approaches to complex issues.

The catalyst for this process is reflection. Reflection on practice, our beliefs, our tendencies and our reasons for doing what we do constitutes the foundation of our formative approach to teacher evaluation. With this in mind, we offer some guidelines that define reflection in the context of our evaluation system.

What is reflection?

Reflection is a process through which to review thoughts, experiences and actions in a "new light". Considering a new perspective, analyzing past actions through the lens of new knowledge and questioning assumptions that one previously held as true are all starting points for reflection. It is especially important to engage in reflection when we have become comfortable and unquestioning of our habits of mind and of action. Otherwise, we may find ourselves in intellectual, philosophical or emotional ruts that undermine both our effectiveness and our professional growth.

A key manner in which reflection differs from any other process of critical analysis is that reflection, as the word itself suggests, always focuses on the thoughts, experiences, and actions of the individual who is reflecting.

What is the purpose of reflection?

In our evaluation system, we will be reflecting on elements of our own practice with a mind toward understanding them better and improving them. In this sense, reflection will go far beyond the normal review/pondering about the day's events in which we all engage. Our process of reflection involves the deliberate selection of a focus area in which we feel a need to improve our practice. Through a series of guided questions, we will think deeply about issues with which we have become perhaps too familiar or too close to analyze objectively in order to find different perspectives through which we might view and understand them. Our goal is not only to see issues that have become commonplace to us with new eyes, but to examine the sources of our habitual, if not automatic approach to them.

To be effective, reflection must be open and honest, which can raise apprehensions where levels of trust may be low. To at least get off on the right foot, we have eliminated the element of summative judgment and the various anxieties it may bring. Reflection also demands that we be mindful and attentive, as the consideration of new ideas and perspectives is neither a simple nor a quick process. The self-determinative structure of our process is designed in part to allow participants to devote the time they need in order to achieve lasting professional growth. Finally, reflection encourages us to be courageous and imaginative in generating new approaches to issues. Do not be afraid to take risks, to fail and to try again.

"What would life be if we had no courage to attempt anything?" – Vincent van Gogh

Manhattan Beach Unified School District

Tier 2 Certificated Evaluation Process

Phase 1: Introduction to Reflection and the Reflective Process

The following questions guide teachers and counselors through a process of self-examination that is intended to reveal one's receptivity to processes of introspection and reflection. Responding to these questions can be challenging at times, especially if one approaches them with requisite candor. The experience of uncertainty and perhaps even discomfort should be regarded as normal.

It is important that responses to these questions be written. The time required to write down one's thoughts increases mindfulness and thereby yields a more complete and forthcoming response. Your reflective writings and dialogue with your evaluator will constitute the greater part of the evaluation process.

Questions

- What do I feel is my greatest strength as a teacher or counselor? Where is my greatest need for growth?
- When do I feel most proud at work? When have I felt like I have not done my best?
- When am I most critical of myself? Why?
- When I think about working with others, what comes to mind? Why?
- How often do I take risks and experiment at work? When was the last time I did this and how did it turn out?

Manhattan Beach Unified School District

Tier 2 Certificated Evaluation Process

Tier 2 Phase 2: Determination of Focus Area

After completion of the Introduction to Reflection, teachers or counselors should consider one of the following areas for their self-study. When considering the areas, teachers or counselors should also ask themselves the following questions:

- In which area do I sometimes feel less confident?
- In which area do I feel I have the greatest need for growth and development?
- Which area presents challenges that I may not be eager to face?

After considering a focus area, teachers or counselors will meet with their evaluator to discuss the selection and the reasons for the choice. After this discussion, the focus area may be collaboratively modified.

Focus Areas (Select One)

- Individual Student Issues (e.g. Personal, Behavior, Learning, Resiliency)
- Content Knowledge Development
- Planning and Designing Instruction
- Establishing Systems, Structures and Procedures to Support Learning
- Assessment of Student Learning
- The Path to Continuous Improvement

Manhattan Beach Unified School District

Tier 2 Certificated Evaluation Process

Phase 3: Initial Reflection on Focus Area

The purpose of the Initial Reflection is to think in greater depth about the issues that one faces in the focus area and to begin generating theories as to their causes and effects. Teachers or counselors also begin generating ideas about possible approaches to the issues which later become the foundation of their experimental trial.

