

**TEMECULA VALLEY UNIFIED SCHOOL DISTRICT  
TEMECULA VALLEY EDUCATORS ASSOCIATION, CTA/NEA  
Memorandum of Understanding**

**General Education Teacher Pilot Evaluation Forms and Process  
June 3, 2025**

The Temecula Valley Unified School District (“District”) and Temecula Valley Educators Association (“Association”) enter into this Memorandum of Understanding (“MOU”) regarding the General Education Teacher Pilot Evaluation Process. The parties agree to the following:

**1. Purpose**

The purpose of this pilot teacher evaluation process is to promote continuous professional growth and excellence in teaching practice. The newly developed Pilot Teacher Evaluation Form and Process, beginning with the 2025–2026 school year, provides, among other things, a structure for meaningful goal setting, reflection, and dialogue centered around the following four (4) TVUSD-Specific Teacher Expectations/Performance Standards (“Standards”):

- Curriculum Design
- Classroom Environment
- Instruction
- Professional Culture

The Standards, and all applicable substandards, are attached to this MOU as Appendix C1, C2, C3, and C4, and incorporated into this MOU by this reference.

Through the evaluation process, site administrators and certificated staff will identify instructional priorities, develop professional goals, monitor progress, and provide support to ensure effective teaching and student learning.

The pilot teacher evaluation process described in this MOU will be implemented for all on-cycle general education teachers who do not elect to access the Alternative Teacher Evaluation described in Appendix E-3(a) of the collective bargaining agreement. Nonetheless, all general education teachers are expected to adhere to the Standards. General education teachers, for purposes of this MOU, shall include TK-12 CLASSROOM teachers.

**2. Evaluation Focus and Goal Setting**

Evaluation cycles and timelines will vary based on a teacher’s employment status (permanent or non-permanent).

**a. Permanent (On-Cycle) Teachers**

- Will select two (2) different Teacher Expectations/Performance Standards as areas of focus.
- Will receive a final evaluation rating for those two areas unless a Permanent Employee Goal Setting Addendum Form (Appendix B) is completed as described in paragraph 4 below later in the school year.

**b. Non-Permanent Teachers**

- Will select three (3) different Teacher Expectations/Performance Standards as areas of focus.
- Will receive final evaluation ratings in all four (4) Teacher Expectations/Performance Standards.

**c. Goal Setting Conference and Documentation**

- Goals shall be documented using the General Educator Goal Setting Form (Appendix A).
- Each on-cycle unit member shall sign and date the General Educator Goal Setting Form to acknowledge receipt.
- A Goal Setting Conference must be held and completed with the site administrator prior to the seventh (7th) week of school.

**3. Observation Requirements**

Formal and informal observation procedures, including frequency, described in Article 13 of the collective bargaining agreement remain unchanged and apply to all on-cycle teachers, including those participating in the Alternative Teacher Evaluation Process. (See section 13.11 of the Collective Bargaining Agreement.)

**4. Mid-Year Adjustments for On-Cycle Permanent Teachers**

If, through formal or informal observations, a site administrator determines that an on-cycle permanent teacher is performing at a "Meeting Expectations" level in non-selected standards, the original evaluation plan shall continue.

However, if observations and/or concerns demonstrate a need to adjust focus areas:

- The administrator will notify the teacher.
- A Goal Setting Addendum Conference shall be held.
- A Permanent Employee Goal Setting Addendum Form (Appendix B), which includes a support plan, will be completed to reflect revised focus areas.

This Addendum Conference must be held no later than February 15th; however, if the 15th falls on a weekend or non-workday, the deadline will be extended to the next workday.

**5. Process for Non-Permanent Teachers**

Non-permanent teachers will be evaluated on all four Standards. Goal setting and evaluation procedures shall follow the guidelines in Section 2 and 3 of this MOU.

**6. Final Evaluation Conference Materials**

A Final Evaluation Conference will be scheduled and conducted by the evaluator to review and discuss all relevant evaluation documentation.

