



Agenda Item #	Agenda # II F
Date:	January 18, 2017
To:	MPS Personnel Committee
From:	Caprice Young, Ed.D., CEO & Superintendent
Staff Lead:	David Yilmaz, Chief Accountability Officer
RE:	MPS Staff Evaluations Update

Proposed Board Recommendation

This is a discussion item for the committee.

Background

Teacher Evaluation:

The Purposes of the Evaluation

MPS firmly believes that teacher quality is the most important variable in increasing student achievement. The evaluation process helps the teacher and the school administrators build on the strengths of the teacher and identify those areas the teacher needs improvement to become more effective and efficient at his/her job. Performance evaluation allows the school administrators and the teacher to communicate openly about performance, mutually establish goals and identify actions for progress, and evaluate results which may provide a basis and documentation for transfer, promotion, reassignment, or disciplinary action.

The Evaluation Process

MPS will use multiple measures in order to make a reliable teacher evaluation. These measures include (1) Teacher Performance on the MPS Framework for Teaching, (2) Teacher Professional Qualities, Dispositions, and Responsibilities, (3) Student and Parent Voices, and (4) Student Performance. Using multiple measures will provide for better insight and reliability than using only one measure.

Standards in the MPS Framework for Teaching involve teaching processes and teaching outcomes, and are the basis for classroom observation evaluations. The annual evaluation

process involves frequent informal classroom observations and feedback for the teacher, a formal observation cycle, collection of evidence to foster collaboration with the teacher, and goal setting and monitoring. This process is supplemented by assessment of teacher's professional qualities, dispositions, and responsibilities, student and parent feedback through surveys, and student performance data. Numerous academic studies confirm the long-held belief that teacher quality is one of the greatest determinants of student achievement. By incorporating student performance into teacher evaluation, MPS wants to keep ongoing student performance discussions with the teacher.

The Chief Accountability Officer and the Chief Academic officer will continue to train MPS school site administrations on the Teacher Evaluation Protocol during the monthly academies throughout the year as well as lead discussion and collect feedback on the protocol.

Attached is the full protocol with its attachments, all in one document.

School Leader Evaluation:

MPS will use multiple measures in order to make a reliable school leader evaluation. These measures include (1) California Professional Standards for Education Leaders (CPSEL), (2) Student, Parent, and Staff Voices, and (3) Student Performance. Using multiple measures will provide for better insight and reliability than using only one measure.

The CPSEL identify what an administrator must know and be able to do in order to move into sustainable, effective practice. They are a set of broad policy standards that are the foundation for administrator preparation, induction, development, professional learning and evaluation in California. Taken together, the CPSEL describe critical areas of leadership for administrators and offer a structure for developing and supporting education leaders throughout their careers. The annual evaluation process involves frequent informal observations and feedback for the school leader, collection of evidence to foster collaboration with the school leader, and goal setting and monitoring. This process is supplemented by student, parent, and staff feedback through surveys, and student performance data.

MPS will use the School Leader Evaluation forms for the Principal and Dean positions. Attached is the full protocol with its attachments, all in one document.

Evaluation of Other Personnel:

MPS will revise its current evaluation protocol for staff other than teaching staff and school leaders to also include the same multiple measures in order to make a reliable staff evaluation

and to have all our evaluation systems aligned. We will bring the finalized version of the evaluation protocol for other staff to the board's attention at a future meeting.

Budget Implications

None.

How Does This Action Relate/Affect/Benefit All MSAs?

All MSAs need a structured staff evaluation model for teaching staff, school leaders, and other staff.

Name of Staff Originator:

David Yilmaz, Chief Accountability Officer

Attachments

- MPS TEACHER EVALUATION_ALL DOCUMENTS
- MPS SCHOOL LEADER EVALUATION_ALL DOCUMENTS

MAGNOLIA PUBLIC SCHOOLS (MPS) SCHOOL LEADER EVALUATION PROTOCOL

Introduction

The vision of Magnolia Public Schools (MPS) is that our graduates are scientific thinkers who contribute to the global community as socially responsible and educated members of society. It is MPS' mission to provide a college preparatory educational program emphasizing science, technology, engineering, arts, and math (STEAM) in a safe environment that cultivates respect for self and others. All MPS school leaders are expected to learn, grow, and commit to the vision and mission of MPS within their roles and responsibilities. The successful work of MPS school leaders can only be realized in a culture where there is learning, open and honest communication, teamwork, use of data, and accountability. The MPS evaluation process is designed to contribute to the organization's pursuit of excellence in education.

The Purposes of the Evaluation

MPS firmly believes that school leader quality is one of the most important variables in increasing student achievement. The evaluation process helps the school leader and the evaluator(s) build on the strengths of the school leader and identify those areas the school leader needs improvement to become more effective and efficient at his/her job. Performance evaluation allows the evaluators and the school leader to communicate openly about performance, mutually establish goals and identify actions for progress, and evaluate results which may provide a basis and documentation for transfer, promotion, reassignment, or disciplinary action.

The Evaluation Process

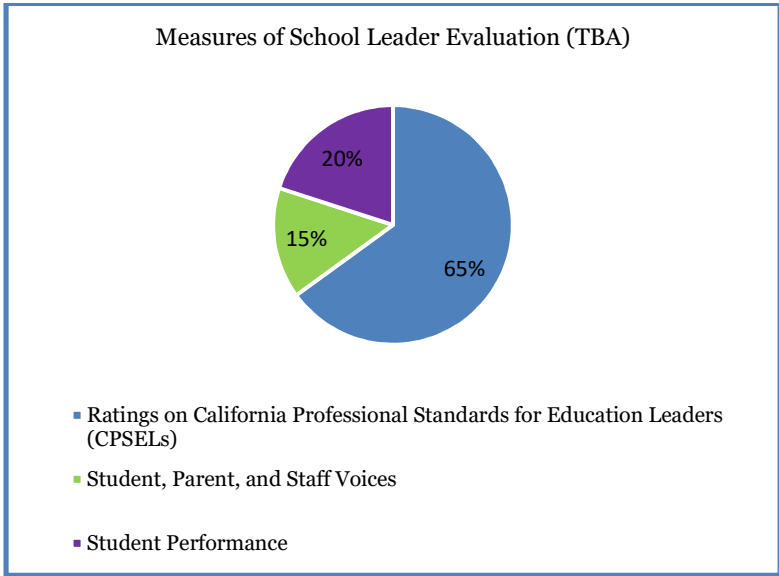
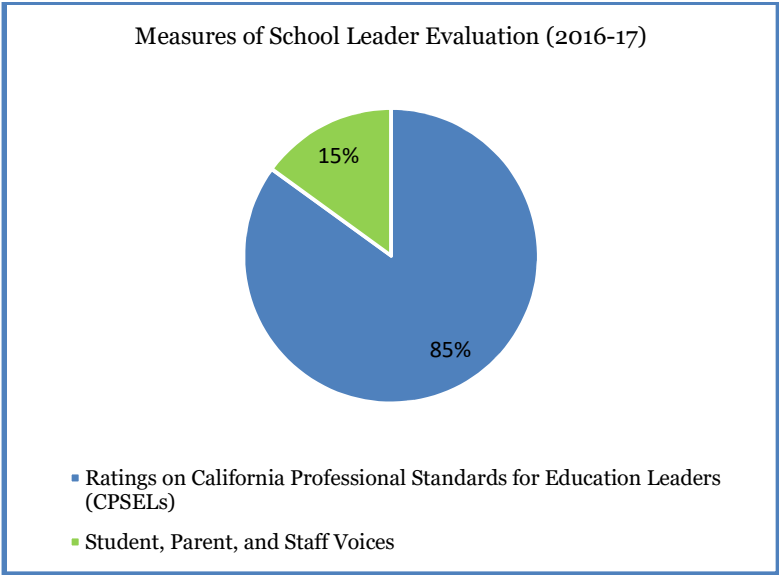
MPS will use multiple measures in order to make a reliable school leader evaluation. These measures include (1) California Professional Standards for Education Leaders (CPSEL), (2) Student, Parent, and Staff Voices, and (3) Student Performance. Using multiple measures will provide for better insight and reliability than using only one measure.

The CPSEL identify what an administrator must know and be able to do in order to move into sustainable, effective practice. They are a set of broad policy standards that are the foundation for administrator preparation, induction, development, professional learning and evaluation in California. Taken together, the CPSEL describe critical areas of leadership for administrators and offer a structure for developing and supporting education leaders throughout their careers. The annual evaluation process involves frequent informal observations and feedback for the school leader, collection of evidence to foster collaboration with the school leader, and goal setting and monitoring. This process is supplemented by student, parent, and staff feedback through surveys, and student performance data. Numerous academic studies confirm the long-held belief that school leader quality is one of the greatest determinants of student achievement. By incorporating student performance into school leader evaluation, MPS wants to keep ongoing student performance discussions with the school leader. MPS will use the following weights for each measure to determine an end-of-year overall rating.

Measure	Percentage 2016-17	Percentage TBA ***
School Leader Performance on the CPSEL	85%	65%
Student, Parent, and Staff Voices	15%	15%

Student Performance ***	-	20%
-------------------------	---	-----

*** MPS is in the process of developing a Student Performance metric for the purpose of school leader evaluation. MPS considers using interim and summative assessments and state and local performance indicators, as well as student work. MPS needs to make sure that Student Performance data used is of high quality as agreed by all stakeholders. While evidence of Student Performance will be collected during the evaluation process, a definite Student Performance metric has not been identified for each subject area yet. Therefore, until a definite Student Performance metric is developed, MPS will exclude it from the end-of-year overall rating.



End-of-Year Overall Evaluation Rating

Evaluators will use the weights (percents) established above for each measure of school leader evaluation and the final score earned by the school leader on each measure to calculate an end-of-year overall performance score of the school leader. As can be seen in the table below, depending on the overall performance score, the school leader will receive an end-of-year overall evaluation rating of 1 (Ineffective), 2 (Developing), 3 (Effective) or 4 (Highly Effective).

Overall Performance	Overall Evaluation Rating	Rating Descriptor
85% - 100%	4: Highly Effective (HE)	School leader consistently demonstrates behaviors reflective of the CPSEL that are above and beyond stated expectations. School leaders who perform at this level exceed goals and targets established for student performance and survey data indicates high levels of satisfaction. A Highly Effective rating means that the only areas for growth would be to expand on the strengths and find innovative ways to apply it to the benefit of the school. Specific comments (i.e., evidence, explanation) are required for rating a school leader as Highly Effective. A Highly Effective rating means that performance is excellent. The employee is a top performer in all areas of school leadership performance, student achievement, and academic progress in the perception of others.
65% - 84%	3: Effective (E)	School leader demonstrates behaviors reflective of the CPSEL most of the time and meets goals and any targets established for student performance and survey data. The indicator of performance delivered when rating one as Effective is that performance is satisfactory and similar to that of others regarded as good performers. While there are areas remaining that require further development to be considered an excellent performer, an Effective classification is indicative of a valued school leader.
50% - 64%	2: Developing (D)	School leader sometimes demonstrates behaviors reflective of the CPSEL and meets some of the goals and targets established for student performance and survey data. A Developing rating indicates that the employee performs well at times but requires more consistent performance overall. School leader demonstrates potential, but must focus on opportunities for improvement to elevate his/her performance on the standards.
Less than 50%	1: Ineffective (I)	School leader rarely demonstrates behaviors reflective of the CPSEL and meets few goals and targets for student performance and survey data. The demonstrated performance of this school leader requires intervention. A rating of Ineffective indicates that performance is unsatisfactory and the school leader requires significant improvement. Specific comments (i.e., evidence, explanation) are required when applying this rating.

Evaluation Calendar

The following table outlines the steps of the evaluation process with recommended timeline.

Timeline	Forms/Documents	Evaluation Steps
August	Evaluation Protocol CPSEL Self-Assessment Form Goal Setting & Progress Monitoring Form	<ul style="list-style-type: none"> ▪ At the beginning of the school year, the evaluators will provide the school leader with the evaluation protocol, including the CPSEL, forms for self-assessment, and goal setting and progress monitoring.
September	Self-Assessment Form Goal Setting & Progress Monitoring Form	<ul style="list-style-type: none"> ▪ During September, every school leader will complete a self-assessment to identify his/her strengths, evidence of meeting standard, and areas for improvement or refinement for each CPSEL. ▪ Based on his/her areas for improvement or refinement and information gathered from artifacts and other sources, the school leader will meet with the evaluators and set two or three goals for the school year, at least one of which should be linked to an organizational goal, e.g., a goal in LCAP, SIP, WASC or other organizational plan.
December-January	Goal Setting & Progress Monitoring Form	<ul style="list-style-type: none"> ▪ The school leader will meet with the evaluator mid-year to discuss progress toward achieving their annual goals, and if necessary, adjustments to action plans in order to achieve goals by the end of the school year. The evaluator will determine whether the school leader is making acceptable progress toward goal attainment. Depending on accomplishment of the goals set at the beginning of the school year, the school leader may set additional goals. ▪ Evaluators may develop an improvement plan with the school leaders who need to elevate their performance on the CPSEL or are not making acceptable progress toward goal attainment. The Goal Setting & Progress Monitoring Form can be used for this purpose.
March-May	Goal Setting & Progress Monitoring Form	<ul style="list-style-type: none"> ▪ Every school leader will meet with the evaluators to discuss progress/completion of goals. School leaders will document their progress on their goals, and if necessary, make adjustments to action plans. In addition, the school leaders and the evaluators will discuss possible new goals for the next school year.

<p>May 1 to mid-May</p>	<p>School Summative Assessment Form</p> <p>School Leader Evaluation Summary Page</p>	<ul style="list-style-type: none"> ▪ For each school leader, the evaluators will assign a rating on each CPSEL on the Summative Assessment Form. ▪ Evaluators will have the final scores for student, parent, and staff survey results available. ▪ For each school leader, the evaluators will enter an end-of-year overall evaluation rating into the School Leader Evaluation Summary Page. ▪ Evaluators will share the completed evaluation forms with each school leader. Forms include: School Leader Evaluation Summary Page and the School Leader Summative Assessment Form.
-------------------------	--	--

The above timeline is recommended to the MPS evaluators to ensure timely completion of all steps of the evaluation process. Evaluators can be flexible with the timeline without compromising the fundamental design of the process.

Measures of School Leader Evaluation:

(1) School Leader Performance on the CPSEL

To reach every student and support every teacher in meeting increasingly complex outcomes demands a cadre of increasingly committed and effective school leaders. The CPSEL serve as broadly supported leadership criteria that are a critical component of leadership development and support. The CPSEL reflect current and emerging expectations for education leaders and are built on a set of Guiding Principles that identify foundational beliefs supporting each CPSEL.

The CPSEL:

- Inform leadership development and performance across a career continuum
- Incorporate existing, accepted descriptions and guides for professional education leadership
- Consistently promote student attainment of performance and content expectations as well as student well being
- Acknowledge the need for ongoing dialogue, challenging assumptions and continued learning among staff and stakeholders
- Reflect the pervasive need to consider equity dilemmas, problems, and issues
- Promote action on the concepts of access, opportunity, and empowerment for all members of the school community

The CPSEL are organized into three levels: standards, elements, and example indicators of practice. The standards are organized into six broad categories that represent the responsibilities of an education leader, reflecting both professional and personal practice. Each standard has a title that supports its identification and use:

- Development and Implementation of a Shared Vision
- Instructional Leadership
- Management and Learning Environment
- Family and Community Engagement
- Ethics and Integrity
- External Context and Policy

The elements highlight three to four main focus areas within each standard. They serve to clarify the intention of the standard and help to organize and define key areas of leadership actions within the standard.

The indicators further delineate leader action. They are examples of how an education leader might demonstrate the element or standard within his or her practice. The indicators are not intended to be a comprehensive or required list of administrator behaviors, rather they are examples of practice that illustrate the intent of the standard and element. MPS will adapt the indicators in a variety of ways to guide and support school leaders from preparation through levels of increasingly accomplished practice within their roles (principal, dean, etc.)

The annual evaluation process at MPS involves frequent informal observations and feedback for the school leader, collection of evidence to foster collaboration with the school leader, and goal setting and monitoring. MPS will use an online tool to record and share notes, feedback, evidence, forms, evaluation results, and all other related documentation. The tool can be used by both the school leader and the evaluator in respect to their roles. Informal observations can be conducted by the school administrators as well as MPS Home Office support team and other professionals.

The school leader being evaluated will take the lead in conducting the evaluation process through the use of self-assessment, reflection and by gathering evidence for education leadership practice. The evaluator will collect evidence on specific standards. Collaborative use of evidence and reflection will provide a basis for self-assessment, goal-setting, professional development, and demonstration on specific standards and expectations. The evaluator and the school leader will meet mid-year to discuss progress toward annual goals, and if necessary, any adjustment to action plans. The evaluator and the school leader will meet toward year-end to discuss progress or completion of goals and possible new goals for the next school year.

After completion of the evaluation process, each school leader will receive a rating of 1 (Below Standard), 2 (Approaches Standard), 3 (Meets Standard) or 4 (Exceeds Standard) for each CPSEL. Besides rating (1) School Leader Performance on the CPSEL, the evaluators will also score (2) Student, Parent, and Staff Voices, and (3) Student Performance. The final score and the weight for each measure will be used to calculate an end-of-year overall performance score of the school leader. Depending on the overall performance score, the school leader will receive an end-of-year overall evaluation rating of 1 (Ineffective), 2 (Developing), 3 (Effective) or 4 (Highly Effective).

Rating of School Leader Performance on the CPSEL

The CPSEL are organized into three levels: standards, elements, and example indicators of practice. The indicators are examples of practice that illustrate the intent of the standard and element. MPS has adapted the indicators in a variety of ways to guide and support school leaders within their roles, such as principal, dean, etc. (See Attachment: MPS Example Indicators for CPSELs.) These indicators provide both a rubric for leadership performance and a roadmap for improvement of school leadership. During informal observations the evaluator(s) will provide the school leader with bite-sized, focused, constructive, and critical feedback. School leader will be provided more comprehensive feedback on the standards during goal-setting and monitoring meetings. Before the completion of the evaluation process, each school leader will receive a rating of 1 (Below Standard), 2 (Approaches Standard), 3 (Meets Standard) or 4 (Exceeds Standard) for each CPSEL. The following table shows the six CPSEL to be rated by the evaluators.

STANDARD 1: DEVELOPMENT AND IMPLEMENTATION OF A SHARED VISION
Standard 1. Education leaders facilitate the development and implementation of a shared vision of learning and growth of all students.
<ul style="list-style-type: none"> ▪ Element 1A: Student-Centered Vision ▪ Element 1B : Developing Shared Vision ▪ Element 1C: Vision Planning and Implementation
STANDARD 2: INSTRUCTIONAL LEADERSHIP

<p>Standard 2. Education leaders shape a collaborative culture of teaching and learning informed by professional standards and focused on student and professional growth.</p>
<ul style="list-style-type: none"> ▪ Element 2A: Professional Learning Culture ▪ Element 2B: Curriculum and Instruction ▪ Element 2C: Assessment and Accountability
<p>STANDARD 3: MANAGEMENT AND LEARNING ENVIRONMENT</p>
<p>Standard 3. Education leaders manage the organization to cultivate a safe and productive learning and working environment.</p>
<ul style="list-style-type: none"> ▪ Element 3A: Operations and Facilities ▪ Element 3B: Plans and Procedures ▪ Element 3C: Climate ▪ Element 3D: Fiscal and Human Resources
<p>STANDARD 4: FAMILY AND COMMUNITY ENGAGEMENT</p>
<p>Standard 4. Education leaders collaborate with families and other stakeholders to address diverse student and community interests and mobilize community resources.</p>
<ul style="list-style-type: none"> ▪ Element 4A: Parent and Family Engagement ▪ Element 4B: Community Partnerships ▪ Element 4C: Community Resources and Services
<p>STANDARD 5: ETHICS AND INTEGRITY</p>
<p>Standard 5. Education leaders make decisions, model, and behave in ways that demonstrate professionalism, ethics, integrity, justice, and equity and hold staff to the same standard.</p>
<ul style="list-style-type: none"> ▪ Element 5A: Reflective Practice ▪ Element 5B: Ethical Decision-Making ▪ Element 5C: Ethical Action
<p>STANDARD 6: EXTERNAL CONTEXT AND POLICY</p>
<p>Standard 6. Education leaders influence political, social, economic, legal and cultural contexts affecting education to improve education policies and practices.</p>
<ul style="list-style-type: none"> ▪ Element 6A: Understanding and Communicating Policy ▪ Element 6B: Professional Influence ▪ Element 6C: Policy Engagement

Examples of indicators for each element can be found in *Attachment: CPSEL Booklet*. Here is an example:

STANDARD 2: INSTRUCTIONAL LEADERSHIP

Education leaders shape a collaborative culture of teaching and learning informed by professional standards and focused on student and professional growth.

Element 2A: Professional Learning Culture

Leaders promote a culture in which staff engages in individual and collective professional learning that results in their continuous improvement and high performance.

Example Indicators:

- **2A-1** Establish coherent, research-based professional learning aligned with organizational vision and goals for educator and student growth.
- **2A-2** Promote professional learning plans that focus on real situations and specific needs related to increasing the learning and well-being of all staff and students.
- **2A-3** Capitalize on the diverse experience and abilities of staff to plan, implement, and assess professional learning.
- **2A-4** Strengthen staff trust, shared responsibility, and leadership by instituting structures and processes that promote collaborative inquiry and problem solving.

It is important to note that specific feedback to the school leader on each element provides better focus for professional practice and growth. The observers and the evaluators are encouraged to pinpoint strengths and areas for improvement based on the elements. However, rating will be provided for the standard, not for each element. Elements describe a specific feature of the standard and the school leader is expected to meet or exceed the standard as a whole. There is variation among school systems and organizations in their approach to rating standards versus elements. MPS actively seeks feedback from our school leaders and evaluators in order to implement an efficient and effective system that helps with both *measuring school leaders* and *supporting their growth*.

MPS will base 85 percent of school leader’s end-of-year overall evaluation on performance on the CPSEL. Each school leader will receive a rating of 1 (Below Standard), 2 (Approaches Standard), 3 (Meets Standard) or 4 (Exceeds Standard) for each of the six CPSEL. Therefore, school leaders will earn up to 24 points on this metric. The following table describes the ratings that will be used to rate each CPSEL.

Rating	Points	Rating Descriptor
Exceeds Standard	4	School leader <u>consistently</u> demonstrates <u>all</u> indicators reflective of the standard. School leader performance on the standard is excellent.
Meets Standard	3	School leader demonstrates the <u>majority</u> of the indicators reflective of the standard <u>most of the time</u> . School leader performance on the standard is very good. However, there are areas remaining that require further development to be considered an excellent performer on this standard.
Approaches Standard	2	School leader <u>sometimes</u> demonstrates the indicators reflective of the standard. School leader performs well at times but requires more consistent performance overall. School leader demonstrates potential but must focus on opportunities for improvement to elevate his/her performance on this standard.
Below Standard	1	School leader <u>rarely</u> demonstrates the indicators reflective of the standard. The demonstrated performance of this school leader is unsatisfactory and requires intervention and significant improvement. Specific comments (i.e., evidence, explanation) are required when applying this rating.

(2) Student, Parent, and Staff Voices

Research into school leadership effectiveness indicates that student, parent, and staff voices play a powerful role in helping schools and districts learn how to improve education leadership. Surveys have been the primary means of collecting student, parent, and staff voices about effective leadership. MPS uses an online platform to provide students, parents, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and students' own strengths and weaknesses. MPS believes that students, parents, and staff have an essential role to play in informing teaching effectiveness and education leadership: this feedback instrument provides teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement.

Following are sample survey questions that MPS uses to hear student, parent, and staff voices.

Student Survey Sample Questions:

Besides many other aspects of their experience with the school, teachers, and each of their classes, students are also asked their opinions about the school administration, the main office, and support staff, as well as their overall school satisfaction. Following are sample questions MPS asks students about the school administration.