Focus Area Questions: Individual Student Issues

- What do I know about his/her background, prior knowledge and interests?
- How confident am I about linking my instruction to these interests?
- What questions am I asking about the student?
- What beliefs or preconceptions do I have about the student on whom I am focusing? How might my beliefs or preconceptions be inducing bias toward this student?
- What strengths does the student possess upon which I can build?
- Have I conducted one-on-one meetings with the student? What have I done to deepen my relationship and trust with the student?

Focus Area Questions: Content Knowledge Development

- What specific subject or element of a subject do I consider to be my favorite to study and/or teach?
- How well do I understand the relevance of this subject to other subjects? How confident am I in my ability to make connections between them?
- How can understanding of this subject help student grow in the development of their self-concept and sense of self-efficacy? What can I do to help make those connections?
- What specific subject or element of a subject do I feel less confident about when teaching? What might I do to strengthen my confidence in this area?
- Of what other theories or approaches to this subject am I aware? How might I learn more about these theories or approaches and incorporate them into my teaching?
- What other activities have I considered for the teaching this subject (writing, projects, videos, etc.)? How might I incorporate them into my teaching?

Focus Area Questions: Planning and Designing Instruction

- What is my primary approach to instruction (lecture, reading assignments, skill-based assignments, projects, cooperative groups, centers, etc.)?
- Is my primary approach to instruction appropriate for all learners? If not, what could I do differently to address those needs?
- What percentage of my lessons and activities are inquiry-based? How might I increase that percentage?
- In what ways do my lessons and activities require students to formulate theories?
- In what ways do my lessons and activities require students to discover and provide evidence to support their theories?
- Do I provide students opportunities to explore, examine and explain topics in greater depth and detail? How might I increase these opportunities?
- What kinds of questions am I asking my students? Do these questions address deeper conceptual understandings and essential elements of the topic?
- What conceptual framework(s) am I seeking to build through my lessons and activities? How will students demonstrate their development of this conceptual framework?

Focus Area Questions: Establishing Systems, Structures & Procedures to Support Learning

- What presumptions have I made about what students should already know about behavioral standards, conduct in the classroom, treatment of others, etc.?
- How do I build a classroom culture that includes student input into the creation of standards of behavior, interaction and work-habits?
- Do I tend to frame guidelines for student conduct as "do's & don'ts"? How can I frame such guidelines as matters of responsible choice?
- Do I require students to obey rules and individuals as sources of authority or do I encourage them to explore concepts of fairness, equity and principle as sources of authority?
- How have I developed procedural guidelines for participation, work-habits, submission of assignments and, where applicable, traffic flow in the classroom? Have I led students in discussions of what makes these guidelines important?
- How often do I provide students opportunities to learn and practice in whole group, small groups or independently? When are such opportunities most appropriate?
- How frequently do I involve students in the development of criteria charts and rubrics used in the assessment of student work?

Focus Area Questions: Assessment of Student Learning

- What are my beliefs about the purpose(s) of assessment? How should assessments be structured and used?
- How confident and knowledgeable am I about using and analyzing different forms of assessment? In what ways do I feel the need for greater expertise?
- What concerns do I have about collaborating with colleagues in analyzing data and calibrating rubrics?
- In what ways do I consider the results of student assessments in planning my units and lessons? How structured is my consideration?
- How can I involve students in identifying their own evidence of learning?
- How do I plan for the assessment of student learning in my lessons? How much variety do I incorporate in my assessment processes? Do I involve students in identifying evidence of their learning? If so, how? If not, why not?
- What new approaches to assessment do I find intriguing and might wish to try?
- How frequently do I involve students in the development of criteria charts and rubrics used in the assessment of student work?

Focus Area Questions: The Path to Continuous Improvement

- How open am I to the consideration of new evidence, ideas or theories that may differ from my current teaching practice? What makes me feel this way?
- How often do I take risks in changing my practice? What concerns might I have about taking such risks? How do I handle such concerns?
- How do I define "success" for a given lesson or unit of study?
- Are there components of a lesson or unit of study where I have strong content knowledge? What might be other areas where I have weaknesses?
- Are there components of a lesson or unit of study where I have strong pedagogical strategies? What might be other areas where I have weaknesses?
- In what ways do I collaborate with colleagues in developing my practice to overcome my areas of weakness? How might I engage more regularly and purposefully with colleagues in this work?
- Do I use student assessment data to drive changes to my practice? In what ways are such data relevant to me?
- Do I sometimes feel doubts about my efficacy? What causes these doubts and how might I address them through collaboration and/or further study?