During the conference, the evaluator will review the End-of-Year Teacher Evaluation Report (Appendix D) with the teacher. As part of the conference, the parties will review:

- General Educator Goal Setting Form (Appendix A)
- Applicable Individual Teacher Expectations/Performance Standard Rating Forms (Appendices C1–C4):
- If applicable, Permanent Employee Goal Setting Addendum Form (Appendix B)

## **7. Suspension of Relevant CBA Language**

The parties intend to implement the terms of this MOU for those accessing evaluations pursuant to this MOU to the fullest extent. In the event of a conflict between the terms described in this MOU and the collective bargaining agreement, including Article 13, the parties agree that the terms of this MOU shall supersede the conflicting terms in the collective bargaining agreement. The parties further specifically agree to the following:

13.4.1-13.4.7 - Suspended for the term of this MOU for general education teachers and replaced with Appendices C1-C4 of this agreement.

13.10.1 - Appendices described in Article 13.10.1 suspended for general education teachers as they will utilize Appendix A of this MOU.

13.12.1 - 13.12.1 requires the District satisfy the following requirements for unit members who receive cited deficiencies during the observation cycle:

“The unit member's evaluator shall take affirmative action to correct any cited deficiencies. Such action shall include specific recommendations for improvement and direct assistance in implementing such recommendations. A record of such conferences shall be prepared by the evaluator for the file of the evaluatee and a copy submitted to him/her. The evaluator shall base his/her evaluation on reliable information collected through direct observation or other valid methods.”

The Parties agree that, in the event the District issued a Permanent Employee Goal Setting Addendum Form - Appendix B of this MOU to a permanent unit member, it will have completed the above-noted requirements. In the event that a permanent teacher does not receive a completed Permanent Employee Goal Setting Addendum Form - Appendix B, the requirements of section 13.12.1 shall still be required.

The Parties agree to reconvene prior to October 1, 2025, to negotiate a form that may be used by evaluators to communicate with on-cycle unit members regarding areas of required growth and plans for support.

13.12.3: The parties agree that Appendix D of this agreement shall be used for on-cycle general education teachers.

13.14: Amended to: Any unit member who receives a rating of “Does Not Meet” in one (1) or more standards shall be evaluated annually until the unit member achieves an evaluation rating of “Meets Expectations”.

**8. Term of Agreement**

This MOU shall remain in effect for a period of three (3) years, beginning with the 2025–2026 school year and concluding at the end of the 2027–2028 school year.

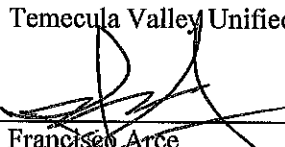
**9. Non-Precedent Setting**

This MOU is non-precedent setting and may not be cited to support any interpretation of the Collective Bargaining Agreement outside the scope of this agreement.

**10. Education Code Provisions**

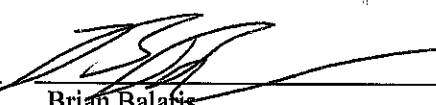
Nothing in this MOU limits in any way the authority conferred on the District by the Education Code related to unit member support, discipline, release, and/or non-reelection.

Temecula Valley Unified School District

  
Francisca Arce  
Assistant Superintendent  
Human Resources Development

6/6/25  
Date

Temecula Valley Educators Association

  
Brian Balafis  
Bargaining Chair  
Temecula Valley Educators Association

6/6/25  
Date



## TEMECULA VALLEY UNIFIED SCHOOL DISTRICT

### End of Year Teacher Evaluation Report

<b>Employee Name:</b>	<b>Employee #:</b>	<b>Site:</b>	<b>Date of Conference:</b>
<b>Title/Subject/Grade Level:</b>	<b>Employment Status (Circle):</b> Temporary                      Intern Probationary - 0 or 1 or 2 Permanent/Tenured	<b>Evaluating Administrator:</b>	

