

**MURRIETA VALLEY UNIFIED SCHOOL DISTRICT
TEACHER EVALUATION DESCRIPTORS**

STANDARD ONE: ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING

FACTOR	UNSATISFACTORY	NEEDS IMPROVEMENT	MEETS DISTRICT STANDARDS	EXCEEDS DISTRICT STANDARDS
1. Connects students' prior knowledge, life experience, and interests with learning goals	<p>The teacher makes no connections between the learning goals and the students' prior knowledge, life experiences, and interests.</p> <p>The teacher does not elicit student questions or comments during a lesson.</p>	<p>The teacher makes only cursory connections between the learning goals and the student's prior knowledge, life experience, and interest.</p> <p>The teacher elicits cursory questions from students during a lesson to monitor their understanding.</p>	<p>The teacher makes substantial connections between the learning goals and the students' prior knowledge, life experiences, and interests.</p> <p>The teacher elicits and uses student's questions and comments during a lesson to extend their understanding.</p>	<p>The teacher facilitates as students connect and apply their prior knowledge, life experiences, and interests to new learning and the achievement of learning goals.</p> <p>The teacher builds on students' questions and comments during lessons to modify instruction.</p>
2. Uses a variety of instructional strategies and resources to respond to students' diverse needs	<p>The teacher uses instructional strategies, but they lack variety, are poorly carried out, or are inappropriate to the students or the instructional goals. No adjustments are made to respond to students' needs.</p>	<p>The teacher uses a selection of instructional strategies that are largely appropriate to the students and the instructional goals, but they may lack variety or may not be responsive to students' needs.</p>	<p>The teacher uses a variety of instructional strategies that are appropriate to the students and the instructional goals. The teacher carries these strategies out thoughtfully, make some adjustments to respond to students' needs.</p>	<p>The teacher makes skillful use of a wide repertoire of instructional strategies to engage all students in learning, make adjustments while teaching to respond to students' needs.</p>
3. Facilitates learning experiences that promote autonomy, interaction, and choice	<p>The teacher, permitting no student autonomy, interaction, or choice directs learning experiences.</p>	<p>Learning experiences are directed by the teacher and allow marginal student autonomy, interaction, and choice.</p>	<p>Learning experiences are facilitated by the teacher to promote constructive interactions, autonomy, and choice; and to encourage and support student involvement in learning.</p>	<p>Learning experiences are facilitated by the teacher and students to promote and support a variety of constructive interactions, autonomy, and choice in the pursuit of significant learning.</p>
4. Engages students in problem solving, critical thinking, and other activities that make subject matter meaningful	<p>No learning opportunities are provided for students to engage in problem solving, analysis, or inquiry within or across subject matter areas.</p>	<p>Some learning opportunities are provided for students to engage in problem solving within subject matter areas, but no support is given to develop necessary skills.</p>	<p>Learning opportunities and support are provided for students to engage in problem solving and in investigating and analyzing subject matter concepts and questions within subject matter areas.</p>	<p>Learning opportunities are provided that extend student thinking and engage and support all students in problem posing, problem solving, inquiry, and analysis or subject matter concepts and questions within or across subject matter areas.</p>
5. Promotes self-directed, reflective learning for all students	<p>No opportunities are provided for students to initiate their own learning or to monitor their own work.</p>	<p>Students' learning is directed and monitored by the teacher, but only marginal opportunities are provided for students to reflect on their work individually</p>	<p>Students are supported in developing the skills needed to monitor their own learning during activities. Students reflect on and talk about their own work with peers.</p>	<p>Students take initiative for their own learning, and reflect on, talk about, and evaluate their own work with peers.</p>

