TEACHER

FORMAL EVALUATION

(No Later Than May 1)

Evaluatee:			Sc	_School or Work Site:					
Evaluator:			Po	Position:					
Evaluation Period:			Da	te of	Evalu	nation:			
Total Number of Observations:			Co	nfere	nces:				
Directions: Using the rating scale below, eappropriately as indicated in the rating sc	evalua ale be	ite jo low.	b per	form	ance i	n each task area by marking the column			
EVALUATION STANDARDS	Exceeds Standard	Satisfactory/Meets Standard	Progress Evident/Moving Toward Standard	Unsatisfactory/Not Meeting Standard	Not Applicable	COMMENTS/EVIDENCE/FEEDBACK Please comment if the standard is marked unsatisfactory/not meeting standard			
1. ENGAGING AND SUPPORTING	ALL	STUI	DEN'	rs II	V LEA	ARNING			
1.1 Using knowledge of students to engage them in learning 1.2 Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests 1.3 Connecting subject matter to meaningful, real-life contexts 1.4 Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs 1.5 Promoting self-directed, reflective learning for all students 1.6 Monitoring student learning and adjusting instruction while teaching 2. CREATING AND MAINTAINING ENVIRONMENTS FOR STUDENT L									

Attach to this FORMAL EVALUATION FORM, each completed Observation Form. The complete Evaluation Packet of forms shall be placed in the unit member's personnel file. As described in Section 10.8.4, the unit member shall have the right to attach comments to the Evaluation Packet.

EVALUATION STANDARDS	Exceeds Standard	Satisfactory/Meets Standard	Progress Evident/Moving Toward Standard	Unsatisfactory/Not Meeting Standard	Not Applicable	COMMENTS/EVIDENCE/FEEDBACK Please comment if the standard is marked unsatisfactory/not meeting standard
2.1 Promoting social development and						
responsibility within a caring						
community where each student is treated fairly and respectfully					Ì	
2.2 Creating physical or virtual	+	1				
learning environments that promote	Î			·		
student learning, reflect diversity, and						
encourage constructive and productive						
interactions among students						
2.3 Establishing and maintaining						
learning environments that are						
physically, intellectually, and						
emotionally safe						
2.4 Creating a rigorous learning environment with high expectations		ĺ				
and appropriate support for all					1	
students					f	-
2.5 Developing, communicating, and						
maintaining high standards for				İ	1	
individual and group behavior			İ			
2.6 Employing classroom routines,						
procedures, norms, and supports for				l		
positive behavior to ensure a climate in		İ				
which all students can learn						
2.7 Using instructional time to			ľ		ĺ	
optimize learning	<u> </u>	L				
3. UNDERSTANDING AND ORGAN MATTER FOR STUDENT LEARNIN		SU	BJE	CT		•
3.1 Demonstrating knowledge of						
subject matter, academic content			ĺ	ĺ		
standards, and curriculum frameworks			\perp			
3.2 Applying knowledge of student			1			
development and proficiencies to						
ensure student understanding of subject matter				J		1
3.3 Organizing curriculum to facilitate	\vdash			\dashv	-	
student understanding of the subject					-	1
matter		***************************************				

EVALUATION STANDARDS	Exceeds Standard	Satisfactory/Meets Standard	Progress Evident/Moving Toward Standard	Unsatisfactory/Not Meeting Standard	Not Applicable	COMMENTS/EVIDENCE/FEEDBACK Please comment if the standard is marked unsatisfactory/not meeting standard
3.4 Utilizing instructional strategies that are appropriate to the subject	***************************************					
matter	<u> </u>	<u> </u>				
3.5 Using and adapting resources,						
technologies, and standards-aligned						
instructional materials, including						
adopted materials, to make subject matter accessible to all students						
3.6 Addressing the needs of English	-		 			
learners and students with special		1				
needs to provide equitable access to						
the content						
4. PLANNING INSTRUCTION AND	DES	IGN	ING			
LEARNING EXPERIENCES FOR AL				3		
4.1 Using knowledge of students'	T	1	Г		1	
academic readiness, language						
proficiency, cultural background, and						
individual development to plan						
instruction	<u></u>					
4.2 Establishing and articulating goals					•	
for student learning						
4.3 Developing and sequencing long-						
term and short-term instructional		ļ				
plans to support student learning		-	<u> </u>			
4.4 Planning instruction that						
incorporates appropriate strategies to meet the learning needs of all students						
4.5 Adapting instructional plans and				<u> </u>		
curricular materials to meet the						
assessed learning needs of all students						
5. ASSESSING STUDENT LEARNIN	G		•			
5.1 Applying knowledge of the		Ι				
purposes, characteristics, and uses of						
different types of assessments						
5.2 Collecting and analyzing						
assessment data from a variety of						
sources to inform instruction					ļ	-
5.3 Reviewing data, both individually	1		1			

				,		
EVALUATION STANDARDS	Exceeds Standard	Satisfactory/Meets Standard	Progress Evident/Moving Toward Standard	Unsatisfactory/Not Meeting Standard	Not Applicable	COMMENTS/EVIDENCE/FEEDBACK Please comment if the standard is marked unsatisfactory/not meeting standard
and with colleagues, to monitor						
student learning						
5.4 Using assessment data to establish						
learning goals and to plan,						
differentiate, and modify instruction 5.5 Involving all students in self-						
assessment, goal setting, and						
monitoring progress						
5.6 Using available technologies to						
assist in assessment, analysis, and						
communication of student learning	ļ					
5.7 Using assessment information to						
share timely and comprehensible feedback with students and their						
families			- 1			
6. DEVELOPING AS A PROFESSION	VAL I	EDU	CAT	OR		
6.1 Reflecting on teaching practice in support of student learning						
6.2 Establishing professional goals and				,		
engaging in continuous and purposeful						
professional growth and development						
6.3 Collaborating with colleagues and						
the broader professional community to						
support teacher and student learning						
6.4 Working with families to support						
student learning						
6.5 Engaging local communities in						
support of the instructional program						•
6.6 Managing professional			\Box			
responsibilities to maintain motivation				ļ		
and commitment to all students						
6.7 Demonstrating professional						
responsibility, integrity, and ethical		1				•
conduct				1		,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,
7. PROGRESS OF STUDENTS TOWA ESTABLISHED ACADEMIC STANDA		1]	Educa	tion Code 44662 and Section 10.3.2, etc.

EVALUATION STANDARDS	Exceeds Standard	Satisfactory/Meets Standard	Progress Evident/Moving Toward Standard	Unsatisfactory/Not Meeting Standard	Not Applicable	COMMENTS/EVIDENCE/FEEDBACK Please comment if the standard is marked unsatisfactory/not meeting standard
7.1 Evidence demonstrates adequate annual progress of students based on state criteria referenced test, where applicable, and other assessment tools		***************************************				
8. OTHER					Educ	ation Code 44662 and Section 10.3.2, etc.
8.1 Maintains a professional record of punctuality and attendance						
8.2 Adheres to school site policies and directives						
8.3 Abides by adopted Governing Board policies and procedures						
8.4 Assumes and completes school- related assignments (e.g. yard supervision)						
8.5 Provides necessary plans and materials for a substitute						
						
FC)RM	[AL	EVA	\LU	ATI	ON
Exceeds Standards						
☐ Satisfactory / Meets Standard	ls					
Progress Toward Standards I	Cvide	nt				
Unsatisfactory / Not Meeting			8			
Summary Comments:						

Performance Improvement Plan (Sec Yes. (Required if "Unsatisfactory/Not No.		
PAS (Article 20) Referral For Perman Yes. (Required if "Unsatisfactory/Not described in Section 10.3. No.	nent Teacher Meeting Standards" based on Criteria and S	Standards
Evaluator's Signature Date	Evaluatee's Signature*	Date

^{*} The evaluatee's signature does not constitute endorsement of evaluator's notations, only that this document has been reviewed. Within ten (10) working days the unit member may attach a written response to the Formal Evaluation Form that shall become a permanent attachment to the evaluation when placed in the personnel file.

TEACHER

OBSERVATION FORM

Unit Members Name:						Status: Select One
School Site/Assignment:						
Date of Pre-Observation Conference:					_	
Date of Pre-Observation Conference:				·	··•	
Directions: Using the rating scale below, e appropriately as indicated in the rating sca			b per	form	ance i	n each task area by marking the column
EVALUATION STANDARDS	Exceeds Standard	Satisfactory/Meets Standard	Progress Evident/Moving Toward Standard	Unsatisfactory/Not Meeting Standard	Not Applicable	COMMENTS/EVIDENCE/FEEDBACK Please comment if the standard is marked unsatisfactory/not meeting standard
1. ENGAGING AND SUPPORTING	ALL	STU	DEN	TS II	N LEA	ARNING
1.1 Using knowledge of students to engage them in learning 1.2 Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests 1.3 Connecting subject matter to meaningful, real-life contexts 1.4 Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs 1.5 Promoting self-directed, reflective learning for all students 1.6 Monitoring student learning and adjusting instruction while teaching 2. CREATING AND MAINTAINING ENVIRONMENTS FOR STUDENT L						
2.1 Promoting social development and responsibility within a caring						

