

**Tehama County Department of Education**  
**Certificated Professional Educator Evaluation: Reflective Practice Form**

Professional: \_\_\_\_\_  
 Program: \_\_\_\_\_

Date: \_\_\_\_\_  
 Assignment: \_\_\_\_\_

1. Review the TCDE Standards for the Professional Educator Rubric.
2. Indicate one to five domains the Unit Member is most competent by marking them with an "X" (for electronic completion use **Insert | Symbol | X**).
3. Indicate one to five domains the Unit Member will focus professional development on for the \_\_\_\_\_ school year by marking them with a checkmark (for electronic completion use **Insert | Symbol | ✓**).
4. For each checked domain, plan specific actions or steps to be taken to increase the Unit Member's skills in the identified area on the Specific Professional Development Plan, Active Steps and Evidence (page 2 of this form). Include what evidence will be provided to document the implementation of the plan. This plan will be reviewed at the next annual evaluation.

**TCDE Standards for the Professional Educator**

<b>1. Creating and Maintaining Effective Environments for Student Learning</b>	
—	a. Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully.
—	b. Creating a rigorous learning environment with high expectations and appropriate support for all students.
—	c. Using instructional time to optimize learning.
<b>2. Understanding and Organizing Subject Matter for Student Learning</b>	
—	a. Demonstrating knowledge of subject matter.
—	b. Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students.
—	c. Addressing the needs of English learners and students with special needs to provide equitable access to the content.
<b>3. Planning Instruction and Designing Learning Experiences for All Students</b>	
—	a. Establishing and articulating goals for student learning.
—	b. Involving all students in self-assessment, goal setting, and monitoring progress.
—	c. Using assessment information to share timely and comprehensible feedback with students and their families.
<b>4. Developing as a Professional Educator</b>	
—	a. Reflecting on teaching practice in support of student learning.
—	b. Establishing professional goals and engaging in continuous and purposeful professional growth and development.
—	c. Collaborating with colleagues and the broader professional community to support Professional Educator and student learning.
—	d. Working with families to support student learning.
—	e. Engaging local communities in support of the instructional program.
—	f. Managing professional responsibilities to maintain motivation and commitment to all students.
—	g. Demonstrating professional responsibility, integrity, and ethical conduct.

**Tehama County Department of Education  
 Certificated Professional Educator Evaluation: Reflective Practice Form**

Specific Professional Development Plan, Action Steps and Evidence:

Standard	Domain	Description	Evidence	Met	Not Met	Comments

\_\_\_\_\_  
 Supervisor's Signature                      Date

\_\_\_\_\_  
 Unit Member's Signature                      Date

\_\_\_\_\_  
 Supervisor's Name (Please Print)

\_\_\_\_\_  
 Unit Member's Name (Please Print)

To be signed in the following year after review:

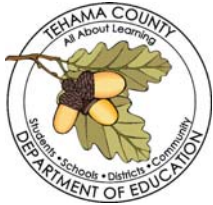
Review Date: \_\_\_\_\_

\_\_\_\_\_  
 Supervisor's Signature                      Date

\_\_\_\_\_  
 Unit Member's Signature                      Date

\_\_\_\_\_  
 Supervisor's Name (Please Print)

\_\_\_\_\_  
 Unit Member's Name (Please Print)