#### SECTION 1: Teacher Expectations/Performance Standards

<b>Standards</b>			
<b>Permanent Unit Members (Evaluated on 2)</b> <b>Non-Permanent Unit Members (Evaluated on all 4)</b> <b>*Permanent Unit Members (Potential Evaluate on 3) if a Permanent Employee Goal Setting Addendum Form was used</b>			
Standards	Standards at Goal Setting	Standards if changed during the year	
1. Curriculum Design	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Meets Expectations <input type="checkbox"/> Does Not Meet <input type="checkbox"/> NA
2. Classroom Environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Meets Expectations <input type="checkbox"/> Does Not Meet <input type="checkbox"/> NA
3. Instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Meets Expectations <input type="checkbox"/> Does Not Meet <input type="checkbox"/> NA
4. Professional Culture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Meets Expectations <input type="checkbox"/> Does Not Meet <input type="checkbox"/> NA
The "NA" (Not Applicable) designation may be used for non-focus standard areas where the administrator has not observed the specific focus standard, or where the teacher has not yet received feedback and an opportunity to improve.			

Any unit member who receives a rating of “Does Not Meet” in one (1) or more standards shall be evaluated annually until the unit member is no longer required to have an assistance plan or participate in the PAR program.

#### SECTION 2: ADDITIONAL COMMENTS (OPTIONAL):

The evaluator may provide additional comments as an attachment to be discussed at the end of year evaluation meeting. Following this meeting the evaluatee may also provide a written response to the evaluation. If so, the evaluatee shall submit a copy to their evaluator and to Human Resources Development prior to the last day of the school year.

#### SECTION 3:

I certify that this report has been discussed with me. I understand that my signature does not necessarily indicate agreement.

<b>Evaluatee's Signature</b>	<b>Date</b>
<b>Evaluator's Signature</b>	<b>Date</b>

**TEMECULA VALLEY UNIFIED SCHOOL DISTRICT****General Educator Goal Setting Form**

<b>Employee Name:</b>	<b>Employee #:</b>	<b>Site:</b>	<b>Date of Conference:</b>
<b>Title/Subject/Grade Level:</b>	<b>Employment Status (Circle):</b> Temporary                      Intern Probationary - 0 or 1 or 2 Permanent/Tenured	<b>Evaluating Administrator:</b>	

\*Project Based Alternative Model Option - See Appendix E3

<b>District Focus:</b>
<b>Site Focus:</b>

<b>Standards (Tenured teachers select 2 different standards, All others select 3 different standards):</b> <b>(1) Curriculum Design, (2) Classroom Environment, (3) Instruction, (4) Professional Culture</b>
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**Focus Standard:** \_\_\_\_\_

<b>Goal:</b>
<b>Objectives (What will I do to meet this goal?):</b>



**Focus Standard:** \_\_\_\_\_

**Goal:**

**Objectives (What will I do to meet this goal?):**

**Focus Standard (Non-Tenured Staff Only):** \_\_\_\_\_

**Goal:**

**Objectives (What will I do to meet this goal?):**

**Evaluator Signature:**

**Date:**

**Evaluatee Signature:**

**Date:**



**TEMECULA VALLEY UNIFIED SCHOOL DISTRICT  
Permanent Employee Goal Setting Addendum Form**

<b>Employee Name:</b>	<b>Employee #:</b>	<b>Site:</b>	<b>Date of Conference:</b>
<b>Title/Subject/Grade Level:</b>	<b>Employment Status:</b> Permanent/Tenured	<b>Evaluating Administrator:</b>	

**Initially Selected Standards (2):** ☐ Curriculum Design ☐ Classroom Environment ☐ Instruction ☐ Professional Culture  
**Identified Area of Need (1):** ☐ Curriculum Design ☐ Classroom Environment ☐ Instruction ☐ Professional Culture

**Select one of the following options:**

- ☐ The teacher currently meets expectations in the following standard and it will no longer be formally evaluated this year:  
☐ Curriculum Design ☐ Classroom Environment ☐ Instruction ☐ Professional Culture
- ☐ The teacher elects to finalize the evaluation on the following standard at this time:  
☐ Curriculum Design ☐ Classroom Environment ☐ Instruction ☐ Professional Culture  
and also will continue to focus on the remaining two standards for the rest of the year.
- ☐ The teacher elects to continue to work on all three identified standards for the rest of the year.