EVALUATION STANDARDS	Exceeds Standard	Satisfactory/Meets Standard	Progress Evident/Moving Toward Standard	Unsatisfactory/Not Meeting Standard	Not Applicable	COMMENTS/EVIDENCE/FEEDBACK Please comment if the standard is marked unsatisfactory/not meeting standard
community where each student is						
treated fairly and respectfully						
2.2 Creating physical or virtual learning environments that promote						
student learning, reflect diversity, and						
encourage constructive and productive						
interactions among students						
2.3 Establishing and maintaining						
learning environments that are						·
physically, intellectually, and						
emotionally safe						
2.4 Creating a rigorous learning						
environment with high expectations		·				
and appropriate support for all	·					
students			İ			
2.5 Developing, communicating, and						
maintaining high standards for						
individual and group behavior			l		İ	-
2.6 Employing classroom routines,						
procedures, norms, and supports for						
positive behavior to ensure a climate in						·
which all students can learn						
2.7 Using instructional time to		Ţ,				
optimize learning						
3. UNDERSTANDING AND ORGAN	ZINO	3 SU	BJE	CT		
MATTER FOR STUDENT LEARNING						
3.1 Demonstrating knowledge of		-	1			
subject matter, academic content						
standards, and curriculum frameworks						
3.2 Applying knowledge of student						
development and proficiencies to						
ensure student understanding of						
subject matter						
3.3 Organizing curriculum to facilitate						
student understanding of the subject			ŀ			
matter						ļ
3.4 Utilizing instructional strategies						
that are appropriate to the subject	[Í
matter	1	1		.	ŀ	

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EVALUATION STANDARDS	Exceeds Standard	Satisfactory/Meets Standard	Progress Evident/Moving Toward Standard	Unsatisfactory/Not Meeting Standard	Not Applicable	COMMENTS/EVIDENCE/FEEDBACK Please comment if the standard is marked unsatisfactory/not meeting standard
3.5 Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students 3.6 Addressing the needs of English learners and students with special needs to provide equitable access to the content						
4. PLANNING INSTRUCTION AND						
4.1 Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction 4.2 Establishing and articulating goals for student learning 4.3 Developing and sequencing longterm and short-term instructional plans to support student learning 4.4 Planning instruction that incorporates appropriate strategies to meet the learning needs of all students 4.5 Adapting instructional plans and curricular materials to meet the assessed learning needs of all students 5. ASSESSING STUDENT LEARNING		UDE	ENTS			
5.1 Applying knowledge of the purposes, characteristics, and uses of different types of assessments 5.2 Collecting and analyzing assessment data from a variety of sources to inform instruction 5.3 Reviewing data, both individually and with colleagues, to monitor student learning 5.4 Using assessment data to establish learning goals and to plan, differentiate, and modify instruction	· ·	THE STATE OF THE S			TO TO TO TO TO TO TO TO TO TO TO TO TO T	

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Evaluator's Signature	Date	Evaluatee's Signature*	Date

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ADAPTED PHYSICAL EDUCATION TEACHER

FORMAL EVALUATION

(No Later Than May 1)

Evaluatee:	School or Wo				or Wo	rk Site:			
Evaluator:			_ Po	Position:					
Evaluation Period:			_ Da	Date of Evaluation:					
Total Number of Observations:			_ Co	nfere	nces:				
Directions: Using the rating scale below, appropriately as indicated in the rating sc	evalua ale be	ite jol low.	b per	form	ance i	n each task area by marking the column			
EVALUATION STANDARDS	Exceeds Standard	Satisfactory/Meets Standard	Progress Evident/Moving Toward Standard	Unsatisfactory/Not Meeting Standard	Not Applicable	COMMENTS/EVIDENCE/FEEDBACK Please comment if the standard is marked unsatisfactory/not meeting standard			
1. ENGAGING AND SUPPORTING	ALL	STU	DEN	TS I	N LEA	ARNING			
1.1 Using knowledge of students to engage them in learning 1.2 Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests	-								
1.3 Connecting subject matter to meaningful, real-life contexts 1.4 Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs 1.5 Promoting self-directed, reflective learning for all students 1.6 Monitoring student learning and adjusting instruction while teaching 2. CREATING AND MAINTAINING									

Attach to this FORMAL EVALUATION FORM, each completed Observation Form. The complete Evaluation Packet of forms shall be placed in the unit member's personnel file. As described in Section 10.8.4, the unit member shall have the right to attach comments to the Evaluation Packet.

ENVIRONMENTS FOR STUDENT LEARNING

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EVALUATION STANDARDS	Exceeds Standard	Satisfactory/Meets Standard	Progress Evident/Moving Toward Standard	Unsatisfactory/Not Meeting Standard	Not Applicable	COMMENTS/EVIDENCE/FEEDBACK Please comment if the standard is marked unsatisfactory/not meeting standard
2.1 Promoting social development and	+					
responsibility within a caring						
community where each student is				:		
treated fairly and respectfully						
2.2 Creating learning environments						
that promote student learning, reflect						
diversity, and encourage constructive						
and productive interactions among				Í		
students	_					
2.3 Establishing and maintaining				İ	l	
learning environments that are						
physically, intellectually, and				1		
emotionally safe						
2.4 Creating a rigorous learning environment with high expectations		ł	ļ			
and appropriate support for all						
students		1		1		
2.5 Developing, communicating, and	 	-				
maintaining high standards for						
individual and group behavior		Ī		ľ		
2.6 Employing routines, procedures,						
norms, and supports for positive				1		
behavior to ensure a climate in which						
all students can learn						
2.7 Using instructional time to						
optimize learning						
3. UNDERSTANDING AND ORGAN MATTER FOR STUDENT LEARNIN		SU	BJE	CT		
3.1 Demonstrating knowledge of		T		T		
content and pedagogy related to					1	
Adapted Physical Education and local,						
state, and federal guidelines of subject						
matter						
3.2 Applying knowledge of student		-				ļ
development and proficiencies to						
ensure student understanding of		-		Ī		
physical education						
3.3 Organizing curriculum to facilitate student understanding of physical		-		l		
andorpounding or hitysical		i_	. 1		- 1	1

EVALUATION STANDARDS	Exceeds Standard	Satisfactory/Meets Standard	Progress Evident Moving Toward Standard	Unsatisfactory/Not Meeting Standard	Not Applicable	COMMENTS/EVIDENCE/FEEDBACK Please comment if the standard is marked unsatisfactory/not meeting standard
education	<u> </u>			L		
3.4 Utilizing instructional strategies that are appropriate to Adaptive Physical Education						
3.5 Demonstrating knowledge of child and adolescent development to make Adaptive Physical Education accessible to each individual student.						
3.6 Organizing physical space for						
testing and instruction of students	•					,
4. PLANNING INSTRUCTION AND	DEG	IGNI	NC			
LEARNING EXPERIENCES FOR AL				3		
4.1 Using knowledge of students to	1					
develop Adaptive Physical Education						
program services that meet their						
individual needs						
4.2 Establishing and articulating goals						
for student learning						
4.3 Developing and sequencing long-						
term and short-term instructional						
plans to support student learning						
4.4 Planning instruction that						
incorporates appropriate strategies to						
meet the learning needs of all students	<u> </u>					
5. ASSESSING STUDENT LEARNIN	G					
5.1 Applying knowledge of the						
purposes, characteristics, and uses of						
different types of assessments						
5.2 Collecting and analyzing						
assessment data from a variety of						
sources to inform instruction	-					
5.3 Reviewing data, both individually and with colleagues, to monitor						
student learning						
5.4 Using assessment data to establish						
learning goals and to plan,						
differentiate, and modify instruction						

EVALUATION STANDARDS	Exceeds Standard	Satisfactory/Meets Standard	Progress Evident/Moving Toward Standard	Unsatisfactory/Not Meeting Standard	Not Applicable	COMMENTS/EVIDENCE/FEEDBACK Please comment if the standard is marked unsatisfactory/not meeting standard
5.5 Incorporating regular physical						
educators, classroom teachers and						
instructional/personal assistants into		ļ ·				
the child's physical education program						
and training them to utilize adapted						
materials and equipment						
5.6 Using available technologies to						
assist in assessment, analysis, and						
communication of student learning						
5.7 Using assessment information to						
share timely and comprehensible						
feedback with students and their						
families						
6. DEVELOPING AS A PROFESSION	IAL I	EDU	CAT	OR	1	
6.1 Developing a plan to evaluate the						
Adapted Physical Education program						
6.2 Establishing professional goals and						
engaging in continuous and purposeful						
professional growth and development						
6.3 Collaborating with colleagues and			ĺ			77
the broader professional community to						
support teacher and student learning						
6.4 Working with families to support						
student learning						
6.5 Engaging local communities in						
support of the instructional program						
6.6 Managing professional	ļ				ŀ	
responsibilities to maintain motivation						
and commitment to all students	[
6.7 Demonstrating professional		1	l			
responsibility, integrity, and ethical		ĺ	ĺ			
conduct						
7. PROGRESS OF STUDENTS TOWA	ARD				Educa	ation Code 44662 and Section 10.3.2, etc.
ESTABLISHED ACADEMIC STANDA		3		•		
7.1 Evidence demonstrates adaptivetes	f	1	T]
7.1 Evidence demonstrates adequate annual progress of students, where	ł					
aimaai piogiess oi stadems, where				I		

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]	ment Plan (Secti "Unsatisfactory/Not M	ion 10.8.2; Appendix D-3) leeting Standards")	
PAS (Article 20) Refer Yes. (Required if described in Section No.	"Unsatisfactory/Not M	e nt Teacher Geeting Standards" based on Criteria and	Standards
Evaluator's Signature	Date	Evaluatee's Signature*	Date

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ADAPTED PHYSICAL EDUCATION TEACHER OBSERVATION FORM

Ţ	Jnit Members Name:					-	Status: Select One
S	chool Site/Assignment:						
Γ	Oate of Pre-Observation Conference:					-	
Γ	Oate of Pre-Observation Conference:						
							•
	Directions: Using the rating scale below, e ppropriately as indicated in the rating sca			b per	forma	ance i	n each task area by marking the column
	EVALUATION STANDARDS	Exceeds Standard	Satisfactory/Meets Standard	Progress Evident/Moving Toward Standard	Unsatisfactory/Not Meeting Standard	Not Applicable	COMMENTS/EVIDENCE/FEEDBACK Please comment if the standard is marked unsatisfactory/not meeting standard
	1. ENGAGING AND SUPPORTING A	ALL	STU	DEN	TS II	LEA	ARNING
	1.1 Using knowledge of students to engage them in learning						
	1.2 Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests						
	1.3 Connecting subject matter to meaningful, real-life contexts						
	1.4 Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs						
	1.5 Promoting self-directed, reflective learning for all students						
	1.6 Monitoring student learning and						

2. CREATING AND MAINTAINING EFFECTIVE

Attach to this FORMAL EVALUATION FORM, each completed Observation Form. The complete Evaluation Packet of forms shall be placed in the unit member's personnel file. As described in Section 10.8.4, the unit member shall have the right to attach comments to the Evaluation Packet.