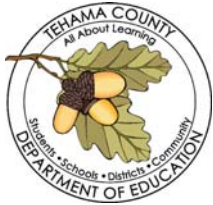


## TCDE Standards for the Professional Educator Rubric

*Adapted from California Standards for the Teaching Profession 2009*

### Standard One: Creating and Maintaining Effective Environments for Student Learning

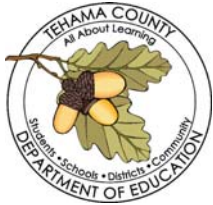
Element	Beginning/Emerging	Applying	Meets Standard
<b>1.1 Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully, employing classroom routines, procedures, norms and supports for positive behavior to ensure a safe climate in which all students can learn.</b>	<p>There is little evidence that the Professional Educator has established rapport with students. Group norms that assist in building a caring community are not evident or consistently implemented. There are limited opportunities for students to assume responsibility within classroom. A climate of fairness, caring and respect is not established for most students. There is no plan for response to inappropriate behavior.</p> <p>The physical arrangement and environment of the classroom is not set up to provide safety and accessibility for students</p>	<p>Professional Educator establishes individual and group norms and rapport with students that foster a caring community where students are treated fairly and respectfully by other students and adults in the room. Acceptance and respect for diversity is embedded in the curriculum. There is an inconsistently applied plan for response to inappropriate behavior. Behavior intervention plans are missing components and/or are inconsistently implemented.</p> <p>Professional Educator arranges physical environment to ensure safety and accessibility for all students. Professional Educator uses proactive strategies to resolve conflicts and to ensure an emotionally safe environment.</p>	<p>Individual and group norms are evident. The classroom is a caring community where all students are treated fairly and respectfully. Professional Educator consistently embeds in the curriculum an acceptance and respect for diversity, including such areas as gender, sexual orientation, ethnicity, disability, and socio-economic levels. The Professional Educator creates on -going opportunities for students to take initiative socially and/or academically, to work collaboratively and/or to share in group responsibility. There is an established and consistently implemented positive plan for response to inappropriate behavior. Professional Educator is familiar with positive behavior interventions and is able to write and implement a comprehensive behavior intervention plan that contains meaningful strategies to change behavior.</p> <p>Professional Educator arranges physical environment to ensure safety and accessibility for all students. Both Professional Educator and students engage in proactive strategies (i.e., schedules/routines) to mediate and resolve conflicts and to ensure an emotionally safe environment for learning.</p>



## TCDE Standards for the Professional Educator Rubric

*Adapted from California Standards for the Teaching Profession 2009*

Element	Beginning/Emerging	Applying	Meets Standard
<b>1.2 Creating a rigorous learning environment with high expectations and appropriate support for all students</b>	Professional Educator provides methods of classroom behavior management techniques that are appropriate, effective, consistently enforced and clearly defined. Some lessons demonstrate use of differentiated instructional strategies that support student learning. Procedures and routines have been established. Negative consequences outweigh positive support strategies in creating a classroom climate for student learning. Ensures that students are properly supervised at all times. Strives to be fair and consistent.	Professional Educator uses instructional strategies that embed high expectations to maximize individual student learning. Professional Educator differentiates developmentally-appropriate materials so that students are supported in learning. Procedures and routines are established and work smoothly. Positive behavior norms and support strategies are used to create a climate for student learning with minimal use of negative behavioral consequences.	Professional Educator uses instructional strategies that embed high expectations for all students. Students display strong belief in their ability to succeed, as demonstrated in classroom work and interactions. Professional Educator has created a rigorous, supportive and challenging learning environment so that students are supported in learning at appropriate levels of instruction. Professional Educator ensures that classroom procedures and routines operate seamlessly and efficiently. Ensures that any special student management plan or crisis intervention plan has been documented in writing and included in the IEP, when appropriate.
<b>1.3 Using instructional time to optimize learning</b>	Instructional time is inconsistently paced with some students unable to engage fully with the content or complete assigned activities. Transitions result in loss of instructional time. The Professional Educator does not organize the program so that the aide(s) can carry out key elements of the instruction. Materials are not fully organized prior to each instructional day.	Pacing of lesson is appropriate to activities and enables most students to engage successfully with content. Most transitions are smooth allowing for effective use of instructional time. The Professional Educator organizes the program so that the aide(s) can carry out key elements of the instruction. Ensures that materials are organized prior to each instructional day.	Pacing of lesson is adjusted as needed to ensure engagement of all students in learning activities. Transitions are seamless and instructional time is used to optimize learning. The Professional Educator organizes the program so that the aide(s) can carry out key elements of the instruction. Ensures that materials are organized prior to each instructional day.