**End-of-year Standards for Eval (2-3):** ☐ Curriculum Design ☐ Classroom Environment ☐ Instruction ☐ Professional Culture

**Administrator Statement of Concern:**

**Mutually developed goal (to address the identified area of need):**

**Support Plan (What will we do to meet this goal?):**

**Potential Options:**

- Observe Other Teachers
- Support from TOSA
- Assign Mentor
- Co-Teach lessons
- Co-Plan lessons
- Participate in PD
- Other \_\_\_\_\_

<b>Evaluator Signature:</b>		<b>Date:</b>	
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<b>Evaluatee Signature:</b>		<b>Date:</b>	
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## Standard 1 - Curriculum Design

### Developing & Implementing Effective Curriculum for Student Learning

• Meets Expectations

• Does Not Meet

A Teacher who receives two (2) or more “Does Not Meet” in the sub-standards shall receive a Rating of “Does Not Meet”.

**Comments / Observed Growth:**

#### Sub-Standard 1.1: The teacher will demonstrate appropriate subject matter knowledge as determined by their assignment.

##### Meets Expectations

• Mastering

The teacher consistently demonstrates a strong and thorough understanding of subject matter, providing accurate and clear explanations that deepen student understanding. Lessons show a well-organized presentation of content, connecting key concepts and themes across the curriculum in meaningful ways.

• Advancing

The teacher shows an understanding of subject matter, though explanations may be inconsistent or lack depth or clarity. Lessons cover the required content but may inconsistently connect concepts effectively or explore topics in detail.

• Does Not Meet

The teacher demonstrates a limited understanding of subject matter, providing inaccurate or incomplete information at times. Lessons often fail to cover essential content, leaving gaps in student understanding.

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NA

#### Sub-Standard 1.2: The teacher will organize curriculum to support student learning.

##### Meets Expectations

• Mastering

Curriculum is consistently well-organized and, when available, aligned with District pacing calendars and unit planning organizers. The teacher uses unit planning tools to effectively structure lessons, providing clear progression and coherence of concepts while adapting pacing when necessary.

• Advancing

Curriculum is organized but may not always fully align with appropriate pacing calendars or unit planning organizers when available. The teacher uses unit planning tools, if available, but may not consistently follow the suggested structure, leading to some disjointed lessons. Adaptations may be reactive rather than planned, resulting in partial support for students.

• Does Not Meet

Curriculum organization is poor and shows little alignment with District pacing calendars or unit planning organizers. The teacher does not use, or rarely uses, unit planning tools if available. Lessons lack clear progression, making it difficult for students to follow concepts. Necessary adjustments are rarely made, resulting in minimal support for student learning.

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NA

**Sub-Standard 1.3: The teacher will use materials and technology appropriately to maximize student learning.**

Meets Expectations		● Does Not Meet	
● Mastering	● Advancing		
The teacher consistently selects and uses a variety of high-quality materials and technology that are aligned with learning objectives to effectively enhance student engagement and understanding. The teacher regularly integrates digital tools, multimedia, and hands-on materials to create dynamic, student-centered learning environments. Materials and technology are used thoughtfully to promote collaboration, critical thinking, and learning of all students.	The teacher uses appropriate materials and technology, but may rely on a limited range of resources, reducing the overall impact on student learning. The teacher provides students with access to some digital tools and materials, but may not consistently differentiate for diverse learners or optimize their use for student engagement. Although materials and technology are integrated into lessons, opportunities to foster collaboration and promote deeper learning are occasionally overlooked.	The teacher rarely or ineffectively uses materials or technology, leading to limited engagement and student learning. The teacher struggles to integrate digital tools or materials, resulting in missed opportunities for interactive or differentiated learning experiences. Materials and technology are often used passively or incorrectly, contributing little to student collaboration, critical thinking, or overall progress.	<input type="checkbox"/> NA

