

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

**Special Education Teacher Pilot Evaluation Forms and Process
August 10, 2026**

The Temecula Valley Unified School District ("District") and the Temecula Valley Educators Association ("Association") previously entered into a Memorandum of Understanding ("MOU") establishing a pilot General Education Teacher Evaluation Process. Following the first year of the implementation and review of that pilot, the parties have mutually agreed to pilot new evaluation forms and procedures specifically designed for Special Education teachers. Accordingly, the parties enter into this Memorandum of Understanding ("MOU") and agree to the following:

1. Purpose

The purpose of this Special Education pilot teacher evaluation process is to promote continuous professional growth and excellence in teaching practice. The newly developed Special Education Pilot Teacher Evaluation Forms and Process, beginning with the 2026–2027 school year, provides, among other things, a structure for meaningful goal setting, reflection, and dialogue centered around the following five (5) TVUSD-Specific Teacher Expectations/Performance Standards ("Standards"):

- Standard 1: Curriculum Design
- Standard 2: Classroom Environment
- Standard 3: Instruction
- Standard 4: Professional Culture
- Standard 5 Case Management

The Standards, and all applicable substandards, are attached to this MOU as Appendix C1, C2, C3, C4, and C5 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 Special Education pilot teacher evaluation process described in this MOU will be implemented for all on-cycle special 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 special education teachers are expected to adhere to the Standards. This MOU applies only to Pre-K through Adult Program Special Education teachers who provide Specialized Academic Instruction (SAI), regardless of the instructional setting (e.g., SDC, RSP, Collaborative, etc.).

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) Special Education Teachers

- In addition to Standard 5: Case Management, Tenured Special Education teachers will select two (2) additional Teacher Expectations/Performance Standards as areas of focus.
- Will receive a final evaluation rating for Standard 5: Case Management and 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

- In addition to Standard 5: Case Management, Non-Permanent Special Education teachers will select three (3) different Teacher Expectations/Performance Standards as areas of focus.
- Will receive final evaluation ratings in all five (5) Teacher Expectations/Performance Standards.

c. Goal Setting Conference and Documentation

- Goals shall be documented using the Special Educator Certificated Teacher Goal Setting Form (Appendix A – SPED).
- Each on-cycle unit member shall sign and date the Special Educator Certificated Teacher 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 and Supports

a. 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, for an on-cycle permanent teacher, 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.

If applicable, the 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.

b. Site administration or the respective evaluator, at their discretion, may use the Employee Support Plan Notification Form (Appendix E) to support discussions with unit members regarding identified areas of concern and to collaboratively identify support strategies and growth activities.

The form is intended to promote clarity, communication, and professional growth. Use of the form is optional and not required. Use of the Employee Support Plan Notification Form does not replace, modify, or supersede any previously agreed to evaluation procedures and/or timelines.

5. Process for Non-Permanent Teachers

Non-permanent teachers will be evaluated on all five (5) 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 SPED Teacher Evaluation Report (Appendix D) with the teacher. As part of the conference, the parties will review:

- Special Education Certificated Teacher Goal Setting Form (Appendix A)
- Applicable Individual Teacher Expectations/Performance Standard Rating Forms (Appendices C1– C5)
- If applicable, Tenured Special Education 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 special education teachers and replaced with Appendices C1-C4 of this agreement.

13.10.1 - Appendices described in Article 13.10.1 suspended for special 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.

13.12.3: The parties agree that Appendix D of this agreement shall be used for on-cycle special 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 2026–2027 school year and concluding at the end of the 2028–2029 school year.

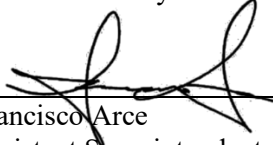
9. Non-Precedent Setting

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.

