

Redondo Beach Unified School District

Tier 1 Evaluation – Expectations for Practice

The Redondo 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 Redondo 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 Redondo 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.
- e. The teacher connects classroom learning to students' backgrounds, experiences, interests and values.

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.
- d. The teacher seeks to emphasize depth of knowledge over breadth in the planning and execution of instructional activities.
- e. The teacher plans for and provides opportunities for students to discuss, clarify and critically analyze content from a variety of perspectives.
- f. 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 his or her students by planning instruction based on their 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

- a. The teacher understands and is able to explain the difference between diagnostic, formative and summative assessment.
- b. 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.
- c. 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.
- d. 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

- a. The teacher actively seeks a variety of information from different sources and perspectives to get to know students' needs and interests.
- b. The teacher understands and employs a variety of assessment tools that best reflect students' strengths.
- c. The teacher analyzes data from student assessments according to the purposes for which the assessments were intended (i.e. diagnostic, formative, summative).
- d. 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

- a. 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 therefore 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 have the student offer suggestions on how to increase student 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.

d. 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.

c. The teacher presents professionally at all times in the use of language, manners and professional dress.

Redondo Beach Unified School District

Tier 2 Certificated Evaluation Process

The Redondo Beach Unified School District and the Redondo 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, 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 teaching 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

Redondo Beach Unified School District
Certificated Teacher Evaluation Process

Phase 1: Introduction to Reflection and the Reflective Process

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.

Questions

- What do I feel is my greatest strength as a teacher? 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?

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Certificated Teacher Evaluation Process

Phase 2: Determination of Focus Area

After completion of the Introduction to Reflection, teachers should consider one of the following areas for their self-study. When considering the areas, teachers 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 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

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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 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?

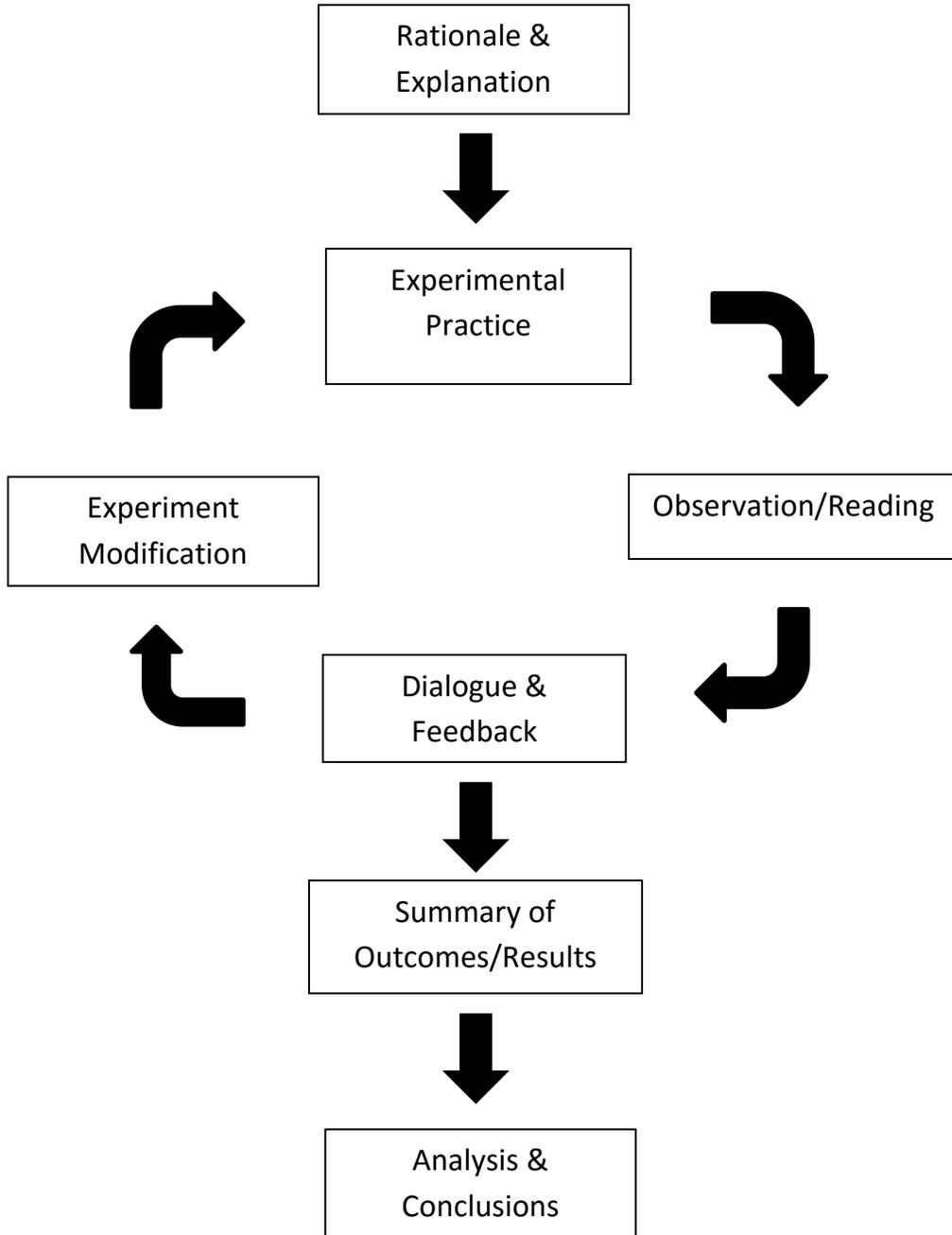
Redondo Beach Unified School District
Certificated Teacher Evaluation Process

