

ANNUAL GOALS AND OBJECTIVES PLANNING FORM

Teacher: _____ Position: _____ Site: _____

Tentative Date for Observation: _____
Standards and Goals Selected: _____

Status: Intern Probation I Probation II Permanent Permanent 5 year

Evaluation

According to the Memorandum of Understanding between the Parties to the Agreement implementing an annual evaluation process based on the California Standards of the Teaching Profession, unit members who are to be evaluated during the following work year shall meet the following conditions:

No later than October 1, a unit member being evaluated shall complete an Annual Standards and Goals and Planning Form by self-selecting two (2) Standards and at least two (2) Goals under each Standard upon which the unit member desires to concentrate their professional efforts for the work year.

No later than October 30 the unit member and his/her administrator shall meet in an Annual Planning Conference to discuss the unit member's self-selected Standards and Goals and to mutually agree on the specific Standards and Goals to serve as the nexus of the evaluation. During the course of the Conference, a tentative date shall be scheduled for the Pre-Observation Conference.

The evaluation timeline is on the reverse side of this coversheet.

Signature of Evaluatee: _____ Signature of Evaluator: _____

Date: _____ Date: _____

1. No later than **June 1** of each work year, bargaining unit members shall be notified if they are to be evaluated during the subsequent work year.
2. No later than **October 1**, a unit member being evaluated shall complete and submit to their evaluator an Annual Standards and Goals Planning Form by self-selecting two (2) Standards and at least two (2) Goals under each Standard the unit member desires to concentrate his/her professional efforts for the work year.
3. No later than **October 30**, the unit member and his/her administrator shall meet in an Annual Planning Conference to discuss the unit member's self-selected Standards and Goals and to mutually agree on the specific Standards and Goals to serve as the nexus of the evaluation. During the course of this Conference, a tentative date shall be scheduled for the Pre-Observation Conference.
4. In the event of a disagreement on the Annual Standards and Goals Planning Form, the Assistant Superintendent of Student Services shall make a good faith effort to mediate the disagreement. In the event the mediation process fails to produce agreement, the Assistant Superintendent shall make a finding and that determination shall be final. Resolution of such a disagreement shall be completed no later than **November 10**. The unit member may request attendance of the Association representative in the mediation process.

1. ENGAGING & SUPPORTING ALL STUDENTS IN LEARNING		PLANNING DOCUMENT	
<ul style="list-style-type: none"> <input type="checkbox"/> 1. Connecting students' prior knowledge, life experience and interests with learning goals. <input type="checkbox"/> 2. Using a variety of instructional strategies and resources to respond to students' diverse needs. <input type="checkbox"/> 3. Facilitating learning in experiences that promote autonomy, interaction and choice. <input type="checkbox"/> 4. Engaging students in problem solving, critical thinking and other activities that make subject matter meaningful. <input type="checkbox"/> 5. Promoting self-directed, reflective learning for all students. 			Evidence/Method to Measure Objective
2. CREATING & MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING		PLANNING DOCUMENT	
<ul style="list-style-type: none"> <input type="checkbox"/> 1. Creating a physical environment that engages all students. <input type="checkbox"/> 2. Establishing a climate that promotes fairness and respect. <input type="checkbox"/> 3. Promoting social development and group responsibility. <input type="checkbox"/> 4. Establishing and maintaining standards of student behavior. <input type="checkbox"/> 5. Planning and implementing classroom procedures and routines that support student learning. <input type="checkbox"/> 6. Using instructional time effectively. 			Evidence/Method to Measure Objective

3. UNDERSTANDING & ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING		PLANNING DOCUMENT	
<ul style="list-style-type: none"> <input type="checkbox"/> 1. Demonstrating knowledge of subject matter, content and student development. <input type="checkbox"/> 2. Organizing curriculum to support student understanding of subject matter. <input type="checkbox"/> 3. Interrelating ideas and information within and across subject matter areas. <input type="checkbox"/> 4. Developing student understanding through instructional strategies that are appropriate to the subject matter. <input type="checkbox"/> 5. Using materials, resources and technologies to make subject matter accessible to students. 	<p style="text-align: center;">Objective/Plans for Growth</p>	<p style="text-align: center;">Evidence/Method to Measure Objective</p>	

4. PLANNING INSTRUCTION & DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS		PLANNING DOCUMENT	
<ul style="list-style-type: none"> <input type="checkbox"/> 1. Drawing on and valuing students' backgrounds, interests and developmental learning needs. <input type="checkbox"/> 2. Establishing and articulating goals for student learning. <input type="checkbox"/> 3. Developing and sequencing instruction, activities, and materials for student learning. <input type="checkbox"/> 4. Designing short-term and long-term plans to foster student learning. <input type="checkbox"/> 5. Modifying instructional plans to adjust for student needs and to respond to ongoing assessments. 	<p style="text-align: center;">Objective/Plans for Growth</p>	<p style="text-align: center;">Evidence/Method to Measure Objective</p>	

5. ASSESSING STUDENT LEARNING		PLANNING DOCUMENT
<ul style="list-style-type: none"> <input type="checkbox"/> 1. Establishing and communicating learning goals for all students. <input type="checkbox"/> 2. Collecting and using multiple sources of information to assess student learning. <input type="checkbox"/> 3. Involving and guiding all students in assessing their own learning. <input type="checkbox"/> 4. Using results of assessments to guide instruction. <input type="checkbox"/> 5. Communicating with students, families and other audiences about student progress. 	Objective/Plans for Growth	Evidence/Method to Measure Objective

6. DEVELOPING AS A PROFESSIONAL EDUCATOR		PLANNING DOCUMENT
<ul style="list-style-type: none"> <input type="checkbox"/> 1. Reflecting on teaching practices and planning professional development. <input type="checkbox"/> 2. Establishing professional goals and pursuing opportunities to grow professionally. <input type="checkbox"/> 3. Working with communities to improve professional practice. <input type="checkbox"/> 4. Working with families to improve professional practice. <input type="checkbox"/> 5. Working with colleagues to improve professional practice. <input type="checkbox"/> 6. Balancing professional responsibilities and maintaining motivation. 	Objective/Plans for Growth	Evidence/Method to Measure Objective