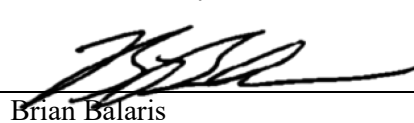
Temecula Valley Unified School District



Francisco Arce
Assistant Superintendent
Human Resources Development

8/10/2026
Date

Temecula Valley Educators Association



Brian Balaris
Bargaining Chair
Temecula Valley Educators Association

8/10/2026
Date



APPENDIX A - SPED

TEMECULA VALLEY UNIFIED SCHOOL DISTRICT
Special Education Certificated Teacher Goal Setting Form

Employee Name:	Employee #:	Site:	Date of Conference:
Title/Subject/Grade Level:	Employment Status (Check One): Temporary ☐ Intern ☐ Probationary: 0 ☐ or 1 ☐ or 2 ☐ Permanent/Tenured ☐	Evaluating Administrator:	

*Project Based Alternative Model Option - See Appendix E3

District Focus:
Site Focus:

Standards: (1) Curriculum Design, (2) Classroom Environment, (3) Instruction, (4) Professional Culture Special Education teachers will always be evaluated on Standard 5: Case Management. Tenured Special Education teachers must select a total of 2 additional standard areas for their evaluation cycle. Of the 3 standards being evaluated this year, the teacher must develop goals for 2 of them. Non-tenured Special Education teachers must develop goals for 3 of the 5 standards for their evaluation cycle. All 5 standards will be part of the final evaluation.

Focus Standard: _____

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



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

Tenured Special Education Teacher Goal Setting Addendum Form

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

Initially Selected Standards (2): ☐ Curriculum Design ☐ Classroom Environment ☐ Instruction ☐ Professional Culture
Identified Area of Need (1): ☐ Curriculum Design ☐ Classroom Environment ☐ Instruction ☐ Professional Culture
Note: Standard 5: Case Management remains a required standard for the remainder of the year.

Select one of the following options:

- ☐ The teacher currently meets expectations in the following standard and it will not be included in the end of year final evaluation:
☐ 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 will continue to focus on the other originally selected standard, Case Management, and the identified area of need.
- ☐ The teacher elects to work on both the originally selected standards, Case Management, and the identified area of need.

End of year Standards for Evaluation: Standard 5 - Case Management plus (2-3) of the following:
☐ 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
- Increased Admin Feedback
- Other _____

Evaluator Signature:		Date:	
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Evaluatee Signature:		Date:	
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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		☐ Does Not Meet	
☐ Mastering	☐ Advancing		
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.	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.	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.	☐ NA

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

Meets Expectations		☐ Does Not Meet	
☐ Mastering	☐ Advancing		
Curriculum is consistently well-organized and intentionally individualized to meet students' unique learning needs. The teacher appropriately adapts scope, sequence, and pacing using the District approved curriculum to align with each student's individualized goals. Unit planning tools are used to structure lessons	Curriculum is generally well-organized and individualized to meet students' learning needs. The teacher uses District approved curriculum unit planning tools to structure lessons and demonstrates emerging consistency in sequencing concepts and skills. Instructional pacing is adjusted with limited support or guidance from site or	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	☐ NA