How much do you agree or disagree with each of the following items?

- Adults at my school expect me to go to college.
- I feel adults at my school care about me.
- I can go to an adult at this school if I need help with a personal problem.
- I know who to speak with at the school if I have a question or concern.
- In my school, adults treat students with respect.
- Adults at my school care about students' opinions.

Overall School Experience:

- **Overall, I am satisfied and would recommend this school to other students.**

Parent Survey Sample Questions:

Besides many other aspects of their experience with the school, their child's teachers and each of his/her classes, parents are also asked their opinions about the school administration, the main office, and support staff, as well as their overall school satisfaction. Following are sample questions MPS asks parents about the school administration.

Please rate how strongly you agree or disagree with each of the following statements.

- There is a clear academic vision for this school.
- I feel administration cares about my child.
- The administration has a visible presence and is accessible to me.
- I know who to speak with at the school if I have a question or concern.
- School staff treats me with respect.
- School staff welcomes comments and suggestions.
- School staff is responsive to the concerns of parents and the community.

Overall School Experience:

- **Overall, I am satisfied and would recommend this school to other parents.**

Staff Survey Sample Questions:

Besides many other aspects of their experience with the school, staff are also asked their opinions about the school administration, the main office, and support staff, as well as their overall school satisfaction. Following are sample questions MPS asks staff about the school administration and the support they receive from them.

Please rate how strongly you agree or disagree with each of the following statements.

School Administration and Students/Parents (from staff perspective)

- Student achievement is the highest priority at this school.
- I trust the administration to make decisions that are in the best interest of students.
- I feel administration cares about students.
- The administration has a visible presence and is accessible to parents and students when needed.
- The administration welcomes comments and suggestions from students and parents.
- The administration sets a professional and positive example.
- The administration is responsive to the concerns of students and parents.
- The administration has a good rapport with students and parents.
- The administration offers opportunities for parental involvement.

School Administration and Teacher Support

- There is a clear academic vision for this school.
- The administration has a good understanding of issues related to curriculum and instruction.
- I believe the administration will make appropriate adjustments to manage future educational challenges.
- The administration clearly communicates their expectations of me.
- I am given the freedom I need to do my job.
- This school recognizes and celebrates hardworking faculty and staff.
- I feel the workload for a teacher at this school is reasonable.
- I understand how my performance will be evaluated.
- School leadership recognizes my strengths and weaknesses.
- Changes are handled smoothly at this school, allowing time for transition.

On a scale of 5 (highest) to 1 (lowest), please rate the support you receive from your school administration.

- Principal, assistant principal, etc.

Overall School Experience:

- **Overall, I am satisfied and would recommend this school to parents seeking a place for their child.**

Using Student, Parent, and Staff Voices as a Measure of School Leader Evaluation

Student, parent, and staff surveys provide valuable feedback to the school leader about stakeholders' perceptions on school leader's effectiveness. MPS makes every effort to reach out to our students, parents, and staff to ensure a high response rate on the surveys. MPS has designed its surveys so that they provide individualized feedback about school leaders, as well as stakeholders' overall school satisfaction. MPS will use both individualized and general feedback to provide constructive critical feedback to the school leaders. Leaders can use this feedback to improve their leadership.

As CPSEL 1 states, "Education leaders facilitate the development and implementation of a shared vision of learning and growth for all students." Collaboration linked to shared goals focused on student achievement lead to higher levels of adult commitment and greater gains in student achievement. MPS values collective commitment and collaboration for shared goals; therefore, MPS will use overall school experience (satisfaction) rates for students, parents, and staff as a metric in school leader evaluation. Favorable responses to the following "overall school satisfaction" question include "Strongly Agree" and "Agree."

Overall, I am satisfied and would recommend this school to other students/parents.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

MPS will use percentage of favorable responses, i.e., overall school satisfaction rate, as a metric that represents stakeholder voices. MPS will base 15 percent of teacher's end-of-year overall evaluation on student, parent, and staff surveys. Student, parent, and staff voices will share equal weights of 5 percent. Following table shows how overall school satisfaction rates will be converted to points on the end-of-year overall evaluation. MPS will use both status (percent for current year) and change (percent change from prior year) in determining the final points for student, parent, and staff voices.

OVERALL SCHOOL SATISFACTION RATE		CHANGE (PRIOR YEAR)				
		Declined Significantly by 10% or more	Declined by 5% to less than 10%	Maintained Declined or improved by less than 5%	Increased by 5% to less than 10%	Increased Significantly by 10% or more
STATUS (CURRENT YEAR)	Very High 85% or greater	3	4	5	5	5
	High 70% to less than 85%	2	3	4	4	5
	Medium 60% to less than 70%	2	2	3	4	4
	Low 50% to less than 60%	1	2	2	3	3
	Very Low Less than 50%	1	1	1	2	3

Example: A school with parent overall school satisfaction rates of 75% in the current year and 63% in the prior year would earn its school leaders 5 points for parent voice on the end-of-year overall school leader evaluation. Similarly, the same school with student overall satisfaction rates of 68% in the current year and 60% in the prior year would earn its school leaders 4 points for student voice. If staff overall satisfaction rate increased from 80% to 83% from the prior year, it would correspond to 4 points for staff voice. A total of 13 points (out of 15) would be used as the overall score for Student, Parent, and Staff Voices.

School leaders are encouraged to check their school's targets for student, parent, and staff overall school satisfaction rates in their Local Control and Accountability Plans (LCAP).

(3) Student Performance

Student Assessments at MPS

MPS uses formative and summative assessment strategies to monitor student progress and to adjust instruction in order to maximize student achievement. The measures that are used to assess student progress include all state-mandated standardized tests such as the Smarter Balanced Summative Assessments. MPS also uses the Smarter Balanced Interim Assessments which are designed to support teaching and learning throughout the year; and the Digital Library, designed to support classroom-based formative assessment processes. MPS administers both the Interim Comprehensive Assessments (ICAs) and Interim Assessment Blocks (IABs) to assess student learning and inform instruction during the year. The Smarter Balanced Interim Assessments¹ are specifically designed to provide the following:

- Meaningful information for gauging student progress throughout the year toward mastery of the skills measured by the Summative Assessments
- Assessments of the CCSS, which can be used at strategic points during the school year.

MPS teachers also have access to publisher or third-party-provided assessments, such as McGraw Hill, Illuminate, Accelerated Reader, and MAP. MPS utilizes computer adapted MAP testing to measure student progress three times a year. Teachers also, with the help of published materials, create standards-aligned formative assignments and tests that are evaluated using rubrics.

Assessments at MPS are not tests only. MPS teachers are expected to use a variety of formative and summative assessments that are valid and reliable measures of student achievement. (*Ex: performance assessments, portfolios, etc.*) Assessments are expected to be aligned with learning objectives. (*Ex: Unit assessments are aligned with unit standards and learning objectives.*) At MPS, teachers provide students with choices of ways to demonstrate learning and students participate in the development of their learning outcomes. Teachers use summative assessment results to plan next units and redeliver instruction.

MPS teachers are expected to closely monitor all students' progress toward meeting student learning outcomes. Teachers use technology, as appropriate, to conduct data analysis and communicate assessment results and student growth to all stakeholders (*families, colleagues, administration, etc.*) Teachers review summative assessment results with students, and students are involved in self-assessment, goal-setting, and monitoring progress.

Local, State, and Federal Accountability System

MPS will closely monitor its measures on the local, state, and federal accountability and continuous improvement

¹ <http://www.cde.ca.gov/ta/tg/sa/sbacinterimassess.asp>

systems, including LCFF evaluation rubrics. These measures include, but are not limited to, state and local indicators, such as graduation rate, scores on the CAASPP, suspension rates, progress of English learners toward English proficiency, and college and career readiness.

Using Student Performance as a Measure of School Leader Evaluation

MPS is in the process of developing a Student Performance metric for the purpose of school leader evaluation. As introduced above, state and local accountability indicators along with interim and summative assessments provide valuable data on student performance and progress. MPS also recognizes that a variety of assessments can and should be used to measure student progress, such as performance assessments and portfolios. As such, MPS considers using a thoughtful combination of interim and summative assessments and state and local indicators, as well as student work. MPS needs to make sure that Student Performance data used is of high quality as agreed by all stakeholders. While evidence of Student Performance will be collected and analyzed during the evaluation process, a definite Student Performance metric has not been developed for each subject area yet. Therefore, until a definite Student Performance metric is identified and agreed upon, MPS will exclude it from the end-of-year overall rating. Once a metric is fully developed, MPS intends to base 20 percent of end-of-year overall evaluation on Student Performance.

Attachments:

The following are attachments referenced in the MPS School Leader Evaluation Protocol.

- CPSEL Booklet
- MPS Example Indicators for CPSELs
- MPS School Leader Self-Assessment Form
- MPS School Leader Goal Setting & Progress Monitoring Form
- MPS School Leader Summative Assessment Form
- MPS School Leader Evaluation Summary Page



COMMISSION ON
TEACHER CREDENTIALING

Ensuring Educator Excellence

**California Professional Standards
for
Education Leaders (CPSEL)**

**Adopted by the Commission
February 2014**



Commission on Teacher Credentialing

State of California
Jerry Brown, Governor

Members of the Commission

Kirsten Barnes	Non-Administrative Services Credential Representative
Constance Baumgardt Blackburn	Teacher Representative
Erick Casallas	Teacher Representative
C. Michael Cooney	Public Representative
Linda Darling-Hammond	Faculty Representative
Charles Gahagan	Teacher Representative
Kathleen Harris	Teacher Representative
Mary C. Jones	Administrative Services Credential Representative
Juliet Tiffany-Morales	School Board Member
Nancy Ramirez	Public Representative
Ref Rodriguez	Public Representative
Alicia Williamson	Teacher Representative
Richard Zeiger	Designee, Superintendent of Public Instruction
Michells Zumot	Designee, Superintendent of Public Instruction

Ex Official Representatives

Shane Martin	Association of Independent California Colleges and Universities
Tine Sloan	University of California
Beverly Young	California State University

Executive Officer

Mary Sandy Vixie	Executive Director
------------------	--------------------

Membership of the Panel Update Work Group

Name	Affiliation
Danette Brown	California Teachers Association (CTA)
Teri Burns	California School Boards Association (CSBA)
Rebecca Cheung	University of California, Berkeley
Claudia Frandsen	Association of CA School Administrators (ACSA)
Cindy Gappa	Department of Education
Beth Higbee	California County Superintendents Educational Services Association(CCSESA) /Curriculum and Instruction Steering Committee (CISC)
JoAnn Isken	State Board of Education
Mary Jones	Commission on Teacher Credentialing
Gary Kinsey	California State University, Channel Islands
Dave Marken	Newark Unified School District
Gary Ravani	California Federation of Teachers (CFT)
Eileen Rohan	Ross Valley Elementary School District
Robin Sehart	Newark Unified School District
Peg Winkelman	California Association of Professors of Educational Administration (CAPEA)
L. Steven Winlock	California County Superintendents Educational Services Association(CCSESA) /Curriculum and Instruction Steering Committee (CISC)
Staff Support	
Karen Kearney	WestEd
Erin Koepke	Department of Education
Heather Mattson	WestEd
Gay Roby	Commission on Teacher Credentialing
Libby Rognier	WestEd
Ron Taylor	Department of Education

Contents

Members of the Commission..... i

Membership of the Panel Update Work Group..... ii

Introduction..... 1

 History of the California Professional Standards for Education Leaders 1

 Guiding Principles for the CPSEL 2

 Organization of the CPSEL 2

 Conclusion 3

**California Professional Standards for Education Leaders (CPSEL) Standards, Elements,
and Example Indicators** 4

 STANDARD 1: DEVELOPMENT AND IMPLEMENTATION OF A SHARED VISION 4

 STANDARD 2: INSTRUCTIONAL LEADERSHIP 5

 STANDARD 3: MANAGEMENT AND LEARNING ENVIRONMENT 6

 STANDARD 4: FAMILY AND COMMUNITY ENGAGEMENT 7

 STANDARD 5: ETHICS AND INTEGRITY 9

 STANDARD 6: EXTERNAL CONTEXT AND POLICY 10

Introduction

Introduction

The academic success and well being of California's students are outcomes that are highly connected to excellent educators – both teachers and administrators. Robert Marzano, Timothy Waters, and Brian A. McNulty made note in *School Leadership that Works: From Research to Results* that principal and teacher quality account for nearly 60% of a school's total impact on student achievement, and principals alone for a full 25%¹. Administrators - at site, district, regional and state levels - are education leaders who are key players in ensuring that all students, including those students who have been underserved, graduate ready for advanced learning and careers. They have the potential to create an environment where teachers want to work and where teachers and students learn and thrive.

The California Professional Standards for Education Leaders (CPSEL) identify what an administrator must know and be able to do in order to move into sustainable, effective practice. They are a set of broad policy standards that are the foundation for administrator preparation, induction, development, professional learning and evaluation in California. Taken together, the CPSEL describe critical areas of leadership for administrators and offer a structure for developing and supporting education leaders throughout their careers.

History of the California Professional Standards for Education Leaders

CPSEL have been a part of the California's education leader preparation continuum since 2001. The CPSEL were drafted through a collaboration of representatives from the California School Leadership Academy at WestEd, the Association of California School Administrators, the Commission on Teacher Credentialing (Commission), the California Department of Education (CDE), California public and private universities, and county offices of education. The CPSEL were adapted from the national Interstate School Leaders Licensure Consortium (ISLLC) Standards for School Leaders (1996) to fit the California context and emerging accountability expectations. In 2004, the CPSEL were adopted as part of the standards-based program for the Administrative Services Clear Credential which licenses a broad range of education leaders, school principals, district superintendents and directors, county and state program administrators, and administrators in nursing, special education, counseling and technology. Locally, many districts have adopted or adapted the CPSEL for administrator induction programs, professional learning structures and evaluation. Finally, in California's SB 1292 (Liu), Chapter 435, Statutes of 2012, expectations for principal evaluations are now based on the CPSEL.

1 Marzano, R. J.; Waters, T.; & B. McNulty (2005). *School Leadership that Works: From Research to Results*. Alexandria, VA: Association for Supervision and Curriculum Development;

Still strongly supported a decade after the original CPSEL document was written, the Administrative Services Credential (ASC) Advisory Panel (2010-2011), the ASC writing panel (2011-2014), and the 2012 state Educator Excellence Task Force report, *Greatness by Design*, recognized the CPSEL as an important component of building a coherent leadership development system. However, the need for “refreshing” the CPSEL to better reflect the 21st century leader expectations, the current context for schooling, and needs of California’s widely diverse students was also identified. In October 2013, the Commission and the California CDE jointly convened a panel tasked with updating the CPSEL.

After reviewing the original CPSEL, research studies, professional literature, examples of national, state and district standards for administrators, as well as the newly adopted content and performance expectations for preliminary administrator certification, the CPSEL Update Panel drafted the updated set of CPSEL. The draft underwent review by the Commission and two public surveys soliciting comments. The refined CPSEL were approved by the Commission in February 2014.

Guiding Principles for the CPSEL

The updated CPSEL reflect current and emerging expectations for education leaders. They are built on a set of Guiding Principles, developed by the revision committee, that identify foundational beliefs supporting each CPSEL.

The CPSEL:

- Inform leadership development and performance across a career continuum
- Incorporate existing, accepted descriptions and guides for professional education leadership
- Consistently promote student attainment of performance and content expectations as well as student well being
- Acknowledge the need for ongoing dialogue, challenging assumptions and continued learning among staff and stakeholders
- Reflect the pervasive need to consider equity dilemmas, problems, and issues
- Promote action on the concepts of access, opportunity, and empowerment for all members of the school community

Organization of the CPSEL

The CPSEL are the professional standards for education leaders and broadly describe effective leadership.

The updated CPSEL are organized into three levels: standards, elements, and example indicators of practice. This format helps to describe, in increasing detail, the work of an education leader and parallels the structure of other state documents such as the *California Standards for the*

Teaching Profession (2009) and the Quality Professional Learning Standards (Torlakson, January 2014).

The standards are organized into six broad categories that represent the responsibilities of an education leader, reflecting both professional and personal practice. The updated standards maintain the basic footprint of the six major leadership areas of the original CPSEL. This continuity helps educators, policymakers and programs align and link the updated CPSEL with existing California state policies and local uses, the national ISLLC standards (2008), research, and evidence-based practices across the states. Each standard has a title that supports its identification and use:

- Development and Implementation of a Shared Vision
- Instructional Leadership
- Management and Learning Environment
- Family and Community Engagement
- Ethics and Integrity
- External Context and Policy

The elements highlight three to four main focus areas within each standard. They serve to clarify the intention of the standard and help to organize and define key areas of leader actions within the standard.

The indicators further delineate leader action. They are examples of how an education leader might demonstrate the element or standard within his or her practice. The indicators are not intended to be a comprehensive or required list of administrator behaviors, rather they are examples of practice that illustrate the intent of the standard and element. The indicators can be used and/or adapted in a variety of ways by state and local education leaders to guide and support administrator leaders from preparation through levels of increasingly accomplished practice.

Conclusion

The work of California's administrators has changed and expanded since the first edition of the California Professional Standards for Education Leaders in 2001. To reach every student and support every teacher in meeting increasingly complex outcomes demands a cadre of increasingly committed and effective administrators. Transforming our state's system for developing and supporting administrators to become excellent education leaders requires consensus about high expectations that are attainable over time with quality preparation, induction, and ongoing professional learning. The CPSEL serve as broadly supported leadership criteria that are a critical component of a coherent system of leadership development and support that ensures excellent education leaders throughout California.

California Professional Standards for Education Leaders (CPSEL) Standards, Elements, and Example Indicators

STANDARD 1: DEVELOPMENT AND IMPLEMENTATION OF A SHARED VISION

Education leaders facilitate the development and implementation of a shared vision of learning and growth of all students.

Element 1A: Student–Centered Vision

Leaders shape a collective vision that uses multiple measures of data and focuses on equitable access, opportunities, and outcomes for all students.

Example Indicators:

- 1A-1 Advance support for the academic, linguistic, cultural, social-emotional, behavioral, and physical development of each learner.
- 1A-2 Cultivate multiple learning opportunities and support systems that build on student assets and address student needs.
- 1A-3 Address achievement and opportunity disparities between student groups, with attention to those with special needs; cultural, racial, and linguistic differences; and disadvantaged socio-economic backgrounds.
- 1A-4 Emphasize the expectation that all students will meet content and performance standards.

Element 1B: Developing Shared Vision

Leaders engage others in a collaborative process to develop a vision of teaching and learning that is shared and supported by all stakeholders.

Example Indicators:

- 1B-1 Embrace diverse perspectives and craft consensus about the vision and goals.
- 1B-2 Communicate the vision so the staff and school community understands it and uses it for decision-making.
- 1B-3 Build shared accountability to achieve the vision by distributing leadership roles and responsibilities among staff and community.
- 1B-4 Align the vision and goals with local, state, and federal education laws and regulations.

Element 1C: Vision Planning and Implementation

Leaders guide and monitor decisions, actions, and outcomes using the shared vision and goals.

Example Indicators:

- 1C-1 Include all stakeholders in a process of continuous improvement (reflection, revision, and modification) based on the systematic review of evidence and progress.
- 1C-2 Use evidence (including, but not limited to student achievement, attendance, behavior and school climate data, research, and best practices) to shape and revise plans, programs, and activities that advance the vision.

1C-3 Marshal, equitably allocate, and efficiently use human, fiscal, and technological resources aligned with the vision of learning for all students.

STANDARD 2: INSTRUCTIONAL LEADERSHIP

Education leaders shape a collaborative culture of teaching and learning informed by professional standards and focused on student and professional growth.

Element 2A: Professional Learning Culture

Leaders promote a culture in which staff engages in individual and collective professional learning that results in their continuous improvement and high performance.

Example Indicators:

- 2A-1 Establish coherent, research-based professional learning aligned with organizational vision and goals for educator and student growth.
- 2A-2 Promote professional learning plans that focus on real situations and specific needs related to increasing the learning and well-being of all staff and students.
- 2A-3 Capitalize on the diverse experience and abilities of staff to plan, implement, and assess professional learning.
- 2A-4 Strengthen staff trust, shared responsibility, and leadership by instituting structures and processes that promote collaborative inquiry and problem solving.

Element 2B: Curriculum and Instruction

Leaders guide and support the implementation of standards-based curriculum, instruction, and assessments that address student expectations and outcomes.

Example Indicators:

- 2B-1 Develop a shared understanding of adopted standards-based curriculum that reflects student content and performance expectations.
- 2B-2 Promote and monitor the use of state frameworks and guides that offer evidence-based instructional and support strategies to increase learning for diverse student assets and needs.
- 2B-3 Provide access to a variety of resources that are needed for the effective instruction and differentiated support of all students.
- 2B-4 Guide and monitor the alignment of curriculum, instruction, assessment, and professional practice.

Element 2C: Assessment and Accountability

Leaders develop and use assessment and accountability systems to monitor, improve, and extend educator practice, program outcomes and student learning.

Example Indicators:

- 2C-1 Define clear purposes, goals, and working agreements for collecting and sharing information about professional practice and student outcomes.

- 2C-2 Guide staff and the community in regular disaggregation and analysis of local and state student assessment results and program data.
- 2C-3 Use information from a variety of sources to guide program and professional learning planning, implementation and revisions.
- 2C-4 Use professional expectations and standards to guide, monitor, support, and supervise to improve teaching and learning
- 2C-5 Apply a variety of tools and technology to gather feedback, organize and analyze multiple data sources, and monitor student progress directed toward improving teaching and learning.

STANDARD 3: MANAGEMENT AND LEARNING ENVIRONMENT

Education leaders manage the organization to cultivate a safe and productive learning and working environment.

Element 3A: Operations and Facilities

Leaders provide and oversee a functional, safe, and clean learning environment.

Example Indicators:

- 3A-1 Systematically review the physical plant and grounds to ensure that they are safe, meet Americans with Disabilities Act (ADA) requirements, and comply with conditions that support accessibility for all students.
- 3A-2 Collaborate with the district to monitor and maintain student services (e.g., food, transportation) that contribute to student learning, health and welfare.
- 3A-3 Manage the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet the academic, linguistic, cultural, social-emotional, and physical requirements of students.
- 3A-4 Work with stakeholders and experts to plan and implement emergency and risk management procedures for individuals and the site.

Element 3B: Plans and Procedures

Leaders establish structures and employ policies and processes that support students to graduate ready for college and career.

Example Indicators:

- 3B-1 Develop schedules and assign placements that are student-centered and maximize instructional time and staff collaboration.
- 3B-2 Manage legal and contractual agreements and storage of confidential records (both paper and electronic) to insure student security and confidentiality.
- 3B-3 Set clear working agreements that support sharing problems, practices and results within a safe and supportive environment.
- 3B-4 Engage stakeholders in using problem solving and decision-making processes and distributed leadership to develop, monitor, evaluate and revise plans and programs.

Element 3C: Climate

Leaders facilitate safe, fair, and respectful environments that meet the intellectual, linguistic, cultural, social-emotional, and physical needs of each learner.

Example Indicators:

- 3C-1 Strengthen school climate through participation, engagement, connection, and a sense of belonging among all students and staff.
- 3C-2 Implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, culturally responsive, and celebrate student and school achievement.
- 3C-3 Consistently monitor, review and respond to attendance, disciplinary, and other relevant data to improve school climate and student engagement and ensure that management practices are free from bias and equitably applied to all students.

Element 3D: Fiscal and Human Resources

Leaders align fiscal and human resources and manage policies and contractual agreements that build a productive learning environment.

