

**TEACHER**

**FORMAL EVALUATION**

(No Later Than May 1)

Evaluatee: \_\_\_\_\_ School or Work Site: \_\_\_\_\_

Evaluator: \_\_\_\_\_ Position: \_\_\_\_\_

Evaluation Period: \_\_\_\_\_ Date of Evaluation: \_\_\_\_\_

Total Number of Observations: \_\_\_\_\_ Conferences: \_\_\_\_\_

Directions: Using the rating scale below, evaluate job performance in each task area by marking the column appropriately as indicated in the rating scale below.

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
<b>1. ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING</b>						
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						
<b>2. CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING</b>						

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						
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						
2.5 Developing, communicating, and maintaining high standards for individual and group behavior						
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 optimize learning						
<b>3. UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING</b>						
3.1 Demonstrating knowledge of 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 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						
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						
<b>4. PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS</b>						
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 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						
4.5 Adapting instructional plans and curricular materials to meet the assessed learning needs of all students						
<b>5. ASSESSING STUDENT LEARNING</b>						
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						

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						
5.7 Using assessment information to share timely and comprehensible feedback with students and their families						
<b>6. DEVELOPING AS A PROFESSIONAL EDUCATOR</b>						
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 responsibilities to maintain motivation and commitment to all students						
6.7 Demonstrating professional responsibility, integrity, and ethical conduct						
<b>7. PROGRESS OF STUDENTS TOWARD ESTABLISHED ACADEMIC STANDARDS</b>		Education 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						
<b>8. OTHER</b>						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						
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						

**FORMAL EVALUATION**

Exceeds Standards  
 Satisfactory / Meets Standards  
 Progress Toward Standards Evident  
 Unsatisfactory / Not Meeting Standards

**Summary Comments:**

**Performance Improvement Plan (Section 10.8.2; Appendix D-3)**

- Yes. (Required if "Unsatisfactory/Not Meeting Standards")  
 No.

**PAS (Article 20) Referral For Permanent Teacher**

- Yes. (Required if "Unsatisfactory/Not Meeting Standards" based on Criteria and Standards described in Section 10.3.)  
 No.

\_\_\_\_\_  
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, evaluate job performance in each task area by marking the column appropriately as indicated in the rating scale below.

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
<b>1. ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING</b>						
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						
<b>2. CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING</b>						
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						
2.5 Developing, communicating, and maintaining high standards for individual and group behavior						
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 optimize learning						
<b>3. UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING</b>						
3.1 Demonstrating knowledge of 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 matter						
3.4 Utilizing instructional strategies that are appropriate to the subject 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
3.5 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						
<b>4. PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS</b>						
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						
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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						
<b>5. ASSESSING STUDENT LEARNING</b>						
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 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						
5.7 Using assessment information to share timely and comprehensible feedback with students and their families						
<b>6. DEVELOPING AS A PROFESSIONAL EDUCATOR</b>						
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 responsibilities to maintain motivation and commitment to all students						
6.7 Demonstrating professional responsibility, integrity, and ethical conduct						

\_\_\_\_\_  
Evaluators Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Evaluatee's Signature\*

\_\_\_\_\_  
Date

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**ADAPTED PHYSICAL EDUCATION TEACHER**

**FORMAL EVALUATION**

(No Later Than May 1)

Evaluatee: \_\_\_\_\_ School or Work Site: \_\_\_\_\_

Evaluator: \_\_\_\_\_ Position: \_\_\_\_\_

Evaluation Period: \_\_\_\_\_ Date of Evaluation: \_\_\_\_\_

Total Number of Observations: \_\_\_\_\_ Conferences: \_\_\_\_\_

Directions: Using the rating scale below, evaluate job performance in each task area by marking the column appropriately as indicated in the rating scale below.

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
<b>1. ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING</b>						
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						
<b>2. CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING</b>						

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						
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						
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 optimize learning						
<b>3. UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING</b>						
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						

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						
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						
<b>4. PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS</b>						
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						
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						
<b>5. ASSESSING STUDENT LEARNING</b>						
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 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						
<b>6. DEVELOPING AS A PROFESSIONAL EDUCATOR</b>						
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 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 responsibilities to maintain motivation and commitment to all students						
6.7 Demonstrating professional responsibility, integrity, and ethical conduct						
<b>7. PROGRESS OF STUDENTS TOWARD ESTABLISHED ACADEMIC STANDARDS</b>						
7.1 Evidence demonstrates adequate annual progress of students, where						Education 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
applicable, using a mutually agreed upon assessment tool						
<b>8. OTHER</b>						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						
8.3 Abides by adopted Governing Board policies and procedures						
8.4 Assumes and completes school-related assignments						

**FORMAL EVALUATION**

Exceeds Standards  
 Satisfactory / Meets Standards  
 Progress Toward Standards Evident  
 Unsatisfactory / Not Meeting Standards

**Summary Comments:**

**Performance Improvement Plan (Section 10.8.2; Appendix D-3)**

Yes. (Required if "Unsatisfactory/Not Meeting Standards")

No.