Manhattan Beach Unified School District

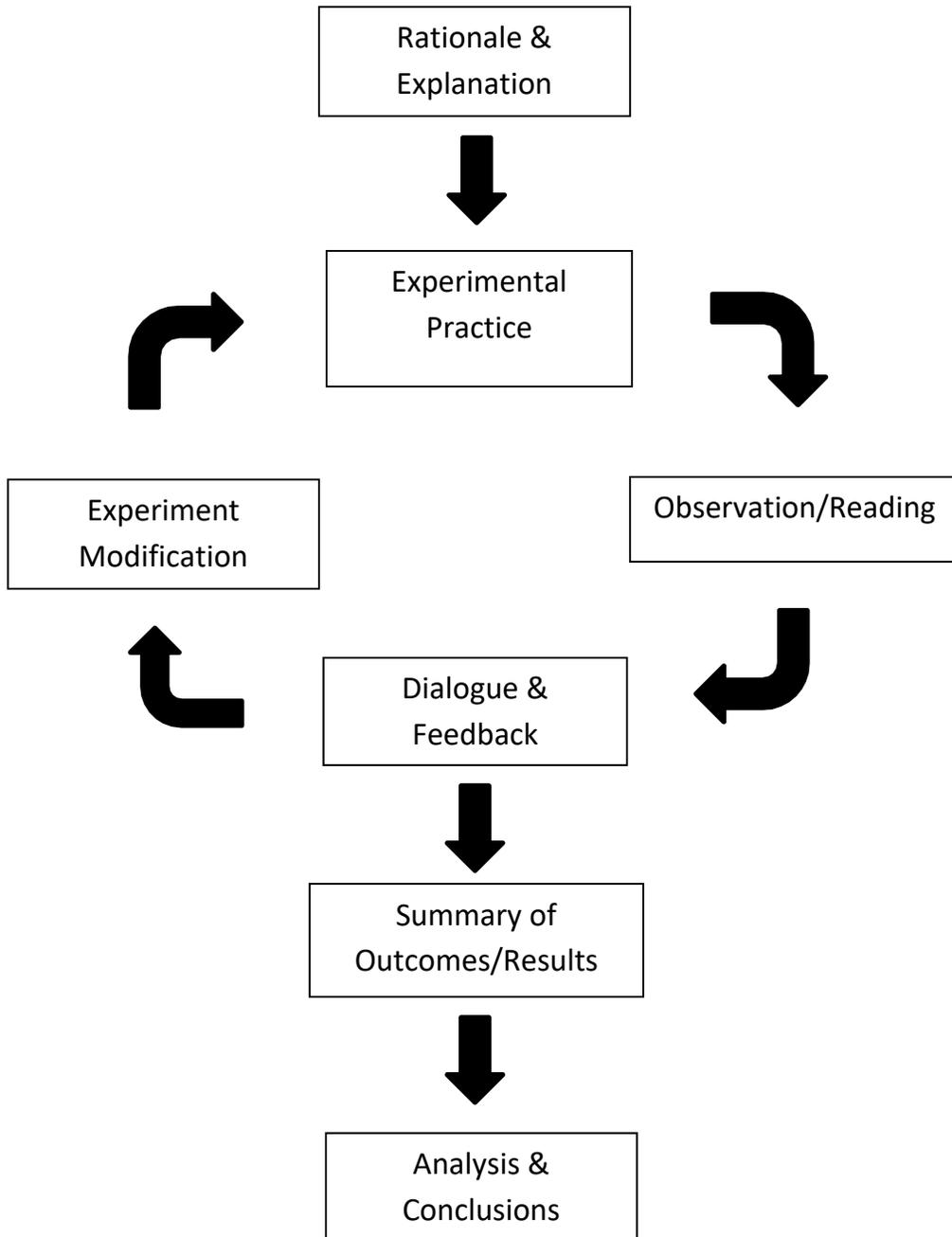
Tier 2 Certificated Evaluation Process

Phase 4: Experimental Trial

The Experimental Trial phase comprises an iterative process of inquiry through which teachers or counselors develop new and innovative approaches to the issues they have identified and examined in the first three phases of the evaluation. The Experimental Trial consists of the following elements:

- Rationale & Explanation -Teachers or counselors discuss the reasons and rationale for the experiment that they are undertaking. The rationale should include an explanation of the experiment and the expected outcomes.
- Experimental/Alternative Approach to Issue – Teachers or counselors undertake substantial change(s) in practice in order to address the issue(s) they have identified in an effort to achieve improved outcomes.
- Observation/Reading – The evaluator and teaching or counseling colleagues observe and/or read about the changes in practice that the teacher is undertaking at least once a month.
- Dialogue & Feedback – The evaluator and teaching or counseling colleagues engage in dialogue with the teacher in which questions may be posed, insights offered and suggestions made for modification of practice at least once a month. Dialogue may be initiated by either the teacher/counselor or the evaluator.
- Experiment Modification – The teacher or counselor considers and incorporates the insights, ideas and suggestions and modifies his/her practice further.
- Summary of Outcomes/Results – The teacher or counselor writes his/her assessment of the experiment's outcomes and results
- Analysis & Conclusions – The teacher or counselor analyzes the results of his/her change in practice in light of the outcomes/results and draws conclusions for future practice.