EVALUATION STANDARDS	Exceeds Standard	Satisfactory/Meets Standard	Progress Evident/Moving Toward Standard	Unsatisfactory/Not Meeting Standard	Not Applicable	COMMENTS/EVIDENCE/FEEDBACK Please comment if the standard is marked unsatisfactory/not meeting standard
ENVIRONMENTS FOR STUDENT I	EAR	NIN	3			
2.1 Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully 2.2 Creating learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among					***************************************	
students 2.3 Establishing and maintaining learning environments that are physically, intellectually, and			***************************************			
emotionally safe 2.4 Creating a rigorous learning environment with high expectations and appropriate support for all students	TO A VALLEY OF THE PARTY OF THE				The state of the s	
2.5 Developing, communicating, and maintaining high standards for individual and group behavior 2.6 Employing routines, procedures,						
norms, and supports for positive behavior to ensure a climate in which all students can learn 2.7 Using instructional time to		7				
optimize learning 3. UNDERSTANDING AND ORGAN MATTER FOR STUDENT LEARNIN		s su	BJE	CT		
3.1 Demonstrating knowledge of content and pedagogy related to Adapted Physical Education and local, state, and federal guidelines of subject						
matter 3.2 Applying knowledge of student development and proficiencies to ensure student understanding of physical education				-		
3.3 Organizing curriculum to facilitate student understanding of physical education						

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EVALUATION STANDARDS	Exceeds Standard	Satisfactory/Meets Standard	Progress Evident/Moving Toward Standard	Unsatisfactory/Not Meeting Standard	Not Applicable	COMMENTS/EVIDENCE/FEEDBACK Please comment if the standard is marked unsatisfactory/not meeting standard
O ATTURE to a transfer of attentonics	Ê	လ္တ	Pı	Ü	Z	
3.4 Utilizing instructional strategies that are appropriate to Adaptive					ļ :	
Physical Education	-					
3.5 Demonstrating knowledge of child					-	
and adolescent development to make						
Adaptive Physical Education accessible						,
to each individual student.						
3.6 Organizing physical space for						
testing and instruction of students		<u> </u>				
4. PLANNING INSTRUCTION AND	DES	IGN	ING			
LEARNING EXPERIENCES FOR AL	LST	'UDI	ENTS	5		
4.1 Using knowledge of students to						
develop Adaptive Physical Education						
program services that meet their						
individual needs						
4.2 Establishing and articulating goals						
for student learning	L				<u> </u>	
4.3 Developing and sequencing long-						
term and short-term instructional						
plans to support student learning						
4.4 Planning instruction that			1			
incorporates appropriate strategies to						
meet the learning needs of all students	<u> </u>	L	<u> </u>	<u> </u>	L	
5. ASSESSING STUDENT LEARNIN	Gr	Γ		Ι		
5.1 Applying knowledge of the						
purposes, characteristics, and uses of different types of assessments						
5.2 Collecting and analyzing		 			\vdash	-
assessment data from a variety of						
sources to inform instruction						
5.3 Reviewing data, both individually	<u> </u>					1
and with colleagues, to monitor					1	
student learning						
5.4 Using assessment data to establish						
learning goals and to plan,						
differentiate, and modify instruction	 		ļ		ļ	
5.5 Incorporating regular physical						
educators, classroom teachers and						
instructional/personal assistants into		1				
the child's physical education program						
and training them to utilize adapted	L		<u> </u>	<u> </u>	1	1

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EVALUATION STANDARDS	Exceeds Standard	Satisfactory/Meets Standard	Progress Evident/Moving Toward Standard	Unsatisfactory/Not Meeting Standard	Not Applicable	COMMENTS/EVIDENCE/FEEDBACI Please comment if the standard is marked unsatisfactory/not meeting standard
naterials and equipment	<u> </u>	03		1	 _ _	
5.6 Using available technologies to	-				-	
assist in assessment, analysis, and		İ				
ommunication of student learning						
5.7 Using assessment information to						
hare timely and comprehensible						
eedback with students and their amilies						
amilies 5. DEVELOPING AS A PROFESSIO	NIAT :	i DTATY	CAM	OP		
	INAL :		CAI	OK	1	
3.1 Developing a plan to evaluate the Adapted Physical Education program						
2.2 Establishing professional goals and ngaging in continuous and purposeful professional growth and development						
3.3 Collaborating with colleagues and he broader professional community to upport teacher and student learning						
.4 Working with families to support tudent learning						
.5 Engaging local communities in upport of the instructional program						
.6 Managing professional esponsibilities to maintain motivation .nd commitment to all students						
.7 Demonstrating professional esponsibility, integrity, and ethical						

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COUNSELOR

FORMAL EVALUATION

(No Later Than May 1)

Evaluatee:			Sci	noor e	or work	Colle:				
Evaluator:			Pos	Position:						
Evaluation Period:			_ Da	_ Date of Evaluation:						
Total Number of Observations:			Co:	nfere	nces: _					
Directions: Using the rating scale below, eappropriately as indicated in the rating sca	valua ale be	ite jol low.	b per	forma	ance in	each task area by marking the column				
EVALUATION STANDARDS	Exceeds Standard	Satisfactory/Meets Standard	Progress Evident/Moving Toward Standard	Unsatisfactory/Not Meeting Standard	Not Applicable	COMMENTS/EVIDENCE/FEEDBACK Please comment if the standard is marked unsatisfactory/not meeting standard				
1. ADVOCATE AND SUPPOR	T SI	UD	ENT	r Le	ARN	ING				
1.1 Advocate for educational opportunity, equity and access to learning for students					7					
1.2 Advocate for student's engagement in the school community 1.3 Collaborate with student support teams for student success and achievement	-									
1.4 Provide group and one-one counseling for academics and/or social/emotional support 1.5 Promote positive, safe and										
supportive learning environment	<u></u>		L,							
2. COMMUNICATING EFFEC	TIV	ELY	WI	TH	SCHO	OOL AND COMMUNITY				
2.1 Communicate effectively in speaking and writing 2.2 Develop working relationships with staff member, parents and community members	***************************************	***************************************				·				

EVALUATION STANDARDS	Exceeds Standard	Satisfactory/Meets Standard	Progress Evident/Moving Toward Standard	Unsatisfactory/Not Meeting Standard	Not Applicable	COMMENTS/EVIDENCE/FEEDBACK Please comment if the standard is marked unsatisfactory/not meeting standard
2.3 Demonstrates effective communication with a variety of people with different socio-cultural backgrounds		- Thirting				
2.4 Keeps supervisor apprised of potential problems and important details						
3. ASSESSING STUDENT NEEDS						
3.1 Identify students at risk using data	Ĭ					
3.2 Use data to support the development of prevention and intervention strategies						
3.3 Monitor student progress (personal, social and academic progress)						
3.4 Analyze effectiveness of prevention and intervention systems for students						
4. MANAGING INTERVENTION	ONS	EFI	EC	TIV	ELY	
4.1 Utilize school based interventions to address student academic and social/emotional concerns 4.2 Provides appropriate referrals for student support						
4.3 Provides crisis intervention as needed						-
4.4 Provides conflict resolution or mediation as needed 4.5 Facilitates and/or supports						
prevention/intervention meetings			1	1		
5. PERFORMING PROFESSIO)NA	L RI	ESP	ONS	SIBIL	ITIES
5.1 Demonstrate knowledge of school and district academic requirements						
5.2 Maintains appropriate records and tracks necessary information consistent with applicable laws.						
5.3 Observes legally mandated rules of		-+	_			
confidentiality regarding student					ŀ	

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EVALUATION STANDARDS	Exceeds Standard	Satisfactory/Meets Standard	Progress Evident/Moving Toward Standard	Unsatisfactory/Not Meeting Standard	Not Applicable	COMMENTS/EVIDENCE/FEEDBACK Please comment if the standard is marked unsatisfactory/not meeting standard
information						
5.4 Responds to time sensitive material appropriately						
6. DEVELOPING AS A PROFI	ESS)	ION	AL	SCH	OOL	COUNSELOR
6.1 Counselor reflects on professional practice						
6.2 Counselor establishes professional learning goals						
6.3 Counselor collaborates with community agencies						
6.4 Counselor collaborates with students and families						
6.5 Counselor collaborates with colleagues						
7. PROGRESS OF STUDENTS ESTABLISHED ACADEMIC S					Educa	tion Code 44662 and Section 10.3.2, etc.
7.1 Evidence demonstrates adequate annual progress of students, where applicable, using mutually agreed upon assessment tool	The state of the s	- Language and a second				
8. OTHER	1				Educa	tion Code 44662 and Section 10.3.2, etc.
8.1 Maintains a professional record of punctuality and attendance						
8.2 Adheres to school site policies and directives						
8.3 Abides by adopted Governing Board policies and procedures						
8.4 Assumes and completes school- related assignments						

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FOR	EMAL EVALUATION
Exceeds Standards	
☐ Satisfactory / Meets Standards	
Progress Toward Standards Evi	dent
Unsatisfactory / Not Meeting St	andards
Summary Comments:	
Performance Improvement Plan	(Section 10.8.2: Appendix D-3)
Yes. (Required if "Unsatisfactor	
No.	,
	(A-++; olo 20)
PAR Referral For Permanent Te	y/Not Meeting Standards" based on Criteria and Standards
described in Section 10.3.	Winot Meeting Standards based on Officeria and Standards
□ No.	
voluetor's Signature Date	Evaluatee's Signature* Date

* The evaluatee's signature does not constitute endorsement of evaluator's notations, only that this document has been reviewed. Within ten (10) working days the unit member may attach a written response to the Formal Evaluation Form that shall become a permanent attachment to the evaluation when placed in the personnel file.