**PAS (Article 20) Referral For Permanent Teacher**

Yes. (Required if "Unsatisfactory/Not Meeting Standards" based on Criteria and Standards described in Section 10.3.

No.

\_\_\_\_\_  
Evaluator's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Evaluatee's Signature\*

\_\_\_\_\_  
Date

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**ADAPTED PHYSICAL EDUCATION 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, evaluate job performance in each task area by marking the column appropriately as indicated in the rating scale below.

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
<b>1. ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING</b>						
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						
<b>2. CREATING AND MAINTAINING EFFECTIVE</b>						

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
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**ENVIRONMENTS FOR STUDENT LEARNING**

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						
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 optimize learning						

**3. UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING**

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						

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 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						
<b>4. PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS</b>						
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						
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						
<b>5. ASSESSING STUDENT LEARNING</b>						
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						
5.5 Incorporating regular physical educators, classroom teachers and instructional/personal assistants into the child's physical education program and training them to utilize adapted						

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
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						
<b>6. DEVELOPING AS A PROFESSIONAL EDUCATOR</b>						
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 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 responsibilities to maintain motivation and commitment to all students						
6.7 Demonstrating professional responsibility, integrity, and ethical conduct						

\_\_\_\_\_  
Evaluators Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Evaluatee's Signature\*

\_\_\_\_\_  
Date

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**COUNSELOR**  
**FORMAL EVALUATION**

(No Later Than May 1)

Evaluatee: \_\_\_\_\_ School or Work Site: \_\_\_\_\_

Evaluator: \_\_\_\_\_ Position: \_\_\_\_\_

Evaluation Period: \_\_\_\_\_ Date of Evaluation: \_\_\_\_\_

Total Number of Observations: \_\_\_\_\_ Conferences: \_\_\_\_\_

Directions: Using the rating scale below, evaluate job performance in each task area by marking the column appropriately as indicated in the rating scale below.

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
<b>1. ADVOCATE AND SUPPORT STUDENT LEARNING</b>						
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						
<b>2. COMMUNICATING EFFECTIVELY WITH SCHOOL AND COMMUNITY</b>						
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						
2.4 Keeps supervisor apprised of potential problems and important details						
<b>3. ASSESSING STUDENT NEEDS</b>						
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						
<b>4. MANAGING INTERVENTIONS EFFECTIVELY</b>						
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						
<b>5. PERFORMING PROFESSIONAL RESPONSIBILITIES</b>						
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						

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						
<b>6. DEVELOPING AS A PROFESSIONAL SCHOOL COUNSELOR</b>						
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						
<b>7. PROGRESS OF STUDENTS TOWARD ESTABLISHED ACADEMIC STANDARDS</b>						
						Education 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						
<b>8. OTHER</b>						
						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						
8.3 Abides by adopted Governing Board policies and procedures						
8.4 Assumes and completes school-related assignments						

**FORMAL EVALUATION**

- Exceeds Standards
- Satisfactory / Meets Standards
- Progress Toward Standards Evident
- Unsatisfactory / Not Meeting Standards

**Summary Comments:**

**Performance Improvement Plan (Section 10.8.2; Appendix D-3)**

- Yes. (Required if "Unsatisfactory/Not Meeting Standards")
- No.

**PAR Referral For Permanent Teachers (Article 20)**

- Yes. (Required if "Unsatisfactory/Not Meeting Standards" based on Criteria and Standards described in Section 10.3.)
- No.