Overview of Experimental Trial



Manhattan Beach Unified School District
Tier 2 Certificated Evaluation Process

Phase 5: Final Reflection

At the conclusion of the Experimental Trial phase of the evaluation, teachers or counselors will engage in a final written reflection that will help them examine and synthesize the results of their evaluation process.

Sample Questions

- How has my overall approach to (Focus Area issue) changed as a result of my experimental trial?
- What were the most important changes that I made and how did they affect the outcomes of my experimental trial?
- What did I learn about (Focus Area issue) that I did not expect?
- How did my attitudes toward (Focus Area issue) change as a result of my experimental trial?
- In what ways has my confidence with regard to (Focus Area issue) changed as a result of my experimental trial?
- What would I like to share with my colleagues and/or evaluator about my experimental trial?
- How will I use the reflective process in the future?
- What other questions has this evaluation process led me to consider?

Manhattan Beach Unified School District
Tier 2 Evaluation – Introduction to Reflection - Teachers

Site: _____

Name: _____ Grade/Subject: _____ Date: _____

The following questions guide teachers through a process of self-examination that is intended to reveal one's receptivity to processes of introspection and reflection. Responding to these questions can be challenging at times, especially if one approaches them with requisite candor. The experience of uncertainty and perhaps even discomfort should be regarded as normal.

It is important that responses to these questions be written. The time required to write down one's thoughts increases mindfulness and thereby yields a more complete and forthcoming response. Your reflective writings and dialogue with your evaluator will constitute the greater part of the evaluation process.

Reflection 1: What do I feel is my greatest strength as a teacher? Where is my greatest need for growth?

Reflection 2: When do I feel most proud of my work? When have I felt like I have not done my best?

Manhattan Beach Unified School District
Tier 2 Evaluation – Introduction to Reflection - Teachers

Reflection 3: When am I most critical of myself? Why?

Reflection 4: When I think about working with others, what comes to mind? Why?

Manhattan Beach Unified School District
Tier 2 Evaluation – Introduction to Reflection - Teachers

Reflection 5: How often do I take risks and experiment at work? When was the last time I did this and how did it turn out?

Manhattan Beach Unified School District
Tier 2 Evaluation – Initial Reflection on Focus Area – Teachers
Individual Student Issues

Site: _____

Name: _____ Grade/Subject: _____ Date: _____

The purpose of the Initial Reflection is to think in greater depth about the issues that one faces in the focus area and to begin generating theories as to their causes and effects. Teachers also begin generating ideas about possible approaches to the issues which later become the foundation of their experimental trial. If you need more space for your responses, please use the additional space provided on the last page.

1. What do I know about his/her background, prior knowledge and interests?

2. How confident am I about linking my instruction to these interests?

3. What questions am I asking about the student?

Manhattan Beach Unified School District
Tier 2 Evaluation – Initial Reflection on Focus Area – Teachers
Establishing Systems, Structures & Procedures to Support Student Learning

7. How frequently do I involve students in the development of criteria, charts, and rubrics used in the assessment of student work?

**Manhattan Beach Unified School District
Tier 2 Evaluation – Final Reflection - Teachers**

7. How will I use the reflective process in the future?

8. What other questions has this evaluation process led me to consider?

Evaluator's Signature

Teacher's Signature

Date

Date

() Check here if written notice of unsatisfactory performance and recommendations for improvement have been submitted to the teacher by the evaluator.

Manhattan Beach Unified School District
Tier 2 Evaluation – Introduction to Reflection - Counselors

Site: _____

Name: _____ Grade/Subject: _____ Date: _____

The following questions guide counselors through a process of self-examination that is intended to reveal one’s receptivity to processes of introspection and reflection. Responding to these questions can be challenging at times, especially if one approaches them with requisite candor. The experience of uncertainty and perhaps even discomfort should be regarded as normal.