with clear progression and coherence of concepts, while allowing for flexibility and responsiveness based on student data and performance. Extensive Needs & Preschool Sub Standard: Curriculum is consistently well-organized and intentionally individualized to meet students' unique learning needs. The teacher appropriately adapts scope, sequence, and pacing using the District approved curriculum to align with each student's individualized goals and progress using alternate curriculum. Unit planning tools are used to structure lessons with clear progression and coherence of concepts, while allowing for flexibility and responsiveness based on student data and performance.	district administration and reflects alignment to student goals and curriculum expectations. Extensive Needs & Preschool Sub Standard: Curriculum is generally well-organized and individualized to meet students' learning needs. The teacher uses District approved curriculum unit planning tools to structure lessons and demonstrates emerging consistency in sequencing concepts and skills. Instructional pacing is adjusted with limited support or guidance from site or district administration and reflects alignment to student goals and alternate curriculum expectations.	adjustments are rarely made, resulting in minimal support for student learning. Extensive Needs & Preschool Sub Standard: Curriculum organization is poor and shows little alignment with District approved curriculum. The teacher does not use, or rarely uses, alternate curriculum unit planning tools (Individual or group, as appropriate), 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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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.	☐ 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.	☐ 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.	☐ 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		
The teacher intentionally embeds developmentally appropriate self-monitoring strategies to support student awareness of learning and task engagement within the classroom. The teacher provides guidance and feedback to help students reflect upon their learning and monitor their own growth in the moment and over time. Students are encouraged to take ownership of their learning and are actively involved in reflecting on achievements, fostering a growth mindset and self-directed learning. Extensive Needs & Preschool Sub Standard: 1.6 b- The teacher intentionally embeds developmentally appropriate self-monitoring strategies to support student awareness of learning and task engagement. Instruction includes structured opportunities for students to reflect on effort, understanding, or task completion using accessible methods such as visual supports, choice-based responses, AAC, checklists, first/then boards, or other mode-matched tools. The teacher models reflection, provides guided prompts, and integrates self-monitoring into daily routines, supporting student agency and participation aligned to individualized goals.	The teacher generally embeds developmentally appropriate self-monitoring strategies to support student awareness of learning and task engagement within the classroom. The teacher provides guidance and feedback to help students reflect upon their learning and monitor their own growth in the moment and over time. Students are often encouraged to take ownership of their learning and are actively involved in reflecting on achievements, fostering a growth mindset and self-directed learning. Extensive Needs & Preschool Sub Standard: 1.6 b- The teacher incorporates some self-monitoring strategies for students with significant needs, such as visual cues or task completion support. Opportunities for reflection are present but may be inconsistent or require additional structure and prompting. With continued support, the teacher is developing consistent routines that promote student awareness of learning and engagement.	The teacher rarely embeds developmentally appropriate self-monitoring strategies to support student awareness of learning and task engagement within the classroom. The teacher rarely provides guidance and feedback to help students reflect upon their learning and monitor their own growth in the moment and over time. Students are seldom encouraged to take ownership of their learning and are actively involved in reflecting on achievements, fostering a growth mindset and self-directed learning. Extensive Needs & Preschool Sub Standard: 1.6 b- Self-monitoring strategies are limited or not yet evident in instruction. Students have few structured opportunities to reflect on learning, effort, or task completion in an accessible manner. Supports are primarily adult-directed, and strategies to promote student awareness and agency are not consistently aligned to individual communication or learning needs.	☐ NA



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 each student.

Meets Expectations

☐ Mastering

The teacher establishes and maintains a climate of fairness, caring, and respect for each student. 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.

Extensive Needs & Preschool Sub Standard:
2.1 b- The teacher establishes and maintains a supportive, and respectful learning environment that reflects an understanding of students’ extensive and diverse needs. Interactions are individualized per student’s needs, fostering trust, and emotional security. As a result, students demonstrate increased engagement, willingness to attempt new skills, and tolerance for challenge at their developmental level
(Accessible methods such as visual

☐ Advancing

The teacher expects, and usually reinforces, a climate of fairness, care, and respect, establishing a classroom environment where each student feels encouraged to be creative and take academic risks. The teacher responds to inappropriate behavior, showing a developing commitment to maintaining equity in classroom management.

Extensive Needs & Preschool Sub Standard:
2.1 b- The teacher is utilizing general classroom routines that promote fairness and a respectful learning environment for students with extensive needs. Interactions are supportive, though expectations and responses to students may vary across situations based on the student's individual needs. The teacher is implementing proactive and instructional support strategies (Accessible methods

☐ Does Not Meet

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.