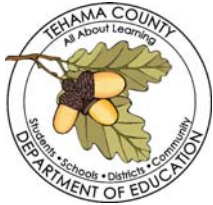


## TCDE Standards for the Professional Educator Rubric

*Adapted from California Standards for the Teaching Profession 2009*

### Standard Two: Understanding, Organizing and Planning Subject Matter for Student Learning

Element	Beginning/Emerging	Applying	Meets Standard
<b>2.1 Demonstrating knowledge of subject matter, instructional strategies, and differentiation to ensure student understanding of subject matter</b>	Professional Educator has a limited understanding of student cognitive, linguistic, social, emotional and physical development and/or is not able to apply this knowledge to lesson development and specific instructional strategies. The Professional Educator is not reflective of how standards based subject matter is delivered and may not adequately support student learning.	<p>Professional Educator has working knowledge of student cognitive, linguistic, social, emotional and physical developmental skills and/or standards based subject matter. Professional Educator applies this knowledge to lesson planning, but it is not routine or consistent; as evidenced through instructional delivery and student mastery data.</p> <p>Professional Educator uses instructional strategies to make content accessible and meaningful to most students. Professional Educator utilizes strategies that challenge student thinking and help to deepen their understanding of subject matter.</p>	<p>Professional Educator has a deep understanding of student cognitive, linguistic, social, emotional and physical developmental skills and is able to use this knowledge of individual students to plan meaningful instruction. Professional Educator's knowledge of standards based subject matter is current, extensive and routine; as evidenced through instructional delivery and student mastery of content being presented.</p> <p>Curriculum and instruction is differentiated and logically sequenced to build content and concepts over time and to promote understanding and challenge thinking about complex issues.</p>
<b>2.2 Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students</b>	Professional Educator uses selected elements from adopted instructional materials to plan instruction. Professional Educator plans few lessons that differentiate within curriculum or includes diverse perspectives. Professional Educator has limited understanding of technologies to make subject matter accessible to all students.	Professional Educator uses and adapts instructional materials and resources to differentiate instruction. Professional Educator integrates materials, technologies and activities into subject matter instruction that reflect diverse perspectives and experiences and make subject matter accessible to all students.	Professional Educator uses and adapts a full range of instructional materials, resources, and technologies to support differentiated, standards-aligned instruction. Professional Educator consistently integrates materials and activities into subject matter instruction that reflect diverse perspectives and experiences.
<b>2.3 Addressing the needs of English learners and students with special needs to provide equitable access to the content</b>	Professional Educator has limited awareness of English Language Development (ELD) standards that support English learners within instruction. Professional Educator has limited awareness of Individual Education Plan (IEP) goals and objectives of special needs students that support learning in general education classroom.	Professional Educator addresses some English Language Development (ELD) standards as they relate to supporting English learners within instruction. Professional Educator addresses Individual Education Plan (IEP) goals and objectives to support equitable access to subject area content in general education classroom.	Professional Educator consistently addresses English Language Development (ELD) standards as they relate to supporting English learners within subject area content. Professional Educator integrates within subject area content Individual Education Plan (IEP) goals and objectives to support equitable access to learning in general education classroom. Professional Educator specifically collaborates with professionals, students, and families to ensure that EL and IEP students are being provided equitable access to the content