It is important that responses to these questions be written. The time required to write down one’s thoughts increases mindfulness and thereby yields a more complete and forthcoming response. Your reflective writings and dialogue with your evaluator will constitute the greater part of the evaluation process.

Reflection 1: What do I feel is my greatest strength as a counselor? Where is my greatest need for growth?

Reflection 2: When do I feel most proud of my work? When have I felt like I have not done my best?

Manhattan Beach Unified School District
Tier 2 Evaluation – Introduction to Reflection - Counselors

Reflection 3: When am I most critical of myself? Why?

Reflection 4: When I think about working with others, what comes to mind? Why?

Manhattan Beach Unified School District
Tier 2 Evaluation – Introduction to Reflection - Counselors

Reflection 5: How often do I take risks and experiment at work? When was the last time I did this and how did it turn out?

Manhattan Beach Unified School District
Tier 2 Evaluation – Initial Reflection on Focus Area – Counselors
College and Career Readiness

10. How familiar am I with the availability of financial aid for students wishing to attend college? What will I do to research and disseminate information to families about grants, scholarships and loans?

11. How familiar am I with career paths that do not depend on a college degree? What will I do to learn more about these pathways? How can I help students navigate these options?

**Manhattan Beach Unified School District
Tier 2 Evaluation – Initial Reflection on Focus Area – Teachers
The Path to Continuous Improvement**

8. Do I use student assessment data to drive changes to my practice? In what ways are such data relevant to me?

9. What doubts do I have about my efficacy? What causes these doubts and how might I address them through collaboration and/or further study?

**Manhattan Beach Unified School District
Tier 2 Evaluation – Final Reflection - Counselors**

7. How will I use the reflective process in the future?

8. What other questions has this evaluation process led me to consider?

Evaluator's Signature

Teacher's Signature

Date

Date

() Check here if written notice of unsatisfactory performance and recommendations for improvement have been submitted to the teacher by the evaluator.

Manhattan Beach Unified School District

PSYCHOLOGIST EVALUATION

Psychologist: _____ Dates: _____

Rating: M = Meets Expectations; N = Needs Improvement

Mid-Year	End of Year	Domain
_____	_____	1. <u>Objectives</u> - List three (3) specific objectives to be mutually agreed to by the evaluator and evaluatee. a. b. c. () additional sheet is attached
_____	_____	2. <u>Assessment</u> a. Participates as a member of the Individual Education Program Team. Assesses, prepares case studies, presents data, and confers with all professionals involved. b. Gather necessary data regarding individual students exhibiting learning and/or behavioral exceptionalities through observation, testing, school and community services. c. Participates in reassessment of students in special education. d. Other:
_____	_____	
_____	_____	

P Mid-Year	End of Year	Domain
<p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p>	<p>3. <u>Consultation</u></p> <p>a. Consults with teachers and other professionals in relation to specific classroom and/or students' concerns.</p> <p>b. Consults with parents through initiation of psychologist, parent, or administrator referral.</p> <p>c. Participates in the Student Study Team.</p>
<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>4. <u>Counseling</u></p> <p>a. Counsels individuals and groups of students.</p> <p>b. Provides crisis intervention.</p> <p>c. Consults with other agencies and organizations, both public and private, regarding individual cases.</p> <p>d. Other:</p>
<p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p>	<p>5. <u>Coordination</u></p> <p>a. Coordinates with school counseling programs.</p> <p>b. Participates in transition and articulation processes.</p> <p>c. Other:</p>
<p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p>	<p>6. <u>Adjunct</u></p> <p>a. Maintains professional competence through participation in selected professional growth activities.</p> <p>b. Encourages innovations in educational practice based on current research.</p> <p>c. Represents the District outside of the district (e.g., SARB, LACOE.)</p>

EVALUATION PROCEDURES FOR SCHOOL PSYCHOLOGISTS

A. Observations in the following meetings:

- Individualized Educational Program - case study presentation (IEP)
- Student Study Team (SST)
- Meetings with outside individuals and agencies (e.g., counselors, parents, coordinator)
- Parent conferences
- County - SARB

B. Self-report

A brief narrative summary will be written by the Director of Pupil Services.

An Assistance Plan is: () Not Required () Required* () Teacher Requested

*Documentation attached

Psychologist's Signature

Evaluator's Signature

Allotment of time between categories is not equitable and may vary from year to year and from school to school. Greatest priority is given to mandated services as per Director of Pupil Services.