Example Indicators:

- 3D-1 Provide clear rationale for decisions and distribute resources equitably to advance shared vision and goals focused on the needs of all students.
- 3D-2 Work with the district and school community to focus on both short and long-term fiscal management.
- 3D-3 Actively direct staff hiring and placement to match staff capacity with student academic and support goals.
- 3D-4 Engage staff in professional learning and formative assessments with specific feedback for continuous growth.
- 3D-5 Conduct personnel evaluations to improve teaching and learning, in keeping with district and state policies.
- 3D-6 Establish and monitor expectations for staff behavior and performance, recognizing positive results and responding to poor performance and/or inappropriate or illegal behavior directly and in a timely and systematic manner.

STANDARD 4: FAMILY AND COMMUNITY ENGAGEMENT

Education leaders collaborate with families and other stakeholders to address diverse student and community interests and mobilize community resources.

Element 4A: Parent and Family Engagement

Leaders meaningfully involve all parents and families, including underrepresented communities, in student learning and support programs.

Example Indicators:

- 4A-1 Establish a welcoming environment for family participation and education by recognizing and respecting diverse family goals and aspirations for students.
- 4A-2 Follow guidelines for communication and participation established in federal and state mandates, district policies, and legal agreements.
- 4A-3 Solicit input from and communicate regularly with all parents and families in ways that are accessible and understandable.
- 4A-4 Engage families with staff to establish academic programs and supports that address individual and collective student assets and needs.
- 4A-5 Facilitate a reciprocal relationship with families that encourages them to assist the school and to participate in opportunities that extend their capacity to support students.

Element 4B: Community Partnerships

Leaders establish community partnerships that promote and support students to meet performance and content expectations and graduate ready for college and career.

Example Indicators:

- 4B-1 Incorporate information about family and community expectations and needs into decision-making and activities.
- 4B-2 Share leadership responsibility by establishing community, business, institutional and civic partnerships that invest in and support the vision and goals.
- 4B-3 Treat all stakeholder groups with fairness and respect and work to bring consensus on key issues that affect student learning and well-being.
- 4B-4 Participate in local activities that engage community members and staff in communicating school successes to the broader community.

Element 4C: Community Resources and Services

Leaders leverage and integrate community resources and services to meet the varied needs of all students.

Example Indicators:

- 4C-1 Seek out and collaborate with community programs and services that assist students who need academic, mental, linguistic, cultural, social-emotional, physical, or other support to succeed in school.
- 4C-2 Build mutually beneficial relationships with external organizations to coordinate the use of school and community facilities.
- 4C-3 Work with community emergency and welfare agencies to develop positive relationships.
- 4C-4 Secure community support to sustain existing resources and add new resources that address emerging student needs.

STANDARD 5: ETHICS AND INTEGRITY

Education leaders make decisions, model, and behave in ways that demonstrate professionalism, ethics, integrity, justice, and equity and hold staff to the same standard.

Element 5A: Reflective Practice

Leaders act upon a personal code of ethics that requires continuous reflection and learning.

Example Indicators:

- 5A-1 Examine personal assumptions, values, and beliefs to address students' various academic, linguistic, cultural, social-emotional, physical, and economic assets and needs and promote equitable practices and access appropriate resources.
- 5A-2 Reflect on areas for improvement and take responsibility for change and growth.
- 5A-3 Engage in professional learning to be up-to-date with education research, literature, best practices and trends to strengthen their ability to lead.
- 5A-4 Continuously improve cultural proficiency skills and competency in curriculum, instruction, and assessment for all learners.
- 5A-5 Sustain personal motivation, commitment, energy, and health by balancing professional and personal responsibilities.

Element 5B: Ethical Decision-Making

Leaders guide and support personal and collective actions that use relevant evidence and available research to make fair and ethical decisions.

Example Indicators:

- 5B-1 Consider and evaluate the potential moral and legal consequences of decisions.
- 5B-2 Review multiple measures of data and research on effective teaching and learning, leadership, management practices, equity and other pertinent areas to inform decision-making.
- 5B-3 Identify personal and institutional biases and remove barriers that derive from economic, social-emotional, racial, linguistic, cultural, physical, gender, or other sources of educational disadvantage or discrimination.
- 5B-4 Commit to making difficult decisions in service of equitable outcomes for students, staff and the school community.

Element 5C: Ethical Action

Leaders recognize and use their professional influence with staff and the community to develop a climate of trust, mutual respect, and honest communication necessary to consistently make fair and equitable decisions on behalf of all students.

Example Indicators:

- 5C-1 Communicate expectations and support for professional behavior that reflects ethics, integrity, justice, and equity.

- 5C-2 Use a variety of strategies to lead others in safely examining personal assumptions and respectfully challenge beliefs that negatively affect improving teaching and learning for all students.
- 5C-3 Encourage and inspire others to higher levels of performance, commitment, and motivation by modeling transparent and accountable behavior.
- 5C-4 Protect the rights and appropriate confidentiality of students, staff, and families.
- 5C-5 Promote understanding and follow the legal, social, and ethical use of technology among all members of the school community.

STANDARD 6: EXTERNAL CONTEXT AND POLICY

Education leaders influence political, social, economic, legal and cultural contexts affecting education to improve education policies and practices.

Element 6A: Understanding and Communicating Policy

Leaders actively structure and participate in opportunities that develop greater public understanding of the education policy environment.

Example Indicators:

- 6A-1 Operate consistently within the parameters of federal, state, and local laws, policies, regulations, and statutory requirements.
- 6A-2 Understand and can explain the roles of school leaders, boards of education, legislators and other key stakeholders in making education policy.
- 6A-3 Welcome and facilitate conversations with the local community about how to improve learning and achievement for all students, including English Learners, and students needing additional support.
- 6A-4 Facilitate discussions with the public about federal, state and local laws, policies, regulations, and statutory requirements affecting continuous improvement of educational programs and outcomes.
- 6A-5 Work with local leaders to assess, analyze and anticipate emerging trends and initiatives and their impact on education.

Element 6B: Professional Influence

Leaders use their understanding of social, cultural, economic, legal and political contexts to shape policies that lead to all students to graduate ready for college and career.

Example Indicators:

- 6B-1 Advocate for equity and adequacy in providing for students' and families' educational, linguistic, cultural, social-emotional, legal, physical, and economic needs, so every student can meet education expectations and goals.
- 6B-2 Support public policies and administrative procedures that provide for present and future needs of all children and families and improve equity and excellence in education.
- 6B-3 Promote public policies that ensure the equitable distribution of resources and support services for all students.

Element 6C: Policy Engagement

Leaders engage with policymakers and stakeholders to collaborate on education policies focused on improving education for all students.

Example Indicators:

- 6C-1 Work with the governing board, district and local leaders to influence policies that benefit students and support the improvement of teaching and learning.
- 6C-2 Actively develop relationships with a range of stakeholders, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education.
- 6C-3 Collaborate with community leaders and stakeholders with specialized expertise to inform district and school planning, policies and programs that respond to cultural, economic, social and other emerging issues.

EXAMPLE INDICATORS FOR STANDARDS

Following indicators are examples of how a school leader at MPS might demonstrate the California Professional Standards for Education Leaders (CPSEL) within his or her practice. The indicators are not intended to be a comprehensive or required list of administrator behaviors, rather they are examples of practice that illustrate the intent of the standard. MPS has adapted these indicators to guide and support school leaders within their roles (principal, dean of academics, dean of students, dean of culture, and college counselor). Depending on the school leadership team structure and other site-specific factors, each MPS school leader may be assigned or expected to perform varied leadership duties and responsibilities. Therefore, the following indicator lists are not meant to be comprehensive job descriptions for each school leader, but rather guidance and support to meet the CPSEL within each role.

STANDARD 1: DEVELOPMENT AND IMPLEMENTATION OF A SHARED VISION				
Standard 1. Education leaders facilitate the development and implementation of a shared vision of learning and growth of all students.				
Example Indicators:				
<u>Principal</u> <ul style="list-style-type: none"> Collaboratively develop and implement a shared vision and mission Use data to identify problems and greatest areas of need Develop shared goals and student learning outcomes Develop a plan to achieve the goals and student learning outcomes (<i>e.g., LCAP, SPSA</i>) Communicate the vision, goals and plan to the staff and school community Identify and address any 	<u>Dean of Academics</u> <ul style="list-style-type: none"> Use multiple measures of data to advance support for the academic development of each learner Develop shared goals and a plan for student groups, with attention to those with special needs Address achievement and opportunity disparities between student groups Emphasize the expectation that all students will meet content and performance 	<u>Dean of Students</u> <ul style="list-style-type: none"> Use multiple measures of data to advance support for social-emotional and behavioral development of each learner Use attendance, behavior and school climate data to shape and revise plans, programs, and activities Communicate expectations and standards for student behavior to the staff and school community Monitor and evaluate 	<u>Dean of Culture</u> <ul style="list-style-type: none"> Advance support for the academic, linguistic, cultural, social-emotional, behavioral, and physical development of each learner. Address achievement and opportunity disparities between student groups, with attention to those with special needs; cultural, racial, and linguistic differences; and disadvantaged socio-economic backgrounds. Communicate the vision, 	<u>College Counselor</u> <ul style="list-style-type: none"> Emphasize the expectation that all students will go to college (<i>e.g., meet with students on a regular basis, create a college corner, etc.</i>) Communicate expectations and standards for college and career readiness to the staff and school community (<i>e.g., A-G, college acceptance, etc.</i>) Use multiple measures of data to advance support for college and career readiness of each learner (<i>ACT/SAT,</i>

<p>barriers to accomplishing the vision</p> <ul style="list-style-type: none"> ▪ Build shared responsibility to achieve the vision by distributing leadership roles and responsibilities among staff and community ▪ Include stakeholders in a process of continuous improvement ▪ Monitor and evaluate progress and revise plans, programs, and activities that advance the vision 	<p>standards</p> <ul style="list-style-type: none"> ▪ Use student achievement data to shape and revise plans, programs, and activities ▪ Monitor and evaluate progress and revise plans, programs, and activities that advance the vision (<i>e.g., provide input for LCAP in student achievement, etc.</i>) 	<p>progress and revise plans, programs, and activities that advance the vision (<i>e.g., provide input for LCAP in the area of school climate, etc.</i>)</p>	<p>goals and plan to the staff and school community</p> <ul style="list-style-type: none"> ▪ Include all stakeholders in a process of continuous improvement based on a systematic review of evidence and progress ▪ Monitor and evaluate progress and revise plans, programs, and activities that advance the vision (<i>e.g., provide input for LCAP in the area of parental involvement, etc.</i>) 	<p><i>AP, SBA, GPA, etc.</i>)</p> <ul style="list-style-type: none"> ▪ Monitor and evaluate progress and revise plans, programs, and activities that advance the college-going vision (<i>e.g., provide input for LCAP in the area of college and career readiness, etc.</i>)
--	--	--	---	--

STANDARD 2: INSTRUCTIONAL LEADERSHIP

Standard 2. Education leaders shape a collaborative culture of teaching and learning informed by professional standards and focused on student and professional growth.

Example Indicators:

<u>Principal</u>	<u>Dean of Academics</u>	<u>Dean of Students</u>	<u>Dean of Culture</u>	<u>College Counselor</u>
<ul style="list-style-type: none"> ▪ Establish professional learning plans based on specific needs (<i>PD plans</i>) ▪ Capitalize on the diverse experience and abilities of staff to plan, implement, and assess professional learning ▪ Guide and monitor effective 	<ul style="list-style-type: none"> ▪ Guide and support implementation of the curriculum ▪ Monitor the use of the curriculum and instructional resources ▪ Guide and monitor effective instruction and differentiated 	<ul style="list-style-type: none"> ▪ Provide access to a variety of resources that are needed for the effective instruction and differentiated support of all students ▪ Guide and monitor effective instruction and differentiated support for all students 	<ul style="list-style-type: none"> ▪ Provide access to a variety of resources that are needed for the effective instruction and differentiated support of all students ▪ Guide and monitor effective instruction and differentiated support for all students 	<ul style="list-style-type: none"> ▪ Provide access to a variety of resources that are needed for the effective instruction and differentiated support of all students (<i>e.g., online credit recovery, etc.</i>) ▪ Guide staff and the community in regular

<p>instruction and differentiated support for all students</p> <ul style="list-style-type: none"> ▪ Conduct informal classroom observations and use evidence to provide ongoing feedback and coach individual teachers ▪ Use information from a variety of sources to guide program and professional learning, planning, implementation and revisions ▪ Use professional expectation and standards to guide, monitor, support, and supervise to improve teaching and learning ▪ Create an accountability system grounded in standards-based teaching and learning 	<p>support for all students</p> <ul style="list-style-type: none"> ▪ Conduct informal classroom observations and use evidence to provide ongoing feedback and coach individual teachers ▪ Guide and monitor assessments ▪ Prepare and coordinate testing schedules ▪ Guide staff and the community in regular disaggregation and analysis of local and state student assessment results and program data ▪ Apply a variety of tools and technology to gather feedback, organize and analyze multiple data sources, and monitor student progress directed toward improving teaching and learning ▪ Oversee teacher assessment, grading, and use of SIS ▪ Oversee academic intervention programs ▪ Coordinate planning of summer in-service training 	<ul style="list-style-type: none"> ▪ Conduct informal classroom observations and use evidence to provide ongoing feedback and coach individual teachers ▪ Guide, monitor, and support staff in development of expectations and standards for student behavior 	<ul style="list-style-type: none"> ▪ Conduct informal classroom observations and use evidence to provide ongoing feedback and coach individual teachers ▪ Guide, monitor, and support staff with Culturally Responsive Teaching (CRT) ▪ Oversee Life Skills and character education programs 	<p>disaggregation and analysis of college and career readiness and program data</p> <ul style="list-style-type: none"> ▪ Apply a variety of tools and technology to gather feedback, organize and analyze multiple data sources, and monitor student progress directed toward college and career readiness ▪ Assist with UC course submissions ▪ Oversee Advisory programs (<i>ACT/SAT prep, etc.</i>) ▪ Oversee course credits for all high school students ▪ Oversee graduation plans
---	--	---	---	--

	<p>and teacher PD during the year</p> <ul style="list-style-type: none"> ▪ Prepare and oversee academic agenda for staff meetings and PLCs ▪ Coordinate UC course submissions 			
--	---	--	--	--

STANDARD 3: MANAGEMENT AND LEARNING ENVIRONMENT

Standard 3. Education leaders manage the organization to cultivate a safe and productive learning and working environment.

Example Indicators:

<u>Principal</u>	<u>Dean of Academics</u>	<u>Dean of Students</u>	<u>Dean of Culture</u>	<u>College Counselor</u>
<ul style="list-style-type: none"> ▪ Maintain visibility with students, parents, and staff ▪ Systematically review the school grounds for ADA compliance, safety, and cleanliness ▪ Oversee all aspects of general office coordination ▪ Monitor and maintain student services for health and welfare (food, transportation, etc.) ▪ Manage legal and contractual agreements and storage of confidential records (both paper and electronic) to 	<ul style="list-style-type: none"> ▪ Maintain visibility with students, parents, and staff ▪ Manage the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet the academic, linguistic, cultural, social-emotional, and physical requirements of students ▪ Develop master schedules and assign placements that are student-centered and maximize instructional time and staff collaboration ▪ Engage staff in professional 	<ul style="list-style-type: none"> ▪ Maintain visibility with students, parents, and staff ▪ Systematically review the school grounds for ADA compliance, safety, and cleanliness ▪ Monitor and maintain student services for health and welfare (food, transportation, etc.) ▪ Work with the stakeholders and experts to implement emergency and risk management procedures for individuals and the site ▪ Implement a positive and 	<ul style="list-style-type: none"> ▪ Maintain visibility with students, parents, and staff ▪ Strengthen school climate through participation, engagement, connection, and a sense of belonging among all students and staff ▪ Lead recognition assemblies and other schoolwide culture-building activities such as monthly celebrations/recognitions, students of the week/month, word of the week, science fair, contests, etc. ▪ Consistently monitor, review 	<ul style="list-style-type: none"> ▪ Maintain visibility with students, parents, and staff ▪ Assist with developing master schedules and assigning placements that are student-centered and maximize college and career readiness ▪ Collaborate with school leaders, teachers and other support roles (resource teachers, EL coordinator, department chairs, etc.) ▪ Support SST, 504, and other student support meetings as needed ▪ Provide input for budget

<p>insure student security and confidentiality</p> <ul style="list-style-type: none"> ▪ Ensure strategic allocation and equitable use of financial resources to meet instructional goals and support teacher needs ▪ Work with the Home Office and school community to focus on both short and long-term fiscal management ▪ Actively direct staff hiring and placement to match staff capacity with student academic support and goals ▪ Engage staff in professional learning and formative assessments with specific feedback for continuous growth ▪ Conduct personnel evaluations to improve teaching and learning, in keeping with MPS and state policies ▪ Establish and monitor expectations for staff behavior and performance, recognizing positive results and responding to poor 	<p>learning and formative assessments with specific feedback for continuous growth</p> <ul style="list-style-type: none"> ▪ Coordinate collaboration among teachers and other support roles (resource teachers, EL coordinator, department chairs, etc.) ▪ Coordinate SST, 504, and other student support meetings ▪ Arrange for substitute teachers ▪ Develop school calendar and bell schedule ▪ Provide input for budget development 	<p>equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, culturally responsive, and celebrate student and school achievement</p> <ul style="list-style-type: none"> ▪ Consistently monitor, review and respond to attendance, disciplinary, and other relevant data to improve school climate and student engagement and ensure that management practices are free from bias and equitably applied to all students ▪ Establish schedules and procedures for the supervision of students in non-classroom areas (including before and after-school) ▪ Develop and monitor a comprehensive safety and security plan ▪ Provide input for budget development 	<p>and respond to attendance, disciplinary, and other relevant data to improve school climate and student engagement and ensure that management practices are free from bias and equitably applied to all students</p> <ul style="list-style-type: none"> ▪ Provide input for budget development 	<p>development</p>
--	--	---	---	--------------------

<p>performance and/or inappropriate or illegal behavior directly and in a timely and systematic manner</p> <ul style="list-style-type: none"> ▪ Systematically prioritize high-leverage activities for self and other staff and manage time effectively 				
--	--	--	--	--

STANDARD 4: FAMILY AND COMMUNITY ENGAGEMENT

Standard 4. Education leaders collaborate with families and other stakeholders to address diverse student and community interests and mobilize community resources.

Example Indicators:

<u>Principal</u>	<u>Dean of Academics</u>	<u>Dean of Students</u>	<u>Dean of Culture</u>	<u>College Counselor</u>
<ul style="list-style-type: none"> ▪ Communicate information about the school on a regular and predictable basis through a variety of media ▪ Solicit input from and communicate regularly with all parents and families in ways that are accessible and understandable (LCAP, SSC, ELAC, PTF, etc.) ▪ Share leadership responsibility by establishing community, business, institutional and civic 	<ul style="list-style-type: none"> ▪ Engage families with staff to establish academic programs and supports that address individual and collective student assets and needs ▪ Coordinate and support schoolwide programs such as orientation, back to school night, assemblies, parent-teacher conferences, career fairs, guest speakers, etc. ▪ Assess progress and grade reports before they are mailed out to families 	<ul style="list-style-type: none"> ▪ Seek out and collaborate with community programs and services that assist students who need academic, mental, linguistic, cultural, social-emotional, physical, or other support to succeed in school ▪ Work with community emergency and welfare agencies to develop positive relationships ▪ Coordinate and support schoolwide programs such as orientation, back to school 	<ul style="list-style-type: none"> ▪ Communicate information about the school on a regular and predictable basis through a variety of media ▪ Establish a welcoming environment for family participation and education ▪ Coordinate and support schoolwide programs such as orientation, back to school night, assemblies, parent-teacher conferences, career fairs, guest speakers, etc. ▪ Serve as liaison to the 	<ul style="list-style-type: none"> ▪ Communicate college-related information on a regular and predictable basis through a variety of media (<i>e.g., website, college night, financial aid workshops, etc.</i>) ▪ Engage with families to establish academic programs and supports that address individual and collective student assets and needs ▪ Seek out and collaborate with colleges and community

<p>partnerships that invest in and support the vision and goals</p> <ul style="list-style-type: none"> ▪ Participate in local activities that engage community members and staff in communicating school successes to the broader community ▪ Secure community support to sustain existing resources and add new resources that address emerging student needs 		<p>night, assemblies, parent-teacher conferences, career fairs, guest speakers, etc.</p>	<p>community in raising awareness and building capacity in all stakeholders regarding educational initiatives</p> <ul style="list-style-type: none"> ▪ Solicit input from and communicate regularly with all parents and families in ways that are accessible and understandable (LCAP, SSC, ELAC, PTF, etc.) ▪ Facilitate a reciprocal relationship with families that encourages them to assist the school and to participate in opportunities that extend their capacity to support students ▪ Share leadership responsibility by establishing community, business, institutional and civic partnerships that invest in and support the vision and goals ▪ Participate in local activities that engage community members and staff in communicating school successes to the broader 	<p>programs and services that assist students who need academic, mental, linguistic, cultural, social-emotional, physical, or other support to succeed in school</p> <ul style="list-style-type: none"> ▪ Facilitate a reciprocal relationship with families that encourages them to participate in opportunities that extend their capacity to support students ▪ Secure college and community support to sustain existing resources and add new resources that address emerging student needs ▪ Cultivate relationships with alumni ▪ Coordinate all college-related field-trip planning
--	--	--	--	--

			<p>community</p> <ul style="list-style-type: none"> ▪ Build mutually beneficial relationships with external organizations to coordinate the use of school and community facilities ▪ Secure community support to sustain existing resources and add new resources that address emerging student needs ▪ Coordinate all field-trip planning ▪ Schedule, attend, and oversee all home visits with parents 	
--	--	--	---	--

STANDARD 5: ETHICS AND INTEGRITY

Standard 5. Education leaders make decisions, model, and behave in ways that demonstrate professionalism, ethics, integrity, justice, and equity and hold staff to the same standard.

Example Indicators:

<u>Principal</u>	<u>Dean of Academics</u>	<u>Dean of Students</u>	<u>Dean of Culture</u>	<u>College Counselor</u>
<ul style="list-style-type: none"> ▪ Reflect on areas for improvement and take responsibility for change and growth ▪ Engage in professional learning to be up-to-date with education research, literature, best practices and trends to strengthen 	<ul style="list-style-type: none"> ▪ Reflect on areas for improvement and take responsibility for change and growth ▪ Engage in professional learning to be up-to-date with education research, literature, best practices and trends to strengthen 	<ul style="list-style-type: none"> ▪ Reflect on areas for improvement and take responsibility for change and growth ▪ Engage in professional learning to be up-to-date with education research, literature, best practices and trends to strengthen 	<ul style="list-style-type: none"> ▪ Reflect on areas for improvement and take responsibility for change and growth ▪ Engage in professional learning to be up-to-date with education research, literature, best practices and trends to strengthen 	<ul style="list-style-type: none"> ▪ Reflect on areas for improvement and take responsibility for change and growth ▪ Engage in professional learning to be up-to-date with education research, literature, best practices and trends to strengthen

<p>leadership ability</p> <ul style="list-style-type: none"> ▪ Sustain personal motivation, commitment, energy, and health by balancing professional and personal responsibilities ▪ Commit to making difficult decisions in service of equitable outcomes for students, staff, and the school community (<i>problem solving, change management, conflict management, etc.</i>) ▪ Communicate expectations and support for professional behavior that reflects ethics, integrity, justice, and equity ▪ Encourage and inspire others to higher levels of performance, commitment, and motivation by modeling transparent and accountable behavior ▪ Protect the rights and appropriate confidentiality of students, staff, and families ▪ Promote understanding and follow the legal, social, and ethical use of technology among all members of the 	<p>leadership ability</p> <ul style="list-style-type: none"> ▪ Sustain personal motivation, commitment, energy, and health by balancing professional and personal responsibilities ▪ Commit to making difficult decisions in service of equitable outcomes for students, staff, and the school community (<i>problem solving, change management, conflict management, etc.</i>) ▪ Encourage and inspire others to higher levels of performance, commitment, and motivation by modeling transparent and accountable behavior ▪ Protect the rights and appropriate confidentiality of students, staff, and families 	<p>leadership ability</p> <ul style="list-style-type: none"> ▪ Sustain personal motivation, commitment, energy, and health by balancing professional and personal responsibilities ▪ Commit to making difficult decisions in service of equitable outcomes for students, staff, and the school community (<i>problem solving, change management, conflict management, etc.</i>) ▪ Encourage and inspire others to higher levels of performance, commitment, and motivation by modeling transparent and accountable behavior ▪ Protect the rights and appropriate confidentiality of students, staff, and families 	<p>leadership ability</p> <ul style="list-style-type: none"> ▪ Sustain personal motivation, commitment, energy, and health by balancing professional and personal responsibilities ▪ Commit to making difficult decisions in service of equitable outcomes for students, staff, and the school community (<i>problem solving, change management, conflict management, etc.</i>) ▪ Encourage and inspire others to higher levels of performance, commitment, and motivation by modeling transparent and accountable behavior ▪ Use a variety of strategies to lead others in safely examining personal assumptions and respectfully challenge beliefs that negatively affect improving teaching and learning for all students ▪ Protect the rights and appropriate confidentiality of students, staff, and families 	<p>leadership ability</p> <ul style="list-style-type: none"> ▪ Sustain personal motivation, commitment, energy, and health by balancing professional and personal responsibilities ▪ Commit to making difficult decisions in service of equitable outcomes for students, staff, and the school community (<i>problem solving, change management, conflict management, etc.</i>) ▪ Encourage and inspire others to higher levels of performance, commitment, and motivation by modeling transparent and accountable behavior ▪ Protect the rights and appropriate confidentiality of students, staff, and families
--	---	---	---	---

school community				
------------------	--	--	--	--

STANDARD 6: EXTERNAL CONTEXT AND POLICY

Standard 6. Education leaders influence political, social, economic, legal and cultural contexts affecting education to improve education policies and practices.