**MURRIETA VALLEY UNIFIED SCHOOL DISTRICT
TEACHER EVALUATION DESCRIPTORS**

STANDARD TWO: CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING

FACTOR	UNSATISFACTORY	NEEDS IMPROVEMENT	MEETS DISTRICT STANDARDS	EXCEEDS DISTRICT STANDARDS
1. Creates a physical environment that engages all students	The physical environment does not support student learning. There are one or more safety hazards, and materials are difficult to access when needed.	The physical environment is arranged for safety and accessibility, but it does not facilitate individual student engagement in learning.	The arrangement of the physical environment ensures safety and accessibility. Most students work well individually or together as they participate in learning activities.	The arrangement of the physical environment ensures safety and accessibility, and facilitates constructive interaction and purposeful engagement for all students in learning activities.
2. Establishes a climate that promotes fairness and respect	Unfairness or disrespect, either between the teacher and students or among students characterizes the classroom climate. Students are unwilling to take risks. Teacher response to inappropriate behaviors is unfair or inequitable.	A climate of fairness, caring, and respect is established by the teacher for most students, but few students extend themselves academically, and the teacher does not encourage them. The pattern of teacher response to inappropriate behavior is inconsistent.	The teacher maintains a climate of fairness, caring and respect, and students are encouraged to take risks and be creative. The pattern of teacher response to inappropriate behavior is fair and equitable.	Students ensure that a climate of equity, caring, and respect is maintained in the classroom, and students take risks and are creative. The pattern of teacher response to inappropriate behavior is fair and equitable.
3. Promotes social development and group responsibility	Students' social development, self-esteem, and diversity are not supported, and students have no sense of responsibility for each other.	Students respect each other's differences and work together marginally well. The teacher provides cursory opportunities for students to assume responsibility.	Students respect each other's differences and work independently and collaboratively, taking responsibility for themselves and their peers.	Students work independently and collaboratively and maintain a classroom community in which they respect each other's differences, assume leadership, and are responsible for themselves and their peers.
4. Establishes and maintains standards for student behavior	No standards for behavior appear to have been established, or students are confused about what the standards are.	The teacher has established standards for behavior. The teacher's response to student behavior is marginally appropriate.	Standards for behavior are established, are clear to all students, and are maintained by the teacher. The teacher's response to student behavior is appropriate.	Students and teacher develop standards for behavior together, and students are responsible for helping each other maintain standards.
5. Plans and implements classroom procedures and routines that support student learning	Classroom procedures and routines have not been established or are not being enforced.	Procedures and routines have been established and work marginally well.	Procedures and routines work smoothly, with no loss of instructional time.	Students and teacher ensure that classroom procedures and routines operate seamlessly and efficiently.

**MURRIETA VALLEY UNIFIED SCHOOL DISTRICT
TEACHER EVALUATION DESCRIPTORS**

STANDARD TWO: CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING (continued)

<p>6. Uses instructional time effectively</p>	<p>Learning activities are often rushed or too long.</p> <p>Neither pacing of lessons nor student engagement is observed.</p> <p>Transitions are rough or confusing, resulting in a loss of instructional time.</p>	<p>Instructional time is not paced so that students can complete learning activities.</p> <p>Pacing of lessons is not appropriate to activities and does not enable all students to engage with content.</p> <p>Transitions used to move students into new activities are marginally effective.</p>	<p>Pacing of lessons is appropriate to activities and enables all students to engage successfully with the content.</p> <p>Transitions are smooth.</p>	<p>Pacing of lessons is adjusted as needed to ensure the engagement of all students in learning activities.</p> <p>Transitions are seamless.</p>
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**MURRIETA VALLEY UNIFIED SCHOOL DISTRICT
TEACHER EVALUATION DESCRIPTORS**