PSYCHOLOGIST'S EVALUATION SUMMARY

School Year: _____

Psychologist: _____ Grade/Subject(s): _____

Status: () Permanent; () Probationary (Year 1 / Year 2); () Temporary

Commendations

Recommendations

Dates of Observations:

Dates of Conferences:

Evaluator's Signature

Title

Date

Psychologist's Signature

Grade(s)

Date

This form will become part of the personnel file. The psychologist has the right to respond in writing and to have that response attached to the evaluation.

*Signature of receipt only; does not imply agreement.
() Check here if Psychologist has submitted a written response.

Distribution: Original - Personnel File
Copy - Psychologist
Copy - Evaluator

OPTIONAL EVALUATION PLAN

Monitoring Conference: _____

Supervisor's Initials

Psychologist's Initials

() Check here if additional information and/or documentation is attached.

Monitoring Conference: _____

Supervisor's Initials

Psychologist's Initials

() Check here if additional information and/or documentation is attached.

Evaluator's Signature

Title

Date

Psychologist's Signature

Grade(s)

Date

*Signature of receipt only; does not imply agreement.

() Check here if Psychologist has submitted a written response.

Distribution: Original - Personnel File
Copy - Psychologist
Copy - Evaluator

OPTIONAL EVALUATION PLAN

Psychologist: _____ Grade/Subject(s): _____

The use of this form shall be with the mutual agreement of the evaluator and evaluatee. Information on this form may not be used to reflect adversely upon the unit member.

Goal(s) for Improvement

Activities

End of Year Psychologist's Comments

End of Year Administrator's Comments

Psychologist's Signature

Grade(s)

Date

This form will become part of the personnel file. The psychologist has the right to respond in writing and to have that response attached to the evaluation.

*Signature of receipt only; does not imply agreement.
() Check here if Psychologist has submitted a written response.

Distribution: Original - Personnel File
Copy - Psychologist
Copy - Evaluator

OPTIONAL EVALUATION PLAN

Teacher: _____ **Grade:** _____ **Subject :** _____

The use of this form shall be by mutual agreement of the evaluator and evaluatee. Information on this form may not be used to reflect adversely upon the unit member.

GOAL(S) FOR IMPROVEMENT

ACTIVITIES

END OF YEAR TEACHER COMMENTS

END OF YEAR ADMINISTRATOR COMMENTS

Teacher's Signature*

Position Grade/Subject

Date

OPTIONAL EVALUATION PLAN

Monitoring Conference

Date: _____

Supervisor's Initials

Teacher's Initials

() Check here if additional information and/or documentation is attached.

Monitoring Conference

Date: _____

Supervisor's Initials

Teacher's Initials

() Check here if additional information and/or documentation is attached.

Evaluator's Signature

Title

Date

Teacher's Signature*

Position Grade/Subject

Date

THIS FORM WILL BECOME PART OF THE TEACHER'S PERSONNEL FILE. THE TEACHER HAS THE RIGHT TO RESPOND IN WRITING AND TO HAVE THAT RESPONSE ATTACHED TO THE EVALUATION.

*Signature of receipt only; does not imply agreement.
() Check here if teacher has submitted a written response.

Distribution: Original – Personnel File
Copy – Teacher, Evaluator

ASSISTANCE PLAN

Teacher: _____ **Grade:** _____ **Subject:** _____

Planning Conference Date: _____

GOALS FOR IMPROVEMENT

ACTIVITIES

Teacher's Signature*

Position Grade/Subject

Date

*Signature of receipt only; does not imply agreement.
() Check here if teacher has submitted a written response.

ASSISTANCE PLAN MONITOR AND REVIEW

Monitoring Conference

Date: _____

Supervisor's Initials

Teacher's Initials

() Check here if additional information and/or documentation is attached.

Monitoring Conference

Date: _____

Supervisor's Initials

Teacher's Initials

() Check here if additional information and/or documentation is attached.

Supervisor's End of Year Summary *(This section is to be completed for an Assistance Plan only.)*

Dates: Planning Conference _____ Mid-Year Conference _____

Observation(s) _____

Monitoring Conference _____ End of Year Conference _____

- The teacher will be returned to the normal evaluation cycle because performance now meets expectations/standards.
- The teacher will be returned to the evaluation/assistance plan cycle for the _____ year because performance remains below expectations/standards.
- Performance continues to be unsatisfactory. The evaluator's recommendation is attached.

Evaluator's Signature

Title

Date

Teacher's Signature*

Position Grade/Subject

Date

*Signature of receipt only; does not imply agreement.
() Check here if teacher has submitted a written response.

Distribution: Original – Personnel File
Copy – Teacher, Evaluator