Attach to this FORMAL EVALUATION FORM, each completed Observation Form. The complete Evaluation Packet of forms shall be placed in the unit member's personnel file. As described in Section 10.8.4, the unit member shall have the right to attach comments to the Evaluation Packet.

COUNSELOR

OBSERVATION FORM

Unit Members Name:					-	Status: Select One
School Site/Assignment:					-	
Date of Pre-Observation Conference:			····		-	
Date of Pre-Observation Conference:					-	
EVALUATION STANDARDS	Exceeds Standard	Satisfactory/Meets Standard	Progress Evident/Moving Toward Standard	Unsatisfactory/Not Meeting Standard	Not Applicable	COMMENTS/EVIDENCE/FEEDBACK Please comment if the standard is marked unsatisfactory/not meeting standard
1. ADVOCATE AND SUPPOR'	T S7	UD	ENT	ΓLE	LARN	ING
1.1 Advocate for educational opportunity, equity and access to learning for students						
1.2 Advocate for student's engagement in the school community						
1.3 Collaborate with student support teams for student success and achievement						
1.4 Provide group and one-one counseling for academics and/or social/emotional support						
1.5 Promote positive, safe and supportive learning environment						
2. COMMUNICATING EFFEC	TIV	ELY	WI	TH	SCH	OOL AND COMMUNITY
2.1 Communicate effectively in speaking and writing 2.2 Develop working relationships with staff member, parents and community						
members 2.3 Demonstrates effective communication with a variety of people with different socio-cultural					:	
backgrounds 2.4 Keeps supervisor apprised of potential problems and important details						

EVALUATION STANDARDS	Exceeds Standard	Satisfactory/Meets Standard	Progress Evident/Moving Toward Standard	Unsatisfactory/Not Meeting Standard	Not Applicable	COMMENTS/EVIDENCE/FEEDBACK Please comment if the standard is marked unsatisfactory/not meeting standard
3. ASSESSING STUDENT NEEDS	_1				L.,,,,,,,,	
3.1 Identify students at risk using data						
3.2 Use data to support the						
development of prevention and						
intervention strategies						
3.3 Monitor student progress						
(personal, social and academic						
progress)						
3.4 Analyze effectiveness of prevention						
and intervention systems for students					<u> </u>	
4. MANAGING INTERVENTION	ONS	EFI	FEC	TIV	ELY	
4.1 Utilize school based interventions						
to address student academic and		1				
social/emotional concerns						
4.2 Provides appropriate referrals for						
student support	<u> </u>					
4.3 Provides crisis intervention as						
needed						
4.4 Provides conflict resolution or mediation as needed		l				
4.5 Facilitates and/or supports			\dashv			
prevention/intervention meetings						
		L			OTTOTA	
5. PERFORMING PROFESSION	JNA	LKI	ESP	ON	SIRII	LITIES
5.1 Demonstrate knowledge of school						
and district academic requirements						
5.2 Maintains appropriate records and		ľ		l		·
tracks necessary information						
consistent with applicable laws. 5.3 Observes legally mandated rules of			\dashv			·
confidentiality regarding student		l		l		
information		ĺ				, and the second
5.4 Responds to time sensitive			_			
material appropriately		1		-	-	***************************************
6. DEVELOPING AS A PROFE	SST	\mathbf{N}^{\prime}	VL S	CH	OOL.	COUNSELOR
*	~~·	1	<u></u>	O I I		
6.1 Counselor reflects on professional practice		Ī	-	1		
		\dashv				
6.2 Counselor establishes professional learning goals						and the state of t

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EVALUATION STANDARDS	Exceeds Standard	Satisfactory/Meets Standard	Progress Evident/Moving Toward Standard	Unsatisfactory/Not Meeting Standard	Not Applicable	COMMENTS/EVIDENCE/FEEDBACK Please comment if the standard is marked unsatisfactory/not meeting standard
6.3 Counselor collaborates with community agencies						
6.4 Counselor collaborates with students and families						
6.5 Counselor collaborates with colleagues						

Evaluator's Signature	Date	Evaluatee's Signature*	Date

^{*} The evaluatee's signature does not constitute endorsement of evaluator's notations, only that this document has been reviewed. Within ten (10) working days the unit member may attach a written response to the Formal Evaluation Form that shall become a permanent attachment to the evaluation when placed in the personnel file.

SCHOOL NURSE ALTERNATIVE

FORMAL EVALUATION

(No Later Than May 1)

Evaluatee:				_ School or Work Site:						
Evaluator:			_ Po	sition	:					
Evaluation Period:				_ Date of Evaluation:						
Total Number of Observations:			_ Co	nfere	nces:					
Directions: Using the rating scale below, e appropriately as indicated in the rating sca			b per	forma	ınce iı	n each task area by marking the column				
EVALUATION STANDARDS	Exceeds Standard	Satisfactory/Meets Standard	Progress Evident/Moving Toward Standard	Unsatisfactory/Not Meeting Standard	Not Applicable	COMMENTS/EVIDENCE/FEEDBACK Please comment if the standard is marked unsatisfactory/not meeting standard				
1. QUALITY OF SCHOOL NU	RSE	CA	RE							
1.1 Implement state mandated										
screening of vision and hearing										
1.2 Oversee immunization status of students and assist families with compliance										
1.3 Evaluate the CHDP, physical exam requirements for kindergarten and first grade students, and case managing students with needs	,									
1.4 Assess and evaluate the health and developmental status of students to identify specific physical disorders and other health factors related to the learning process										
1.5 Consult and communicate with parents, medical providers and agencies to acquire or contribute information to assess or modify the										
student's educational and/or health plans				17977						
1.6 Design and implement individual health plans to meet the health needs of the students, incorporating plans Provided by the physicians		TO DESCRIPTION OF THE PROPERTY								

EVALUATION STANDARDS	Exceeds Standard	Satisfactory/Meets Standard	Progress Evident/Moving Toward Standard	Unsatisfactory/Not Meeting Standard	Not Applicable	COMMENTS/EVIDENCE/FEEDBACK Please comment if the standard is marked unsatisfactory/not meeting standard
1.7 Interpret medical and nursing findings appropriate to the student's						
educational needs and make						
recommendations to the staff directly						
involved					<u> </u>	
1.8 Refer students and parents to		•				
appropriate community health services		ļ <u> </u>				1
1.9 Assist parents, and consult with students and staff regarding health-						
related attendance problems						
1.10 Maintain standards of health and						
emergency care for students, including						
training and indirect supervision of						
staff						_
1.11 Implement training of health						
clerk technicians, substitute HCT, and						
unlicensed assistive personnel						
2. OVERSIGHT OF DOCUME	NTA	TIC	N A	ND	REC	CORD KEEPING ENSURING
THE CONTINUITY AND COM	PLE	TIC)N ()F R	ECC	ORDS AND REPORTS AS
REQUIRED		· · · · · · · · · · · · · · · · · · ·				
2.1 Ensure that mandated health						
screenings are recorded in students'						
electronic health records	ļ		ļ			
2.2 Ensure that information provided						
by parents and health care providers						
which is pertinent to students' health is recorded in students' electronic						
health records						
2.3 Record and maintain student						1
medication logs						
2.4 Ensure that required state and]
county reports are completed in a						
timely manner		<u></u>				
2.5 Ensure that health files are						
maintained appropriately	<u> </u>		L		<u> </u>	<u> </u>
3. ASSESSMENT/LEADERSHIP RO	LES					
3.1 Participate in IEP/SST/504						
meetings for health purposes when						S. C. C. C. C. C. C. C. C. C. C. C. C. C.
necessary	<u>L</u>	1		L		<u></u>

EVALUATION STANDARDS	Exceeds Standard	Satisfactory/Meets Standard	Progress Evident/Moving Toward Standard	Unsatisfactory/Not Meeting Standard	Not Applicable	COMMENTS/EVIDENCE/FEEDBACK Please comment if the standard is marked unsatisfactory/not meeting standard
3.2 Consult and apprise staff of current health trends						
3.3 Plan and conduct staff						
development programs on care of						
medically fragile/ill students for						
appropriate school personnel				-		
3.4 Participate in the training process of health office staff						
3.5 Manage health offices, adhering to						
necessary time lines for health services						
3.6 Serve as a liaison between school						
and community agencies						
3.7 Consult with staff and report to						
appropriate agencies suspected abuse						
or neglect cases						
3.8 Protect confidentiality in						
accordance with ethical guidelines						
3.9 Provide health in-service programs						
as needed and requested by the			İ			
District						
3.10 Act as a health consultant and resource to staff and community						
4. ACQUIRE AND MAINTAIN	CUI	RRE	NT	KN	OWI	LEDGE AND COMPETENCY
IN NURSING PRACTICE						
4.1 Maintain an active and current						
California Nursing license, current	ļ					
CPR card and school nurse credential						
4.2 Maintain professional growth in	İ		Ì	-		
current practices. Works		Į				
constructively within the assigned		-				
department to review and update standards of care						
4.3 Acts as a health consultant and			-			
resource to staff and community,						
providing health in-service programs			ĺ			
as needed and requested by the			ľ			
District						

Standards ndards Evident Meeting Standards	:			
ndards Evident Meeting Standards				
Meeting Standards				
			·	
ent Plan (Sections at is factory/Not Me				
For Permane	nt Teache	er		
	eeting Stand	ards" based o	n Criteria and	Standards
·				
	For Permane	For Permanent Teachers	For Permanent Teacher asatisfactory/Not Meeting Standards" based o	For Permanent Teacher asatisfactory/Not Meeting Standards" based on Criteria and