STANDARD THREE: UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING

FACTOR	UNSATISFACTORY	NEEDS IMPROVEMENT	MEETS DISTRICT STANDARDS	EXCEEDS DISTRICT STANDARDS
1. Demonstrates knowledge of subject matter content and student development	The teacher's working knowledge of subject matter and student development is not evident, does not support students' learning, and not current.	The teacher's working knowledge of subject matter and basic principles of student development reflects a single perspective, supports some students' learning, and is marginally current.	The teacher's working knowledge of subject matter and basic principles of student development incorporates different perspectives, supports all students' learning, and is current.	The teacher's working knowledge of subject matter and individual students' development incorporates a broad range of perspectives, strongly supports all students' learning, and is current.
2. Organizes curriculum to support student understanding of subject matter	The curriculum is not organized and it does not demonstrates concepts, themes, and skills; does not value different perspectives or does not support students' understanding of core concepts.	The curriculum is not coherently organized, inconsistently demonstrates concepts, themes, and skills; marginally reveals and values different perspectives; and marginally supports an understanding of core concepts for all students.	The curriculum is organized and sequenced and demonstrates concepts, themes, and skills reveals and values different perspectives. It supports an understanding of core concepts for all students.	The curriculum is organized and sequenced and demonstrates concepts, themes, and skills, and the relationships between them. It reveals and values a broad ranges of perspectives, and is organized to ensure that all students develop a deep understanding of core concepts.
3. Inter-relates ideas and information within and across subject matter areas	The teacher presents curriculum without identifying or integrating key concepts and information, or does not relate content to previous learning in order to support students' understanding.	The teacher identifies insufficient key concepts and information within the curriculum, and attempts to relate content to previous learning without extending students' understanding.	The teacher identifies and integrates key concepts and information within the curriculum, relates content to students' lives, and uses previous learning to extend students' understanding.	The teacher facilitates students as they identify and integrate concepts and information within and across curriculum, relate content to their lives and previous learning, and use this the extend their understanding.
4. Develops student understanding through instructional strategies that are appropriate to the subject matter	Instructional strategies are not appropriately matched to subject matter content or concepts, and do not encourage students to think critically or to extend their knowledge.	The teacher uses minimal strategies to make the content accessible to students, and then encourages students to think critically or to extend their knowledge of subject matter.	The teacher uses appropriate instructional strategies to make content accessible to students, to encourage them to think critically, and to extend their knowledge of subject matter.	The teacher facilitates students as they identify and integrate concepts and information within and across curriculum, relates content to their lives and previous learning, and uses this to extend their understanding.
5. Uses materials, resources, and technologies to make subject matter accessible to students	Instructional materials, resources and technologies are either not used or used inappropriately.	Instructional materials, resources, and technologies are used infrequently to convey key subject matter concepts.	Instructional materials, resources, and technologies support the curriculum and promote students' understanding of content and concepts.	A range of instructional materials, resources, and technologies are integrated into the curriculum to extend students' understanding of content and concepts.

**MURRIETA VALLEY UNIFIED SCHOOL DISTRICT
TEACHER EVALUATION DESCRIPTORS**

STANDARD FOUR: PLANNING INSTRUCTION & DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS

FACTOR	UNSATISFACTORY	NEEDS IMPROVEMENT	MEETS DISTRICT STANDARDS	EXCEEDS DISTRICT STANDARDS
1. Draws on and values students' backgrounds, interests, and developmental learning needs	Instructional plans do not match or reflect students' backgrounds, experiences, interests, and developmental needs, and do not support students' learning.	Instructional plans are minimally related to information about students' backgrounds, experiences, interests, and developmental needs to support students' learning.	Instructional plans reflect students' backgrounds, experiences, interests, and developmental needs to support students' learning.	Instructional plans are built on students' backgrounds, experiences, interests, and developmental needs to support all students' learning.
2. Establishes and articulates goals for student learning	Instructional goals are not established or do not address students' language, experience, or home and school expectations.	Instructional goals do not regularly address students' language, experience, and/or home and school expectations.	Short-term and long-term instructional goals are based on students' language, experiences, or home and school expectations. Goals are appropriately challenging for most students and represent valuable learning.	Short-term and long-term instructional goals are set by teacher and students, and integrate students' language, experiences, and home and school expectations. Goals are appropriately challenging for all students and represent valuable learning.
3. Develops and sequences instructional activities and materials for student learning	Instructional activities and materials are not appropriate to the students, or the instructional goals, do not engage students in meaningful learning. Activities are not logically sequenced.	Instructional activities and materials are marginally appropriate to students and learning goals, and minimally engage students in meaningful learning. Few activities are logically sequenced within individual lessons.	Instructional activities and materials are appropriate to students and the learning goals, make content and concepts relevant, and engage most students in meaningful learning. Activities are logically sequenced within individual lessons.	Instructional activities and materials are differentiated to reflect individual students' interests and developmental needs, and engage all students in meaningful learning. Activities support the learning goals and are logically sequenced to clarify content and concepts.
4. Designs short-term and long-term plans to foster student learning	No evidence of long-term plans; individual lesson plans no relation to established long-term goals.	Long-term plans have a recognizable structure, although the sequence of individual lessons is incoherent and only minimally helps students develop conceptual understanding.	Long-term plans have a coherent structure, with learning activities in individual lessons well sequenced to promote understanding of concepts.	Long-term plans are highly coherent. Learning sequences are responsive to the needs of individual students and promote understanding of complex concepts.