**Sub-Standard 1.4: The teacher will collaborate within and across teams.**

Meets Expectations		● Does Not Meet	
● Mastering	● Advancing		
The teacher actively and consistently collaborates with colleagues within and across teams, contributing valuable ideas, resources, and strategies to improve student outcomes and curriculum design. The teacher regularly participates in team meetings and consistently uses student data to effectively reflect on, and improve, teaching practices with their team.	The teacher collaborates with colleagues but may do so inconsistently or take a more passive role during team meetings. Communication within the team is generally positive, though the teacher may not consistently actively engage in reflective dialogue or analyze student data with their team to inform the most impactful next instructional steps.	The teacher rarely collaborates, or does not collaborate, with colleagues. The teacher participates minimally or not at all in team discussions or planning efforts. Communication with team members is often limited or ineffective, rarely includes the analysis of student data, and the teacher does not contribute to a collaborative or supportive work environment.	<input type="checkbox"/> NA

**Sub-Standard 1.5: The teacher will analyze student learning data to inform their curriculum, planning and instruction.**

Meets Expectations		● Does Not Meet	
● Mastering	● Advancing		
The teacher uses data analysis to make timely and effective adjustments to curriculum and instruction, ensuring lessons are responsive to student progress and diverse learning styles. The teacher regularly engages in data-driven reflection, incorporating insights into differentiated instruction, targeted interventions, and enrichment opportunities for students.	Data analysis may focus on surface-level trends without deep reflection on underlying causes or individual student needs. Some adjustments to curriculum and instruction are made based on data, but they may not be timely or fully effective in addressing student progress. The teacher reflects on student performance but may not systematically apply data insights to modify teaching strategies or provide targeted support for struggling or advanced learners.	The teacher does not use, or rarely uses, data to inform curriculum planning or instruction, resulting in lessons that do not address individual or group learning needs. The teacher fails to reflect on student progress or make necessary adjustments to instruction, leading to stagnant or insufficient academic growth.	<input type="checkbox"/> NA

Sub-Standard 1.6: The teacher provides opportunities for students to reflect upon their learning progress on an ongoing basis.			
Meets Expectations		● Does Not Meet	
● Mastering	● Advancing		
<p>The teacher consistently creates opportunities for students to reflect upon their learning aligned to the objectives of the lesson or unit. Student reflection is integrated into daily or weekly routines, with students regularly reflecting on their progress through discussions, journals, or self-assessments. The teacher provides guidance and feedback to help students reflect upon their learning and monitor their own growth over time. Students are encouraged to take ownership of their learning and are actively involved in setting new goals based on their reflections and achievements, fostering a growth mindset and self-directed learning.</p>	<p>The teacher encourages students to set goals, but opportunities for goal-setting may be inconsistent or lack depth in alignment with learning objectives. Reflection on progress occurs periodically but may not be fully integrated into the daily or weekly routine, limiting its impact on continuous improvement. The teacher provides some feedback and guidance on goal-setting, but it may not consistently help students track their progress or make adjustments as needed. Students engage in goal-setting but may require more support in connecting their goals to learning outcomes or reflecting meaningfully on their progress.</p>	<p>The teacher rarely encourages or supports students in setting goals, and there is little to no emphasis on goal-setting as part of the learning process. Opportunities for reflection on progress are minimal or absent, preventing students from tracking their learning growth or identifying areas for improvement. The teacher provides little to no guidance or feedback on goal-setting, leaving students without a clear sense of how to set or achieve meaningful objectives.</p>	<div data-bbox="1490 604 1528 653" style="border: 1px solid black; width: 23px; height: 23px; margin: 0 auto;"></div> <p>NA</p>

## Standard 2 - Classroom Environment

### Creating and Maintaining Effective Environments for Student Learning

• Meets Expectations

• Does Not Meet

A Teacher who receives two (2) or more “Does Not Meet” in the sub-standards shall receive a Rating of “Does Not Meet”.