Phase 4: Experimental Trial

The Experimental Trial phase comprises an iterative process of inquiry through which teachers 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 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 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 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 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 or the evaluator.
- Experiment Modification – The teacher considers and incorporates the insights, ideas and suggestions and modifies his/her practice further.
- Summary of Outcomes/Results – The teacher writes his/her assessment of the experiment's outcomes and results
- Analysis & Conclusions – The teacher 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



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Certificated Teacher Evaluation Process

Phase 5: Final Reflection

At the conclusion of the Experimental Trial phase of the evaluation, teachers 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?

**Redondo Beach Unified School District
Lesson Plan Design Template**

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? 	
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Assessment:

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

Redondo Beach Unified School District

Tier 1 Evaluation – Initial Reflection

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?

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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?

Redondo Beach Unified School District

Tier 1 Evaluation

Name _____

Rating

Grade/Subject _____ 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

Comments:

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

2.2 Creating physical or virtual learning environments that promote student learning

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 Developing, communicating and maintaining high standards for individual and group Behavior

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

2.7 Using instructional time to optimize learning

Comments:

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Tier 1 Evaluation

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
- 3.2 Applying knowledge of student development and proficiencies to ensure student understanding of subject matter
- 3.3 Organizing curriculum to facilitate student understanding of subject matter
- 3.4 Utilizing instructional strategies that are appropriate to the subject matter
- 3.5 Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all 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

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
- 4.2 Establishing goals for student learning
- 4.3 Developing and sequencing long-term and short-term instructional plans to support student learning

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Tier 1 Evaluation

Rating

Sufficient Growth Insufficient Growth

4.4 Planning instruction that incorporates appropriate strategies to meet the learning needs of all students

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

Comments:

Standard Five – Assessing Student Learning

5.1 Applying knowledge of the purposes, characteristics, and uses of different types of assessments

5.2 Collecting and analyzing assessment data from a variety of sources to inform instruction

5.3 Reviewing data, both individually and with colleagues, to monitor student learning

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

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

Comments:

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Tier 1 Evaluation

Rating

Sufficient Growth Insufficient Growth

Standard Six – Developing as a Professional Educator

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

Comments:

Summary Comments:

Teacher signature _____ Date _____

Evaluator signature _____ Date _____

Redondo Beach Unified School District

Tier 1 Evaluation – Final Reflection

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?

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Tier 1 Evaluation – Final Reflection

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

Redondo Beach Unified School District
Tier 2 Evaluation – Introduction to Reflection

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?

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Tier 2 Evaluation – Introduction to Reflection

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

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

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Tier 2 Evaluation – Introduction to Reflection

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?

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

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 to add more pages for your responses, use MS Word and attach them.

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?

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

4. 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?

5. What strengths does the student possess upon which I can build?

6. Have I conducted one-on-one meetings with the student? What have I done to deepen my relationship and trust with the student?

Redondo Beach Unified School District
Tier 2 Evaluation – Initial Reflection on Focus Area
Content Knowledge Development

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 to add more pages for your responses, use MS Word and attach them.

1. What specific subject or element of a subject do I consider to be my favorite to study and/or teach?

2. 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?

3. 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?

Redondo Beach Unified School District
Tier 2 Evaluation – Initial Reflection on Focus Area
Content Knowledge Development

4. 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?

5. 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?

6. What other activities have I considered for the teaching this subject (writing, projects, videos, etc.)? How might I incorporate them into my teaching?

Redondo Beach Unified School District
Tier 2 Evaluation – Initial Reflection on Focus Area
Planning and Designing Instruction

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 to add more pages for your responses, use MS Word and attach them.

1. What is my primary approach to instruction (lecture, reading assignments, skill-based assignments, projects, cooperative groups, centers, etc.)?

2. Is my primary approach to instruction appropriate for all learners? If not, what could I do differently to address those needs?

3. What percentage of my lessons and activities are inquiry-based? How might I increase that percentage?

Redondo Beach Unified School District
Tier 2 Evaluation – Initial Reflection on Focus Area
Planning and Designing Instruction

4. In what ways do my lessons and activities require students to formulate theories?

5. In what ways do my lessons and activities require students to discover and provide evidence to support their theories?