**MURRIETA VALLEY UNIFIED SCHOOL DISTRICT
TEACHER EVALUATION DESCRIPTORS**

STANDARD FOUR: PLANNING INSTRUCTION & DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS (continued)

FACTOR	UNSATISFACTORY	NEEDS IMPROVEMENT	MEETS DISTRICT STANDARDS	EXCEEDS DISTRICT STANDARDS
5. Modifies instructional plans to adjust for student needs	Instructional plans are not modified, in spite of evidence that modifications would improve student learning.	Modifications to instructional plans address only cursory aspects of the lesson.	Instructional plans are modified as needed to enhance student learning based on formal and informal assessment.	Instructional plans are modified, as needed, based on formal and informal assessment and students' suggestions to ensure deeper conceptual understanding by all students.

**MURRIETA VALLEY UNIFIED SCHOOL DISTRICT
TEACHER EVALUATION DESCRIPTORS**

STANDARD FIVE: ASSESSING STUDENT LEARNING

FACTOR	UNSATISFACTORY	NEEDS IMPROVEMENT	MEETS DISTRICT STANDARDS	EXCEEDS DISTRICT STANDARDS
1. Establishes and communicates learning goals for all students	Few or no learning goals are established. Learning goals are not revised or clearly communicated to students or families.	Learning goals are established to meet school and district expectations. Goals are communicated to all students or families without revision (student needs excluded).	Learning goals are established in relation to student needs and the curriculum, and meet district and state expectations. Goals are communicated to all student and their families, and are revised as needed.	Learning goals are established by the teacher, students, and families; are appropriate to students' needs and the curriculum, and meet district and state expectations. Goals are fully integrated into long-term and short-term planning and communications.
2. Collects and uses multiple sources of information to assess student learning	The teacher uses no multiple performance measures to assess student learning and/or uses assessment strategies that are not appropriate to students' learning.	The teacher uses one or two multiple performance measures to assess student learning and one or two assessment strategies to understand student progress.	The teacher uses a variety of multiple performance measures to collect information about student learning and several appropriate assessment strategies to understand student progress.	The teacher uses a variety of multiple performance measures to collect information about student learning and a wide range of appropriate assessment strategies to understand student progress.
3. Involves and guides all students in assessing their own learning	Students have no opportunity to reflect on or assess their own work.	Student reflection is not regularly included during classroom activities.	Student reflection and self-assessment are included in most learning activities. The teacher models skills and assessment strategies to help students understand their own work.	Ongoing student reflection and self-assessment are integrated into the learning process. Students demonstrate assessment strategies
4. Uses the results of assessment to guide instruction	Information about student learning is not used by the teacher to plan, guide, or adjust instruction.	Information from a limited range of multiple performance measures is used to plan learning activities and support class needs and achievement.	Information from a variety of multiple performance measures is used to plan and modify learning activities, as well as to meet class and individual student needs and achievement.	Information from a variety of ongoing multiple performance measures is used to plan and modify learning activities, and to support class and individual student needs and achievement.
5. Communicates with students, families, and other audiences about student progress	The teacher does not provide information about learning to students, families and support personnel.	The teacher does not regularly provide information about student learning to students, families, and support personnel to promote understanding and academic progress.	The teacher regularly exchanges information about student learning with students, families, and support personnel in ways that improve understanding and encourage academic progress.	Students participate with the teacher to exchange information about their learning with families and support personnel in ways that improve understanding and encourage academic progress.