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SCHOOL NURSE ALTERNATIVE OBSERVATION FORM

Unit Members Name:					_	Status: Select One
School Site/Assignment:						
Date of Pre-Observation Conference:					_	
Date of Pre-Observation Conference:					_	
Directions: Using the rating scale below, e appropriately as indicated in the rating sca	valua ale be	ate jo low.	b per	form	ance i	n each task area by marking the column
EVALUATION STANDARDS	Exceeds Standard	Satisfactory/Meets Standard	Progress Evident/Moving Toward Standard	Unsatisfactory/Not Meeting Standard	Not Applicable	COMMENTS/EVIDENCE/FEEDBACK Please comment if the standard is marked unsatisfactory/not meeting standard
1. QUALITY OF SCHOOL NUI	RSE	CA	RE			
1.1 Implement state mandated screening of vision and hearing						
1.2 Oversee immunization status of						
students and assist families with						
compliance						
1.3 Evaluate the CHDP, physical exam					, ,	
requirements for kindergarten and first grade students, and case						
managing students with needs						
1.4 Assess and evaluate the health and						
developmental status of students to						
identify specific physical disorders and						
other health factors related to the						
learning process						
1.5 Consult and communicate with	, 1	İ				
parents, medical providers and agencies to acquire or contribute						
information to assess or modify the]]			
student's educational and/or health	İ	ĺ				
plans			[

EVALUATION STANDARDS	Exceeds Standard	Satisfactory/Meets Standard	Progress Evident/Moving Toward Standard	Unsatisfactory/Not Meeting Standard	Not Applicable	COMMENTS/EVIDENCE/FEEDBACK Please comment if the standard is marked unsatisfactory/not meeting standard
1.6 Design and implement individual health plans to meet the health needs of the students, incorporating plans Provided by the physicians						
1.7 Interpret medical and nursing findings appropriate to the student's educational needs and make recommendations to the staff directly involved						
1.8 Refer students and parents to appropriate community health services 1.9 Assist parents, and consult with students and staff regarding health-related attendance problems						
1.10 Maintain standards of health and emergency care for students, including training and indirect supervision of staff						
1.11 Implement training of health clerk technicians, substitute HCT, and unlicensed assistive personnel						
2. OVERSIGHT OF DOCUMENTHE CONTINUITY AND COMPREQUIRED						
2.1 Ensure that mandated health screenings are recorded in students' electronic health records						
2.2 Ensure that information provided by parents and health care providers which is pertinent to students' health is recorded in students' electronic health records						
2.3 Record and maintain student medication logs 2.4 Ensure that required state and county reports are completed in a						
timely manner 2.5 Ensure that health files are maintained appropriately						

	EVALUATION STANDARDS	Exceeds Standard	Satisfactory/Meets Standard	Progress Evident/Moving Toward Standard	Unsatisfactory/Not Meeting Standard	Not Applicable	COMMENTS/EVIDENCE/FEEDBACK Please comment if the standard is marked unsatisfactory/not meeting standard
	3. ASSESSMENT/LEADERSHIP RO	LES					
	3.1 Participate in IEP/SST/504 meetings for health purposes when necessary 3.2 Consult and apprise staff of current health trends		A COLUMN TO THE PERSON TO THE	C Trump In the Control of the Contro			
	3.3 Plan and conduct staff development programs on care of medically fragile/ill students for appropriate school personnel 3.4 Participate in the training process					Vegeta in the second se	
***************************************	of health office staff 3.5 Manage health offices, adhering to necessary time lines for health services 3.6 Serve as a liaison between school	Week and a					
	and community agencies 3.7 Consult with staff and report to appropriate agencies suspected abuse or neglect cases						
	3.8 Protect confidentiality in accordance with ethical guidelines						
	3.9 Provide health in-service programs as needed and requested by the District						
	3.10 Act as a health consultant and resource to staff and community						
	4. ACQUIRE AND MAINTAIN IN NURSING PRACTICE	CU	RRE	ENT	KN	owi	LEDGE AND COMPETENCY
***************************************	4.1 Maintain an active and current California Nursing license, current CPR card and school nurse credential						
Violation Co.	4.2 Maintain professional growth in current practices. Works constructively within the assigned department to review and update standards of care			TO THE PROPERTY OF THE PARTY OF			
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EVALUATION STANDARDS	Exceeds Standard	Satisfactory/Meets Standard	Progress Evident/Moving Toward Standard	Unsatisfactory/Not Meeting Standard	Not Applicable	COMMENTS/EVIDENCE/FEEDBACK Please comment if the standard is marked unsatisfactory/not meeting standard
4.3 Acts as a health consultant and resource to staff and community, providing health in-service programs as needed and requested by the District		T. C. C. C. C. C. C. C. C. C. C. C. C. C.	***************************************	NAME OF THE OWNER, THE	The state of the s	

	D-1-	Evaluatee's Signature*	Date
Evaluator's Signature	Date	Manualce & Digitalaro	

^{*} The evaluatee's signature does not constitute endorsement of evaluator's notations, only that this document has been reviewed. Within ten (10) working days the unit member may attach a written response to the Formal Evaluation Form that shall become a permanent attachment to the evaluation when placed in the personnel file.

SCHOOL PSYCHOLOGIST

FORMAL EVALUATION

(No Later Than May 1)

Evaluatee:			Sc	_ School or Work Site:			
Evaluator:			Po	Position:			
				_ Date of Evaluation:			
Total Number of Observations:			Co	_ Conferences:			
Directions: Using the rating scale below, or appropriately as indicated in the rating sc	evalua ale be	ate jo low.	b per	form	ance i	in each task area by marking the column	
EVALUATION STANDARDS	Exceeds Standard	Satisfactory/Meets Standard	Progress Evident/Moving Toward Standard	Unsatisfactory/Not Meeting Standard	Not Applicable	COMMENTS/EVIDENCE/FEEDBACK Please comment if the standard is marked unsatisfactory/not meeting standard	
1. PERFORMING PROFESSION	ONA	L R	ESI	ON	SIB	ILITIES	
1.1 Assists school sites by being a skillful observer in the classroom							
1.2 Consults with and supports classroom teachers and school staff regarding a student's educational performance							
1.3 Provides teachers and other professionals with documentation tools for recording student's learning patterns and behavioral responses							
1.4 Recommends modified instructional strategies in regular and Special Education settings							
1.5 Has knowledge of current education law that impacts area of responsibility							
1.6 Provides counseling services in accordance with IEP mandates utilizing recommended CASP guidelines.		-	***************************************				

EVALUATION STANDARDS	Exceeds Standard	Satisfactory/Meets Standard	Progress Evident/Moving Toward Standard	Unsatisfactory/Not Meeting Standard	Not Applicable	COMMENTS/EVIDENCE/FEEDBACK Please comment if the standard is marked unsatisfactory/not meeting standard
	Exc	Sati	Pro	Uns	Noi	
2. COMMUNICATING EFFEC	TIV	ELY	WI	TH	SCH	OOL AND COMMUNITY
2.1 Communicates effectively in	T			•		
speaking and writing						
2.2 Communicates effective behavioral,						
affective, and/or adaptive goals for						
students and assists in monitoring						
and/or monitors progress toward these						
goals						
2.3 Keeps supervisor apprised of						
potential problems and important						
details						
2.4 Communicates with parents and						
other adult care-givers in the						
development and implementation of					1	
behavior change programs to facilitate						
the learning and behavioral growth of						,,
the child 2.5 Demonstrates effective					 	
communication with people from a						
variety of education and socio-cultural						
backgrounds						
2.6 Demonstrates skill in working					 	
effectively in a variety of team settings						
2.7 Responds to written						
communications in a timely manner						
3. ASSESSING STUDENT NEI	EDS	ı				
3.1 Gathers relevant information to				<u> </u>	<u> </u>	
answer referral questions including,						
but not limited to: record review,						
parent/staff interviews, classroom						
observations, etc.		L				
3.2 Uses assessments appropriate to						
student's needs						
3.3 Administers tests in a clinically						
accurate and appropriate manner			L			
3.4 Uses program eligibility criterion					1	
appropriately to make educational]				
recommendations		<u> </u>	1		<u>L</u>	<u> </u>

5. MAINTAINING APPROPRIATE RECORDS 5.1 Completes necessary documents within legally required timelines. 5.2 Maintains appropriate records and tracks necessary information 5.3 Observes legally mandated rules of confidentiality regarding student information 6. DEVELOPING AS A PROFESSIONAL SCHOOL PSYCHOLOGIST 6.1 Psychologist reflects on professional practice	EVALUATION STANDARDS	Exceeds Standard	Satisfactory/Meets Standard	Progress Evident/Moving Toward Standard	Unsatisfactory/Not Meeting Standard	Not Applicable	COMMENTS/EVIDENCE/FEEDBACK Please comment if the standard is marked unsatisfactory/not meeting standard
3.6 Follows legally mandated assessment time frames and federal and state requirements and, when applicable, SELPA guidelines 4. MANAGING INTERVENTIONS EFFECTIVELY 4.1 Applies knowledge of learning and behavior interventions strategies, including de-escalation techniques, to address student academic and behavioral concerns 4.2 Consults with educational staff, administration, and parents; offers intervention strategies 4.3 Assists in decisions about Special Education placement and student movement between programs 4.4 Collaborates with parents and staff to develop appropriate behavioral and mental health management strategies and interventions 4.5 Collaborates with community agencies, as well as with school site and district staff 5. MAINTAINING APPROPRIATE RECORDS 5.1 Completes necessary documents within legally required timelines. 5.2 Maintains appropriate records and tracks necessary information 5.3 Observes legally mandated rules of confidentiality regarding student information 6. DEVELOPING AS A PROFESSIONAL SCHOOL PSYCHOLOGIST 6.1 Psychologist reflects on professional practice							
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professional practice	6.1 Psychologist reflects on		T		Ī	T	
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b.Z Psychologist establishes	6.2 Psychologist establishes						