**Comments / Observed Growth:**

#### Sub-Standard 2.1: The teacher will establish a climate that promotes fairness and respect for all students.

Meets Expectations		• Does Not Meet	
• Mastering	• Advancing		
The teacher establishes and maintains a climate of fairness, caring, and respect for all students. As a result, students are willing to be creative and take academic risks. The pattern of teacher response to inappropriate behavior is fair and equitable.	The teacher expects, and usually reinforces, a climate of fairness, care, and respect, establishing a classroom environment where students feel encouraged to be creative and take academic risks. The teacher responds to inappropriate behavior, showing a developing commitment to maintaining equity in classroom management.	The teacher maintains a classroom climate that is characterized by unfairness or disrespect, either between the teacher and students or among students. Students are unwilling to take risks. The teacher's response to inappropriate behavior is unfair or inequitable.	<input type="checkbox"/> NA

#### Sub-Standard 2.2: The teacher will create a physical environment that engages all students.

Meets Expectations		• Does Not Meet	
• Mastering	• Advancing		
The teacher consistently arranges the physical environment to ensure accessibility and facilitates constructive interaction and purposeful engagement for all students in learning activities.	The teacher arranges the physical environment to support accessibility and is developing in creating a space that facilitates constructive interaction and purposeful engagement for all students in learning activities.	The teacher establishes a physical environment that does not support student learning. Materials are often inaccessible.	<input type="checkbox"/> NA

Sub-Standard 2.3: The teacher will establish and maintain standards for student behavior.			
Meets Expectations		<ul style="list-style-type: none"> <li>Does Not Meet</li> </ul>	<input type="checkbox"/> NA
<ul style="list-style-type: none"> <li>Mastering</li> </ul>	<ul style="list-style-type: none"> <li>Advancing</li> </ul>		
The teacher has established and maintained procedures for behavior that are clear to all students. The teacher's response to student behavior is consistently appropriate.	The teacher has established procedures for behavior that are understood by most students and responds to student behavior in an appropriate manner, showing a developing consistency in maintaining these expectations.	The teacher has not established standards for behavior or students are often confused about what the standards are.	
Sub-Standard 2.4: The teacher will use instructional time effectively, including appropriate classroom procedures.			
Meets Expectations		<ul style="list-style-type: none"> <li>Does Not Meet</li> </ul>	<input type="checkbox"/> NA
<ul style="list-style-type: none"> <li>Mastering</li> </ul>	<ul style="list-style-type: none"> <li>Advancing</li> </ul>		
The teacher paces the lessons appropriate to the activities and enables all students to engage successfully with the content. The teacher has in place classroom procedures that facilitate transitions to move students into new activities smoothly and minimal instructional time is lost.	The teacher paces lessons to align with the activities, allowing most students to engage with the content. Classroom procedures are in place to support smooth transitions between activities. There is still room for improvement to ensure consistent pacing and transition time in order to reduce instructional time loss.	The teacher uses learning activities that are often rushed or too long, and transitions are rough or confusing; resulting in a consistent loss of instructional time.	
Sub-Standard 2.5: The teacher will promote social development and group responsibility through collaborative learning opportunities.			
Meets Expectations		<ul style="list-style-type: none"> <li>Does Not Meet</li> </ul>	<input type="checkbox"/> NA
<ul style="list-style-type: none"> <li>Mastering</li> </ul>	<ul style="list-style-type: none"> <li>Advancing</li> </ul>		
The teacher promotes an environment for students to respect each other's differences and work independently and collaboratively. Students take responsibility for themselves and engage in collaborative learning opportunities.	The teacher fosters an environment where students are encouraged to respect each other's differences and engage in both independent and collaborative work. Students are beginning to take responsibility for their own learning and participate in collaborative learning opportunities, demonstrating a developing sense of teamwork and accountability.	The teacher does not create an environment where students respect each other's differences and/or work together well. The teacher does not provide opportunities for students to assume responsibility and collaborate with each other.	

Standard 3 - Instruction Implementing Instructional Strategies & Facilitating Learning Experiences for All Students	
• Meets Expectations	• Does Not Meet

A Teacher who receives one (1) or more “Does Not Meet” in the sub-standards shall receive a Rating of “Does Not Meet”.