**MURRIETA VALLEY UNIFIED SCHOOL DISTRICT
TEACHER EVALUATION DESCRIPTORS**

STANDARD FIVE: ASSESSING STUDENT LEARNING (continued)

FACTOR	UNSATISFACTORY	NEEDS IMPROVEMENT	MEETS DISTRICT STANDARDS	EXCEEDS DISTRICT STANDARDS
<p>6. Students demonstrate progress* toward the attainment of grade-level academic standards** as evidenced by results from multiple performance measures</p> <p>e.g. Learner outcomes as described in the district's course outlines and curriculum guides</p>	<p>Record keeping on assessment results is incomplete and/or the teacher has not administered assessments on a consistent basis according to established guidelines.</p> <p>Students show no progress in core academic areas.</p> <p>No students demonstrate progress towards the attainment of grade-level standards according to multiple performance measures.</p>	<p>Teacher has administered all required assessments and maintained records, yet a majority of students do not demonstrate a consistent pattern of progress in the subject areas taught. (Note * below)</p> <p>Students with baseline scores of average or above demonstrate progress toward grade-level standards, while students with lower baseline scores show little or no progress.</p> <p>Students may demonstrate measurable and significant progress, a large number of students may have demonstrated marginal gains or regressed.</p>	<p>Students who are members of special populations (e.g. ELL, RSP, etc.) are making progress in subject areas, through growth may be less, on the average, than students who are not members of a special population.</p> <p>Students demonstrate a consistent pattern of progress towards the attainment of grade-level standards according to multiple performance measures.</p>	<p>Students who are members of special populations demonstrate growth according to assessment results and may show increases in excess of expectations.</p> <p>The pattern of progress is consistent among subject areas and the correlation between grades and assessment results is strong.</p> <p>Students demonstrate a uniform pattern of progress towards the attainment of grade-level standards in subject area(s) taught.</p>

* Analysis of student performance and assessment takes into account extenuating and mitigating factors such as student attendance, entry-level achievement, special program membership, and other variables that influence student achievement in accordance with the provisions of article 18.5.4.

** When grade-level standards are assessed by a state adopted criteria referenced assessment, multiple performance measures, not just the state referenced test, will be used to assess student progress toward attaining grade level standards.

**MURRIETA VALLEY UNIFIED SCHOOL DISTRICT
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STANDARD SIX: DEVELOPING AS A PROFESSIONAL EDUCATOR