Example Indicators:

<u>Principal</u>	<u>Dean of Academics</u>	<u>Dean of Students</u>	<u>Dean of Culture</u>	<u>College Counselor</u>
<ul style="list-style-type: none"> ▪ Operate consistently within the parameters of federal, state, and local laws, policies, regulations, and statutory requirements ▪ Interpret federal, state, and local mandates for the school community so that such mandates are viewed as an opportunity for improvement within the school ▪ Actively develop relationships with a range of stakeholders, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education ▪ Promote public policies that ensure the equitable distribution of resources and 	<ul style="list-style-type: none"> ▪ Operate consistently within the parameters of federal, state, and local laws, policies, regulations, and statutory requirements ▪ Interpret federal, state, and local mandates for the school community so that such mandates are viewed as an opportunity for improvement within the school ▪ Actively develop relationships with a range of stakeholders, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education ▪ Promote public policies that ensure the equitable distribution of resources and 	<ul style="list-style-type: none"> ▪ Operate consistently within the parameters of federal, state, and local laws, policies, regulations, and statutory requirements ▪ Interpret federal, state, and local mandates for the school community so that such mandates are viewed as an opportunity for improvement within the school ▪ Actively develop relationships with a range of stakeholders, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education ▪ Promote public policies that ensure the equitable distribution of resources and 	<ul style="list-style-type: none"> ▪ Operate consistently within the parameters of federal, state, and local laws, policies, regulations, and statutory requirements ▪ Interpret federal, state, and local mandates for the school community so that such mandates are viewed as an opportunity for improvement within the school ▪ Actively develop relationships with a range of stakeholders, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education ▪ Promote public policies that ensure the equitable distribution of resources and 	<ul style="list-style-type: none"> ▪ Operate consistently within the parameters of federal, state, and local laws, policies, regulations, and statutory requirements ▪ Interpret federal, state, and local mandates for the school community so that such mandates are viewed as an opportunity for improvement within the school ▪ Actively develop relationships with a range of stakeholders, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education ▪ Promote public policies that ensure the equitable distribution of resources and

<p>support services for all students</p> <ul style="list-style-type: none"> ▪ Work with the governing board, Home Office, community leaders and stakeholders to influence and inform policies and programs that benefit students and support the improvement of teaching and learning ▪ Attend MPS board meetings ▪ Ensure all required reports are completed timely and in high quality ▪ Communicate with the chartering authority, attend necessary meetings, and prepare school for oversight visits 	<p>support services for all students</p> <ul style="list-style-type: none"> ▪ Work with the governing board, Home Office, community leaders and stakeholders to influence and inform policies and programs that benefit students and support the improvement of teaching and learning 	<p>support services for all students</p> <ul style="list-style-type: none"> ▪ Work with the governing board, Home Office, community leaders and stakeholders to influence and inform policies and programs that benefit students and support the improvement of teaching and learning 	<p>support services for all students</p> <ul style="list-style-type: none"> ▪ Work with the governing board, Home Office, community leaders and stakeholders to influence and inform policies and programs that benefit students and support the improvement of teaching and learning 	<p>support services for all students</p> <ul style="list-style-type: none"> ▪ Work with the governing board, Home Office, community leaders and stakeholders to influence and inform policies and programs that benefit students and support the improvement of college and career readiness
--	--	--	--	---

MPS SCHOOL LEADER SELF-ASSESSMENT FORM

School Leader Information:

Name: _____ School: _____
Present School Assignment: _____ Years at School: _____

Use this form for personal reflection about your professional practice to identify your strengths and areas for improvement or refinement. Evidence your strengths and highlight key areas for improvement or refinement based on your reflection of data gathered from artifacts and other sources. Indicate data source and identified data patterns or trends corresponding to your strengths and areas for improvement or refinement. This process will later help you identify data-driven, targeted professional growth goals. This tool should be used at the beginning of the year, mid-year, and toward the end of the school year.

STANDARD 1: DEVELOPMENT AND IMPLEMENTATION OF A SHARED VISION

Education leaders facilitate the development and implementation of a shared vision of learning and growth of all students.

ELEMENT 1A: STUDENT-CENTERED VISION

Strengths and Evidence:

Areas for Improvement or Refinement:

ELEMENT 1B: DEVELOPING SHARED VISION

Strengths and Evidence:

Areas for Improvement or Refinement:

ELEMENT 1C: VISION PLANNING AND IMPLEMENTATION	<p>Strengths and Evidence:</p>	<p>Areas for Improvement or Refinement:</p>
<p>STANDARD 2: INSTRUCTIONAL LEADERSHIP</p>		
<p>Education leaders shape a collaborative culture of teaching and learning informed by professional standards and focused on student and professional growth.</p>		
ELEMENT 2A: PROFESSIONAL LEARNING CULTURE	<p>Strengths and Evidence:</p>	<p>Areas for Improvement or Refinement:</p>

ELEMENT 2B: CURRICULUM AND INSTRUCTION	Strengths and Evidence:	Areas for Improvement or Refinement:
ELEMENT 2C: ASSESSMENT AND ACCOUNTABILITY	Strengths and Evidence:	Areas for Improvement or Refinement:

STANDARD 3: MANAGEMENT AND LEARNING ENVIRONMENT

Education leaders manage the organization to cultivate a safe and productive learning and working environment.

ELEMENT 3A: OPERATIONS AND FACILITIES	Strengths and Evidence:	Areas for Improvement or Refinement:
ELEMENT 3B: PLANS AND PROCEDURES	Strengths and Evidence:	Areas for Improvement or Refinement:

ELEMENT 3C: CLIMATE	Strengths and Evidence:	Areas for Improvement or Refinement:
ELEMENT 3D: FISCAL AND HUMAN RESOURCES	Strengths and Evidence:	Areas for Improvement or Refinement:

STANDARD 4: FAMILY AND COMMUNITY ENGAGEMENT

Education leaders collaborate with families and other stakeholders to address diverse student and community interests and mobilize community resources.

ELEMENT 4A: PARENT AND FAMILY ENGAGEMENT	Strengths and Evidence:	Areas for Improvement or Refinement:
ELEMENT 4B: COMMUNITY PARTNERSHIPS	Strengths and Evidence:	Areas for Improvement or Refinement:

ELEMENT 4C: COMMUNITY RESOURCES AND SERVICES	<p>Strengths and Evidence:</p>	<p>Areas for Improvement or Refinement:</p>
<p>STANDARD 5: ETHICS AND INTEGRITY</p>		
<p>Education leaders make decisions, model, and behave in ways that demonstrate professionalism, ethics, integrity, justice, and equity and hold staff to the same standard.</p>		
ELEMENT 5A: REFLECTIVE PRACTICE	<p>Strengths and Evidence:</p>	<p>Areas for Improvement or Refinement:</p>

ELEMENT 5B: ETHICAL DECISION-MAKING	Strengths and Evidence:	Areas for Improvement or Refinement:
ELEMENT 5C: ETHICAL ACTION	Strengths and Evidence:	Areas for Improvement or Refinement:

STANDARD 6: EXTERNAL CONTEXT AND POLICY

Education leaders influence political, social, economic, legal and cultural contexts affecting education to improve education policies and practices.

ELEMENT 6A: UNDERSTANDING AND COMMUNICATING POLICY

Strengths and Evidence:

Areas for Improvement or Refinement:

ELEMENT 6B: PROFESSIONAL INFLUENCE

Strengths and Evidence:

Areas for Improvement or Refinement:

ELEMENT 6C: POLICY ENGAGEMENT

Strengths and Evidence:

Areas for Improvement or Refinement:

MPS SCHOOL LEADER GOAL SETTING & PROGRESS MONITORING FORM

School Leader Information:

Name: _____ School: _____
Present School Assignment: _____ Years at School: _____

Use this form for setting professional growth goals and documenting progress toward accomplishment of the goals. This tool should be used at the beginning of the year (*e.g., during September*), mid-year (*e.g., during December-January*), and toward the end of the school year (*e.g., March through May*).

Beginning of the year:

The school leader will use this form for goal-setting following the self-assessment process. Based on his/her areas for improvement or refinement and data gathered from artifacts and other sources, the school leader will set two or three goals for the school year, at least one of which should be linked to an organizational goal, e.g., a goal in LCAP, SIP, WASC or other organizational plan. The goals, as well as activities to accomplish the goals, outcomes and timeline, will be reviewed by the evaluator prior to the beginning work on the goals. The evaluator may suggest additional goals as appropriate.

Mid-year:

The school leader will meet with the evaluator mid-year to discuss progress toward achieving their annual goals, and if necessary, adjustments to action plans in order to achieve goals by the end of the school year. The evaluator will determine whether the school leader is making acceptable progress toward goal attainment. Depending on accomplishment of the goals set at the beginning of the school year, the school leader may set additional goals.

Toward end-of-year:

The meeting toward the end of the school year will focus on goal attainment and completing the evaluation process. In addition, the school leader and the evaluator will discuss possible new goals for the next school year.

Legend:

- *N: Not progressing or level of progress is not acceptable*
- *P: Progress is at acceptable level*
- *A: Goal is accomplished.*

GOAL # _____		Standard: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6	
Goal:		Outcomes (Measurement):	
Linked to: <input type="checkbox"/> LCAP <input type="checkbox"/> SIP <input type="checkbox"/> WASC <input type="checkbox"/> Other plan			
Key Activities/Strategies:		Timeline for measuring goal outcomes:	
Progress:		Revised Action Plan: (if applicable)	
Mid-year comments by evaluator: <input type="checkbox"/> N <input type="checkbox"/> P <input type="checkbox"/> A		Year-end comments by evaluator: <input type="checkbox"/> N <input type="checkbox"/> P <input type="checkbox"/> A	

School Leader's Signature: _____

Date: _____

Evaluator's Signature: _____

Date: _____

MPS SCHOOL LEADER SUMMATIVE ASSESSMENT FORM

School Leader Information:

Name: _____ School: _____
Present School Assignment: _____ Years at School: _____

The evaluator will use this form as a summative assessment of the school leader's performance on each California Professional Standard for Education Leaders (CPSEL). Observations, formal discussions of performance, and other relevant evidence have been considered in determining the ratings for the school leader.

STANDARD 1: DEVELOPMENT AND IMPLEMENTATION OF A SHARED VISION
Education leaders facilitate the development and implementation of a shared vision of learning and growth of all students.
Rating: <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
Evaluator Comments / Recommended Actions for Improvement or Refinement:
STANDARD 2: INSTRUCTIONAL LEADERSHIP
Education leaders shape a collaborative culture of teaching and learning informed by professional standards and focused on student and professional growth.
Rating: <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
Evaluator Comments / Recommended Actions for Improvement or Refinement:

STANDARD 3: MANAGEMENT AND LEARNING ENVIRONMENT

Education leaders manage the organization to cultivate a safe and productive learning and working environment.

Rating: 4 3 2 1

Evaluator Comments / Recommended Actions for Improvement or Refinement:

STANDARD 4: FAMILY AND COMMUNITY ENGAGEMENT

Education leaders collaborate with families and other stakeholders to address diverse student and community interests and mobilize community resources.

Rating: 4 3 2 1

Evaluator Comments / Recommended Actions for Improvement or Refinement:

STANDARD 5: ETHICS AND INTEGRITY

Education leaders make decisions, model, and behave in ways that demonstrate professionalism, ethics, integrity, justice, and equity and hold staff to the same standard.

Rating: 4 3 2 1

Evaluator Comments / Recommended Actions for Improvement or Refinement:

STANDARD 6: EXTERNAL CONTEXT AND POLICY

Education leaders influence political, social, economic, legal and cultural contexts affecting education to improve education policies and practices.

Rating: 4 3 2 1

Evaluator Comments / Recommended Actions for Improvement or Refinement:

Note: The school leader's signature on this form represents neither acceptance nor approval of the evaluation. It does, however, indicate that the school leader has reviewed the evaluation with the evaluator and may reply in writing. The signature of the evaluator verifies that the evaluation has been reviewed and the proper process has been followed according to the MPS School Leader Evaluation Protocol.

School Leader's Signature: _____

Date: _____

Evaluator's Signature: _____

Date: _____

MPS SCHOOL LEADER EVALUATION SUMMARY PAGE

School Leader Information:

Name: _____ School: _____
 Present School Assignment: _____ Years at School: _____

Ratings on California Professional Standards for Education Leaders (CPSEL)	
1: Below Standard, 2: Approaches Standard, 3: Meets Standard, 4: Exceeds Standard	
Standard	Rating: (1-4)
Standard 1	
Standard 2	
Standard 3	
Standard 4	
Standard 5	
Standard 6	
(A) Total:	

Student, Parent, and Staff Voices	
(Rating: 0-5 each)	
Voices	Rating: (0-5)
Student Voices	
Parent Voices	
Staff Voices	
(B) Total:	

Student Performance (Rating: 0-20)

Until a definite Student Performance metric is identified and agreed upon, MPS will exclude it from the end-of-year overall rating. Once a metric is fully developed, MPS intends to base 20 percent of end-of-year overall school leader evaluation on Student Performance.

Leader's Overall Performance (Out of 100%)
(85/24) x A + B = _____

Leader's Overall Evaluation Rating (1-4)		
<input type="checkbox"/>	Highly Effective (HE)	85% - 100%
<input type="checkbox"/>	Effective (E)	65% - 84%
<input type="checkbox"/>	Developing (D)	50% - 64%
<input type="checkbox"/>	Ineffective (I)	Less than 50%

School Leader's Signature: _____ Evaluator's Signature: _____
 Date: _____ Date: _____

Note: The school leader's signature on this form represents neither acceptance nor approval of the evaluation. It does, however, indicate that the school leader has reviewed the evaluation with the evaluator and may reply in writing. The signature of the evaluator verifies that the evaluation has been reviewed and the proper process has been followed according to the MPS School Leader Evaluation Protocol.



TEACHER EVALUATION PROTOCOL

MAGNOLIA PUBLIC SCHOOLS (MPS) TEACHER EVALUATION PROTOCOL

Introduction

The vision of Magnolia Public Schools (MPS) is that our graduates are scientific thinkers who contribute to the global community as socially responsible and educated members of society. It is MPS' mission to provide a college preparatory educational program emphasizing science, technology, engineering, arts, and math (STEAM) in a safe environment that cultivates respect for self and others. All MPS teachers are expected to learn, grow, and commit to the vision and mission of MPS within their roles and responsibilities. The successful work of MPS teachers can only be realized in a culture where there is learning, open and honest communication, teamwork, use of data, and accountability. The MPS evaluation process is designed to contribute to the organization's pursuit of excellence in education.

The Purposes of the Evaluation

MPS firmly believes that teacher quality is the most important variable in increasing student achievement. The evaluation process helps the teacher and the school administrators build on the strengths of the teacher and identify those areas the teacher needs improvement to become more effective and efficient at his/her job. Performance evaluation allows the school administrators and the teacher to communicate openly about performance, mutually establish goals and identify actions for progress, and evaluate results which may provide a basis and documentation for transfer, promotion, reassignment, or disciplinary action.

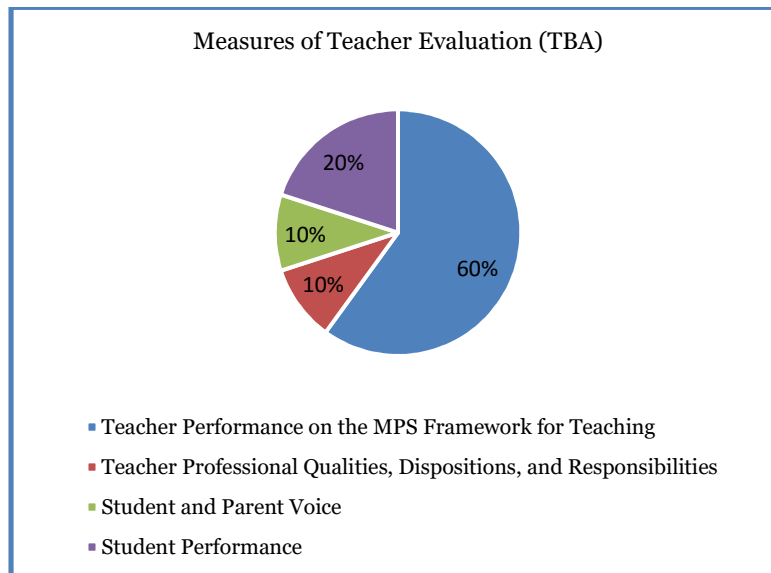
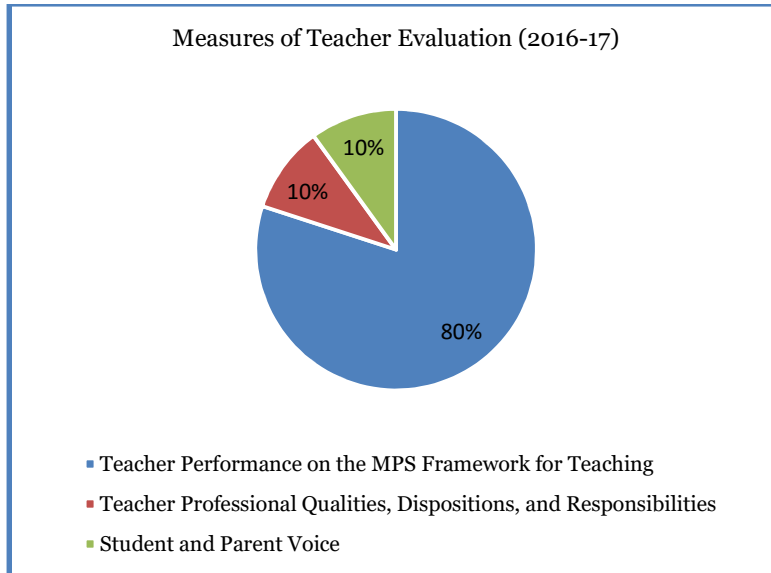
The Evaluation Process

MPS will use multiple measures in order to make a reliable teacher evaluation. These measures include (1) Teacher Performance on the MPS Framework for Teaching, (2) Teacher Professional Qualities, Dispositions, and Responsibilities, (3) Student and Parent Voices, and (4) Student Performance. Using multiple measures will provide for better insight and reliability than using only one measure.

Standards in the MPS Framework for Teaching involve teaching processes and teaching outcomes, and are the basis for classroom observation evaluations. The annual evaluation process involves frequent informal classroom observations and feedback for the teacher, a formal observation cycle, collection of evidence to foster collaboration with the teacher, and goal setting and monitoring. This process is supplemented by assessment of teacher's professional qualities, dispositions, and responsibilities, student and parent feedback through surveys, and student performance data. Numerous academic studies confirm the long-held belief that teacher quality is one of the greatest determinants of student achievement. By incorporating student performance into teacher evaluation, MPS wants to keep ongoing student performance discussions with the teacher. MPS will use the following weights for each measure to determine an end-of-year overall rating.

Measure	Percentage 2016-17	Percentage TBA ***
Teacher Performance on the MPS Framework for Teaching	80%	60%
Teacher Professional Qualities, Dispositions, and Responsibilities	10%	10%
Student and Parent Voices	10%	10%
Student Performance ***	-	20%

*** MPS is in the process of developing a Student Performance metric for the purpose of teacher evaluation. MPS considers using interim and summative assessments and state and local performance indicators, as well as student work. MPS needs to make sure that Student Performance data used is of high quality as agreed by all stakeholders. While evidence of Student Performance will be collected during the evaluation process, a definite Student Performance metric has not been identified for each subject area yet. Therefore, until a definite Student Performance metric is developed, MPS will exclude it from the end-of-year overall rating.



End-of-Year Overall Evaluation Rating

Evaluators will use the weights (percents) established above for each measure of teacher evaluation and the final score earned by the teacher on each measure to calculate an end-of-year overall performance score of the teacher. As can be seen in the table below, depending on the overall performance score, the teacher will receive an end-of-year overall evaluation rating of 1 (Ineffective), 2 (Developing), 3 (Effective) or 4 (Highly Effective).

Overall Performance	Overall Evaluation Rating	Rating Descriptor
85% - 100%	4: Highly Effective (HE)	Teacher consistently demonstrates behaviors reflective of the standards in the MPS Framework for Teaching that are above and beyond stated expectations. Teachers who perform at this level exceed goals and targets established for student performance and survey data indicates high levels of satisfaction. A Highly Effective rating means that the only areas for growth would be to expand on the strengths and find innovative ways to apply it to the benefit of the school. Specific comments (i.e., evidence, explanation) are required for rating a teacher as Highly Effective. A Highly Effective rating means that performance is excellent. The employee is a top performer in all areas of teaching performance, student achievement, and academic progress in the perception of others.
65% - 84%	3: Effective (E)	Teacher demonstrates behaviors reflective of the standards in the MPS Framework for Teaching most of the time and meets goals and any targets established for student performance and survey data. The indicator of performance delivered when rating one as Effective is that performance is satisfactory and similar to that of others regarded as good performers. While there are areas remaining that require further development to be considered an excellent performer, an Effective classification is indicative of a valued teacher.
50% - 64%	2: Developing (D)	Teacher sometimes demonstrates behaviors reflective of the standards in the MPS Framework for Teaching and meets some of the goals and targets established for student performance and survey data. A Developing rating indicates that the employee performs well at times but requires more consistent performance overall. Teacher demonstrates potential, but must focus on opportunities for improvement to elevate his/her performance on the standards.
Less than 50%	1: Ineffective (I)	Teacher rarely demonstrates behaviors reflective of the standards in the MPS Framework for Teaching and meets few goals and targets for student performance and survey data. The demonstrated performance of this teacher requires intervention. A rating of Ineffective indicates that performance is unsatisfactory and the teacher requires significant improvement. Specific comments (i.e., evidence, explanation) are required when applying this rating.

Evaluation Calendar

The following table outlines the steps of the evaluation process with recommended timeline.