<b>Comments / Observed Growth:</b>
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Sub-Standard 3.1: Teach To The Objective			
Meets Expectations		• Does Not Meet	
• Mastering	• Advancing		
The teacher consistently aligns instruction with objectives that clearly indicate what students need to know and be able to do to achieve the desired learning goals. The information, activities, responses, and questions developed during lessons consistently align with both short and long term learning objectives. The teacher routinely develops objectives that are directly aligned to appropriate levels of rigor of the grade level standards.	The teacher is developing in practice to align instruction with objectives that indicate what students need to know and be able to do to achieve their learning goals. The information, activities, responses, and questions developed during lessons are mostly aligned with both short- and long-term learning objectives. The teacher is working on consistently developing objectives that reflect the appropriate levels of rigor for grade-level standards.	The teacher occasionally or rarely aligns instruction with objectives. The objectives may not consistently indicate what students need to know and be able to do to achieve the desired learning goals. The information, activities, responses, and questions presented during lessons are often missing or not aligned to the learning goals.	<input type="checkbox"/> NA

Sub-Standard 3.2: Active Participation			
Meets Expectations		• Does Not Meet	
• Mastering	• Advancing		
The teacher effectively fosters both overt and covert simultaneous active participation throughout the lesson. Students consistently demonstrate visible engagement (e.g., tell your partner, discuss, write) and exhibit signs of mental engagement (e.g., listen, notice, think about). The teacher uses strategies that encourage all students to engage in both observable and unobservable ways, providing meaningful feedback to enhance participation.	The teacher promotes both overt and covert participation throughout the lesson, with only some students demonstrating visible engagement through activities such as partner discussions and writing exercises. Signs of mental engagement, such as listening and reflecting, are also present among students. The teacher employs strategies that encourage some students to participate in both observable and less visible ways, providing some constructive feedback to enhance their involvement.	The teacher rarely promotes overt and covert participation. Visible engagement from students is minimal, with few observable behaviors. Covert engagement is largely absent, indicating a lack of mental involvement in the learning process. Feedback is infrequent, and the learning environment does not effectively encourage active participation.	<input type="checkbox"/> NA

Sub-Standard 3.3: Knowledge of Results				
Meets Expectations		<ul style="list-style-type: none"> <li>Does Not Meet</li> </ul>		
<ul style="list-style-type: none"> <li>Mastering</li> </ul>	<ul style="list-style-type: none"> <li>Advancing</li> </ul>			
The teacher provides timely, specific, and actionable feedback that helps students effectively assess the quality and accuracy of their performance. Students actively engage with the feedback, demonstrating clear awareness of their strengths and areas for improvement, and apply this understanding to enhance their learning outcomes.	The teacher is developing the implementation of timely, specific, and actionable feedback that assists students in assessing the quality and accuracy of their performance. Students are beginning to engage with this feedback, showing awareness of their strengths and areas for improvement, and are starting to apply this understanding to enhance their learning outcomes.	The teacher provides minimal or vague feedback, leading to a lack of awareness among students regarding their performance quality. Learners often struggle to understand their accuracy and therefore do not know how to improve. Feedback is infrequent, resulting in confusion about learning objectives and progress.	<input type="checkbox"/>	NA
Sub-Standard 3.4: Monitor and Adjust				
Meets Expectations		<ul style="list-style-type: none"> <li>Does Not Meet</li> </ul>		
<ul style="list-style-type: none"> <li>Mastering</li> </ul>	<ul style="list-style-type: none"> <li>Advancing</li> </ul>			
The teacher consistently elicits and checks student understanding through ongoing observations and targeted questions. The teacher continuously monitors and adjusts the progress of all students during instruction to evaluate how the students are progressing with the learning. The teacher effectively determines and implements necessary instructional changes based on student behavior.	The teacher elicits and checks for student understanding periodically through observations and targeted questions. The teacher is developing the ability to adjust instruction based on student behavior and progress, and is working toward implementing necessary changes to support all learners effectively.	The teacher rarely monitors student understanding or elicits meaningful feedback. Adjustments to instruction are infrequent or ineffective, leading to limited awareness of student needs. Few students demonstrate progress, while many may remain unclear about their learning progress.	<input type="checkbox"/>	NA

## Standard 4 - Professional Culture

### Developing as a Professional Educator

• Meets Expectations

• Does Not Meet

A Teacher who receives two (2) or more “Does Not Meet” in the sub-standards shall receive a Rating of “Does Not Meet”.