\_\_\_\_\_  
Evaluator's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Evaluatee's Signature\*

\_\_\_\_\_  
Date

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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
<b>1. ADVOCATE AND SUPPORT STUDENT LEARNING</b>						
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						
<b>2. COMMUNICATING EFFECTIVELY WITH SCHOOL AND COMMUNITY</b>						
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
<b>3. ASSESSING STUDENT NEEDS</b>						
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						
<b>4. MANAGING INTERVENTIONS EFFECTIVELY</b>						
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						
<b>5. PERFORMING PROFESSIONAL RESPONSIBILITIES</b>						
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 information						
5.4 Responds to time sensitive material appropriately						
<b>6. DEVELOPING AS A PROFESSIONAL SCHOOL COUNSELOR</b>						
6.1 Counselor reflects on professional practice						
6.2 Counselor establishes professional learning goals						



## SCHOOL NURSE ALTERNATIVE

### FORMAL EVALUATION

(No Later Than May 1)

Evaluatee: \_\_\_\_\_ School or Work Site: \_\_\_\_\_

Evaluator: \_\_\_\_\_ Position: \_\_\_\_\_

Evaluation Period: \_\_\_\_\_ Date of Evaluation: \_\_\_\_\_

Total Number of Observations: \_\_\_\_\_ Conferences: \_\_\_\_\_

Directions: Using the rating scale below, evaluate job performance in each task area by marking the column appropriately as indicated in the rating scale below.

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
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#### 1. QUALITY OF SCHOOL NURSE CARE

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						
1.6 Design and implement individual health plans to meet the health needs of the students, incorporating plans Provided by the physicians						

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						
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						
<b>2. OVERSIGHT OF DOCUMENTATION AND RECORD KEEPING ENSURING THE CONTINUITY AND COMPLETION OF RECORDS AND REPORTS AS REQUIRED</b>						
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						
<b>3. ASSESSMENT/LEADERSHIP ROLES</b>						
3.1 Participate in IEP/SST/504 meetings for health purposes when necessary						

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 District						
3.10 Act as a health consultant and resource to staff and community						
<b>4. ACQUIRE AND MAINTAIN CURRENT KNOWLEDGE AND COMPETENCY IN NURSING PRACTICE</b>						
4.1 Maintain an active and current California Nursing license, current CPR card and school nurse credential						
4.2 Maintain professional growth in current practices. Works 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 as needed and requested by the District						

**FORMAL EVALUATION**

- Exceeds Standards
- Satisfactory / Meets Standards
- Progress Toward Standards Evident
- Unsatisfactory / Not Meeting Standards

**Summary Comments:**

**Performance Improvement Plan (Section 10.8.2; Appendix D-3)**

- Yes. (Required if "Unsatisfactory/Not Meeting Standards")
- No.

**PAS (Article 20) Referral For Permanent Teacher**

- Yes. (Required if "Unsatisfactory/Not Meeting Standards" based on Criteria and Standards described in Section 10.3.
- No.

\_\_\_\_\_  
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.

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.

## 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, evaluate job performance in each task area by marking the column appropriately as indicated in the rating scale below.

EVALUATION STANDARDS	Exceeds Standard	Satisfactory/Meets Standard	Progress Evident/Moving Toward Standard	Unsatisfactory/Not Meeting Standard	Not Applicable	<b>COMMENTS/EVIDENCE/FEEDBACK</b> Please comment if the standard is marked unsatisfactory/not meeting standard
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#### **1. QUALITY OF SCHOOL NURSE CARE**

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						



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						
<b>2. OVERSIGHT OF DOCUMENTATION AND RECORD KEEPING ENSURING THE CONTINUITY AND COMPLETION OF RECORDS AND REPORTS AS REQUIRED</b>						
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
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**3. ASSESSMENT/LEADERSHIP ROLES**

3.1 Participate in IEP/SST/504 meetings for health purposes when necessary						
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 District						
3.10 Act as a health consultant and resource to staff and community						

**4. ACQUIRE AND MAINTAIN CURRENT KNOWLEDGE AND COMPETENCY IN NURSING PRACTICE**

4.1 Maintain an active and current California Nursing license, current CPR card and school nurse credential						
4.2 Maintain professional growth in current practices. Works constructively within the assigned department to review and update standards of care						

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						

\_\_\_\_\_  
Evaluators's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Evaluatee's Signature\*

\_\_\_\_\_  
Date

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# SCHOOL PSYCHOLOGIST

## FORMAL EVALUATION

(No Later Than May 1)

Evaluatee: \_\_\_\_\_ School or Work Site: \_\_\_\_\_

Evaluator: \_\_\_\_\_ Position: \_\_\_\_\_

Evaluation Period: \_\_\_\_\_ Date of Evaluation: \_\_\_\_\_

Total Number of Observations: \_\_\_\_\_ Conferences: \_\_\_\_\_

Directions: Using the rating scale below, evaluate job performance in each task area by marking the column appropriately as indicated in the rating scale below.