Timeline	Forms/Documents	Evaluation Steps
August	Evaluation Protocol MPS Framework for Teaching Self-Assessment Form Goal Setting & Progress Monitoring Form Planning & Preparation Evidence Form	<ul style="list-style-type: none"> At the beginning of the school year, the evaluators will provide the teacher with the evaluation protocol, including the MPS Framework for Teaching, forms for self-assessment, goal setting and progress monitoring, and planning and preparation evidence.
August-September	Classroom Observation Form	<ul style="list-style-type: none"> The evaluators will complete two informal observations per teacher focusing on Domain 1: Learning Environment (Standards 1 & 2)
September	Self-Assessment Form #1 Goal Setting & Progress Monitoring Form #1	<ul style="list-style-type: none"> During September, every teacher will complete a self-assessment to identify his/her strengths, evidence of meeting standard, and areas for improvement or refinement for each standard, with a focus on Standards 1-7. Based on his/her areas for improvement or refinement and information gathered from artifacts and other sources, the teacher will meet with the evaluators and set one or two goals for the school year that focus on one or two of the standards from Standards 1-7.
October	Classroom Observation Form	<ul style="list-style-type: none"> The evaluators will complete one informal observation per teacher focusing on Domain 2: Planning & Preparation (Standards 3 & 4)
Mid-October to end of October	Planning & Preparation Evidence Form	<ul style="list-style-type: none"> By the end of October, every teacher will provide the evaluators with his/her planning and preparation evidence form to demonstrate teacher's effectiveness in organizing subject matter, planning instruction, and designing learning experiences for all students. The teacher will attach unit plan(s) for the months of October, November, and December and an exemplary lesson plan to be implemented during November, which may be picked for a formal observation. The evaluators will set dates with selected teachers for a formal observation cycle, preferably from mid-October to mid-November. The cycle includes a formal observation, preceded by

		<p>a pre-observation conference and followed by a post-observation conference. Ideally, the formal observation cycle for a selected teacher will be completed within a week.</p> <ul style="list-style-type: none"> ▪ Selected teachers include all teachers with 1, 2 or 3 years at MPS and random teachers with 4+ years.
Mid-October to end of November	<p>Planning & Preparation Evidence Form</p> <p>Classroom Observation Form</p>	<ul style="list-style-type: none"> ▪ The evaluators will conduct a Formal Observation Cycle for each selected teacher. Please refer to the section for “Formal Observations” in this protocol for detailed description of the cycle.
November-December	Classroom Observation Form	<ul style="list-style-type: none"> ▪ The evaluators will complete one informal observation per teacher focusing on Domain 3: Instruction & Assessment (Standards 5, 6, & 7).
Early December	<p>Goal Setting & Progress Monitoring Form #1</p> <p>Self-Assessment Form #2</p> <p>Goal Setting & Progress Monitoring Form #2</p> <p>Summative Assessment Form</p>	<ul style="list-style-type: none"> ▪ Every teacher will complete a self-assessment to identify his/her strengths, evidence of meeting standard, and areas for improvement or refinement for each standard with a focus on Standards 8-10. ▪ Based on his/her areas for improvement or refinement and information gathered from artifacts and other sources, the teacher will meet with the evaluators in December. At this meeting, teachers will discuss progress/completion of goals set in September with the evaluators. Teachers will document their progress on their prior goals, and if necessary, make adjustments to action plans. Teachers will also set one or two goals with a focus on one or two of the standards from Standards 8-10 for the remainder of the year. ▪ For each teacher who went through the Formal Observation Cycle, the evaluators will assign a rating on Standards 1 through 7 on the Summative Assessment Form. ▪ Evaluators may develop a teaching improvement plan with the teachers who receive ratings of 1 or 2 on any standard. The Goal Setting & Progress Monitoring Form can be used for this purpose.
By the end of December		<p>By the end of December, the following will have been completed:</p> <ul style="list-style-type: none"> ▪ For every teacher: <ul style="list-style-type: none"> ○ Four (unrated) informal observations ○ Planning & Preparation Evidence Form ○ Self-Assessment Forms #1 & 2 (with Goal Setting & Progress Monitoring) ○ At least one peer-observation

		<ul style="list-style-type: none"> ▪ For selected teachers: <ul style="list-style-type: none"> ○ One formal observation cycle (Ratings will be recorded on the Summative Assessment for Standards 1 through 7)
January-March	Classroom Observation Form	<ul style="list-style-type: none"> ▪ The evaluators will complete two informal observations per teacher focusing on Domain 3: Instruction & Assessment (Standards 8 & 9).
Mid-February to mid-March	Planning & Preparation Evidence Form Classroom Observation Form	<ul style="list-style-type: none"> ▪ For those teachers who have not gone through a formal evaluation cycle yet, the evaluators will set dates for a formal observation cycle, preferably in mid-February through mid-March. ▪ Teachers who will go through the formal evaluation cycle will provide the evaluators with his/her planning and preparation evidence form to demonstrate teacher's effectiveness in organizing subject matter, planning instruction, and designing learning experiences for all students. The teacher will attach unit plan(s) for the months of February and March and an exemplary lesson plan to be implemented during the week of observation, which may be picked for a formal observation.
Mid-March to April 1	Summative Assessment Form	<ul style="list-style-type: none"> ▪ For each teacher, the evaluators will assign a rating on Standards 1 through 10 on the Summative Assessment Form.
By April 1		Since the beginning of the year until April 1, the following will have been completed: <ul style="list-style-type: none"> ▪ For every teacher: <ul style="list-style-type: none"> ○ Six (unrated) informal observations ○ One formal observation cycle (Ratings recorded on the Summative Assessment for Standards 1 through 10) ○ Planning & Preparation Evidence Form ○ Self-Assessment Forms #1 & 2 (with Goal Setting & Progress Monitoring) ○ At least two peer-observations
April 1 to mid-April	Professional Qualities, Dispositions, and Responsibilities Form Teacher Evaluation Summary Page	<ul style="list-style-type: none"> ▪ Evaluators will complete the Professional Qualities, Dispositions, and Responsibilities Form. ▪ Evaluators will have the final scores for student and parent survey results available. ▪ For each teacher, the evaluators will enter an end-of-year overall evaluation rating into the Teacher Evaluation Summary

		<p>Page.</p> <ul style="list-style-type: none"> ▪ Evaluators will share the completed evaluation forms with each teacher. Forms include: Teacher Evaluation Summary Page, Teacher Summative Assessment Form, and the Professional Qualities, Dispositions, and Responsibilities Form.
April-May	Classroom Observation Form	<ul style="list-style-type: none"> ▪ The evaluators will complete two informal observations per teacher focusing on Standards 8 & 9, and other identified areas for growth unique to each teacher.
May	Goal Setting & Progress Monitoring Form #2	<ul style="list-style-type: none"> ▪ Every teacher will meet with the evaluators to discuss progress/completion of goals. Teachers will document their progress on their goals, and if necessary, make adjustments to action plans. In addition, the teachers and the evaluators will discuss possible new goals for the next school year.

The above timeline is recommended to the MPS evaluators to ensure timely completion of all steps of the evaluation process. Evaluators can be flexible with the timeline without compromising the fundamental design of the process. For example; depending on the number of teachers and actual formal observation schedules, evaluators may choose to combine the post-observation conference in November with the goal setting and progress monitoring meeting in December for selected teachers. Or, instead of doing it in May, the evaluators may choose to conduct the final goal setting and progress monitoring meetings, for some or all of the teachers, before final evaluations are shared out. Also, while monthly focus on specific standards promotes organization-wide coherence and is strongly recommended by MPS, evaluators can and should focus on any identified area for growth at any time of the year.

Measures of Teacher Evaluation:

(1) Teacher Performance on the MPS Framework for Teaching

MPS Framework for Teaching is based on research in educational psychology and cognitive science, as well as best practices in the field. The standards involve teaching processes and teaching outcomes, and are the basis for classroom observations and evaluations. The framework provides a foundation for professional conversations among practitioners as they seek to enhance their teaching skills. It may also be used organization-wide as the foundation of mentoring, coaching, professional development, and teacher evaluation processes, thus linking all those activities together and helping teachers become more thoughtful practitioners. Developing a common understanding of the framework is critical; therefore, training for all teachers, school administrators, and staff is highly recommended.

The annual evaluation process at MPS involves frequent informal classroom observations and feedback for the teacher, a formal observation cycle, collection of evidence to foster collaboration with the teacher, and goal setting and monitoring. MPS will use an online tool to record and share classroom observation notes, feedback, evidence, forms, evaluation results, and all other related documentation. The tool can be used by both the teacher and the observer or evaluator in respect to their roles. Teachers are encouraged to conduct peer observations. Informal observations can be conducted by the school administrators as well as instructional coaches, department chairs, MPS Home Office support team, and other professionals. Informal observations are mainly conducted for the purpose of providing focused, constructive, and critical feedback to the teacher aimed at improving teaching, or sometimes, just for learning from the observations. While formal observations also provide feedback and guide coaching of the teacher like the informal ones, they form the basis for evaluation of job performance evaluation and are conducted by the school administrators.

The teacher being evaluated will take the lead in conducting the evaluation process through the use of self-assessment, reflection and by gathering evidence for teaching practice. The evaluator will conduct classroom observations to collect evidence on specific standards. Collaborative use of evidence and reflection will provide a basis for self-assessment, goal-setting, professional development, and demonstration on specific standards and expectations. The evaluator and the school administrator will meet mid-year to discuss progress toward annual goals, and if necessary, any adjustment to action plans. The evaluator and the administrator will meet toward year-end to discuss progress or completion of goals and possible new goals for the next school year.

After completion of the evaluation process, each teacher will receive a rating of 1 (Below Standard), 2 (Approaches Standard), 3 (Meets Standard) or 4 (Exceeds Standard) for each standard on the MPS Framework for Teaching. Besides rating (1) Teacher Performance on the MPS Framework for Teaching, the evaluators will also score (2) Teacher Professional Qualities, Dispositions, and Responsibilities, (3) Student and Parent Voices, and (4) Student Performance. The final score and the weight for each measure will be used to calculate an end-of-year overall performance score of the teacher. Depending on the overall performance score, the teacher will receive an end-of-year overall evaluation rating of 1 (Ineffective), 2 (Developing), 3 (Effective) or 4 (Highly Effective).

Classroom Observations

Classroom observations are at the heart of a teacher evaluation system. These observations have potential to identify strengths and address specific areas for growth in teachers' practice. The following are important to consider in order for observations to become a fair and reliable tool:

- Focus of the observation
- How evidence is collected

- How evidence is interpreted against performance ratings
- How observations and feedback are shared

MPS uses two types of observations that work in collaboration:

Informal Observations/Walkthroughs:

- Are conducted minimum eight (8) times a year per teacher (*Recommended: every other week*)
- Are 10-15 minutes in length
- Are unannounced
- Focus on specific standard or element (*While not opposing the idea that observation can focus on any identified area for growth at any time of the year, MPS recommends an organization-wide schedule as outlined below.*)
 - August-September: Domain 1: Learning Environment (Standards 1 & 2)
 - October: Domain 2: Planning & Preparation (Standards 3 & 4)
 - November-December: Domain 3: Instruction & Assessment (Standards 5, 6, & 7)
 - January-March: Domain 3: Instruction & Assessment (Standards 8 & 9)
 - April-May: Standards 8 & 9, and other identified areas for growth unique to each teacher
- Result in bite-sized feedback to the teacher (*Recommended: Feedback on both strengths and areas for improvement; leverage questions, if applicable; notes about what worked best and what could have been done differently and why; and some targets for improvement, if applicable.*)
- Connect to the teacher’s goals, if applicable
- Guide the coaching work of the school administrator
- Can also be done by peers (*Recommended: at least two peer-observations per year by each teacher*)
- Are recorded on the “MPS Classroom Observation Form”

Formal Observations:

- Are conducted once a year per teacher (*Can be conducted more for teachers who are new at MPS or have ratings of 1 or 2 on any standard*)
 - While scheduling of formal observations is flexible, MPS recommends the months of November and February for formal observations; November for teachers with 1, 2 or 3 years at MPS and random teachers with 4+ years and February for the remaining teachers.
- Take full class period
- Scheduled
- Have three parts called the “Formal Observation Cycle”: Pre-Observation Conference, Formal Observation, Post-Observation Conference.
 - Ideally, the formal observation cycle for a selected teacher will be completed within a week.
 - Pre-observation conference: The teacher will provide the evaluators with his/her planning and preparation evidence form to demonstrate teacher’s effectiveness in organizing subject matter, planning instruction, and designing learning experiences for all students. Evidence includes “Planning and Preparation Form” that teachers will bring to the conference, along with unit plan(s) and an exemplary lesson plan which may be picked for a formal observation. Focus for the unit plan(s) and the lesson plan are Standard 3 and Standard 4, respectively. Since formal observations focus on Standards 5-9, using the exemplary lesson as a model, the teacher will also explain how they would meet those standards if the lesson were actually observed.

- Formal observation: Formal observation will focus on observing implementation of standards and collecting evidence. The focus of the formal observation is Domain 3: Standards 5-9. Emphasis will be placed on Standards 5, 6, and 7 in November and on Standards 8 and 9 in February. Evidence of what teachers and students are doing/saying will be collected, free of opinion and bias. Evaluators will enter their notes in the “Classroom Observation Form.”
- Post-observation conference: The teacher and the evaluators will reflect on the observed lesson in a highly collaborative way. Ideally, the evaluators will share teacher’s ratings on the standards based on the observed lesson and evidence collected throughout the school year. However, if additional time is needed for evidence collection in order to determine more accurate ratings, the evaluators can share their ratings at a later time. Meeting will end with suggestions for improving practice and a professional learning focus.
- Are recorded on the “MPS Classroom Observation Form” and rated on the “Summative Assessment Form.”

Evidence Collection:

Formal Observations need to capture evidence of everything that is happening in the classroom, both verbal and non-verbal: What was the teacher doing and saying? What were students doing and saying? What were the tasks? What interactions took place between and among the students and the teacher? There are typically four types of evidence the evaluators can collect during an observation:

- Verbatim scripting of teacher or student comments
- Non-evaluative statements of observed teacher or student behavior
- Numeric information about time, student participation, resource use, etc.
- An observed aspect of the learning environment

High quality evidence is important in fostering collaboration with the teacher. The evaluators need to be cautious in collecting evidence rather than recording their opinions. The following are some differences between opinion and evidence, respectively. Subjective vs. objective; ambiguous vs. unambiguous; may include value judgment vs. free of value judgment; draws conclusions, makes inferences or guesses vs. makes observations; summarizes teacher practice vs. gives proof of teacher practice.

Rating of Teacher Performance on the MPS Framework for Teaching

MPS Framework for Teaching provides a total of 40 elements for teaching under 10 standards that span four domains. The domains are:

- Domain 1: Learning Environment (2 standards)
- Domain 2: Planning & Preparation (2 standards)
- Domain 3: Instruction & Assessment (5 standards)
- Domain 4: Professional Growth (1 standard)

Each standard contains four elements that describe a specific feature of the standard. The standards in the framework build on each other to support teacher growth, development, and performance. The rubric for teaching performance describes teacher and student behaviors and expectations for each standard and provides a roadmap for improvement of teaching. Informal classroom observations will mainly focus on a standard or an element within the standard to provide teachers with bite-sized, focused, constructive, and critical feedback. Teachers will be provided more comprehensive feedback on the standards during a formal observation cycle. Before the completion of the evaluation

process, each teacher will receive a rating of 1 (Below Standard), 2 (Approaches Standard), 3 (Meets Standard) or 4 (Exceeds Standard) for each standard on the MPS Framework for Teaching. The following table shows the 10 standards to be rated by the evaluators.

<p>DOMAIN 1: LEARNING ENVIRONMENT</p> <p>Teacher creates a safe, productive, collaborative, and inviting learning environment that fosters a sense of community and personal responsibility to ensure that students maximize learning.</p>
<p>Standard 1. Teacher establishes classroom rules, practices, and procedures that support a positive, productive learning environment.</p>
<ul style="list-style-type: none"> ▪ ELEMENT 1: CLASSROOM NORMS ▪ ELEMENT 2: TEACHER WITHITNESS & RESPONSIVENESS ▪ ELEMENT 3: MAXIMIZING LEARNING TIME ▪ ELEMENT 4: CLASSROOM ENVIRONMENT & ACCESS TO RESOURCES
<p>Standard 2. Teacher creates learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students.</p>
<ul style="list-style-type: none"> ▪ ELEMENT 5: BUILDING A CARING COMMUNITY OF LEARNERS ▪ ELEMENT 6: CULTURALLY RESPONSIVE TEACHING (CRT) ▪ ELEMENT 7: HIGH EXPECTATIONS & STUDENT MOTIVATION ▪ ELEMENT 8: SOCIAL-EMOTIONAL SUPPORT & RECOGNITION
<p>DOMAIN 2: PLANNING & PREPARATION</p> <p>Teacher makes decisions about planning that demonstrate a deep understanding of grade level content knowledge, pedagogy, and curriculum implementation by appropriately planning for what students are expected to know, understand, and be able to do.</p>
<p>Standard 3. Teacher understands and organizes subject matter for student learning.</p>
<ul style="list-style-type: none"> ▪ ELEMENT 9: KNOWLEDGE OF SUBJECT MATTER & PEDAGOGY ▪ ELEMENT 10: DESIGNING CURRICULUM ▪ ELEMENT 11: CURRICULAR FOCUS ▪ ELEMENT 12: COHERENCY & CONNECTIONS
<p>Standard 4. Teacher plans instruction and designs learning experiences for all students.</p>
<ul style="list-style-type: none"> ▪ ELEMENT 13: LEARNING OBJECTIVES ▪ ELEMENT 14: MODELS OF INSTRUCTION ▪ ELEMENT 15: PREPARING & ORGANIZING LEARNING ACTIVITIES ▪ ELEMENT 16: USING KNOWLEDGE OF STUDENTS & DATA IN PLANNING
<p>DOMAIN 3: INSTRUCTION & ASSESSMENT</p> <p>Teacher consistently uses research-based practices in the classroom, challenging all learners to achieve high levels of learning.</p>

<p>Standard 5. Teacher sets the stage and effectively communicates learning expectations.</p> <ul style="list-style-type: none"> ▪ ELEMENT 17: ARTICULATION OF LEARNING OBJECTIVES ▪ ELEMENT 18: HOOK & ACTIVATING PRIOR KNOWLEDGE (APK) ▪ ELEMENT 19: LESSON SIGNIFICANCE & CONNECTIONS ▪ ELEMENT 20: REFERRING TO LEARNING OBJECTIVES
<p>Standard 6. Teacher implements effective teaching strategies that engage students in learning.</p> <ul style="list-style-type: none"> ▪ ELEMENT 21: EXECUTION OF LESSON CYCLE & PACING ▪ ELEMENT 22: CONCEPT LEARNING & MODELING ▪ ELEMENT 23: SCAFFOLDING & CONNECTING ▪ ELEMENT 24: INSTRUCTIONAL CLARITY & MEANINGFUL ENCODING
<p>Standard 7. Teacher uses formative and summative assessment strategies to monitor student progress and to adjust instruction in order to maximize student achievement.</p> <ul style="list-style-type: none"> ▪ ELEMENT 25: CHECKING FOR UNDERSTANDING & QUESTIONING ▪ ELEMENT 26: RUBRIC & FEEDBACK ▪ ELEMENT 27: SUMMATIVE ASSESSMENTS ▪ ELEMENT 28: MONITORING & COMMUNICATING STUDENT GROWTH
<p>Standard 8. Teacher differentiates instruction to meet the needs of diverse learners.</p> <ul style="list-style-type: none"> ▪ ELEMENT 29: ASSESSING FOR DIFFERENTIATION ▪ ELEMENT 30: DIFFERENTIATION STRATEGIES ▪ ELEMENT 31: TECHNOLOGY & RESOURCES ▪ ELEMENT 32: PERSONALIZED SUPPORT
<p>Standard 9. Teacher helps students become strategic learners and develop higher order thinking skills.</p> <ul style="list-style-type: none"> ▪ ELEMENT 33: HIGHER-ORDER QUESTIONING & ADDRESSING MISCONCEPTIONS ▪ ELEMENT 34: STUDY STRATEGIES & USING EVIDENCE FROM TEXTS ▪ ELEMENT 35: COOPERATIVE LEARNING & USE OF ACADEMIC LANGUAGE ▪ ELEMENT 36: INTELLECTUAL CURIOSITY & CREATIVITY
<p>DOMAIN 4: PROFESSIONAL GROWTH</p> <p>Teacher demonstrates habits and skills of continuous inquiry and learning and works collaboratively to improve professional practice and student learning.</p>
<p>Standard 10. Teacher engages in professional growth.</p> <ul style="list-style-type: none"> ▪ ELEMENT 37: REFLECTING ON TEACHING PRACTICE ▪ ELEMENT 38: ENGAGING IN PROFESSIONAL LEARNING ▪ ELEMENT 39: COLLABORATING WITH PROFESSIONAL COMMUNITY ▪ ELEMENT 40: DEMONSTRATING GRIT

Descriptions of teacher and student behaviors and expectations for each standard can be found in *Attachment: MPS Framework for Teaching*. Here is an example:

Standard 5. Teacher sets the stage and effectively communicates learning expectations.

Meets:

- **ELEMENT 17: ARTICULATION OF LEARNING OBJECTIVES:** Teacher articulates learning objectives in a student-friendly language. Teacher has the students interact with the objectives and checks for student understanding of them. (*Ex: "TAPPLE"*)
- **ELEMENT 18: HOOK & ACTIVATING PRIOR KNOWLEDGE (APK):** Teacher gets students' attention and focus and hooks them into the lesson. (*Ex: anticipatory set*) Teacher activates prior knowledge. (*Ex: through universal experience or sub-skill review*)
- **ELEMENT 19: LESSON SIGNIFICANCE & CONNECTIONS:** Teacher clearly communicates significance of the lesson and how it fits with the unit/curriculum goals. Teacher makes connections between the current learning objectives and the students' prior and future learning to further student understanding of the content material within or outside of the unit or discipline. (*Ex: personal, academic, real-life importance*)
- **ELEMENT 20: REFERRING TO LEARNING OBJECTIVES:** Teacher uses strategies consistently, such as paraphrasing, repetition, visual cues, essential questions, etc., to interpret learning objectives to students. Teacher routinely refers to the learning objectives and supporting materials (*e.g., word walls, essential questions, etc.*) during instruction.

Exceeds:

- When asked, students can explain the learning objectives of the lesson.
- Students are mentally engaged in the concept, process, or skill to be learned. In relationship to the objective, students actively and effectively engage in the process of connecting the lesson to prior learning.
- When asked, students can explain connections between objectives and how they apply to other goals and learnings.
- When asked, students can explain how their current activities relate to the learning objectives.

It is important to note that specific feedback to the teacher on each element provides better focus for professional practice and growth. The observers and the evaluators are encouraged to pinpoint strengths and areas for improvement based on the elements. However, rating will be provided for the standard, not for each element. Elements describe a specific feature of the standard and the teacher is expected to meet or exceed the standard as a whole. There is variation among school systems and organizations in their approach to rating standards versus elements. MPS actively seeks feedback from our teachers and evaluators in order to implement an efficient and effective system that helps with both *measuring teachers* and *supporting teacher growth*.

MPS will base 80 percent of teacher’s end-of-year overall evaluation on “Teacher Performance on the MPS Framework for Teaching.” Each teacher will receive a rating of 1 (Below Standard), 2 (Approaches Standard), 3 (Meets Standard) or 4 (Exceeds Standard) for each of the ten standards on the MPS Framework for Teaching. Therefore, teachers will earn up to 40 points on this metric. The following table describes the ratings that will be used to rate each standard on the framework.