FACTOR	UNSATISFACTORY	NEEDS IMPROVEMENT	MEETS DISTRICT STANDARDS	EXCEEDS DISTRICT STANDARDS
1. Reflects on reaching practice and planning professional development	<p>The teacher does not reflect on specific problems or areas of concern in his or her teaching practice.</p> <p>Does not uses reflection to assess growth over time or to plan professional development.</p>	<p>The teacher reflects on some lesson and areas of concern in his or her teaching practice, and assesses growth in these areas with assistance.</p> <p>Uses reflection to plan professional development.</p>	<p>The teacher reflects on his or her teaching practice in relation to areas of concern and student learning, and assesses growth over time.</p> <p>Uses reflection to plan professional development.</p>	<p>The teacher reflects on his or her teaching practice in relation to student learning and instructional goals, and assesses growth over time.</p> <p>Plans professional development based on reflection.</p>
2. Establishes professional goals and pursues opportunities	<p>Professional goals are not established to guide practice.</p> <p>The teacher rarely pursues opportunities to develop new knowledge or skills.</p> <p>Does not participate in the professional community.</p>	<p>Professional goals are established with assistance.</p> <p>The teacher pursues opportunities to acquire new knowledge and skills.</p> <p>Infrequently participates in the professional community.</p>	<p>Professional goals are developed.</p> <p>The teacher pursues opportunities to acquire new knowledge and skills</p> <p>Participates in the professional community.</p>	<p>Professional goals are extended.</p> <p>The teacher pursues opportunities to expand knowledge and skills.</p> <p>Participates in and contributes to the professional community.</p>
3. Works with communities to improve professional practice	<p>The teacher has limited knowledge of students' communities or of how to access them to provide learning experiences for students or to promote collaboration with the school.</p>	<p>The teacher understands the importance of students' communities, but is not sure how to apply this to benefit students and families, provide experiences to support learning, or promote collaboration with the school.</p>	<p>The teacher values students' communities and develops knowledge of them to benefit students and families, provides some experiences to support student learning, and support collaboration between school and community.</p>	<p>The teacher values students' communities and uses knowledge of them to benefit students and families, provide students with experiences that support their learning, and promote collaboration between school and community.</p>
4. Works with families to improve professional practice	<p>The teacher does not demonstrate respect for students' families or their backgrounds, but has limited communication with families, and is not sure how to provide opportunities for participation in the classroom or school community.</p>	<p>The teacher respects some students' families, initiates communication and develops an understanding of their diverse backgrounds, and may provide some opportunities for families to participate in the classroom or school community.</p>	<p>The teacher respects students' families, develops positive communication and an understanding of their diverse backgrounds, and provides opportunities for families to participate in the classroom or school community.</p>	<p>The teacher respects all students' families, understands their diverse backgrounds, maintains ongoing positive interactions, and provides multiple opportunities for meaningful participation in the classroom or school community.</p>

**MURRIETA VALLEY UNIFIED SCHOOL DISTRICT
TEACHER EVALUATION DESCRIPTORS**

STANDARD SIX: DEVELOPING AS A PROFESSIONAL EDUCATOR (continued)

FACTOR	UNSATISFACTORY	NEEDS IMPROVEMENT	MEETS DISTRICT STANDARDS	EXCEEDS DISTRICT STANDARDS
5. Works with colleagues to improve professional practice	The teacher rarely converses with colleagues, rarely seeks out other staff to meet student needs, and rarely participates in school or district events or learning activities.	The teacher engages in dialogue with some colleagues, seeks out staff to help meet students' needs, and participates in some school-wide events.	The teacher engages in dialogue with colleagues, collaborates with staff to meet students' needs, and participates in school-wide events.	The teacher engages in dialogue and reflection with colleagues, collaborates with staff to meet students' needs, and contributes to school-wide and district-wide decision making, events, and professional development.
6. Balances professional responsibilities and maintains motivation	<p>Fails to fulfill professional responsibilities.</p> <p>Acts and appears unprofessional.</p> <p>Does not adhere to the rules and regulations of the school and the district concerning legal responsibility for students' learning, behavior, and safety.</p>	<p>Attempts to fulfill professional responsibilities.</p> <p>Inconsistent professional conduct and appearance in the classroom and at the school.</p> <p>Usually adheres to the rules and regulations of the school and the district concerning legal responsibility for students' learning, behavior, and safety.</p>	<p>Fulfills professional responsibilities.</p> <p>Demonstrates professional conduct and appearance in the classroom and at the school.</p> <p>Adheres to professional and legal responsibilities for students learning, behavior, and safety.</p>	<p>Noteworthy efforts to enhance the professional caliber of the classroom at the school site.</p> <p>Models professional conduct, appearance, and integrity in the classroom and at the school.</p> <p>Adheres to and helps others understand the professional and legal responsibilities for student learning, behavior, and safety.</p>