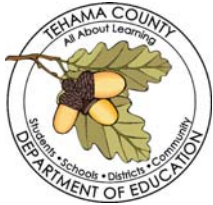


## TCDE Standards for the Professional Educator Rubric

*Adapted from California Standards for the Teaching Profession 2009*

### Standard Three: Planning Instruction and Designing Learning Experiences for All Students

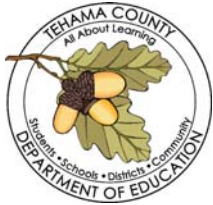
Element	Beginning/Emerging	Applying	Meets Standard
<b>3.1 Establishing and articulating goals for student learning</b>	Professional Educator collects some data to set instructional goals that represent achievable expectations for students. Learning goals address subject-area expectations that will help prepare students for future learning environments. Learning goals may be inconsistent and lack clear articulation.	Professional Educator utilizes data to set short-term and long-term instructional goals that represent high, achievable expectations for most students. Learning goals address school and district expectations and assist most students in preparation for their next learning environment.	Professional Educator collects and analyzes multiple sets of both formative and summative data to set short-term and long-term instructional goals that are discussed with students and represent consistently high expectations that are clear, challenging and achievable. Student's interests are specifically collected and utilized in goal planning and the use of specific instructional strategies. Standards-based learning goals address school, district and community expectations and prepare students for success in their next learning environment.  Professional Educator uses data from variety of ongoing formal and informal assessments to plan, differentiate and modify learning activities that support identified individual and group learning goals, especially regarding English learners and students with specific IEP goals. Professional Educator consistently uses assessments to review progress on standards-based objectives to ensure learning within key content areas.
<b>3.2 Involving all students in self-assessment, goal setting, and monitoring progress</b>	Professional Educator provides students with assessment data that he/she uses to analyze work. Professional Educator provides assessment rubrics to assist students in understanding grading criteria. Students have limited opportunities to interact with peers and reflect on learning. Assessment-criteria are not visible to students, limiting student self-assessment and progress monitoring.	Professional Educator provides students with various types of assessment data to analyze work. Professional Educator provides assessment rubrics that assist students in self-assessing work and monitoring progress. Students are provided with opportunities to interact with peers and reflect on learning. Professional Educator makes assessment a visible aspect of learning and students are aware of progress toward learning outcomes.	Professional Educator assists students in understanding and using various types of assessment data to analyze work. Professional Educator provides tools, criteria and rubrics that assist students in self-assessing and monitoring progress toward learning goals. Students are provided with ongoing opportunities to interact with peers and reflect on learning. Professional Educator makes assessment visible, integrated and an interactive part of learning, where all students take responsibility for learning outcomes.



## TCDE Standards for the Professional Educator Rubric

*Adapted from California Standards for the Teaching Profession 2009*

<p><b>3.3 Using assessment information to share timely and comprehensible feedback with students and their families</b></p>	<p>Professional Educator has limited communication with families. Professional Educator communicates with resource providers, as needed, using available assessment data.</p>	<p>Professional Educator communicates when needed with families and resource providers, using assessment information to guide conversations. Professional Educator communicates information about student progress in a manner that is understandable and respectful. Draft IEPs are prepared and include updated present levels, appropriate baselines and suggested goals and objectives.</p>	<p>Professional Educator communicates regularly with families and students, using current and timely assessment information to guide conversations. Professional Educator communicates information about student progress in a manner that is understandable and respectful, allowing all parties involvement in the support of students at school and at home. Ensures that the data collected on students is pertinent in the establishment of baseline information; documents the progress of learning and growth; tracks progress toward the achievement of instructional objective criteria as specified on the IEP. Prepares for IEP meetings by having assessment data, reports and suggested goals and objectives prepared. All elements of the IEP are updated and accurate and reflect a working knowledge of legal compliance and educational benefit for student progress.</p>
---	---	---	--



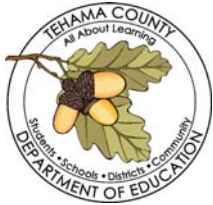
## TCDE Standards for the Professional Educator Rubric