Rating	Points	Rating Descriptor
Exceeds Standard	4	Teacher and students <u>consistently</u> demonstrate <u>all</u> behaviors reflective of the standard stated under “Meets” and the <u>majority</u> of the behaviors stated under “Exceeds.” Teacher performance on the standard is excellent.
Meets Standard	3	Teacher and students demonstrate the <u>majority</u> of the behaviors reflective of the standard stated under “Meets” <u>most of the time</u> . Teacher performance on the standard is very good. However, there are areas remaining that require further development to be considered an excellent performer on this standard.
Approaches Standard	2	Teacher and students <u>sometimes</u> demonstrate the behaviors reflective of the standard stated under “Meets.” Teacher performs well at times but requires more consistent performance overall. Teacher demonstrates potential but must focus on opportunities for improvement to elevate his/her performance on this standard.
Below Standard	1	Teacher and students <u>rarely</u> demonstrate the behaviors reflective of the standard stated under “Meets.” The demonstrated performance of this teacher is unsatisfactory and requires intervention and significant improvement. Specific comments (i.e., evidence, explanation) are required when applying this rating.

(2) Teacher Professional Qualities, Dispositions, and Responsibilities

MPS will use teachers' professional qualities, dispositions, and taking responsibilities seriously as one of the measures in their evaluation. MPS wants to ensure that each teacher respects commitments and agreements as well as assumes responsibility and accountability for actions, striving for excellence, ensuring effectiveness. Therefore, each teacher needs to have an understanding of and fulfill his/her fundamental professional responsibilities as an educator and as a member of a well-established profession as well as assume his/her accountability to students, families, colleagues, and school.

Following are five areas to be evaluated under this metric:

- Professional, Legal, & Ethical Responsibilities
- Work Ethics & Efficiency
- Communication & Coordination
- Collegiality & Professionalism
- Other Professional Responsibilities

Descriptions of professional qualities, dispositions, and responsibilities for each of the above five areas can be found in *Attachment: MPS Teacher Professional Qualities, Dispositions, and Responsibilities Form*. Here is an example:

WORK ETHICS & EFFICIENCY:

- Teacher handles responsibilities and tasks promptly and efficiently. He/she plans and gets organized for upcoming duties; completes tasks, reports, and analyses in a timely fashion. He/she schedules time efficiently and completes an appropriate amount of work in the allotted time.
- Teacher is consistently punctual for work and work-related activities. He/she consistently produces high-quality work and demonstrates reliable consistency in the performance of assigned duties. He/she shows commitment to quality and excellence and pays close attention to detail. He/she does not allow personal problems to effect work efficiency in a negative way.

MPS will base 10 percent of teacher's end-of-year overall evaluation on Teacher Professional Qualities, Dispositions, and Responsibilities. The following ratings will be used to rate each of the five areas. Teachers will earn up to 10 points on this metric.

Rating	Points	Rating Descriptor
Fully meets or exceeds expectations (F)	2	Teacher consistently fulfills responsibilities and commitments and demonstrates professional qualities and dispositions reflective of the expectations in this area.
Partially or minimally meets expectations (P)	1	Teacher sometimes fulfills responsibilities and commitments and demonstrates professional qualities and dispositions reflective of the expectations in the area. Teacher performs well at times but requires

		more consistent performance overall.
Not yet within expectations (N)	<ul style="list-style-type: none"> ● 	<p>Teacher rarely fulfills responsibilities and commitments and demonstrates professional qualities and dispositions reflective of the expectations in this area. The demonstrated performance of this teacher is unsatisfactory and requires intervention and significant improvement. Specific comments (i.e., evidence, explanation) are required when applying this rating.</p>

(3) Student and Parent Voices

Research into teaching effectiveness indicates that student and parent voices play a powerful role in helping schools and districts learn how to improve teaching. Surveys have been the primary means of collecting student and parent voices about effective teaching. MPS uses an online platform to provide students and parents with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and students' own strengths and weaknesses. MPS believes that students and parents have an essential role to play in informing teaching effectiveness: this feedback instrument provides teachers and principals with valuable data about how students see their classes, how much parents are involved, and how to facilitate improvement.

Following are sample survey questions that MPS uses to hear student and parent voices.

Student Survey Sample Questions:

Besides many other aspects of their experience with the school, students are also asked their opinions about their teachers and each of their classes, as well as their overall school satisfaction. Following are sample questions MPS asks students about their teachers and classes.

How much do you agree or disagree with each of the following items?

- All of my teachers make learning interesting and challenging.
- All of my teachers motivate me to learn new things.
- All of my teachers give me useful feedback on my work.
- All of my teachers help me if I have trouble learning something.
- In all my classes, rules/expectations and consequences are clear.

English:

How much do you agree or disagree with each of the following items?

- We do a lot of writing.
- We work together to edit our writing to make it better.
- We connect what we read to real life people and situations.
- We use evidence from the text.
- We compare/contrast different points of view.

Math:

How much do you agree or disagree with each of the following items?

- We write sentences to explain how we solve math problems.
- We discuss possible solutions to math problems with other students.
- We learn how math is used in everyday life.
- We use different strategies (estimation, working backwards, drawing, patterns, graphs, tables, hands-on materials, etc.) to solve math problems.
- We have enough time to practice what we are learning during class.

Overall School Experience:

- **Overall, I am satisfied and would recommend this school to other students.**

Parent Survey Sample Questions:

Besides many other aspects of their experience with the school, parents are also asked their opinions about their child's teachers and each of his/her classes, as well as their overall school satisfaction. Following are sample questions MPS asks parents about their child's teachers.

Please rate how strongly you agree or disagree with each of the following statements.

- All of my students' teachers use a curriculum that meets my child's learning needs.
- All of my child's teachers use a variety of teaching strategies and learning activities.
- All of my child's teachers inform me about my child's academic progress (in person, by phone, over email, through school information system, or other ways.)
- I am satisfied with the amount and challenge of homework my child receives.
- I feel all of my child's teachers care about my child's success.

Please rate your overall satisfaction in the following classes on a scale of 5 (highest) to 1 (lowest).

- English, math, science, history/social science, computer/technology, PE, Spanish, etc.

Overall School Experience:

- **Overall, I am satisfied and would recommend this school to other parents.**

Using Student and Parent Voices as a Measure of Teacher Evaluation

Student and parent surveys provide valuable feedback to the teacher about students' and parents' perceptions on teacher's teaching effectiveness. MPS makes every effort to reach out to our students and parents to ensure a high response rate on the surveys. MPS has designed its surveys so that they provide individualized feedback about teachers and their classes, as well as students' and parents' overall school satisfaction. MPS will use both individualized and general feedback to provide constructive critical feedback to the teachers. Teachers can use this feedback to improve their teaching.

Rosenholtz's (1989) study found "learning-enriched schools" were characterized by "collective commitments to student learning in collaborative settings," ... "where it is assumed improvement of teaching is a collective rather than individual enterprise, and that analysis, evaluation, and experimentation in concert with colleagues are conditions under which teachers improve." Teacher collaboration linked to shared goals focused on student achievement led to improved teacher learning, greater certainty about what was effective, higher levels of teacher commitment and ultimately, greater gains in student achievement. MPS values collective commitment and collaboration for shared goals; therefore, MPS will use students' and parents' overall school experience (satisfaction) rates as a metric in teacher and administrator evaluation.

Students' and parents' favorable responses to the following "overall school satisfaction" question include "Strongly Agree" and "Agree."

Overall, I am satisfied and would recommend this school to other students/parents.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

MPS will use percentage of favorable responses, i.e., overall school satisfaction rate, as a metric that represents student and parent voices. MPS will base 10 percent of teacher's end-of-year overall evaluation on student and parent surveys. Student and parent voices will share equal weights of 5 percent. Following are two methods to calculate how

students' and parents' overall school satisfaction rates will be converted to points on the end-of-year overall evaluation. The first uses an achievement model and the second a growth model. The model that yields a higher score for a particular school will be applied to that school.

Achievement Model:

Overall school satisfaction rate	Points
85% - 100%	5
75% - 84%	4
65% - 74%	3
55% - 64%	2
50% - 54%	1
Less than 50%	0

Example: A school with student and parent overall school satisfaction rates of 70% and 80%, respectively, will earn its teachers $3 + 4 = 7$ (out of 10) points on the end-of-year overall teacher evaluation.

Growth Model:

Growth in overall school satisfaction rate from prior year	Points
15% or more	5
12% - 14%	4
9% - 11%	3
6% - 8%	2
3% - 5%	1
Less than 3%	0

Example: A school with growth rates of 10% and 15% in student and parent overall school satisfaction, respectively, will earn its teachers $3 + 5 = 8$ (out of 10) points on the end-of-year overall teacher evaluation.

If the above two examples applied to a particular school, the higher of the scores, i.e., 8 (out of 10) would be used as the overall score for Student and Parent Voices.

Teachers are encouraged to check their school's targets for student and parent overall school satisfaction rates in their Local Control and Accountability Plans (LCAP).

(4) Student Performance

Student Assessments at MPS

As explained in Standard 7 of the MPS Framework for Teaching, “Teachers are expected to use formative and summative assessment strategies to monitor student progress and to adjust instruction in order to maximize student achievement.” The measures that are used to assess student progress include all state-mandated standardized tests such as the Smarter Balanced Summative Assessments. MPS also uses the Smarter Balanced Interim Assessments which are designed to support teaching and learning throughout the year; and the Digital Library, designed to support classroom-based formative assessment processes. MPS administers both the Interim Comprehensive Assessments (ICAs) and Interim Assessment Blocks (IABs) to assess student learning and inform instruction during the year. The Smarter Balanced Interim Assessments¹ are specifically designed to provide the following:

- Meaningful information for gauging student progress throughout the year toward mastery of the skills measured by the Summative Assessments
- Assessments of the CCSS, which can be used at strategic points during the school year.

MPS teachers also have access to publisher or third-party-provided assessments, such as McGraw Hill, Illuminate, Accelerated Reader, and MAP. MPS utilizes computer adapted MAP testing to measure student progress three times a year. Teachers also, with the help of published materials, create standards-aligned formative assignments and tests that are evaluated using rubrics.

Assessments at MPS are not tests only. As detailed in Standard 7, MPS teachers are expected to use a variety of formative and summative assessments that are valid and reliable measures of student achievement. (*Ex: performance assessments, portfolios, etc.*) Assessments are expected to be aligned with learning objectives. (*Ex: Unit assessments are aligned with unit standards and learning objectives.*) At MPS, teachers provide students with choices of ways to demonstrate learning and students participate in the development of their learning outcomes. Teachers use summative assessment results to plan next units and redeliver instruction.

MPS teachers are expected to closely monitor all students’ progress toward meeting student learning outcomes. Teachers use technology, as appropriate, to conduct data analysis and communicate assessment results and student growth to all stakeholders (*families, colleagues, administration, etc.*) Teachers review summative assessment results with students, and students are involved in self-assessment, goal-setting, and monitoring progress.

Local, State, and Federal Accountability System

MPS will closely monitor its measures on the local, state, and federal accountability and continuous improvement systems, including LCFF evaluation rubrics. These measures include, but are not limited to, state and local indicators, such as graduation rate, scores on the CAASPP, suspension rates, progress of English learners toward English proficiency, and college and career readiness.

Using Student Performance as a Measure of Teacher Evaluation

MPS is in the process of developing a Student Performance metric for the purpose of teacher evaluation. As introduced above, state and local accountability indicators along with interim and summative assessments provide valuable data on student performance and progress. MPS also recognizes that a variety of assessments can and should be used to measure student progress, such as performance assessments and portfolios. As such, MPS considers using

¹ <http://www.cde.ca.gov/ta/tg/sa/sbacinterimassess.asp>

a thoughtful combination of interim and summative assessments and state and local indicators, as well as student work. MPS needs to make sure that Student Performance data used is of high quality as agreed by all stakeholders. While evidence of Student Performance will be collected and analyzed during the evaluation process, a definite Student Performance metric has not been developed for each subject area yet. Therefore, until a definite Student Performance metric is identified and agreed upon, MPS will exclude it from the end-of-year overall rating. Once a metric is fully developed, MPS intends to base 20 percent of end-of-year overall evaluation on Student Performance.

Attachments:

The following are attachments referenced in the MPS Teacher Evaluation Protocol.

- MPS Framework for Teaching
- MPS Classroom Observation Form
- MPS Teacher Self-Assessment Form
- MPS Teacher Goal Setting & Progress Monitoring Form
- MPS Teacher Planning & Preparation Evidence Form
- MPS Teacher Post-Observation Reflection Form
- MPS Teacher Summative Assessment Form
- MPS Teacher Professional Qualities, Dispositions, and Responsibilities Form
- MPS Teacher Evaluation Summary Page

MPS FRAMEWORK FOR TEACHING

DOMAIN 1: LEARNING ENVIRONMENT

Teacher creates a safe, productive, collaborative, and inviting learning environment that fosters a sense of community and personal responsibility to ensure that students maximize learning.

Standard 1. Teacher establishes classroom rules, practices, and procedures that support a positive, productive learning environment.

Meets:

- **ELEMENT 1: CLASSROOM NORMS:** Teacher employs classroom norms and supports for positive behavior to ensure a climate in which all students can learn. Teacher communicates and maintains high standards for individual and group behavior. *(Ex: Teacher posts classroom norms prominently and refers to them at appropriate times.)*
- **ELEMENT 2: TEACHER WITHNESS & RESPONSIVENESS:** Teacher makes sure students follow classroom norms, rules, and procedures. Teacher is proactive and quickly aware when students don't meet expectations. Teacher's verbal or non-verbal response to student behavior is consistent, respectful, and includes redirection, feedback or positive reinforcement to specific students. *(Ex: teacher has effective presence in the room with voice, eye contact, facial expressions, posture, proximity, etc.)*
- **ELEMENT 3: MAXIMIZING LEARNING TIME:** Teacher has established routines and procedures for management of transitions, instructional groups, materials, supplies, and other activities that maximize learning time. *(Ex: Students know how to enter the room, where to sit, what to do with homework, etc.)* Teacher provides bell-to-bell instruction that is rarely interrupted by management issues. Teacher communication is effective with precise language, connected discourse, transition signals, and emphasis.
- **ELEMENT 4: CLASSROOM ENVIRONMENT & ACCESS TO RESOURCES:** Teacher provides a physically safe, clean, orderly, and inviting environment. Teacher creates a versatile classroom layout that facilitates movement, communication, and planned activities. *(Ex: mindful seating arrangements)* Teacher assures that students have physical access, support, and time to use classroom, school, and community resources, including instructional materials and technology.

Exceeds:

- Without being prompted, students articulate or promote behavioral expectations that support the classroom's academic environment.
- Teacher uses positive framing to model and reinforce appropriate behavior and redirect inappropriate behavior. Students take an active role in monitoring their own behavior; they also appropriately respond to or redirect each other's behavior.
- Instructional time is maximized due to efficient and seamless classroom routines and procedures. Students take initiative in the management of instructional groups and transitions and the handling of materials and supplies. Students are on task throughout and across lessons. Teacher plans for and clearly articulates what students are to do if they complete work earlier than others. Teacher provides clear and consistent directions

that exemplify positive and effective communication.

- Seating and furniture arrangements are neat and optimal for learning. Teacher has appropriate materials/resources consistently ready for instruction. Classroom is inviting, with subject-related or motivational posters, college pennants, tactful decoration, lighting, etc.

Standard 2. Teacher creates learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students.

Meets:

- **ELEMENT 5: BUILDING A CARING COMMUNITY OF LEARNERS:** Teacher models and builds mutual respect and establishes a warm and caring environment. Teacher uses classroom strategies to promote students' respect and caring for others. Interactions (*i.e., teacher-student, student-student, etc.*) are friendly and demonstrate respect and caring.
- **ELEMENT 6: CULTURALLY RESPONSIVE TEACHING (CRT):** Teacher implements Culturally Responsive Teaching. Teacher uses cultural characteristics, experiences, and perspectives of diverse students to create culturally rich lessons. Teacher uses a variety of resources to support engagement of diverse learners. Teacher informs families, including non-English speaking families, about the instructional program and develops activities designed to engage families successfully and appropriately in their children's learning.
- **ELEMENT 7: HIGH EXPECTATIONS & STUDENT MOTIVATION:** Teacher develops and communicates a clear "big picture" to motivate students to make positive choices regarding their own learning and acts in accordance with the belief that all students can learn. Teacher creates a rigorous learning environment where high expectations for learning and hard work are classroom norms. Teacher's passion and enthusiasm inspire students to learn. Teacher displays a variety of successful student work prominently in the classroom to represent multiple perspectives and ways of knowing and doing.
- **ELEMENT 8: SOCIAL-EMOTIONAL SUPPORT & RECOGNITION:** Teacher promotes students' social-emotional growth, development, and individual responsibility using positive interventions and supports such as restorative and conflict resolution practices. Teacher offers praise and positive reinforcement consistently, even for small gains. Teacher recognizes individual students and groups for accomplishments.

Exceeds:

- Teacher creates a moral community, helping students respect and care about each other and feel valued within the group, and a democratic classroom environment, where students are involved in decision-making. Teacher models responsibility, integrity, and ethical conduct. Student interactions are generally polite and respectful, and students support each other's learning and critique each other's work under their own initiative.
- Teacher is approachable, genuine, and humorous. Teacher actively listens to students and gets to know the students and the lives they live. (*Ex: home visits*) Students feel valued and are comfortable taking intellectual risks. Teacher's communications are highly sensitive to families' cultural norms.

- Teacher teaches students how to monitor their own behaviors in relation to learning expectations, classroom configurations, and individual and group learning needs. Students assume responsibility or take initiative for producing high quality work, holding themselves, and each other, to high standards of performance. Students are not afraid to share their willingness to learn and accept mistakes as a healthy part of the learning process. Students find joy in the work of learning.
- Teacher teaches self-regulation strategies to students. Teacher provides time and guidance for students to reflect on their progress, express their frustrations, and think about how they can change behaviors to be more successful, if needed. Students may get upset at times, but the teacher remains calm and under control. Teacher knows how to support students who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile. Teacher routinely plans for students to share and celebrate one another's accomplishments.

DOMAIN 2: PLANNING & PREPARATION

Teacher makes decisions about planning that demonstrate a deep understanding of grade level content knowledge, pedagogy, and curriculum implementation by appropriately planning for what students are expected to know, understand, and be able to do.

Standard 3. Teacher understands and organizes subject matter for student learning.

Meets:

- **ELEMENT 9: KNOWLEDGE OF SUBJECT MATTER & PEDAGOGY:** Teacher demonstrates knowledge of subject matter, academic-content standards, and curriculum frameworks as well as content-related pedagogy of the discipline to ensure student learning.
- **ELEMENT 10: DESIGNING CURRICULUM:** Teacher identifies important topics based on standards and his/her knowledge of content, and plans curriculum backward from desired results. (*Ex: "Understanding by Design"*) Teacher designs standards-based, rigorous, challenging, relevant, and coherent curriculum that is accessible to all students. (*Ex: Teacher develops and sequences long-term and short-term instructional plans with how much time to spend on each unit and adjusts them as knowledge of students is developed.*)
- **ELEMENT 11: CURRICULAR FOCUS:** Curriculum reflects philosophy and pedagogy of the discipline (*e.g., instructional shifts for common core*) with a focus on key standards. Rather than racing to cover many topics, teacher plans to deepen the way time and energy are spent in the classroom. (*Ex: "Greater attention on literary nonfiction"* *Ex: "Key Shifts in Mathematics: Greater focus on fewer topics"*)
- **ELEMENT 12: COHERENCY & CONNECTIONS:** Teacher sequences instruction, plans for progression of learning, and correlates with previous units to develop rich content knowledge within and across grades. (*Ex: "Key Shifts in Mathematics: Coherence"*) Units and lessons are clearly linked to the coherent curriculum. Teacher can identify prerequisite knowledge and skills to achieve learning objectives. Teacher can relate concepts to one another and to other disciplines.

Exceeds:

- Teacher locates and uses multiple resources to expand subject matter beyond manuals, texts, and curriculum

guides. Teacher's subject matter expertise and enthusiasm can be sensed by students.

- Teacher develops assessments, rubrics and/or exemplars for summative assessments before teaching in order to guide instruction throughout the unit. Teacher collaborates with other teachers for common planning and assessments.
- Curriculum supports MPS core values (*i.e., Excellence, Innovation, and Connection*) and Schoolwide Learner Outcomes (SLOs).
- Teacher integrates content, skills, and practices from other disciplines. (*Ex: interdisciplinary projects*) Students are provided with opportunities to access the curriculum by incorporating the visual and performing arts, as appropriate to the content and context of learning. Teacher incorporates current events and global issues into curriculum/instruction while respecting and embracing cultural diversity through the understanding of our global world.

Standard 4. Teacher plans instruction and designs learning experiences for all students.

Meets:

- **ELEMENT 13: LEARNING OBJECTIVES:** After identifying a topic (*See Standard 3.2: Designing Curriculum*), teacher specifies learning objective(s) for the lesson that are closely aligned with standards. Teacher posts learning objectives in the classroom.
- **ELEMENT 14: MODELS OF INSTRUCTION:** Depending on learning objectives and knowledge of students, teacher plans a well-thought blend of research-based models of instruction and incorporates phases (*design components, etc.*) of these models in his/her lesson plans. (*Ex: Models of instruction include EDI, lecture-discussion, guided discovery, cooperative learning, etc. Ex: Well-crafted EDI lessons include: Learning Objective, Activating Prior Knowledge, Concept Development, Skill Development, Lesson Importance, Guided Practice, Lesson Closure and Independent Practice. Ex: 5E Learning Cycle model includes five stages: Engagement, Exploration, Explanation, Elaboration or Extension, Evaluation.*)
- **ELEMENT 15: PREPARING & ORGANIZING LEARNING ACTIVITIES:** Teacher prepares and organizes learning activities that are congruent with learning objectives. All planned activities are pedagogically appropriate. Teacher posts an agenda outlining the planned activities.
- **ELEMENT 16: USING KNOWLEDGE OF STUDENTS & DATA IN PLANNING:** Teacher uses student developmental needs, background, and interests in planning for instruction. Teacher uses data from multiple sources of assessment to determine students' accurate, current levels of performance. (*Ex: state-tests, interim assessments, informal assessments, etc.*) Teacher data and knowledge of students to inform planning of content organization and instructional strategies.

Exceeds:

- The learning objective is a clearly written, specific statement of observable student behaviors that can be measured and contributes to reaching the learning goals as opposed to an activity or assignment.
- Teacher is flexible and effective in choosing and implementing the appropriate model (*or blends of models*) for the instructional scenario. (*Ex: The more models teachers investigate and practice, the more techniques they will have at their disposal and the better their chances at optimizing efforts to successfully reach and*

teach their students.)

- Teacher has a well-thought lesson plan with varied learning activities and a backup plan.
- Teacher makes himself/herself aware of current research regarding strategies to meet individual student needs and includes strategies to address potential gaps for (*subgroups of*) students. Teacher works collaboratively with other staff and informed individuals (*e.g., co-teacher, resource teacher, EL coordinator, etc.*) to interpret assessment results and to plan targeted interventions and differentiated instruction for meeting individual student needs.

DOMAIN 3: INSTRUCTION & ASSESSMENT

Teacher consistently uses research-based practices in the classroom, challenging all learners to achieve high levels of learning.

Standard 5. Teacher sets the stage and effectively communicates learning expectations.

Meets:

- **ELEMENT 17: ARTICULATION OF LEARNING OBJECTIVES:** Teacher articulates learning objectives in a student-friendly language. Teacher has the students interact with the objectives and checks for student understanding of them. (*Ex: "TAPPLE"*)
- **ELEMENT 18: HOOK & ACTIVATING PRIOR KNOWLEDGE (APK):** Teacher gets students' attention and focus and hooks them into the lesson. (*Ex: anticipatory set*) Teacher activates prior knowledge. (*Ex: through universal experience or sub-skill review*)
- **ELEMENT 19: LESSON SIGNIFICANCE & CONNECTIONS:** Teacher clearly communicates significance of the lesson and how it fits with the unit/curriculum goals. Teacher makes connections between the current learning objectives and the students' prior and future learning to further student understanding of the content material within or outside of the unit or discipline. (*Ex: personal, academic, real-life importance*)
- **ELEMENT 20: REFERRING TO LEARNING OBJECTIVES:** Teacher uses strategies consistently, such as paraphrasing, repetition, visual cues, essential questions, etc., to interpret learning objectives to students. Teacher routinely refers to the learning objectives and supporting materials (*e.g., word walls, essential questions, etc.*) during instruction.