EVALUATION STANDARDS	Exceeds Standard	Satisfactory/Meets Standard	Progress Evident/Moving Toward Standard	Unsatisfactory/Not Meeting Standard	Not Applicable	COMMENTS/EVIDENCE/FEEDBACK Please comment if the standard is marked unsatisfactory/not meeting standard
professional learning goals						
6.3 Psychologist collaborates with community agencies to connect students and/or families with available resources						
6.4 Psychologist collaborates with students and families						
6.5 Psychologist collaborates with colleagues						
7. OTHER					Educ	ation Code 44662 and Section 10.3.2, etc.
7.1 Maintains a professional record of punctuality and attendance						
7.2 Adheres to school site policies and directives						
7.3 Abides by adopted Governing Board policies and procedures				***************************************		
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FO	RM	AL	EVA	LU.	ATI	ON
Exceeds Standards						
Satisfactory / Meets Standard	le					
Progress Toward Standards E		nt				
Unsatisfactory / Not Meeting			3			
Summary Comments:						
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Performance Improves Yes. (Required if "		ion 10.8.2; Appendix D-3) [eeting Standards")	
PAR Referral For Pern Yes. (Required if " described in Sectio No.	Unsatisfactory/Not M	s (Article 20) Teeting Standards" based on Criteria and	Standards
Evaluator's Signature	Date	Evaluatee's Signature*	Date

^{*} The evaluatee's signature does not constitute endorsement of evaluator's notations, only that this document has been reviewed. Within ten (10) working days the unit member may attach a written response to the Formal Evaluation Form that shall become a permanent attachment to the evaluation when placed in the personnel file.

SCHOOL PSYCHOLOGIST

OBSERVATION FORM

Unit Members Name: School Site/Assignment:						Status: Select One
Date of Pre-Observation Confe						·
Date of Pre-Observation Conference:						
Date of Pre-Observation Conference:	<u> </u>					
						e in each task area by marking the colun
EVALUATION STANDARDS	Exceeds Standard	Satisfactory/Meets Standard	Progress Evident Moving Toward Standard	Unsatisfactory/Not Meeting Standard	Not Applicable	COMMENTS/EVIDENCE/FEEDBAC Please comment if the standard is marked unsatisfactory/not meeting standard
1. PERFORMING PROFESSION Assists school sites by being a		-ω <u> </u>	<u> </u>	5	z	
1.1 Assists school sites by being a			SP	ONS	IBI	LITIES
minut observer in the alcount				1	1	
-2 Consults with and arms	 					•
lassroom teachers and school staff egarding a student's educational						
orrormance l	į		- 1	1	- 1	
3 Provides teachers and -41						
totessionals with documentation	-	- 1				
	ĺ		-	-	-	
terns and behavioral morner						İ
Trecommends modified						
structional strategies in regular and			}			
ecial Education settings Has knowledge of current						
ucation law that impacts area of	7		1-	+-	-	
Pougratify						1
Provides counseling coming	L_	_L	_	1		1
or dance with the mandake.				1	7	
lizing recommended CASP			1	İ		
		,			1	· · · · · · · · · · · · · · · · · · ·

Progress Evident/Moving Toward Standard COMMENTS/EVIDENCE/FEEDBACK Please comment if the standard is marked Unsatisfactory/Not Meeting Standard unsatisfactory/not meeting standard Satisfactory/Meets Standard **EVALUATION STANDARDS** Exceeds Standard Not Applicable 2. COMMUNICATING EFFECTIVELY WITH SCHOOL AND COMMUNITY 2.1 Communicates effectively in speaking and writing 2.2 Communicates effective behavioral, affective, and/or adaptive goals for students and assists in monitoring and/or monitors progress toward these goals 2.3 Keeps supervisor apprised of potential problems and important details 2.4 Communicates with parents and other adult care-givers in the development and implementation of behavior change programs to facilitate the learning and behavioral growth of the child 2.5 Demonstrates effective communication with people from a variety of education and socio-cultural backgrounds 2.6 Demonstrates skill in working effectively in a variety of team settings 2.7 Responds to written communications in a timely manner 3. ASSESSING STUDENT NEEDS 3.1 Gathers relevant information to answer referral questions including, but not limited to: record review, parent/staff interviews, classroom observations, etc. 3.2 Uses assessments appropriate to student's needs 3.3 Administers tests in a clinically accurate and appropriate manner 3.4 Uses program eligibility criterion appropriately to make educational recommendations

EVALUATION STANDARDS	Exceeds Standard	Satisfactory/Meets Standard	Progress Evident/Moving Toward Standard	Unsatisfactory/Not Meeting Standard	Not Applicable	COMMENTS/EVIDENCE/FEEDBACK Please comment if the standard is marked unsatisfactory/not meeting standard
3.5 Offers a detailed and accurate						
interpretation of assessment data						
3.6 Follows legally mandated assessment time frames and federal and state requirements and, when						
applicable, SELPA guidelines	NTC!	ויקדיקד		TIT	TET X	7
4. MANAGING INTERVENTIO 4.1 Applies knowledge of learning and	GYI	EAT I	PEC	111	ו בנעו	
behavior interventions strategies, including de-escalation techniques, to address student academic and behavioral concerns						
4.2 Consults with educational staff, administration, and parents; offers intervention strategies						
4.3 Assists in decisions about Special Education placement and student movement between programs						
4.4 Collaborates with parents and staff to develop appropriate behavioral and mental health management strategies and interventions					in the second of	
4.5 Collaborates with community agencies, as well as with school site and district staff						
5. MAINTAINING APPROPRI	ATI	ERF	CO	RDS	3	
5.1 Completes necessary documents within legally required timelines. 5.2 Maintains appropriate records and						
tracks necessary information 5.3 Observes legally mandated rules of confidentiality regarding student information						
6. DEVELOPING AS A PROFI	ESS	ION	AL	SCH	[00]	L PSYCHOLOGIST
6.1 Psychologist reflects on professional practice						

EVALUATION STANDARDS	Exceeds Standard	Satisfactory/Meets Standard	Progress Evident/Moving Toward Standard	Unsatisfactory/Not Meeting Standard	Not Applicable	COMMENTS/EVIDENCE/FEEDBACK Please comment if the standard is marked unsatisfactory/not meeting standard
6.2 Psychologist establishes professional learning goals						
6.3 Psychologist collaborates with community agencies to connect students and/or families with available resources	4400					
6.4 Psychologist collaborates with students and families						·
6.5 Psychologist collaborates with colleagues						

Evaluator's Signature	Date	Evaluatee's Signature* Dat	e

^{*} The evaluatee's signature does not constitute endorsement of evaluator's notations, only that this document has been reviewed. Within ten (10) working days the unit member may attach a written response to the Formal Evaluation Form that shall become a permanent attachment to the evaluation when placed in the personnel file.

SPEECH-LANGUAGE PATHOLOGIST (SLP)

FORMAL EVALUATION

(No Later Than May 1)

Evaluatee:			_ Sc	School or Work Site:						
Evaluator:			Po	Position:						
Evaluation Period:			_ Da	Date of Evaluation:						
otal Number of Observations:			_ Co	nfere	nces:					
Directions: Using the rating scale below, e appropriately as indicated in the rating sca			b per	forma	ance i	n each task area by marking the column				
EVALUATION STANDARDS	Exceeds Standard	Satisfactory/Meets Standard	Progress Evident/Moving Toward Standard	Unsatisfactory/Not Meeting Standard	Not Applicable	COMMENTS/EVIDENCE/FEEDBACK Please comment if the standard is marked unsatisfactory/not meeting standard				
1. PERFORMING PROFESSION	ONA	L R	ESI	ON	SIBI	ILITIES				
1.1 Consults with and supports classroom teachers and school staff regarding students in the Speech, Language, Hearing Program 1.2 Demonstrates knowledge and skills in Speech-Language Pathology and related areas 1.3 Provides culturally and educationally appropriate services that are effective, engage students, reflects evidence-based practices and is in accordance with student IEP requirements. 1.4 Has knowledge of current										
education law that impacts area of responsibility										
2. COMMUNICATING EFFEC 2.1 Communicates effectively in speaking and writing	TIV	ELY	WI	TH	SCH	OOL AND COMMUNITY				

EVALUATION STANDARDS	Exceeds Standard	Satisfactory/Meets Standard	Progress Evident/Moving Toward Standard	Unsatisfactory/Not Meeting Standard	Not Applicable	COMMENTS/EVIDENCE/FEEDBACK Please comment if the standard is marked unsatisfactory/not meeting standard
2.2 Communicates effective speech and/or language goals and monitors						
progress toward these goals						
2.3 Keeps supervisor apprised of						
potential problems and important						
details						
2.4 Communicates with parents and other adult care-givers in the			İ			
development and implementation of						
programs to facilitate the learning and			l			
growth of the child						
2.5 Demonstrates effective		İ		7.7.1		,
communication with people from a						
variety of education and socio-cultural		- 1	l	ĺ		- Paragraphic Control of the Control
backgrounds						
2.6 Demonstrates skill in working						
effectively in a variety of team settings 2.7 Responds to written						Í
communications in a timely manner						
3. ASSESSING STUDENT NEEDS	LL	1	J			
3.1 Gathers relevant information to						
answer referral questions including,			1	ĺ		
but not limited to: record review,						
parent/staff interviews, classroom						
observations, etc.						
3.2 Uses assessments appropriate to						
student's needs						
3.3 Administers tests in a clinically	1					
accurate and appropriate manner		\perp	_	-		
3.4 Uses program eligibility criterion		1	ĺ			
appropriately to make educational recommendations				ļ		
3.5 Offers a detailed and accurate		-	+			
interpretation of assessment data		ŀ				
3.6 Follows legally mandated		-	\dashv	1	$\overline{}$	1
assessment time frames and federal				-		İ
and state requirements and, when	1				1	
applicable, SELPA guidelines						