Extensive Needs & Preschool Sub Standard:
2.1 b- The learning environment does not yet consistently reflect the support required for students with extensive disabilities. Expectations, routines, and responses to students are inconsistent or primarily reactive. Interactions may lack predictability or sufficient individualized support strategies, which can limit student engagement, emotional safety, or



NA

supports, choice-based responses, AAC, checklists, first/then boards, or other mode-matched tools). The teacher responds to students using equitable, proactive, and instructional strategies that emphasize regulation, dignity, and skill development.	such as visual supports, choice-based responses, AAC, checklists, first/then boards, or other mode-matched tools) with increasing attention to regulation and dignity. With continued support, the teacher has established routines and equitable responses that promote student engagement and willingness to attempt new skills	willingness to participate. Additional guidance is needed to implement equitable, instructional, and regulation-focused supports aligned to student needs.	
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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.	☐ NA

Sub-Standard 2.3: The teacher will establish and maintain standards for student behavior.

Meets Expectations		☐ Does Not Meet	
☐ Mastering	☐ Advancing		
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. Extensive Needs & Preschool Sub Standard: 2.3 b- The teacher has clearly established and consistently maintains behavior procedures that are developmentally appropriate and accessible to all students. Expectations are explicitly taught, reinforced through individualized predictable routines, visuals, and strategies. The teacher's responses to student behavior are consistently appropriate per the student's IEP and behavior supports/plan.	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. Extensive Needs & Preschool Sub Standard: 2.3 b- The teacher is developing consistent behavior procedures that are appropriate and accessible to most students. Expectations are sometimes explicitly taught and reinforced, often using individualized routines, visuals, or supports, but implementation may vary across students or situations. The teacher's responses to student behavior are appropriate and aligned with the student's IEPs and behavior supports, though additional consistency or guidance may be needed to fully meet each student's needs.	The teacher has not established standards for behavior or students are often confused about what the standards are. Extensive Needs & Preschool Sub Standard: 2.3 b- Behavior procedures are inconsistently established or not yet fully accessible to all students. Expectations are not clearly or consistently taught, and routines, visuals, or individualized supports are limited or inconsistently implemented. Teacher responses to student behavior are often reactive, variable, or not fully aligned with student's IEP and behavior supports, limiting opportunities for regulation, engagement, and learning	☐ NA

Sub-Standard 2.4: The teacher will use instructional time effectively, including appropriate classroom procedures.			
Meets Expectations		☐ Does Not Meet	
☐ Mastering	☐ Advancing		
The teacher paces the lessons appropriate to the activities and enables each student to engage successfully with the developmentally appropriate curriculum. 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 developmentally appropriate curriculum. Classroom procedures are in place to support transitions between activities.	The teacher uses learning activities that are not developmentally appropriate or aligned with the student's IEP. Classroom procedures are not in place to support transitions between activities and result in a consistent loss of instructional time.	☐ NA
Sub-Standard 2.5: The teacher will promote social development and group responsibility through collaborative learning opportunities.			
Sub-Standard 2.5b: The teacher will promote social development through collaborative learning opportunities.			
Meets Expectations		☐ Does Not Meet	
☐ Mastering	☐ Advancing		
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. Extensive Needs & Preschool Sub Standard: 2.5 b- The teacher fosters a learning environment that values and models respect for each student's strengths, needs, and differences. Students are supported to take responsibility for their own behavior and learning, and to engage meaningfully in collaborative activities. Instruction is designed to provide individualized scaffolds and supports so that all students, regardless of ability, can participate in both independent and group/pair tasks at their functional level.	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. Extensive Needs & Preschool Sub Standard: 2.5 b- The teacher is developing consistent practices to foster respect for students' differences and to support independence and collaboration. Students are sometimes able to take responsibility for themselves and engage in group or independent activities, though participation may require frequent prompts or support. Instruction includes some scaffolds and individualized supports, but implementation may vary across students or activities.	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. Extensive Needs & Preschool Sub Standard: 2.5 b- The teacher's practices do not yet consistently promote respect for differences, student responsibility, or collaborative participation. Students have limited opportunities to engage meaningfully with peers, and supports are inconsistently provided or not aligned to individual needs. Additional guidance is needed to establish equitable and functional strategies that enable all students to participate successfully.	☐ NA

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”.