Exceeds:

- When asked, students can explain the learning objectives of the lesson.
- Students are mentally engaged in the concept, process, or skill to be learned. In relationship to the objective, students actively and effectively engage in the process of connecting the lesson to prior learning.
- When asked, students can explain connections between objectives and how they apply to other goals and learnings.
- When asked, students can explain how their current activities relate to the learning objectives.

Standard 6. Teacher implements effective teaching strategies that engage students in learning.

Meets:

- **ELEMENT 21: EXECUTION OF LESSON CYCLE & PACING:** Teacher executes a lesson cycle with learning activities as outlined on the agenda. (See Standard 4: “Models of Instruction” and “Preparing & Organizing Learning Activities.”) Teacher facilitates the lesson at an appropriate pace that maximizes student learning and on-task behavior. (Ex: *The desired pace is neither so slow that students get bored nor so quick that they can’t keep up.*)
- **ELEMENT 22: CONCEPT LEARNING & MODELING:** Teacher implements multiple strategies to help students construct their understanding of a concept. (Ex: *Teacher provides high-quality examples, examples and non-examples of the concept, presents examples in a real-world context, sequences examples beginning with the most typical and ending with those least familiar, promotes meaningful learning by linking the concept to related concepts, etc.*) Teacher explains, models, and demonstrates knowledge (i.e., *declarative, procedural, conditional*) and skills, such as solutions to problems, and simultaneously reveals his/her strategic thinking processes to students. (Ex: *think-aloud*)
- **ELEMENT 23: SCAFFOLDING & CONNECTING:** Teacher engages students in activities that help them link what they already know to the new content and facilitates these linkages. Learning experiences throughout the lesson cycle are cognitively engaging. (Ex: *schema activation Ex: Lesson is scaffolded to match students’ Zone of Proximal Development (ZPD) levels and rigor for the learning objectives.*) Teacher connects learning to students’ prior knowledge, backgrounds, life experiences, and interests.
- **ELEMENT 24: INSTRUCTIONAL CLARITY & MEANINGFUL ENCODING:** Teacher accurately presents content in a way that is accessible to students, in both verbal and visual forms, and implements strategies that help reduce cognitive load and clarify content. (Ex: *chunking, providing frequent practice to develop automaticity, using both linguistic and nonlinguistic modes of communication, using graphic organizers and hands-on activities, using the board efficiently, etc.*) Teacher uses effective strategies for meaningful learning and long-term memory encoding. (Ex: *imagery, organization, schema activation, elaboration, etc.*)

Exceeds:

- Instruction is facilitated at an appropriate pace to optimize learning time, the amount of content that can be learned, and on-task behavior. Pacing allows a reasonable amount of time for students’ thinking and processing.
- Teacher gives students opportunities to practice think-aloud, and offers structured feedback. Students explain or demonstrate the strategies they use.
- Lesson reflects a clear and appropriate progression from teacher modeling to student independence. Teacher facilitates as students build connections between the current learning objectives and their prior and future learning. Students make explicit connections within or outside of the discipline or unit.
- Teacher avoids extended periods of lecturing in order not to overload learners’ working memories. Students engage with the content through multiple opportunities for practice and application. Teacher makes himself/herself aware of current research regarding meaningful learning and encoding.

Standard 7. Teacher uses formative and summative assessment strategies to monitor student progress and to adjust instruction in order to maximize student achievement.

Meets:

- **ELEMENT 25: CHECKING FOR UNDERSTANDING & QUESTIONING:** Teacher continually checks for understanding through a variety of informal and formative assessments to guide real-time adjustments to instruction. (*Ex: TAPPLE, cold-calling, show of hands, clickers, student notes and reflections, mini-whiteboards, assignments, quizzes, demonstrations, concept maps, exit slips, etc.*) Teacher poses questions to a wide range of students that are scaffolded toward cognitive challenge and mastery of the learning objectives. Teacher uses wait time consistently.
- **ELEMENT 26: RUBRIC & FEEDBACK:** Teacher provides a rubric that describes levels of performance relative to the learning goals and objectives. Teacher uses exemplary work, benchmarks, or examples of student work to illustrate various levels of achievement during instruction. Teacher teaches students how to compare their work to the benchmark work to identify gaps and next steps to move forward. Teacher provides timely, accurate, and specific commentary/feedback regarding students' work/performances and connects the comments to the learning objectives and rubric. Teacher feedback has a positive emotional tone.
- **ELEMENT 27: SUMMATIVE ASSESSMENTS:** Teacher uses a variety of summative assessments that are valid and reliable measures of student achievement. (*Ex: tests, performance assessments, portfolios, etc.*) Assessments are aligned with learning objectives. (*Ex: Unit assessments are aligned with unit standards and learning objectives.*) Grading is fair and equitable.
- **ELEMENT 28: MONITORING & COMMUNICATING STUDENT GROWTH:** Teacher closely monitors all students' progress toward meeting student learning outcomes. Teacher uses technology, as appropriate, to conduct data analysis and communicate assessment results and student growth to all stakeholders (*families, colleagues, administration, etc.*)

Exceeds:

- Teacher uses strategies to enable students to correctly answer questions and extend or justify their thinking. Teacher adapts plans as he/she develops knowledge of specific students and adjusts instruction to address the needs of students who are having difficulty understanding the lesson.
- When asked, students can explain the meaning of the levels of performance articulated in the rubric. Teacher plans time and guidance for students to reflect on and assess progress. Teacher responds to student work, providing time to remediate for success before final grading.
- Teacher provides students with choices of ways to demonstrate learning and students participate in the development of their learning outcomes. Teacher uses summative assessment results to plan next units and redeliver instruction. Teacher creates reasonable number of assignments for each subcategory with appropriate weights in the grading system.
- Teacher reviews summative assessment results with students. Students are involved in self-assessment, goal-setting, and monitoring progress.

Standard 8. Teacher differentiates instruction to meet the needs of diverse learners.

Meets:

- **ELEMENT 29: ASSESSING FOR DIFFERENTIATION:** Teacher uses a variety of diagnostic assessments and activities at the beginning of a new unit, lesson or topic to check students' prior knowledge and skill levels, identify student misconceptions, profile learners' interests, and reveal learning-style preferences. (*Ex: initial writing prompts, informal reading assessments, pre-tests, anticipation guides, polling, K-W-L, etc.*) Teacher uses results from assessments and knowledge of students to plan for differentiated instruction.
- **ELEMENT 30: DIFFERENTIATION STRATEGIES:** Teacher implements a variety of types of effective instructional strategies, facilitation techniques, and classroom activities that actively engage students in learning. Teacher differentiates classroom elements (*e.g., content, process, products, learning environment, etc.*) based on student readiness, interest, or learning profile. Teacher is responsive to students' input. He/she encourages student questions and talk in the classroom and demonstrates flexibility by using student input for spontaneous planning and adjustments.
- **ELEMENT 31: TECHNOLOGY & RESOURCES:** Teacher uses accessible technology tools and other resources on a regular basis to engage and enhance learning and to differentiate instruction to meet the needs of every student. Teacher effectively uses challenging resources that are mentally, visually, aurally, and kinesthetically stimulating. (*Ex: internet, PowerPoint, interactive white boards, document camera, multimedia, educational software, interactive games and simulations, apps, class website, lab materials, manipulatives, assistive technology, etc.*)
- **ELEMENT 32: PERSONALIZED SUPPORT:** Teacher addresses the needs of English learners and students with special needs to provide equitable access to education. Teacher provides personalized support as needed. (*Ex: EL strategies, accommodations/modifications, interventions, supplementary enrichment activities, etc.*)

Exceeds:

- Teacher regularly uses knowledge of students' skills, knowledge, needs, interests, language proficiencies, cultural backgrounds, and individual development to plan instruction according to their learning needs. Teacher plans carefully so that instruction incorporates appropriate strategies to meet all learning needs, styles, and interests, and all students have equal access to the curriculum.
- Teacher provides different avenues for students to acquire content, process ideas, and demonstrate their understanding. Teacher provides tasks of varied levels of difficulty, along with supports, including principles of Universal Design and Multi-tiered System of Supports (MTSS), to multiple instructional groups, and by allowing students to work in modes that are most successful for them (*e.g., alone or collaborative, auditory or visual, practical or creative*). To address the learning needs of students, teacher adapts the pacing or the release of responsibility.
- Teacher keeps up to date with technology and blended learning practices. Teacher models and develops digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law and student maintaining internet security. Teacher provides

resources and instructional materials that require cognitive engagement. Students choose, adapt, or create materials to extend learning.

- Teacher tactfully provides academic, social, and emotional support to all students and promotes social integration and development. Teacher works collaboratively with other staff and informed individuals (*e.g., co-teacher, resource teacher, EL coordinator, etc.*) to provide personalized support. Teacher participates in SST and IEP meetings and complies with all IEP/IFSP/ITP/504 requirements. Teacher provides integrated ELD instruction and SDAIE. Teacher provides tutoring as needed.

Standard 9. Teacher helps students become strategic learners and develop higher order thinking skills.

Meets:

- **ELEMENT 33: HIGHER-ORDER QUESTIONING & ADDRESSING MISCONCEPTIONS:** Teacher uses higher-order questioning strategies to promote metacognition and help students engage in deeper thinking about concepts and processes, exploring “whys” and “why nots,” and justifying their thinking. Teacher uses questioning to encourage students to allow their misconceptions to emerge and improves student learning by addressing misconceptions. (*Ex: “How do you know?”, “Why do you say that?”*)
- **ELEMENT 34: STUDY STRATEGIES & USING EVIDENCE FROM TEXTS:** Students use multiple study strategies to increase their understanding of written materials and teacher presentations. (*Ex: note-taking, using text signals, summarizing, elaborative questioning, concept mapping, close reading strategies, etc.*) Students have extensive opportunities to build knowledge through content-rich nonfiction texts so they can learn independently. Students are able to answer a range of *text-dependent* questions, whose answers require inferences based on careful attention to the text. Students use evidence from texts to present careful analyses, well-defended claims, and clear information. (*Ex: close reading, evidence-based writing. See “Key Shifts in ELA.”*)
- **ELEMENT 35: COOPERATIVE LEARNING & USE OF ACADEMIC LANGUAGE:** Teacher provides cooperative learning experiences. (*Ex: T-P-S, peer-teaching, group-work, jig-saw, discussion, round robin, etc.*) Teacher facilitates conversations in whole class and small group settings that require all students to consistently use academic vocabulary, discuss academic ideas, and justify their reasoning. (*Ex: Socratic seminar*) Teacher focuses on academic vocabulary, especially words that appear in a variety of content areas. Students grow their vocabularies through a mix of conversation, direct instruction, and reading. Students use academic language correctly.
- **ELEMENT 36: INTELLECTUAL CURIOSITY & CREATIVITY:** Teacher ignites intellectual curiosity, provides rigorous instruction, and fosters creativity. Teacher thoroughly teaches and engages students in tasks, activities, or strategies that address different types of critical thinking relevant to the learning objectives and content. (*Ex: open-ended problem solving, PBL, inquiry and discovery, etc. Ex: analytical thinking where students analyze, compare and contrast, evaluate and explain information; practical thinking where students use, apply, and implement learning in real life scenarios; creative thinking where students create, design, imagine, suppose, and generate a variety of ideas and alternatives.*)

Exceeds:

- Teacher plans for and anticipates student misunderstandings and/or misconceptions and teaches with those in mind. Students explain their own misunderstandings and support other students in unraveling misconceptions.
- Teacher models a variety of strategies and teaches how to match strategies to different tasks in a variety of contexts. Students regularly practice with complex texts and their academic language. Writing focuses on evidence-based writing along with the ability to inform and persuade.
- Teacher uses thoughtful grouping strategies and holds students individually accountable for their understanding. Students demonstrate positive interdependence. Students engage in peer review to give each other feedback. Students initiate questions and push each other's thinking. Teacher uses effective strategies for teaching vocabulary (*e.g., word map, context skills, etc.*)
- Teacher puts students in new situations that require new solutions. Teacher has students/student teams defend decisions for open-ended real-world questions. Teacher requires students to make complex choices and synthesize knowledge. Students instigate classroom projects and inquiry independent of teacher structures.

DOMAIN 4: PROFESSIONAL GROWTH

Teacher demonstrates habits and skills of continuous inquiry and learning and works collaboratively to improve professional practice and student learning.

Standard 10. Teacher engages in professional growth.

Meets:

- **ELEMENT 37: REFLECTING ON TEACHING PRACTICE:** Teacher routinely reflects on his/her own teaching practice and level of subject matter and pedagogical knowledge to initiate learning that can improve instruction and learning for students. Teacher assesses the effectiveness of instructional activities he/she uses and identifies ways for improving lessons.
- **ELEMENT 38: ENGAGING IN PROFESSIONAL LEARNING:** Teacher establishes professional goals and engages in continuous and purposeful professional growth and development. Teacher engages in professional learning that integrates theories, research, and models of human learning to increase educator effectiveness and results for all students. Teacher seeks opportunities for continued professional development. (*Ex: goal-setting, keeping up to date with research, etc.*)
- **ELEMENT 39: COLLABORATING WITH PROFESSIONAL COMMUNITY:** Teacher participates in school-wide collaborative efforts to support the success of all students and contributes to the ongoing school improvement process. Teacher promotes the vision, mission, core values, practices and policies that improve school environment and student learning. Teacher participates in grade level/department meetings and school projects and works as a team player. (*Ex: Teacher participates in WASC self-study, serves on school committees, participates in school events, etc.*)
- **ELEMENT 40: DEMONSTRATING GRIT:** Teacher demonstrates grit in his/her teaching and models it for students. Teacher works diligently toward challenging long-term goals, sustaining commitment when confronted with setbacks and adversity. Teacher has a growth mindset and actively promotes positive,

problem-solving attitude and a purposeful, enjoyable learning and working environment.

Exceeds:

- Teacher uses peer observation opportunities to view other teachers' teaching styles in order to reflect critically on his/her own teaching. For reflection purposes, teacher may also use tools such as journal writing, self-reporting, making recordings of lessons, etc. (*Ex: Teacher keeps a journal to record significant learning experiences and possible lesson improvements.*)
- Teacher establishes professional learning goals and makes progress to improve his/her practice by routinely engaging in professional development and communication and inquiry with colleagues. Teacher actively seeks feedback from other professionals. Teacher has a habit of reading current educational journals and/or other professional literature to improve learning and practice.
- Teacher participates in PLCs, and finds ways to contribute to students, parents/guardians, colleagues, community, self, and the profession. Teacher takes leadership roles in teams and understands how to involve and communicate effectively and appropriately with other adults, including peers, parents/guardians, and members of the larger school community and local community to support teacher and student learning. Teacher contributes to community and education projects.
- Teacher puts students' best interests first in all considerations of his/her practice and solves problems with students' needs as a priority.

MPS CLASSROOM OBSERVATION FORM

Teacher: _____ School: _____
 Subject: _____ Grade/Class Size: _____
 Topic/Activity: _____
 Date/Time: _____ Observer: _____

Standard 1. Teacher establishes classroom rules, practices, and procedures that support a positive, productive learning environment.		Standard 2. Teacher creates learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students.	
1 <input type="checkbox"/>	CLASSROOM NORMS	5 <input type="checkbox"/>	BUILDING A CARING COMMUNITY OF LEARNERS
2 <input type="checkbox"/>	TEACHER WITHITNESS & RESPONSIVENESS	6 <input type="checkbox"/>	CULTURALLY RESPONSIVE TEACHING (CRT)
3 <input type="checkbox"/>	MAXIMIZING LEARNING TIME	7 <input type="checkbox"/>	HIGH EXPECTATIONS & STUDENT MOTIVATION
4 <input type="checkbox"/>	CLASSROOM ENVIRONMENT & ACCESS TO RESOURCES	8 <input type="checkbox"/>	SOCIAL-EMOTIONAL SUPPORT & RECOGNITION
Standard 3. Teacher understands and organizes subject matter for student learning.		Standard 4. Teacher plans instruction and designs learning experiences for all students.	
9 <input type="checkbox"/>	KNOWLEDGE OF SUBJECT MATTER & PEDAGOGY	13 <input type="checkbox"/>	LEARNING OBJECTIVES
10 <input type="checkbox"/>	DESIGNING CURRICULUM	14 <input type="checkbox"/>	MODELS OF INSTRUCTION
11 <input type="checkbox"/>	CURRICULAR FOCUS	15 <input type="checkbox"/>	PREPARING & ORGANIZING LEARNING ACTIVITIES
12 <input type="checkbox"/>	COHERENCY & CONNECTIONS	16 <input type="checkbox"/>	USING KNOWLEDGE OF STUDENTS & DATA IN PLANNING
Standard 5. Teacher sets the stage and effectively communicates learning expectations.			
17 <input type="checkbox"/>	ARTICULATION OF LEARNING OBJECTIVES	19 <input type="checkbox"/>	LESSON SIGNIFICANCE & CONNECTIONS
18 <input type="checkbox"/>	HOOK & ACTIVATING PRIOR KNOWLEDGE (APK)	20 <input type="checkbox"/>	REFERRING TO LEARNING OBJECTIVES

Feedback on Strengths: 1)

2)

3)

Leverage Question:

Reflection: 1) What worked best about the lesson and why?

2) What could have been done differently and why?

3) What are some targets for improvement?

Teacher: _____ School: _____
 Subject: _____ Grade/Class Size: _____
 Topic/Activity: _____
 Date/Time: _____ Observer: _____

Standard 6. Teacher implements effective teaching strategies that engage students in learning.		Standard 7. Teacher uses formative and summative assessment strategies to monitor student progress and to adjust instruction in order to maximize student achievement.	
21 <input type="checkbox"/>	EXECUTION OF LESSON CYCLE & PACING	25 <input type="checkbox"/>	CHECKING FOR UNDERSTANDING & QUESTIONING
22 <input type="checkbox"/>	CONCEPT LEARNING & MODELING	26 <input type="checkbox"/>	RUBRIC & FEEDBACK
23 <input type="checkbox"/>	SCAFFOLDING & CONNECTING	27 <input type="checkbox"/>	SUMMATIVE ASSESSMENTS
24 <input type="checkbox"/>	INSTRUCTIONAL CLARITY & MEANINGFUL ENCODING	28 <input type="checkbox"/>	MONITORING & COMMUNICATING STUDENT GROWTH
Standard 8. Teacher differentiates instruction to meet the needs of diverse learners.		Standard 9. Teacher helps students become strategic learners and develop higher order thinking skills.	
29 <input type="checkbox"/>	ASSESSING FOR DIFFERENTIATION	33 <input type="checkbox"/>	HIGHER-ORDER QUESTIONING & ADDRESSING MISCONCEPTIONS
30 <input type="checkbox"/>	DIFFERENTIATION STRATEGIES	34 <input type="checkbox"/>	STUDY STRATEGIES & USING EVIDENCE FROM TEXTS
31 <input type="checkbox"/>	TECHNOLOGY & RESOURCES	35 <input type="checkbox"/>	COOPERATIVE LEARNING & USE OF ACADEMIC LANGUAGE
32 <input type="checkbox"/>	PERSONALIZED SUPPORT	36 <input type="checkbox"/>	INTELLECTUAL CURIOSITY & CREATIVITY
Standard 10. Teacher engages in professional growth.			
37 <input type="checkbox"/>	REFLECTING ON TEACHING PRACTICE	39 <input type="checkbox"/>	COLLABORATING WITH PROFESSIONAL COMMUNITY
38 <input type="checkbox"/>	ENGAGING IN PROFESSIONAL LEARNING	40 <input type="checkbox"/>	DEMONSTRATING GRIT

Feedback on Strengths: 1)

2)

3)

Leverage Question:

Reflection: 1) What worked best about the lesson and why?

2)

What could have been done differently and why?

3)

What are some targets for improvement?

MPS TEACHER SELF-ASSESSMENT FORM

Teacher Information:

Name: _____ School: _____
Present School Assignment: _____ Years at School: _____

Use this form for personal reflection about your professional practice to identify your strengths and areas for improvement or refinement. Evidence your strengths and highlight key areas for improvement or refinement based on your reflection of data gathered from artifacts and other sources. Indicate data source and identified data patterns or trends corresponding to your strengths and areas for improvement or refinement. This process will later help you identify data-driven, targeted professional growth goals. This tool should be used at the beginning of the year, mid-year, and toward the end of the school year.

DOMAIN 1: LEARNING ENVIRONMENT

Teacher creates a safe, productive, collaborative, and inviting learning environment that fosters a sense of community and personal responsibility to ensure that students maximize learning.

Standard 1. Teacher establishes classroom rules, practices, and procedures that support a positive, productive learning environment.

ELEMENT 1: CLASSROOM NORMS	Strengths and Evidence:	Areas for Improvement or Refinement:
ELEMENT 2: TEACHER WITHITNESS & RESPONSIVENESS	Strengths and Evidence:	Areas for Improvement or Refinement:

ELEMENT 3: MAXIMIZING LEARNING TIME	Strengths and Evidence:	Areas for Improvement or Refinement:
ELEMENT 4: CLASSROOM ENVIRONMENT & ACCESS TO RESOURCES	Strengths and Evidence:	Areas for Improvement or Refinement:

Standard 2. Teacher creates learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students.

ELEMENT 5: BUILDING A CARING COMMUNITY OF LEARNERS	Strengths and Evidence:	Areas for Improvement or Refinement:
ELEMENT 6: CULTURALLY RESPONSIVE TEACHING (CRT)	Strengths and Evidence:	Areas for Improvement or Refinement:

ELEMENT 7: HIGH EXPECTATIONS & STUDENT MOTIVATION	Strengths and Evidence:	Areas for Improvement or Refinement:
ELEMENT 8: SOCIAL-EMOTIONAL SUPPORT & RECOGNITION	Strengths and Evidence:	Areas for Improvement or Refinement:

DOMAIN 2: PLANNING & PREPARATION

Teacher makes decisions about planning that demonstrate a deep understanding of grade level content knowledge, pedagogy, and curriculum implementation by appropriately planning for what students are expected to know, understand, and be able to do.

Standard 3. Teacher understands and organizes subject matter for student learning.

ELEMENT 9: KNOWLEDGE OF SUBJECT MATTER & PEDAGOGY	Strengths and Evidence:	Areas for Improvement or Refinement:
ELEMENT 10: DESIGNING CURRICULUM	Strengths and Evidence:	Areas for Improvement or Refinement:

ELEMENT 11: CURRICULAR FOCUS	Strengths and Evidence:	Areas for Improvement or Refinement:
ELEMENT 12: COHERENCY & CONNECTIONS	Strengths and Evidence:	Areas for Improvement or Refinement:

Standard 4. Teacher plans instruction and designs learning experiences for all students.

ELEMENT 13: LEARNING OBJECTIVES	Strengths and Evidence:	Areas for Improvement or Refinement:
ELEMENT 14: MODELS OF INSTRUCTION	Strengths and Evidence:	Areas for Improvement or Refinement:

ELEMENT 15: PREPARING & ORGANIZING LEARNING ACTIVITIES	Strengths and Evidence:	Areas for Improvement or Refinement:
ELEMENT 16: USING KNOWLEDGE OF STUDENTS & DATA IN PLANNING	Strengths and Evidence:	Areas for Improvement or Refinement:

DOMAIN 3: INSTRUCTION & ASSESSMENT

Teacher consistently uses research-based practices in the classroom, challenging all learners to achieve high levels of learning.