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
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### 1. PERFORMING PROFESSIONAL RESPONSIBILITIES

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
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**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						
<b>4. MANAGING INTERVENTIONS EFFECTIVELY</b>						
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						
<b>5. MAINTAINING APPROPRIATE RECORDS</b>						
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						
<b>6. DEVELOPING AS A PROFESSIONAL SCHOOL PSYCHOLOGIST</b>						
6.1 Psychologist reflects on professional practice						
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						
<b>7. OTHER</b>						Education 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						

**FORMAL EVALUATION**

Exceeds Standards  
 Satisfactory / Meets Standards  
 Progress Toward Standards Evident  
 Unsatisfactory / Not Meeting Standards

**Summary Comments:**

**Performance Improvement Plan (Section 10.8.2; Appendix D-3)**

- Yes. (Required if "Unsatisfactory/Not Meeting Standards")  
 No.

**PAR Referral For Permanent Teachers (Article 20)**

- Yes. (Required if "Unsatisfactory/Not Meeting Standards" based on Criteria and Standards described in Section 10.3.)  
 No.

\_\_\_\_\_  
Evaluator's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Evaluatee's Signature\*

\_\_\_\_\_  
Date

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## SCHOOL PSYCHOLOGIST 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, evaluate job performance in each task area by marking the column appropriately as indicated in the rating scale below.

EVALUATION STANDARDS						COMMENTS/EVIDENCE/FEEDBACK Please comment if the standard is marked unsatisfactory/not meeting standard
	Exceeds Standard	Satisfactory/Meets Standard	Progress Evident/Moving Toward Standard	Unsatisfactory/Not Meeting Standard	Not Applicable	
<b>1. PERFORMING PROFESSIONAL RESPONSIBILITIES</b>						
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

**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						
<b>4. MANAGING INTERVENTIONS EFFECTIVELY</b>						
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						
<b>5. MAINTAINING APPROPRIATE RECORDS</b>						
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						
<b>6. DEVELOPING AS A PROFESSIONAL SCHOOL PSYCHOLOGIST</b>						
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						
6.4 Psychologist collaborates with students and families						
6.5 Psychologist collaborates with colleagues						

\_\_\_\_\_  
Evaluator's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Evaluatee's Signature\*

\_\_\_\_\_  
Date

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**SPEECH-LANGUAGE PATHOLOGIST (SLP)**

**FORMAL EVALUATION**

(No Later Than May 1)

Evaluatee: \_\_\_\_\_ School or Work Site: \_\_\_\_\_

Evaluator: \_\_\_\_\_ Position: \_\_\_\_\_

Evaluation Period: \_\_\_\_\_ Date of Evaluation: \_\_\_\_\_

Total Number of Observations: \_\_\_\_\_ Conferences: \_\_\_\_\_

Directions: Using the rating scale below, evaluate job performance in each task area by marking the column appropriately as indicated in the rating scale below.

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
<b>1. PERFORMING PROFESSIONAL RESPONSIBILITIES</b>						
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						
<b>2. COMMUNICATING EFFECTIVELY WITH SCHOOL AND COMMUNITY</b>						
2.1 Communicates effectively in speaking and writing						

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 development and implementation of programs to facilitate the learning and 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						
<b>3. ASSESSING STUDENT NEEDS</b>						
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						
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						

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
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**4. MANAGING INTERVENTIONS EFFECTIVELY**

4.1 Applies knowledge of strategies, 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						
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 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 SPEECH AND LANGUAGE PATHOLOGIST**

6.1 SLP reflects on professional practice						
6.2 SLP establishes professional learning goals						
6.3 SLP collaborates with community agencies						
6.4 SLP collaborates with students and families						
6.5 SLP collaborates with colleagues						

**7. PROGRESS OF STUDENTS TOWARD**

Education 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
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**ESTABLISHED STANDARDS**

7.1 Evidence demonstrates adequate annual progress of students, where applicable, using a mutually agreed upon assessment tool						
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**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						
8.3 Abides by adopted Governing Board policies and procedures						

**FORMAL EVALUATION**

- Exceeds Standards
- Satisfactory / Meets Standards
- Progress Toward Standards Evident
- Unsatisfactory / Not Meeting Standards

**Summary Comments:**

Summary Comments:



**Performance Improvement Plan (Section 10.8.2; Appendix D-3)**

- Yes. (Required if "Unsatisfactory/Not Meeting Standards")  
 No.