Comments / Observed Growth:

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 the 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 with the learning goals.	☐ 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	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	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.	☐ NA

meaningful feedback to enhance participation. Extensive Needs & Preschool Sub Standard: 3.2 b- The teacher demonstrates consistency in functional engagement. All or nearly all students are able to participate in observable tasks and show signs of engagement. Lessons are structured to include scaffolds, visual cues, or assistive technology and provide multiple ways for students to participate using individualized strategies.	and less visible ways, providing some constructive feedback to enhance their involvement. Extensive Needs & Preschool Sub Standard: 3.2 b- The teacher demonstrates developing consistency in functional engagement. Multiple students are able to participate in observable tasks and show signs of engagement. Lessons are structured to include some scaffolds, visual cues, or assistive technology, but implementation may vary across students or activities.	Extensive Needs & Preschool Sub Standard: 3.2b -Opportunities for functional engagement are limited or inconsistently provided. Few or no students participate independently or with peers, and supports, cues, or prompts are insufficiently implemented or not aligned to individual functional needs.	
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Sub-Standard 3.3: Knowledge of Results

Meets Expectations		☐ Does Not Meet	
☐ Mastering	☐ Advancing		
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. Extensive Needs & Preschool Sub Standard: 3.3b- The teacher provides timely, specific, and actionable feedback that helps students understand how they are doing on functional and academic tasks. The teacher uses visual supports and reinforcement strategies (such as reward charts, checklists, or task visuals) to help students track progress and recognize strengths and areas for growth. Students are supported in using feedback to improve skills and make progress within their individual abilities.	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. Extensive Needs & Preschool Sub Standard: 3.3b- The teacher is developing timely, specific, and actionable feedback that helps students understand how they are doing on functional and academic tasks. The teacher uses visual supports and reinforcement strategies (such as reward charts, checklists, or task visuals) to help students track progress and are beginning to recognize strengths and areas for growth.	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. Extensive Needs & Preschool Sub Standard: 3.3 b- Feedback is inconsistent, unclear, or not actionable. Supports for self-monitoring, such as visuals or charts, are minimal or not aligned to student needs. Students rarely engage with feedback or demonstrate understanding of their strengths and areas for growth, and opportunities to apply feedback to improve performance or functional learning outcomes are limited.	☐ NA

Sub-Standard 3.4: Monitor and Adjust

Meets Expectations		☐ Does Not Meet	
☐ Mastering	☐ Advancing		
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.	☐ NA

Standard 4 - Professional Culture (All SPED)

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		☐ Does Not Meet	
☐ 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.	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.	☐ NA

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

Meets Expectations		☐ Does Not Meet	
☐ 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.	The teacher does not implement strategies to achieve their professional goals developed during the initial goal-setting meeting.	☐ NA

Sub-Standard 4.3: The teacher collaborates with colleagues to improve professional practice.			
Meets Expectations		☐ Does Not Meet	
☐ Mastering	☐ Advancing		
The teacher formally collaborates with colleagues (general ed teachers, special ed teachers, service providers, district support staff, counselors, etc.) 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 (general ed teachers, special ed teachers, service providers, district support staff, counselors, etc.) 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 (general ed teachers, special ed teachers, service providers, district support staff, counselors, etc.) about effective practices for students' academic development.	☐ NA
Sub-Standard 4.4: The teacher contributes to a positive culture on campus.			
Meets Expectations		☐ Does Not Meet	
☐ Mastering	☐ Advancing		
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.	☐ NA
Sub-Standard 4.5: The teacher promotes a shared responsibility for student learning.			
Meets Expectations		☐ Does Not Meet	
☐ Mastering	☐ Advancing		
The teacher values input from educational partners (parents, guardians, general ed teachers, special ed teachers, service providers, district support staff, 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, general ed teachers, special ed teachers, service providers, district support staff, 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, general ed teachers, special ed teachers, service providers, district support staff, 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.	☐ NA

Standard 5 - Case Management (All SPED)

Supporting Students with Special Needs

☐ 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 5.1: The teacher completes IEPs and progress reports accurately and within legal timelines (See timeline document [linked here](#)).