EVALUATION STANDARDS	Exceeds Standard	Satisfactory/Meets Standard	Progress Evident/Moving Toward Standard	Unsatisfactory/Not Meeting Standard	Not Applicable	COMMENTS/EVIDENCE/FEEDBACK Please comment if the standard is marked unsatisfactory/not meeting standard
4. MANAGING INTERVENTION	ONS	EF.	FEC	TIV	ELY	
4.1 Applies knowledge of strategies,						
including de-escalation techniques, to	1					
address concerns	<u> </u>		ļ		-	
4.2 Consults with educational staff, administration, and parents; offers					1	·
intervention strategies						
4.3 Assists in decisions about Special			_			
Education placement and student						
movement between programs						
4.4 Collaborates with parents and staff						
to develop appropriate SLP services 4.5 Collaborates with community						
agencies, as well as with school site						
and district staff						
5. MAINTAINING APPROPRI	ATE	ERF	eco	RDS	\mathbf{s}	
5.1 Completes necessary documents	<u> </u>		Ι			
within legally required timelines						
5.2 Maintains appropriate records and						
tracks necessary information	ļ					
5.3 Observes legally mandated rules of						
confidentiality regarding student information						
6. DEVELOPING AS A SPEEC	Ή Δ	ND	Τ.Δ	NGI	IAGI	E PATHOLOGIST
	/A.L. A.		x			
6.1 SLP reflects on professional						
practice		<u> </u>			-	
6.2 SLP establishes professional						
learning goals	 		 	-	-	1
6.3 SLP collaborates with community agencies				L		
6.4 SLP collaborates with students and families						
6.5 SLP collaborates with colleagues						
7. PROGRESS OF STUDENTS	з то	WA	RD		Educ	ation Code 44662 and Section 10.3.2, etc.

EVALUATION STANDARDS	Exceeds Standard	Satisfactory/Meets Standard	Progress Evident/Moving Toward Standard	Unsatisfactory/Not Meeting Standard	Not Applicable	COMMENTS/EVIDENCE/FEEDBACK Please comment if the standard is marked unsatisfactory/not meeting standard		
ESTABLISHED STANDARDS								
7.1 Evidence demonstrates adequate annual progress of students, where applicable, using a mutually agreed upon assessment tool								
8. OTHER Education Code 44662 and Section 10.3.2, etc.								
8.1 Maintains a professional record of punctuality and attendance			-					
8.2 Adheres to school site policies and directives				1				
8.3 Abides by adopted Governing Board policies and procedures								
FC	RM	AL :	EVA	LU.	ATI(ON		
☐ Exceeds Standards ☐ Satisfactory / Meets Standards ☐ Progress Toward Standards Evident ☐ Unsatisfactory / Not Meeting Standards								
Summary Comments:								

	ment Plan (Secti Unsatisfactory/Not M	on 10.8.2; Appendix D-3) eeting Standards")	
PAR Referral For Perr Yes. (Required if described in Section No.	'Unsatisfactory/Not M	s (Article 20) eeting Standards" based on Criteria and	Standards
Evaluator's Signature	Date	Evaluatee's Signature*	Date

^{*} The evaluatee's signature does not constitute endorsement of evaluator's notations, only that this document has been reviewed. Within ten (10) working days the unit member may attach a written response to the Formal Evaluation Form that shall become a permanent attachment to the evaluation when placed in the personnel file.

SPEECH-LANGUAGE PATHOLOGIST (SLP) OBSERVATION FORM

Unit Members Name:	_	Status: Select One				
School Site/Assignment:		W-711				
Date of Pre-Observation Conference:			***		_	
Date of Pre-Observation Conference:						
Directions: Using the rating scale below, e appropriately as indicated in the rating sca	valua ale be	até jo low.	b per	form	ance i	n each task area by marking the column
EVALUATION STANDARDS	Exceeds Standard	Satisfactory/Meets Standard	Progress Bvident/Moving Toward Standard	Unsatisfactory/Not Meeting Standard	Not Applicable	COMMENTS/EVIDENCE/FEEDBACK Please comment if the standard is marked unsatisfactory/not meeting standard
1. PERFORMING PROFESSION	ONA	L R	ESI	ON	SIBI	LITIES
1.1 Consults with and supports classroom teachers and school staff regarding students in the Speech, Language, Hearing Program 1.2 Demonstrates knowledge and skills in Speech-Language Pathology and related areas						
1.3 Provides culturally and educationally appropriate services that are effective, engage students, reflects evidence-based practices and is in accordance with student IEP requirements. 1.4 Has knowledge of current education law that impacts area of	7	r mende better	Web with the second sec			
responsibility	11177	3T X2	*****		7011	
2. COMMUNICATING EFFECT 2.1 Communicates effectively in speaking and writing	1111	ъL Y	WI.		SCH	OOL AND COMMUNITY

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EVALUATION STANDARDS	Exceeds Standard	Satisfactory/Meets Standard	Progress Evident/Moving Toward Standard	Unsatisfactory/Not Meeting Standard	Not Applicable	COMMENTS/EVIDENCE/FEEDBACK Please comment if the standard is marked unsatisfactory/not meeting standard
4. MANAGING INTERVENTION)NS	EF	FEC	TIV	ELY	7
4.1 Applies knowledge of strategies,	7110	1 · 1 · 1		TTA	ונ <i>נ</i> ונינג	
including de-escalation techniques, to						
address concerns						
4.2 Consults with educational staff,						
administration, and parents; offers						
intervention strategies						
4.3 Assists in decisions about Special		•				
Education placement and student						
movement between programs			Ì			
4.4 Collaborates with parents and staff						
to develop appropriate SLP services						
4.5 Collaborates with community		l				
agencies, as well as with school site						
and district staff						
5. MAINTAINING APPROPRI	ATE	RE	CO ₁	RDS	\$	
5.1 Completes necessary documents		ĺ			l	
within legally required timelines						
5.2 Maintains appropriate records and				f		
tracks necessary information						
5.3 Observes legally mandated rules of						
confidentiality regarding student				l		
information						
6. DEVELOPING AS A SPEEC	H A	ND	LAN	IGU	AGE	E PATHOLOGIST
6.1 SLP reflects on professional						
practice				Ì		
6.2 SLP establishes professional				•	i	
learning goals						
						Paragraphi
6.3 SLP collaborates with community		l				
agencies						
6.4 SLP collaborates with students and						
families						
6.5 SLP collaborates with colleagues						
						Trastation will d

	and the second s		
Evaluator's Signature	Date	Evaluatee's Signature*	Date

^{*} The evaluatee's signature does not constitute endorsement of evaluator's notations, only that this document has been reviewed. Within ten (10) working days the unit member may attach a written response to the Formal Evaluation Form that shall become a permanent attachment to the evaluation when placed in the personnel file.

TEACHERS ON SPECIAL ASSIGNMENT

FORMAL EVALUATION

(No Later Than May 1)

Evaluatee:					_ School or Work Site:					
Evaluator:										
Evaluation Period:										
Total Number of Observations:										
Directions: Using the rating scale below, appropriately as indicated in the rating sc	evalua ale be	ate jo low.	b per	form	ance i	n each task area by marking the column				
EVALUATION STANDARDS	Exceeds Standard	Satisfactory/Meets Standard	Progress Evident/Moving Toward Standard	Unsatisfactory/Not Meeting Standard	Not Applicable	COMMENTS/EVIDENCE/FEEDBACK Please comment if the standard is marked unsatisfactory/not meeting standard				
1. ENGAGING AND SUPPORTING IN LEARNING	STAF	'F Al	ND/O	R ST	rude	NTS				
1.1 Using knowledge of audience to engage them in learning 1.2 Connecting learning to prior knowledge, backgrounds, life experiences, and interests 1.3 Connecting content to meaningful, real-life contexts 1.4 Using a variety of instructional strategies, protocols, resources, and technologies to meet diverse learning needs and contexts 1.5 Promoting self-directed, reflective learning 1.6 Monitoring learning and adjusting instruction while teaching, facilitating or coaching 2. CREATING AND MAINTAINING	ВРР	corr	VE							

	_	3				
EVALUATION STANDARDS	Exceeds Standard	Satisfactory/Meets Standard	Progress Evident/Moving Toward Standard	Unsatisfactory/Not Meeting Standard	Not Applicable	COMMENTS/EVIDENCE/FEEDBACK Please comment if the standard is marked unsatisfactory/not meeting standard
2.1 Promoting and/or establishing responsibility within a safe community where all are treated fairly and respectfully		THE STATE OF THE S				
2.2 Creating physical or virtual learning environments that promote learning, reflect diversity, and encourage constructive and productive interactions				:		
2.3 Creating a rigorous learning environment with high expectations and appropriate support 2.4 Developing, communicating, and					TO DESCRIPTION OF THE PROPERTY	
maintaining high standards for individual and/or group collaboration 2.5 Employing routines, protocols,						
procedures, norms, and supports for positive behavior to promote a climate in which everyone can learn 2.6 Using time to optimize learning						
3. UNDERSTANDING AND ORGANIFOR STAFF AND/OR STUDENT LEA			NTE	NT		
3.1 Demonstrating knowledge of content or topic, standards, and curriculum frameworks						
3.2 Scaffolding content or topic to facilitate understanding 3.3 Utilizing instructional or facilitation strategies that are						
appropriate to the content or topic 3.4 Using and adapting resources, technologies and materials to make						·
content or topic accessible 3.5 Addressing the needs of unduplicated students (ELs, Foster			***************************************			
youth and Socioeconomically Disadvantaged Students) and students with special needs to provide equitable access to the content	į				- Comment of the Control	
4. PLANNING AND DESIGNING LE	ARN	ING				