*Adapted from California Standards for the Teaching Profession 2009*

### Standard Four: Developing as a Professional Educator

Element	Beginning/Emerging	Applying	Meets Standard
<b>4.1 Reflecting on teaching practice in support of student learning</b>	Professional Educator reflects on lessons and areas of concern in his/her teaching practice and makes adjustments in instruction to support student learning.	Professional Educator reflects on his/her teaching practice in relationship to student learning and instructional goals and makes adjustments in instruction that result in increased student learning.	Professional Educator reflects on successes and challenges within his/her teaching practice in relationship to student learning and instructional goals and accepts constructive criticism. Professional Educator reflects on diverse factors that impact teaching and student learning and makes adjustments in instruction that result in increased student learning across full range of learners. Professional Educator collects and analyzes a variety of data and collaborates with colleagues to improve teaching and individual student outcomes. Seeks assistance and support when needed and informs supervisor of concerns.
<b>4.2 Establishing professional goals and engaging in continuous and purposeful professional growth and development</b>	Professional Educator engages in professional growth opportunities offered by his/her district or county and pursues some opportunities to acquire new knowledge. Professional Educator has limited interactions with colleagues.	Professional Educator engages in growth opportunities based on established professional goals that extend knowledge about teaching. Professional Educator participates in professional conversations, maintaining commitment to lifelong learning and reflection.	Professional Educator seeks out purposeful professional growth opportunities, based on established goals that will expand knowledge about instructional methods and technologies. Professional Educator participates in and contributes to the professional community, actively engaging in commitment to lifelong learning and reflection.
<b>4.3 Collaborating with colleagues and the broader professional community to support Professional Educator and student learning</b>	Professional Educator engages in conversations with colleagues that extend knowledge about teaching and learning. Professional Educator collaborates with resource personnel when questions arise about a student. Professional Educator has limited participation in school events and organizations.	Professional Educator engages in dialogue and reflection with colleagues to extend knowledge about teaching and learning. Professional Educator collaborates with resource personnel to support students' learning. Professional Educator participates in school events and organizations within school community.	Professional Educator engages in ongoing dialogue and reflection with colleagues, building professional relationships that extend knowledge about teaching and learning. Professional Educator collaborates with resource personnel and staff to support students' diverse learning needs. Professional Educator participates in school and district decision-making, events, and organizations as a visible and valued member of school community. Professional Educator demonstrates the ability to alter activities to meet the demand of new situations or assignments.
<b>4.4 Working with families to support student learning</b>	Professional Educator demonstrates respect for students' families, but has limited knowledge of specific cultures and backgrounds. Professional Educator communicates and is open to families who demonstrate interest in classroom and/or school activities.	Professional Educator demonstrates respect for students' families and has understanding of diverse backgrounds. Professional Educator has developed positive communication with families and is open to participation by families in classroom and/or school activities to support student learning.	Professional Educator demonstrates respect for and values all students' families and takes time to understand diverse backgrounds and experiences. Professional Educator maintains ongoing positive interactions to extend knowledge about students and to provide ongoing opportunities for families to have meaningful participation in the classroom and/or school community to support student learning.





## TCDE Standards for the Professional Educator Rubric

*Adapted from California Standards for the Teaching Profession 2009*

<p><b>4.5 Engaging local communities in support of the instructional program</b></p>	<p>Professional Educator understands importance of students' communities. Professional Educator has initiated actions that would involve community members or resources in classroom or school activities.</p>	<p>Professional Educator has understanding and knowledge about surrounding community and seeks out opportunities to involve community members or resources in activities that support instructional program.</p>	<p>Professional Educator is knowledgeable about and values students' diverse communities. Professional Educator seeks out opportunities to integrate and/or involve community members, organizations, businesses and community-based experiences to extend and support instructional program and student learning.</p>
<p><b>4.6 Managing professional responsibilities to maintain motivation and commitment to all students</b></p>	<p>Professional Educator incorporates strategies that will assist in balancing professional responsibilities with personal needs.</p>	<p>Professional Educator develops strategies for balancing professional responsibilities with personal needs in order to maintain motivation for teaching and commitment to students.</p>	<p>Professional Educator consistently uses strategies for balancing professional responsibilities with personal needs in order to maintain motivation for teaching and commitment to student learning. Professional Educator's professional goals are intellectually challenging, change or deepen over time, and sustain long-term interest and motivation throughout his/her career. Professional Educator demonstrates the ability to be dependable and punctual and maintains a professional appearance in meeting the responsibilities of the assignment.</p>
<p><b>4.7 Demonstrating professional responsibility, integrity, and ethical conduct</b></p>	<p>Professional Educator has awareness of legal and ethical obligations of the teaching profession and professional and legal responsibilities regarding conduct.</p>	<p>Professional Educator adheres to legal and ethical obligations of the teaching profession in relationship to interactions with students and families. Professional Educator is aware of professional and legal responsibilities regarding conduct.</p>	<p>Professional Educator adheres to legal and ethical obligations of the teaching profession in relationship to interactions with students, families, employer and the larger community. Professional Educator continuously and rigorously pursues knowledge regarding professional and legal responsibilities that guarantee a high quality education for all students. Professional Educator Maintains records and submits reports on time that are legible and accurate.</p>

Methods of evaluation – All domains may be demonstrated through a process of observation, interview, evidence or a combination of each.