6. Do I provide students opportunities to explore, examine and explain topics in greater depth and detail? How might I increase these opportunities?

Redondo Beach Unified School District
Tier 2 Evaluation – Initial Reflection on Focus Area
Planning and Designing Instruction

7. What kinds of questions am I asking my students? Do these questions address deeper conceptual understandings and essential elements of the topic?

8. What conceptual framework(s) am I seeking to build through my lessons and activities? How will students demonstrate their development of this conceptual framework?

Redondo Beach Unified School District

Tier 2 Evaluation – Initial Reflection on Focus Area

Establishing Systems, Structures & Procedures to Support Student Learning

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 to add more pages for your responses, use MS Word and attach them.

1. What presumptions have I made about what students should already know about behavioral standards, conduct in the classroom, treatment of others, etc.?

2. How do I build a classroom culture that includes student input into the creation of standards of behavior, interaction and work-habits?

3. 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?

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Tier 2 Evaluation – Initial Reflection on Focus Area

Establishing Systems, Structures & Procedures to Support Student Learning

4. 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?

5. 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?

6. How often do I provide students opportunities to learn and practice in whole group, small groups or independently? When are such opportunities most appropriate?

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Tier 2 Evaluation – Initial Reflection on Focus Area

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?

Redondo Beach Unified School District
Tier 2 Evaluation – Initial Reflection on Focus Area
Assessment of Student Learning

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 to add more pages for your responses, use MS Word and attach them.

1. What are my beliefs about the purpose(s) of assessment? How should assessments be structured and used?

2 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?

3. What concerns do I have about collaborating with colleagues in analyzing data and calibrating rubrics?

Redondo Beach Unified School District
Tier 2 Evaluation – Initial Reflection on Focus Area
Assessment of Student Learning

4. In what ways do I consider the results of student assessments in planning my units and lessons?
How structured is my consideration?

5. How can I involve students in identifying their own evidence of learning?

6. 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?

Redondo Beach Unified School District
Tier 2 Evaluation – Initial Reflection on Focus Area
Assessment of Student Learning

7. What new approaches to assessment do I find intriguing and might wish to try?

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

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

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 to add more pages for your responses, use MS Word and attach them.

1. 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?

2. 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?

3. How do I define “success” for a given lesson or unit of study?

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

4. 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?

5. 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?

6. 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?

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

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

8. Do I sometimes feel doubts about my efficacy? What causes these doubts and how might I address them through collaboration and/or further study?

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Tier 2 Evaluation – Final Reflection

Name _____ Grade/Subject _____ Date _____

At the conclusion of the Experimental Trial phase of the evaluation, complete the final written reflection in order to examine and synthesize the results of the evaluation process. If you need to add more pages for your responses, use MS Word and attach them.

1. How has my overall approach to (Focus Area issue) changed as a result of my experimental trial?

2. What were the most important changes that I made and how did they affect the outcomes of my experimental trial?

3. What did I learn about (Focus Area issue) that I did not expect?

Redondo Beach Unified School District

Tier 2 Evaluation – Final Reflection

4. How did my attitudes toward (Focus Area issue) change as a result of my experimental trial?

5. In what ways has my confidence with regard to (Focus Area issue) changed as a result of my experimental trial?

6. What would I like to share with my colleagues and/or evaluator about my experimental trial?

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Tier 2 Evaluation – Final Reflection

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

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

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Tier 2 Evaluation—Request for deferral

Name _____ Grade/Subject _____ Date _____

At the conclusion of the final evaluation meeting, teachers who have been employed by the District for at least 10 years are eligible for a five year deferral of the evaluation process as stated in Article 9.4.1 of the collective bargaining agreement. Complete the form below and return it to your evaluator no later than 30 work days after the start of the following school year.

Describe how, over the next five years, you will continue to self-assess, reflect on, and continue to grow your teaching practice through experimentation and risk-taking. Attach additional pages in either Word or PDF format.

Years 1 - 5:

What are my focus areas? In which aspects of my teaching practice do I feel the need to grow most?

What changes, risks or experiments in my practice will I undertake over the next two years?

What outcomes do I expect from these changes, risks or experiments? How will student learning be affected?

What evidence will demonstrate the outcomes of my efforts?

This teacher has successfully completed the Tier 2 evaluation process, has submitted the attached plan for growth and reflection over the next five years, and has been granted a 5 year deferral of the evaluation process.

During the deferral period the evaluator will continue to observe, meet with and discuss the progress of the teacher on the plan. This plan shall be updated, revised and/or changed after the teacher modifies his or her focus area. It is understood that it may also be revised at any time during the deferral period with mutual consent. If the evaluator determines the teacher is not pursuing the objectives of his/her plan, then the evaluator must meet with the teacher and may rescind the deferral.

Evaluator's Signature

Teacher's Signature

Date

Date