Meets Expectations		☐ Does Not Meet (DNM)	
☐ Mastering	☐ Advancing		
The teacher proactively takes all steps, within their control, to ensure IEPs, academic assessments, and progress reports are compliant as measured by the ratings below.	The teacher takes the necessary steps, within their control, to ensure IEPs, academic assessments, and progress reports are compliant as measured by the ratings below.	The teacher struggles to ensure IEPs, academic assessments, and progress reports are compliant as measured by the ratings below.	
Use the ratings below to assess substandard 5.1 (Note: One DNM below shall result in an overall rating of DNM in 5.1)			
Adheres to legal IEP timelines, including affirming the documents.	☐ Meets Expectations	☐ Does Not Meet	
Provides appropriate IEP documents at the IEP meeting.	☐ Meets Expectations	☐ Does Not Meet	
Provides academic assessment reports for IEPs.	☐ Meets Expectations	☐ Does Not Meet	☐ NA
Facilitates IEP meetings.	☐ Meets Expectations	☐ Does Not Meet	☐ NA

Sub-Standard 5.2: The teacher develops and aligns goals, accommodations, and services with students' identified needs, using assessment results and ongoing data to guide decision-making.

Meets Expectations		☐ Does Not Meet	
☐ Mastering	☐ Advancing		
Demonstrates strong skill in interpreting data. Develops goals, accommodations, and services that are strongly aligned to the student's assessed needs and supported by multiple current data sources.	Demonstrates skill in interpreting data. Develops goals, accommodations, and services that are aligned to the student's assessed needs and supported by multiple current data sources.	Requires improvement in data interpretation and individualized planning. Goals, accommodations, and services are often misaligned, or not supported by current data.	☐ NA

Sub-Standard 5.3: The teacher supports the implementation of the IEP.

Meets Expectations		☐ Does Not Meet	
☐ Mastering	☐ Advancing		
Collaborates effectively with teachers and providers to ensure instructional and service fidelity across settings. Regularly reviews classroom data and service delivery to monitor all IEP components, including goals, accommodations, and services.	Collaborates with teachers and providers when concerns arise and follows through on implementation and instructional needs. Reviews classroom data and service delivery to monitor all IEP components, including goals, accommodations, and services.	Collaboration with teachers and providers is inconsistent or incomplete. Lapses in implementation go unnoticed or unaddressed. Documentation is sporadic or unclear leading to gaps in IEP implementation.	☐ NA

Sub-Standard 5.4: The teacher uses comprehensive standardized assessment results for the development of Initial and Re-evaluation IEP's.

Meets Expectations		☐ Does Not Meet	
☐ Mastering	☐ Advancing		
Selects and administers appropriate informal and formal assessments that directly address referral concerns and student characteristics. Academic reports are comprehensive and accurate with a thorough written interpretation to support eligibility determinations, present levels, and instructional planning.	Selects and administers informal and formal assessments that address referral concerns and student characteristics. Academic reports include assessment results and a written interpretation. Uses results to support eligibility determinations, present levels, and instructional planning.	Selects, administers, or interprets assessments inconsistently or inappropriately for the referral concern. Reports may be unclear and incomplete. Demonstrates limited understanding of assessment protocols or struggles to use results to guide IEP decisions.	☐ NA

Sub-Standard 5.5: The teacher will appropriately communicate instructional strategies based on the students' unique needs to all relevant stakeholders.