**PAR Referral For Permanent Teachers (Article 20)**

- Yes. (Required if "Unsatisfactory/Not Meeting Standards" based on Criteria and Standards described in Section 10.3.)  
 No.

\_\_\_\_\_  
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.

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.

**SPEECH-LANGUAGE PATHOLOGIST (SLP)**

**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, evaluate job performance in each task area by marking the column appropriately as indicated in the rating scale below.

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 PROFESSIONAL RESPONSIBILITIES**

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 EFFECTIVELY WITH SCHOOL AND COMMUNITY**

2.1 Communicates effectively in speaking and writing						
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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
2.2 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 development and implementation of programs to facilitate the learning and 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						
<b>3. ASSESSING STUDENT NEEDS</b>						
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						
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						

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
<b>4. MANAGING INTERVENTIONS EFFECTIVELY</b>						
4.1 Applies knowledge of strategies, 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						
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						
<b>5. MAINTAINING APPROPRIATE RECORDS</b>						
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						
<b>6. DEVELOPING AS A SPEECH AND LANGUAGE PATHOLOGIST</b>						
6.1 SLP reflects on professional practice						
6.2 SLP establishes professional learning goals						
6.3 SLP collaborates with community agencies						
6.4 SLP collaborates with students and families						
6.5 SLP 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.

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.

## TEACHERS ON SPECIAL ASSIGNMENT

### FORMAL EVALUATION

(No Later Than May 1)

Evaluatee: \_\_\_\_\_ School or Work Site: \_\_\_\_\_

Evaluator: \_\_\_\_\_ Position: \_\_\_\_\_

Evaluation Period: \_\_\_\_\_ Date of Evaluation: \_\_\_\_\_

Total Number of Observations: \_\_\_\_\_ Conferences: \_\_\_\_\_

Directions: Using the rating scale below, evaluate job performance in each task area by marking the column appropriately as indicated in the rating scale below.

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
<b>1. ENGAGING AND SUPPORTING STAFF AND/OR STUDENTS IN LEARNING</b>						
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						
<b>2. CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STAFF AND/OR STUDENT LEARNING</b>						

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						
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 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						
<b>3. UNDERSTANDING AND ORGANIZING CONTENT FOR STAFF AND/OR STUDENT LEARNING</b>						
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						
<b>4. PLANNING AND DESIGNING LEARNING EXPERIENCES FOR STAFF AND/OR STUDENTS</b>						

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						
<b>5. ASSESSING STAFF AND/OR STUDENT LEARNING</b>						
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						
<b>6. DEVELOPING AS A PROFESSIONAL EDUCATOR</b>						
6.1 Reflecting on teaching, facilitation						



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						
<b>7. PROGRESS OF STUDENTS TOWARD ESTABLISHED ACADEMIC STANDARDS</b>						Education 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						
<b>8. OTHER</b>						Education 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						
8.3 Abides by adopted Governing Board policies and procedures						
8.4 Assumes and completes job related assignments						

**FORMAL EVALUATION**

- Exceeds Standards
- Satisfactory / Meets Standards
- Progress Toward Standards Evident
- Unsatisfactory / Not Meeting Standards

**Summary Comments:**

**Performance Improvement Plan (Section 10.8.2; Appendix D-3)**

- Yes. (Required if "Unsatisfactory/Not Meeting Standards")
- No.

**PAR Referral For Permanent Teachers (Article 20)**

- Yes. (Required if "Unsatisfactory/Not Meeting Standards" based on Criteria and Standards described in Section 10.3.)
- No.

\_\_\_\_\_  
Evaluators's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Evaluatee's Signature\*

\_\_\_\_\_  
Date

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## TEACHERS ON SPECIAL ASSIGNMENT

### OBSERVATION FORM

Unit Members Name: \_\_\_\_\_

Status: Select One

School Site/Assignment: \_\_\_\_\_

Date of Pre-Observation Conference: \_\_\_\_\_

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6.6 Demonstrating professional responsibility, integrity, and ethical conduct						

\_\_\_\_\_  
 Evaluator's Signature

\_\_\_\_\_  
 Date

\_\_\_\_\_  
 Evaluatee's Signature\*

\_\_\_\_\_  
 Date

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**MUTUAL AGREEMENT FOR PARTICIPATION IN THE  
ALTERNATIVE EVALUATION FORM**

Teacher    TOSA    APE    Speech    Counselor    Psych    Nurse

Unit 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 project will focus on)

Standard:    1       2       3       4       5       6

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