EXPERIENCES FOR STAFF AND/OR STUDENTS

EVALUATION STANDARDS	Exceeds Standard	Satisfactory/Meets Standard	Progress Evident/Moving Toward Standard	Unsatisfactory/Not Meeting Standard	Not Applicable	COMMENTS/EVIDENCE/FEEDBACK Please comment if the standard is marked unsatisfactory/not meeting standard
4.1 Using knowledge of audience's cultural backgrounds and individual						
needs to plan instruction, facilitation or coaching						·
4.2 Establishing and articulating goals						
for staff and/or student learning						
4.3 Developing and sequencing long-						
term and short-term instructional						
plans to support staff and/or student						
learning						
4.4 Planning and preparing						
instruction, facilitation or coaching						
that incorporates appropriate						
strategies to meet the learning needs						
of staff and/or students						
4.5 Adapting plans agendas, and						
materials to meet the assessed						
learning needs of staff and/or students						
5. ASSESSING STAFF AND/O	R ST	UU	EN'	ΓLE	EAR.	NING
5.1 Applying knowledge of different						
assessment tools to support staff						
and/or student learning						
5.2 Collecting and analyzing data from						
a variety of sources to inform						
instruction, facilitation or coaching						
5.3 Reviewing data, both individually						
and with colleagues, to monitor						
learning						
5.4 Using data to establish learning						
goals and to plan, differentiate, and						
modify instruction, facilitation or						
coaching 5.5 Supporting staff and/or students in						
self-assessment, goal setting, and					:	
monitoring progress						
5.6 Using available technologies to						
assist in assessment, analysis, and						
communication of learning						
6. DEVELOPING AS A PROFI	TOOT	ON	AT 1	TOT.	TC A D	ror
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6.1 Reflecting on teaching, facilitation	ı				1	İ

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EVALUATION STANDARDS	Exceeds Standard	Satisfactory/Meets Standard	Progress Evident/Moving Toward Standard	Unsatisfactory/Not Meeting Standard	Not Applicable	COMMENTS/EVIDENCE/FEEDBACK Please comment if the standard is marked unsatisfactory/not meeting standard
or coaching practice in support of student learning						
6.2 Establishing professional goals and engaging in continuous and purposeful professional growth and development						
6.3 Collaborating with colleagues and the broader professional community to support staff and/or student learning						
6.4 Engaging local and/or school communities in support of the instructional program						
6.5 Managing professional responsibilities to maintain motivation and commitment to all						
6.6 Demonstrating professional responsibility, integrity, and ethical conduct		The same of the sa				
7. PROGRESS OF STUDENTS ESTABLISHED ACADEMIC S				S	Educ	eation Code 44662 and Section 10.3.2, etc.
7.1 Evidence demonstrates adequate annual progress of students, where applicable, using mutually agreed upon assessment tools						
8. OTHER		,			Educ	cation Code 44662 and Section 10.3.2, etc.
8.1 Maintains a professional record of punctuality and attendance						
8.2 Adheres to district and school site policies and directives						1
8.3 Abides by adopted Governing Board policies and procedures						
8.4 Assumes and completes job related assignments						

T)

FOR	MAL EVALUATION
Exceeds Standards	
☐ Satisfactory / Meets Standards	
Progress Toward Standards Evid	lent
Unsatisfactory / Not Meeting Sta	
Summary Comments:	
•	
Performance Improvement Plan (Section 10.8.2; Appendix D-3)
Yes. (Required if "Unsatisfactory	
□ No.	
PAR Referral For Permanent Teac	ahons (Antialo 20)
—	Not Meeting Standards" based on Criteria and Standards
described in Section 10.3.	Two Meeting Standards based on Criteria and Standards
□ No.	
valuator's Signature Date	Evaluatee's Signature* Date

* The evaluatee's signature does not constitute endorsement of evaluator's notations, only that this document has been reviewed. Within ten (10) working days the unit member may attach a written response to the Formal Evaluation Form that shall become a permanent attachment to the evaluation when placed in the personnel file.

TEACHERS ON SPECIAL ASSIGNMENT

OBSERVATION FORM

Unit Members Name:						-	Status: Select One
5	School Site/Assignment:					<u> </u>	
I	Date of Pre-Observation Conference:					~	
I	Date of Pre-Observation Conference:					_	
	Directions: Using the rating scale below, expropriately as indicated in the rating sc			b per	form	ance i	n each task area by marking the column
	EVALUATION STANDARDS	Exceeds Standard	Satisfactory/Meets Standard	Progress Evident/Moving Toward Standard	Unsatisfactory/Not Meeting Standard	Not Applicable	COMMENTS/EVIDENCE/FEEDBACK Please comment if the standard is marked unsatisfactory/not meeting standard
	1. ENGAGING AND SUPPORTING IN LEARNING	STAF	F Al	ND/O	R ST	TUDE	ENTS
	1.1 Using knowledge of audience to engage them in learning 1.2 Connecting learning to prior						
	knowledge, backgrounds, life experiences, and interests					\$	
	1.3 Connecting content to meaningful, real-life contexts						
	1.4 Using a variety of instructional strategies, protocols, resources, and technologies to meet diverse learning needs and contexts						
	1.5 Promoting self-directed, reflective learning 1.6 Monitoring learning and adjusting instruction while teaching, facilitating or coaching						
	2. CREATING AND MAINTAINING	EFFI	ECTI	$\overline{\mathbf{v}}$			

ENVIRONMENTS FOR STAFF AND/OR STUDENT LEARNING

EXPERIENCES FOR STAFF AND/OR STUDENTS

Exceeds Standard Satisfactory/Meets Standard Onsatisfactory/Not meeting Standard Onsatisfactory/Not Meeting Standard Not Applicable Not Applicable Not Applicable Not Applicable Not Applicable Not Applicable Not Applicable Not Applicable Not Applicable Not Applicable Not Applicable Not Applicable Not Applicable Not Applicable Not Applicable	
4.1 Using knowledge of audience's cultural backgrounds and individual needs to plan instruction, facilitation	
or coaching	
4.2 Establishing and articulating goals	
for staff and/or student learning	
4.3 Developing and sequencing long-	
term and short-term instructional	
plans to support staff and/or student	
learning	
4.4 Planning and preparing	
instruction, facilitation or coaching	
that incorporates appropriate	
strategies to meet the learning needs	
of staff and/or students	
4.5 Adapting plans agendas, and	
materials to meet the assessed	
learning needs of staff and/or students	
5. ASSESSING STAFF AND/OR STUDENT LEARNING	
The state of the s	
5.1 Applying knowledge of different	
assessment tools to support staff	
and/or student learning	
5.2 Collecting and analyzing data from	
a variety of sources to inform	
instruction, facilitation or coaching	
5.3 Reviewing data, both individually	
and with colleagues, to monitor	
learning	
5.4 Using data to establish learning	
goals and to plan, differentiate, and	
modify instruction, facilitation or	
coaching	
5.5 Supporting staff and/or students in	-
self-assessment, goal setting, and	
monitoring progress	
5.6 Using available technologies to	
assist in assessment, analysis, and	
communication of learning	
6. DEVELOPING AS A PROFESSIONAL EDUCATOR	
6.1 Reflecting on teaching, facilitation	

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Evaluator's Signature	Date	Evaluatee's Signature*	Date

^{*} The evaluatee's signature does not constitute endorsement of evaluator's notations, only that this document has been reviewed. Within ten (10) working days the unit member may attach a written response to the Formal Evaluation Form that shall become a permanent attachment to the evaluation when placed in the personnel file.

MUTUAL AGREEMENT FOR PARTICIPATION IN THE ALTERNATIVE EVALUATION FORM

	Teacher 🗆 TOSA 🗆 APE 🗀 Speech 🗀 Counselor 🗀 Psych 🗀 Nurse
Uni	t Member's Name: School/Assignment:
I.	Alternative Evaluation Option (please check one)
	1 Individual growth activity 2 Educational team growth activity 3 Educational research
II.	Goal-Setting (please check the Professional Standard(s) your projec will focus on)
	Standard: 1
	Description:
III.	Brief description of your project (including how your project will enhance student learning) (attach).
IV.	Timeline for completion of project (attach). Must be completed by May 10.
	Do you wish to have periodic meetings to review the progress of your project? Yes No. If yes, tentatively scheduled as follows (attach):
V.	Describe the administrative support you need for completion of your project. (Attach)
Unit	Member Date Administrator Date

PROFESSIONAL STANDARDS

TEACHERS & APE

- 1. Engaging and Supporting All Students in Learning
- 2. Creating and Maintaining Effective Environments for Student Learning
- 3. Understanding and Organizing Subject Matter for Student Learning
- 4. Planning Instruction and Designing Learning Experiences for All Students
- 5. Assessing Student Learning
- 6. Developing As A Professional Educator

TOSAS

- 1. Engaging and Supporting Staff And/Or Students in Learning
- 2. Creating and Maintaining Effective Environments for Staff And/Or Student Learning
- 3. Understanding and Organizing Subject Matter for Staff And/Or Student Learning
- 4. Planning Instruction and Designing Learning Experiences for Staff And/Or Students
- 5. Assessing Staff And/Or Student Learning
- 6. Developing As A Professional Educator

NURSES

- 1. Quality of School Nurse Care
- 2. Oversight of Documentation and Record Keeping Ensuring the Continuity and Completing of Records and Reports as Required
- 3. Assessment/Leadership Roles
- 4. Acquire and Maintain Current Knowledge and Competency in Nursing Practice

COUNSELORS

- 1. Advocate and Support Student Learning
- 2. Performing Professional Responsibilities
- 3. Communicating Effectively With School and Community
- 4. Assessing Student Needs
- 5. Managing Interventions Effectively
- 6. Developing As a Professional School Counselor

SPEECH & PSYCHOLOGIST

- 1. Performing Professional Responsibilities
- 2. Communicating Effectively With School and Community
- 3. Assessing Student Needs
- 4. Managing Interventions Effectively
- 5. Maintaining Appropriate Records
- 6. Developing As a Professional Speech Pathologist or School Psychologist