Comments / Observed Growth:

#### Sub-Standard 4.1: The teacher will reflect on their teaching practice and engage in professional development.

##### Meets Expectations

• Mastering

• Advancing

The teacher actively engages in professional development. The teacher independently reflects on their teaching practice in relation to areas of growth to enhance student learning both during the post observation conferences and in an ongoing manner. There is evidence that the teacher’s reflective nature enhances their instructional effectiveness.

The teacher attends professional development and reflects on their teaching practice regarding growth areas to support student learning, both during post-observation conferences and on an ongoing basis. The teacher’s reflective practice indicates a developing awareness of how to improve their instructional effectiveness.

• Does Not Meet

The teacher consistently does not engage in, or attend, professional development. The teacher rarely reflects on their lessons and areas of needed growth in their teaching practices during the post observation conferences and in an ongoing manner.

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NA

#### Sub-Standard 4.2: The teacher creates and implements a plan to achieve their established professional goals.

##### Meets Expectations

• Mastering

• Advancing

The teacher implements effective strategies to achieve their professional goals developed during the initial goal setting meeting.

The teacher implements strategies to work toward their professional goals established during the initial goal-setting meeting.

• Does Not Meet

The teacher does not implement strategies to achieve their professional goals developed during the initial goal setting meeting.

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NA



<b>Sub-Standard 4.3: The teacher collaborates with colleagues to improve professional practice.</b>				
<b>Meets Expectations</b>		<b>• Does Not Meet</b>		
<b>• Mastering</b>	<b>• Advancing</b>			
The teacher formally collaborates with colleagues to develop a common understanding of effective practices for students' academic development throughout the year. The teacher prioritizes student learning data (quantitative, qualitative, anecdotal, or student work samples) with their collaborative team(s) to inform best practices that meet students' diverse learning needs.	The teacher collaborates with colleagues and is attempting to implement agreed upon strategies that support student learning. The teacher demonstrates a developing focus on meeting the diverse learning needs of students.	The teacher rarely engages in collaborative discussions with colleagues about effective practices for students' academic development.	<input type="checkbox"/>	NA
<b>Sub-Standard 4.4: The teacher contributes to a positive culture on campus.</b>				
<b>Meets Expectations</b>		<b>• Does Not Meet</b>		
<b>• Mastering</b>	<b>• Advancing</b>			
The teacher actively promotes a welcoming learning environment on campus by consistently engaging colleagues, and/or students in a respectful manner, complying with school-wide initiatives, and sharing any concerns or questions in a professional manner. This fosters a positive atmosphere for all.	The teacher understands the importance of a positive culture on campus and makes an effort to contribute to a welcoming campus environment.	The teacher does not contribute to a welcoming learning environment on campus, often fails to engage students and/or colleagues respectfully, inconsistently follows school-wide initiatives, and/or does not address concerns or questions in a professional manner.	<input type="checkbox"/>	NA
<b>Sub-Standard 4.5: The teacher promotes a shared responsibility for student learning.</b>				
<b>Meets Expectations</b>		<b>• Does Not Meet</b>		
<b>• Mastering</b>	<b>• Advancing</b>			
The teacher values input from educational partners (parents, guardians, case carriers, counselors, etc.) and is proactive in using grade level appropriate methods of communicating as needed throughout the school year. Possible examples are: a current syllabus or course outline, a current learning management system course page, a current gradebook in the student information system, and effective email or phone communication.	The teacher recognizes the importance of input from educational partners (parents, guardians, case carriers, counselors, etc.) and is developing proactive grade level appropriate communication strategies throughout the school year. Possible examples include: maintaining an up-to-date gradebook, syllabus, or course outline, and utilizing effective email or phone communication.	The teacher is not effective in responding to educational partners (parents, guardians, case carriers, counselors, etc.) and does not use grade level appropriate communication. Essential tools, such as a current gradebook, syllabus or course outline, and learning management system pages are rarely maintained.	<input type="checkbox"/>	NA