

**ADDENDUM G-TSM
MADERA UNIFIED SCHOOL DISTRICT
Teacher Support and Mentor Goals
Initial Conference Agreement**

Name _____

Date _____

Domain 1: Collaborative and Professional Relationships

- A. Exhibits behaviors that build positive relationships among colleagues.
- B. Facilitates trust, caring and honesty with and among colleagues to build ownership and solve problems, resulting in actions that support student learning.
- C. Uses effective conversation skills to engage teachers in collaborative problem solving and reflective thinking to promote learning that results in advancing practice and student learning.
- D. Facilitates and promotes collaborative inquiry, data analysis and reflection on practice to promote student learning

Domain 2: Coaching Support and Effectiveness

- A. Uses a variety of strategies and resources to respond to the needs of the classroom teacher and the diverse learning needs of the students.
- B. Draws upon the backgrounds, experiences, and evidence of practice of individuals to guide instructional coaching and advance teaching and learning.
- C. Uses technologies to enhance the classroom teacher's practice and maximize student learning.
- D. Coaches and facilitates the identification and development of appropriate assessments to determine student knowledge, skills and learning needs.
- E. Coaches and facilitates the systematic analysis and interpretation of student assessment data to guide improvements in teaching practice and student learning.
- F. Assists the classroom teacher with establishing model classroom environments.
- G. Promotes teachers as leaders and learners.

Domain 3: Instructional Supports and Effectiveness

- A. Regularly conducts demonstration lessons.
- B. Regularly observes the classroom teacher and provides constructive feedback.
- C. Assists the classroom teacher in lesson design.
- D. Provides classroom management strategies, demonstrations, and research to enhance student involvement and engagement.
- E. Provides a variety of specific instructional strategies to increase student management, student differentiation, and student achievement.
- F. Facilitates peer observation opportunities.
- G. Supports teachers in creating the conditions for equitable teaching and learning.
- H. Provides strategies that promote student goal-setting.

Domain 4: Leadership and Professional Development

- A. Supports internal and external resources for professional learning to enhance existing resources to achieve teacher and/or student learning goals.
- B. Participates in professional development.
- C. Provides professional development to teachers within the district.
- D. Promotes professional development as an improvement strategy.

Domain 5: Induction

The Teacher Support Mentor:

- A. Is knowledgeable about the phases of new
- B. teacher growth and the domains of the California Standards for the Teaching Profession (CSTP)
- C. Provides Induction candidates with oral and written feedback.
- D. Completes Induction assignments in timely manner.

I. Goal Number One

1. Standard: _____

Element(s): _____

2. Please describe your personal goal(s) and implementation plan related to this standard.

3. How will your attainment of this goal be evaluated?

II Goal Number Two

1. Standard: _____

Element(s): _____

2. Please describe your personal goal(s) and implementation plan related to this standard.

3. How will your attainment of this goal be evaluated?

III Goal Number Three (optional)

1. Standard: _____

Element(s): _____

2. Please describe your personal goal(s) and implementation plan related to this standard.

3. How will your attainment of this goal be evaluated?

IV. How can your administrator support you in meeting your identified standards (e.g. staff development, peer observation time, resources)?

Date

Teacher's Signature

Date

Supervisor's Signature

This agreement may be modified by mutual consent at any time during the school year. A copy of this plan will be kept in the Supervisor's office.

Original: Evaluatee
Copy: Evaluator

ADDENDUM J-TSM

Madera Unified School District
TSA: Teacher Support Mentor

Name: _____

Evaluating Supervisor: _____

School Year: _____

Date of Hire: _____

TEACHER PERFORMANCE STANDARD RATINGS

D= Distinguished

S = Skilled

E = Emerging

I = Ineffective practice that is not consistent with standard expectations

*All “Emerging” and “Ineffective” ratings MUST include evidence as well as recommendations.

Factors	Rating (D,S,E,I)	Evidence, / Comments,/ Recommendations
Domain 1: collaborative and Professional Relationships		
The Teacher Support Mentor:		
A. Exhibits behaviors that build positive relationships among colleagues.		
B. Facilitates trust, caring and honesty with and among colleagues to build ownership and solve problems, resulting in actions that support student learning.		
C. Uses effective conversation skills to engage teachers in collaborative problem solving and reflective thinking to promote learning that results in advancing practice and student learning.		

D. Facilitates and promotes collaborative inquiry, data analysis and reflection on practice to promote student learning		
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Factors	Rating (D,S,E,I)	Evidence, / Comments,/ Recommendations
Domain 2: Coaching Support and Effectiveness		
The Teacher Support Mentor:		
A. Uses a variety of strategies and resources to respond to the needs of the classroom teacher and the diverse learning needs of the students.		
B. Draws upon the backgrounds, experiences, and evidence of practice of individuals to guide instructional coaching and advance teaching and learning.		
C. Uses technologies to enhance the classroom teacher's practice and maximize student learning.		
D. Coaches and facilitates the identification and development of appropriate assessments to determine student knowledge, skills and learning needs.		
E. Coaches and facilitates the systematic analysis and interpretation of student assessment data to guide improvements in teaching practice and student learning.		
F. Assists the classroom teacher with establishing model classroom environments.		
G. Promotes teachers as leaders and learners.		

Factors	Rating (D,S,E,I)	Evidence, / Comments,/ Recommendations
Domain 3: Instructional Supports and Effectiveness		
The Teacher Support Mentor:		
A. Regularly conducts demonstration lessons.		
B. Regularly observes the classroom teacher and provides constructive feedback.		
C. Assists the classroom teacher in lesson design.		
D. Provides classroom management strategies, demonstrations, and research to enhance student involvement and engagement.		
E. Provides a variety of specific instructional strategies to increase student management, student differentiation, and student achievement.		
F. Facilitates peer observation opportunities.		
G. Supports teachers in creating the conditions for equitable teaching and learning.		
H. Provides strategies that promote student goal-setting.		

Factors	Rating (D,S,E,I)	Evidence, / Comments,/ Recommendations
Domain 4: Leadership and Professional Development		
The Teacher Support Mentor:		
A. Supports internal and external resources for professional learning to enhance existing resources to achieve teacher and/or student learning goals.		
B. Participates in professional development		
C. Provides professional development to teachers within the district.		
D. Promotes professional development as an improvement strategy.		

Factors	Rating (D,S,E,I)	Evidence, / Comments,/ Recommendations
Domain 5: Induction		
The Teacher Support Mentor: A. Is knowledgeable about the phases of new teacher growth and the domains of the California Standards for the Teaching Profession (CSTP)		
B. Is knowledgeable about Induction components.		
C. Provides Induction candidates with oral and written feedback.		
D. Completes Induction assignments in timely manner.		

Evaluator's Summary Comments:

Commendations:

Recommendations & Assistance:

A Teacher Support and Mentor who receives an "Ineffective" rating for any of the 5 Domains will be subject to placement to a K-12 classroom per credential authorization in accordance to the Collective Bargaining Agreement's Transfer and Reassignment procedures.

OVERALL PERFORMANC EVALUATION

- ☐ Distinguished /exceeds Standards
- ☐ Skilled/ meets standards
- ☐ Emerging/ needs improvement
- ☐ Ineffective practice that is not consistent with standard expectations

PERMANENT TEACHERS:

- ☐ Recommended to continue as a Teacher Support and Mentor/TSA
- ☐ Recommended to placement in a K-12 classroom

Evaluates Comments:

I have received and read a copy of the foregoing performance evaluation report and have had an opportunity to discuss it with my evaluating supervisor. My signature does not constitute endorsement of this document.

Employee Signature

Date

Supervisor Signature

Date