Standard 5. Teacher sets the stage and effectively communicates learning expectations.

<p>ELEMENT 17: ARTICULATION OF LEARNING OBJECTIVES</p>	<p>Strengths and Evidence:</p>	<p>Areas for Improvement or Refinement:</p>
<p>ELEMENT 18: HOOK & ACTIVATING PRIOR KNOWLEDGE (APK)</p>	<p>Strengths and Evidence:</p>	<p>Areas for Improvement or Refinement:</p>

ELEMENT 19: LESSON SIGNIFICANCE & CONNECTIONS

Strengths and Evidence:

Areas for Improvement or Refinement:

ELEMENT 20: REFERRING TO LEARNING OBJECTIVES

Strengths and Evidence:

Areas for Improvement or Refinement:

Standard 6. Teacher implements effective teaching strategies that engage students in learning.

<p>ELEMENT 21: EXECUTION OF LESSON CYCLE & PACING</p>	<p>Strengths and Evidence:</p>	<p>Areas for Improvement or Refinement:</p>
<p>ELEMENT 22: CONCEPT LEARNING & MODELING</p>	<p>Strengths and Evidence:</p>	<p>Areas for Improvement or Refinement:</p>

ELEMENT 23: SCAFFOLDING & CONNECTING	Strengths and Evidence:	Areas for Improvement or Refinement:
ELEMENT 24: INSTRUCTIONAL CLARITY & MEANINGFUL ENCODING	Strengths and Evidence:	Areas for Improvement or Refinement:

Standard 7. Teacher uses formative and summative assessment strategies to monitor student progress and to adjust instruction in order to maximize student achievement.

ELEMENT 25: CHECKING FOR UNDERSTANDING & QUESTIONING

Strengths and Evidence:

Areas for Improvement or Refinement:

ELEMENT 26: RUBRIC & FEEDBACK

Strengths and Evidence:

Areas for Improvement or Refinement:

ELEMENT 27: SUMMATIVE ASSESSMENTS

Strengths and Evidence:

Areas for Improvement or Refinement:

ELEMENT 28: MONITORING & COMMUNICATING STUDENT GROWTH

Strengths and Evidence:

Areas for Improvement or Refinement:

Standard 8. Teacher differentiates instruction to meet the needs of diverse learners.

<p>ELEMENT 29: ASSESSING FOR DIFFERENTIATION</p>	<p>Strengths and Evidence:</p>	<p>Areas for Improvement or Refinement:</p>
<p>ELEMENT 30: DIFFERENTIATION STRATEGIES</p>	<p>Strengths and Evidence:</p>	<p>Areas for Improvement or Refinement:</p>

ELEMENT 31: TECHNOLOGY & RESOURCES

Strengths and Evidence:

Areas for Improvement or Refinement:

ELEMENT 32: PERSONALIZED SUPPORT

Strengths and Evidence:

Areas for Improvement or Refinement:

Standard 9. Teacher helps students become strategic learners and develop higher order thinking skills.

ELEMENT 33: HIGHER-ORDER QUESTIONING & ADDRESSING MISCONCEPTIONS

Strengths and Evidence:

Areas for Improvement or Refinement:

ELEMENT 34: STUDY STRATEGIES & USING EVIDENCE FROM TEXTS

Strengths and Evidence:

Areas for Improvement or Refinement:

ELEMENT 35: COOPERATIVE LEARNING & USE OF ACADEMIC LANGUAGE

Strengths and Evidence:

Areas for Improvement or Refinement:

ELEMENT 36: INTELLECTUAL CURIOSITY & CREATIVITY

Strengths and Evidence:

Areas for Improvement or Refinement:

DOMAIN 4: PROFESSIONAL GROWTH

Teacher demonstrates habits and skills of continuous inquiry and learning and works collaboratively to improve professional practice and student learning.

Standard 10. Teacher engages in professional growth.

ELEMENT 37: REFLECTING ON TEACHING PRACTICE	Strengths and Evidence:	Areas for Improvement or Refinement:
ELEMENT 38: ENGAGING IN PROFESSIONAL LEARNING	Strengths and Evidence:	Areas for Improvement or Refinement:

ELEMENT 39: COLLABORATING WITH PROFESSIONAL COMMUNITY	Strengths and Evidence:	Areas for Improvement or Refinement:
ELEMENT 40: DEMONSTRATING GRIT	Strengths and Evidence:	Areas for Improvement or Refinement:

MPS TEACHER GOAL SETTING & PROGRESS MONITORING FORM

Teacher Information:

Name: _____	School: _____
Present School Assignment: _____	Years at School: _____

Use this form for setting professional growth goals and documenting progress toward accomplishment of the goals. This tool should be used at the beginning of the year (*e.g., during September*), mid-year (*e.g., during December*), and toward the end of the school year (*e.g., March through May*).

Beginning of the year:

The teacher will use this form for goal-setting following the self-assessment process. Based on his/her areas for improvement or refinement and data gathered from artifacts and other sources, the teacher will set one or two goals for the school year. For the goal setting meeting at the beginning of the school year, MPS recommends that the teacher sets goal(s) that focus on one (or two) of the standards from Standards 1-7. It is not required, but goal(s) can be linked to an organizational goal, e.g., a goal in LCAP, SIP, WASC or other organizational plan. The goals, as well as activities to accomplish the goals, outcomes and timeline, will be reviewed by the evaluator prior to the beginning work on the goals. The evaluator may suggest additional goals as appropriate.

Mid-year:

The teacher will meet with the evaluator mid-year to discuss progress toward achieving their annual goals, and if necessary, adjustments to action plans in order to achieve goals by the end of the school year. The evaluator will determine whether the teacher is making acceptable progress toward goal attainment. Besides monitoring progress on the goal(s) set at the beginning of the school year that focused on one or two of the standards from Standards 1-7, the teacher will now set one or two goals that focus on one (or two) of the standards from Standards 8-10.

Toward end-of-year:

The meeting toward the end of the school year will focus on goal attainment and completing the evaluation process. In addition, the teacher and the evaluator will discuss possible new goals for the next school year.

Legend:

- *N: Not progressing or level of progress is not acceptable*
- *P: Progress is at acceptable level*
- *A: Goal is accomplished.*

GOAL # _____ Standard: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10	
Goal:	Outcomes (Measurement):
Linked to: <input type="checkbox"/> LCAP <input type="checkbox"/> SIP <input type="checkbox"/> WASC <input type="checkbox"/> Other plan	
Key Activities/Strategies:	Timeline for measuring goal outcomes:
Progress:	Revised Action Plan: (if applicable)
Mid-year comments by evaluator: <input type="checkbox"/> N <input type="checkbox"/> P <input type="checkbox"/> A	Year-end comments by evaluator: <input type="checkbox"/> N <input type="checkbox"/> P <input type="checkbox"/> A

Teacher's Signature: _____ Date: _____

Evaluator's Signature: _____ Date: _____

MPS TEACHER PLANNING & PREPARATION EVIDENCE FORM

Teacher Information:

Name: _____	School: _____
Present School Assignment: _____	Years at School: _____

The purpose of this form is to guide pre-observation conference and to allow the observer to gather evidence before a formal observation.

Pre-observation conference:

The teacher will provide the evaluators with his/her planning and preparation evidence to demonstrate teacher’s effectiveness in organizing subject matter, planning instruction, and designing learning experiences for all students. Evidence includes teacher’s responses to the questions on this form, which could be in the form of a presentation, unit plan(s), an exemplary lesson plan which may be picked for a formal observation, and other relevant information gathered from artifacts and other sources.

Focus for the unit plan(s) and the lesson plan are Standard 3 and Standard 4, respectively. Since formal observations focus on Standards 5-9, using the exemplary lesson as a model, the teacher will also explain how they would meet those standards if the lesson were actually observed.

Formal observation:

Formal observation will focus on observing implementation of standards and collecting evidence. The focus of the formal observation is Domain 3: Standards 5-9. Emphasis will be placed on Standards 5, 6, and 7 in November and on Standards 8 and 9 in February. Evidence of what teachers and students are doing/saying will be collected, free of opinion and bias. Evaluators will enter their notes in the “Classroom Observation Form.”

DOMAIN 2: PLANNING & PREPARATION

Teacher makes decisions about planning that demonstrate a deep understanding of grade level content knowledge, pedagogy, and curriculum implementation by appropriately planning for what students are expected to know, understand, and be able to do.

Standard 3. Teacher understands and organizes subject matter for student learning.

Sample Questions: How does the attached unit plan demonstrate backward design? What is the curricular focus of the unit? How is the unit linked to the curriculum? How does the planned summative assessment guide instruction throughout the unit?

Teacher Response/Evidence:

Teacher's self-rating: 4 3 2 1

Standard 4. Teacher plans instruction and designs learning experiences for all students.

Sample Questions: What are the learning objective(s) for the attached lesson plan? Did you choose a particular model of instruction? How are the learning activities congruent with the learning objective(s)? What information about your students did you use to inform your planning?

Teacher Response/Evidence:

Teacher's self-rating: 4 3 2 1

DOMAIN 3: INSTRUCTION & ASSESSMENT

Teacher consistently uses research-based practices in the classroom, challenging all learners to achieve high levels of learning.

Standard 5. Teacher sets the stage and effectively communicates learning expectations.

Sample Questions: How will you articulate the learning objective(s)? How will you hook your students into the lesson? How will you communicate significance of the lesson? How will you make sure students understand the objectives?

Teacher Response/Evidence:

Standard 6. Teacher implements effective teaching strategies that engage students in learning.

Sample Questions: How will you pace the lesson and ensure student engagement? What strategies will you use to help students construct their understanding of the lesson? How will you ensure students' learning experiences are cognitively engaging? What strategies will you use for meaningful learning and long-term memory encoding?

Teacher Response/Evidence:

Standard 7. Teacher uses formative and summative assessment strategies to monitor student progress and to adjust instruction in order to maximize student achievement.

Sample Questions: How will you check for understanding during the lesson? How will you adjust your instruction to address the needs of students who are having difficulty understanding the lesson? How will student learning be assessed? What will you do with the assessment results?

Teacher Response/Evidence:

Standard 8. Teacher differentiates instruction to meet the needs of diverse learners.

Sample Questions: How will you assess for differentiation? How will you differentiate classroom elements to address the learning needs of all students? How will you use technology and other resources to engage and enhance learning and to differentiate instruction? How will you address the needs of English learners and students with special needs?

Teacher Response/Evidence:

Standard 9. Teacher helps students become strategic learners and develop higher order thinking skills.

Sample Questions: What are some higher-order questions you plan to ask your students? What misconceptions may students have related to the lesson and how will you address them? What study strategies will the students use to increase their understanding? How will you provide your students with cooperative learning experiences? How will you promote students' correct use of academic vocabulary and language? What tasks, activities, or strategies will students engage in that address different types of critical thinking relevant to the learning objectives and content? Do you plan for open-ended real-world questions? How will you require students to make complex choices and synthesize knowledge?

Teacher Response/Evidence:

MPS TEACHER POST-OBSERVATION REFLECTION FORM

Teacher Information:

Name: _____	School: _____
Present School Assignment: _____	Years at School: _____

The purpose of this form is to guide the post-observation conference. It facilitates teacher reflection of the observed lesson and self-rating on the standards, considering the observed lesson, teacher’s prior self-assessment(s), and other relevant evidence. It also allows the observer to gather more evidence about the observed lesson and the teacher’s reflection.

Post-observation conference:

The teacher and the evaluators will reflect on the observed lesson in a highly collaborative way. The teacher will provide the evaluators with his/her reflection of the observed lesson and evidence to demonstrate his/her effectiveness in meeting the standards, considering the observed lesson, teacher’s prior self-assessment(s), and other relevant evidence.

The evaluators may share teacher’s ratings on the standards based on the observed lesson and evidence collected throughout the school year. However, if additional time is needed for evidence collection in order to determine more accurate ratings, the evaluators may share their ratings at a later time. Meeting will end with suggestions for improving practice and a professional learning focus.

DOMAIN 3: INSTRUCTION & ASSESSMENT
Teacher consistently uses research-based practices in the classroom, challenging all learners to achieve high levels of learning.

Standard 5. Teacher sets the stage and effectively communicates learning expectations.

Sample Questions: How did you articulate the learning objective(s)? How did you hook your students into the lesson? How did you communicate significance of the lesson? How did you make sure student understand understanding of the objectives?

Teacher Response/Evidence: **Teacher’s self-rating:** 4 3 2 1

--

Standard 6. Teacher implements effective teaching strategies that engage students in learning.

Sample Questions: How did you pace the lesson and ensure student engagement? What strategies did you use to help students construct their understanding of the lesson? To what extent were students cognitively engaged? What strategies did you use for meaningful learning and long-term memory encoding?

Teacher Response/Evidence:

Teacher's self-rating: 4 3 2 1

Standard 7. Teacher uses formative and summative assessment strategies to monitor student progress and to adjust instruction in order to maximize student achievement.

Sample Questions: How did you check for understanding during the lesson? Did you adjust your instruction to address the needs of students who were having difficulty understanding the lesson? Was student learning assessed? If not, how will it be assessed? What did/will you do with the assessment results?

Teacher Response/Evidence:

Teacher's self-rating: 4 3 2 1

Standard 8. Teacher differentiates instruction to meet the needs of diverse learners.

Sample Questions: How did you assess for differentiation? How did you differentiate classroom elements to address the learning needs of all students? How did you use technology and other resources to engage and enhance learning and to differentiate instruction? How did you address the needs of English learners and students with special needs?

Teacher Response/Evidence:

Teacher's self-rating: 4 3 2 1

Standard 9. Teacher helps students become strategic learners and develop higher order thinking skills.

Sample Questions: What were some higher-order questions that you asked your students? What misconceptions did students have related to the lesson and how did you address them? What study strategies did the students use to increase their understanding? How did you provide your students with cooperative learning experiences? How did you promote students' correct use of academic vocabulary and language? What tasks, activities, or strategies did students engage in that address different types of critical thinking relevant to the learning objectives and content? Did you use open-ended real-world questions? How did you require students to make complex choices and synthesize knowledge?

Teacher Response/Evidence:

Teacher's self-rating: 4 3 2 1

Reflection:

If you had the opportunity to teach this lesson again to the same group of students, what would you do differently?

Reflection:

From teaching this lesson, I have learned/decided/gained insight about...

MPS TEACHER SUMMATIVE ASSESSMENT FORM

Teacher Information:

Name: _____ School: _____
Present School Assignment: _____ Years at School: _____

The evaluator will use this form as a summative assessment of the teacher’s performance on each standard in the MPS Framework for Teaching. Observations, formal discussions of performance, and other relevant evidence has been considered in determining the ratings for the teacher.

DOMAIN 1: LEARNING ENVIRONMENT
Teacher creates a safe, productive, collaborative, and inviting learning environment that fosters a sense of community and personal responsibility to ensure that students maximize learning.
Standard 1. Teacher establishes classroom rules, practices, and procedures that support a positive, productive learning environment.
Rating: <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
Evaluator Comments / Recommended Actions for Improvement or Refinement:
Standard 2. Teacher creates learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students.
Rating: <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
Evaluator Comments / Recommended Actions for Improvement or Refinement:

DOMAIN 2: PLANNING & PREPARATION

Teacher makes decisions about planning that demonstrate a deep understanding of grade level content knowledge, pedagogy, and curriculum implementation by appropriately planning for what students are expected to know, understand, and be able to do.

Standard 3. Teacher understands and organizes subject matter for student learning.

Rating: 4 3 2 1

Evaluator Comments / Recommended Actions for Improvement or Refinement:

Standard 4. Teacher plans instruction and designs learning experiences for all students.

Rating: 4 3 2 1

Evaluator Comments / Recommended Actions for Improvement or Refinement:

DOMAIN 3: INSTRUCTION & ASSESSMENT

Teacher consistently uses research-based practices in the classroom, challenging all learners to achieve high levels of learning.

Standard 5. Teacher sets the stage and effectively communicates learning expectations.

Rating: 4 3 2 1

Evaluator Comments / Recommended Actions for Improvement or Refinement:

Standard 6. Teacher implements effective teaching strategies that engage students in learning.

Rating: 4 3 2 1

Evaluator Comments / Recommended Actions for Improvement or Refinement:

Standard 7. Teacher uses formative and summative assessment strategies to monitor student progress and to adjust instruction in order to maximize student achievement.

Rating: 4 3 2 1

Evaluator Comments / Recommended Actions for Improvement or Refinement:

Standard 8. Teacher differentiates instruction to meet the needs of diverse learners.

Rating: 4 3 2 1

Evaluator Comments / Recommended Actions for Improvement or Refinement:

Standard 9. Teacher helps students become strategic learners and develop higher order thinking

skills.

Rating: 4 3 2 1

Evaluator Comments / Recommended Actions for Improvement or Refinement:

DOMAIN 4: PROFESSIONAL GROWTH

Teacher demonstrates habits and skills of continuous inquiry and learning and works collaboratively to improve professional practice and student learning.

Standard 10. Teacher engages in professional growth.

Rating: 4 3 2 1

Evaluator Comments / Recommended Actions for Improvement or Refinement:

Note: The teacher's signature on this form represents neither acceptance nor approval of the evaluation. It does, however, indicate that the teacher has reviewed the evaluation with the evaluator and may reply in writing. The signature of the evaluator verifies that the evaluation has been reviewed and the proper process has been followed according to the MPS Teacher Evaluation Protocol.

Teacher's Signature: _____

Date: _____

Evaluator's Signature: _____

Date: _____

MPS TEACHER PROFESSIONAL QUALITIES, DISPOSITIONS, AND RESPONSIBILITIES FORM

Teacher Information:

Name: _____ School: _____
Present School Assignment: _____ Years at School: _____

MPS will use teachers' professional qualities, dispositions, and taking responsibilities seriously as one of the measures in their evaluation. MPS wants to ensure that each teacher respects commitments and agreements as well as assumes responsibility and accountability for actions, striving for excellence, ensuring effectiveness. Therefore, each teacher needs to have an understanding of and fulfill his/her fundamental professional responsibilities as an educator and as a member of a well-established profession as well as assume his/her accountability to students, families, colleagues, and school.

The evaluator will use this form as a summative assessment of the teacher's professional qualities, dispositions, and performance on responsibilities. Observations, formal discussions of performance, and other relevant evidence has been considered in determining the ratings for the teacher.

PROFESSIONAL, LEGAL, & ETHICAL RESPONSIBILITIES

- Teacher demonstrates professional responsibility for all aspects of student learning and classroom management, including responsibility for the learning outcomes of all students, along with appropriate concerns and policies regarding the privacy, health, and safety of students and families. Teacher conducts herself/himself with integrity and models ethical conduct.
- Teacher understands and enacts professional roles and responsibilities as mandated reporters and complies with all laws concerning professional responsibilities, professional conduct, and moral fitness, including the responsible use of social media and other digital platforms and tools.

Rating: 2 1 0

Evaluator Comments / Recommended Actions for Improvement or Refinement:

WORK ETHICS & EFFICIENCY

- Teacher handles responsibilities and tasks promptly and efficiently. He/she plans and gets organized for upcoming duties; completes tasks, reports, and analyses in a timely fashion. He/she schedules time efficiently and completes an appropriate amount of work in the allotted time.
- Teacher is consistently punctual for work and work-related activities. He/she consistently produces high-quality work and demonstrates reliable consistency in the performance of assigned duties. He/she shows commitment to quality and excellence and pays close attention to detail. He/she does not allow personal problems to effect work efficiency in a negative way.

Rating: 2 1 0

Evaluator Comments / Recommended Actions for Improvement or Refinement:

COMMUNICATION & COORDINATION

- Teacher demonstrates effective verbal and written communication skills as well as excellent listening skills. He/she is sensitive to time-constraints of others; responds to requests (calls, emails, etc., from parents, office, administration, etc.) in a professional and timely manner; and makes herself/himself available for meetings and help.
- Teacher communicates concerns and issues to the party involved in a timely and respectful fashion. He/she is excellent at keeping others informed; he/she makes sure to provide relevant information to the appropriate people in a timely fashion. While communicating, he/she respects and maintains the confidentiality of all individuals within the organization.

Rating: 2 1 0

Evaluator Comments / Recommended Actions for Improvement or Refinement:

COLLEGIALITY & PROFESSIONALISM

- Teacher consistently models high standards of honesty, integrity, trust and respect for the individual. He/she exhibits positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward her/his colleagues. He/she finds ways to be helpful and cooperative. He/she maintains positive relationships and works collaboratively with colleagues, students, families, and community members to support the success of the organization.
- Teacher eagerly accepts accountability for both negative and positive outcomes of her/his own actions. He/she solicits feedback and constructive criticism from others and responds positively to criticism and feedback. Teacher is flexible and adaptable to the school's needs.

Rating: 2 1 0

Evaluator Comments / Recommended Actions for Improvement or Refinement:

OTHER PROFESSIONAL RESPONSIBILITIES

- Teacher adheres to board policies, school procedures, and contractual obligations. He/she complies with the employee handbook and all applicable rules and regulations. Teacher takes student attendance timely, develops and maintains accurate student records, uses computer applications/school information system effectively, and carries out all instructional and non-instructional duties as assigned and/or as need is perceived.
- Teacher approaches her/his work with energy and enthusiasm and is willing to take on additional work.

Rating: 2 1 0

Evaluator Comments / Recommended Actions for Improvement or Refinement:

Additional Evaluator Comments:

Note: The teacher's signature on this form represents neither acceptance nor approval of the evaluation. It does, however, indicate that the teacher has reviewed the evaluation with the evaluator and may reply in writing. The signature of the evaluator verifies that the evaluation has been reviewed and the proper process has been followed according to the MPS Teacher Evaluation Protocol.

Teacher's Signature: _____

Date: _____

Evaluator's Signature: _____

Date: _____

MPS TEACHER EVALUATION SUMMARY PAGE

Teacher Information:

Name: _____ School: _____
 Present School Assignment: _____ Years at School: _____

Ratings on Standards in the MPS Framework for Teaching	
1: Below Standard, 2: Approaches Standard, 3: Meets Standard, 4: Exceeds Standard	
Standard	Rating: (1-4)
Standard 1	
Standard 2	
Standard 3	
Standard 4	
Standard 5	
Standard 6	
Standard 7	
Standard 8	
Standard 9	
Standard 10	
(A) Total:	

Ratings on Teacher Professional Qualities, Dispositions, and Responsibilities	
0: Not yet within expectations, 1: Partially or minimally meets expectations, 2: Fully meets or exceeds expectations	
Area	Rating: (0-2)
Professional, Legal, & Ethical Responsibilities	
Work Ethics & Efficiency	
Communication & Coordination	
Collegiality & Professionalism	
Other Professional Responsibilities	
(B) Total:	

Student and Parent Voices (Rating: 0-5 each)	
Student Voices	
Parent Voices	
(C) Total:	

Student Performance (Rating: 0-20)

Until a definite Student Performance metric is identified and agreed upon, MPS will exclude it from the end-of-year overall rating. Once a metric is fully developed, MPS intends to base 20 percent of end-of-year overall teacher evaluation on Student Performance.

Teacher's Overall Performance (Out of 100%)

$(2 \times A) + B + C =$ _____

Teacher's Overall Evaluation Rating (1-4)		
<input type="checkbox"/>	Highly Effective (HE)	85% - 100%
<input type="checkbox"/>	Effective (E)	65% - 84%
<input type="checkbox"/>	Developing (D)	50% - 64%
<input type="checkbox"/>	Ineffective (I)	Less than 50%

Teacher's Signature: _____ Evaluator's Signature: _____
 Date: _____ Date: _____

Note: The teacher's signature on this form represents neither acceptance nor approval of the evaluation. It does, however, indicate that the teacher has reviewed the evaluation with the evaluator and may reply in writing. The signature of the evaluator verifies that the evaluation has been reviewed and the proper process has been followed according to the MPS Teacher Evaluation Protocol.