Meets Expectations		☐ Does Not Meet	
☐ Mastering	☐ Advancing		
Consistently and effectively collaborates with school staff, reviewing and assessing problem situations, brainstorming solutions, evaluating alternatives, and recommending purposeful strategies to address the educational and behavioral needs of students with disabilities.	Collaborates with school staff, reviewing and assessing problem situations, brainstorming solutions, evaluating alternatives, and recommending strategies to address educational and behavioral needs of students with disabilities.	Rarely, or does not, collaborate with school staff. Communication is unclear, inconsistent, or not aligned with student needs. If offered, support may not be evidence-based and/or meet the educational and behavioral needs of students with disabilities.	☐ NA



TEMECULA VALLEY UNIFIED SCHOOL DISTRICT

End of Year Special Education Teacher Evaluation Report Form

Employee Name:	Employee #:	Site:	Date of Conference:
Title/Subject/Grade Level:	Employment Status (Check One): Temporary ☐ Intern ☐ Probationary: 0 ☐ or 1 ☐ or 2 ☐ Permanent/Tenured ☐	Evaluating Administrator:	

SECTION 1: Teacher Expectations/Performance Standards

Standards					
Tenured Unit Members (Evaluated standard 5 and 2 additional standards) Non-Tenured Unit Members (Evaluated on all 5) *Tenured Unit Members (Potential Evaluate on 4) if a Tenured Employee Goal Setting Addendum Form was used					
Standards	Standards at Goal Setting	Standards if changed during the year			
1. Curriculum Design	☐	☐	☐ Meets Expectations	☐ Does Not Meet	☐ NA
2. Classroom Environment	☐	☐	☐ Meets Expectations	☐ Does Not Meet	☐ NA
3. Instruction	☐	☐	☐ Meets Expectations	☐ Does Not Meet	☐ NA
4. Professional Culture	☐	☐	☐ Meets Expectations	☐ Does Not Meet	☐ NA
5. Case Management	☐	☐	☐ Meets Expectations	☐ Does Not Meet	
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.

Evaluatee's Signature	Date
Evaluator's Signature	Date



TEMECULA VALLEY UNIFIED SCHOOL DISTRICT
Special Education Teacher Support Plan Notification Form

Employee Name:	Employee #:	Site:	Date of Initial Conference: Date of Follow-Up Conference:
Title/Subject/Grade Level:	Employment Status (Check One): Temporary ☐ Intern ☐ Probationary: 0 ☐ or 1 ☐ or 2 ☐ Permanent/Tenured ☐	Evaluating Administrator:	

Initially Selected Standards: ☐ Curriculum Design ☐ Classroom Environment ☐ Instruction ☐ Professional Culture ☐ Case Management - For Special Education Teachers
Identified Area(s) of Need: ☐ Curriculum Design ☐ Classroom Environment ☐ Instruction ☐ Professional Culture ☐ Case Management - For Special Education Teachers

Administrator Statement of Concern:
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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 • Increased Admin Feedback • Other _____
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Evaluator Signature:		Date:	
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Evaluatee Signature:		Date:	
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Follow Up to Support Plan Meeting - Date Held: _____ Notes on current status in area of concern and list additional supports provided:



Support Plan Note Sheet: This is an optional form to be used as needed.

Support Plan Progress Meeting - Date Held: _____
Notes on current status in area of concern and list additional supports provided:

Support Plan Progress Meeting - Date Held: _____
Notes on current status in area of concern and list additional supports provided:

Support Plan Progress Meeting - Date Held: _____
Notes on current status in area of concern and list additional supports provided:

Support Plan Progress Meeting - Date Held: _____
Notes on current status in area of concern and list additional supports provided:

Support Plan Progress Meeting - Date Held: _____
Notes on current status in area of concern and list additional supports provided: