



Certificated Evaluation Handbook



Certificated Evaluation Handbook

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Evaluation Checklist for Permanent Certificated Staff

- HR provides Evaluators with list of certificated staff who need to be evaluated during the year
 - Every other year cycle for those whose last evaluation was an overall “Meets or Exceeds District Requirements”
 - Every 5 years if:
 - Employed 10 years and highly qualified
 - Prior evaluation was an overall “Meets or Exceeds”
- Evaluator notifies certificated staff who need to be evaluated after April 30th (preceding the year of evaluation) and before October 1 (of the current year) that it is an evaluation year
- Evaluator meets with certificated staff to be evaluated by October 10th for the Pre-Evaluation Orientation Meeting
 - Evaluator goes over the evaluation process and forms with the employee
 - Evaluator explains the standards and expectations
 - Employee selects 2 standards and the Evaluator selects 1 standard for a total of 3 for the purpose of evaluation for the year
 - The selected standards are circled and initialed on the form
 - Set the date for the first announced observation
 - Determine eligibility for the Alternative Evaluation. If yes, refer to Evaluation Checklist for Alternative Evaluations.
 - Sign/Date the form and give a copy to employee
- Evaluator conducts the first announced observation using the appropriate Certificated Observation Form
 - Evaluator fills in Evidence and Comments section for each of the three standards identified for evaluation and checks the appropriate performance box
 - If the employee “Requires Improvement” or is “Unsatisfactory” in a standard, the Evaluator completes the last page of the Certificated Observation Form, identifying Remedies, Strategies or Support to be Provided and a Time frame for completion.
 - Evaluator gives a copy of the completed Certificated Observation Form to the employee within 5 days of the observation along with a date/time to meet
 - Evaluator and employee meet to go over the observation and sign and date the form. A copy is provided to the employee.
- Evaluator conducts the second announced observation and follows the same process.
 - If the employee earned “Unsatisfactory” in any standard in the first observation or earned several “Requires Improvement,” schedule the second announced observation as soon as possible. Additional observations (beyond 2) may be unannounced.
 - If, after the second observation, the employee is likely to receive an overall mark of “Unsatisfactory” complete the Evaluation Summary by December 1. This will

enable the employee to receive the support of the PAR program in a timely manner.

- Employee making satisfactory progress? Meet with employee prior to 5/1 to go over Evaluation Summary form.
 - Sign/date form and give employee a copy
 - Evaluation cycle would be complete
- Employee's overall mark "Requires Improvement?"
 - Employee is eligible for the Certificated Assistance Plan
 - Notify Association President to set up meeting
 - 2 Options (see contract)
 - See Certificated Assistance Plan form for correction plan
 - Observations and conferences will continue as per the Certificated Assistance Plan and the employee will be evaluated in the next year
- Employee's overall mark "Unsatisfactory?"
 - Would have been notified by 12/1
 - Notify Association President to set up meeting
 - Referral to PAR
- Additional Notes
 - Job specific standards for evaluation are available on forms for:
 - Counselors
 - Nurses
 - Speech and Language Pathologists and Psychologists may use the standards for teachers or the Alternative Evaluation process until such time as specific standards for these two groups of employees are established.

Evaluation Checklist for Probationary/Temporary Certificated Staff

- HR provides Evaluators with list of certificated staff who need to be evaluated during the year
 - Evaluator notifies certificated staff who need to be evaluated after April 30th (preceding the year of evaluation) and before September 15th (of the current year) that it is an evaluation year
- Evaluator meets with certificated staff to be evaluated by October 1st for the Pre-Evaluation Orientation Meeting
 - Evaluator goes over the evaluation process and forms with the employee
 - Evaluator explains the standards and expectations
 - Evaluator selects 3 standards for the purpose of evaluation for the year
 - The selected standards are circled and initialed on the form by the Evaluator
 - Set the date for the first announced observation
 - Sign/Date the form and give a copy to employee
- Evaluator conducts 2 announced observations and conferences with employee using the appropriate Certificated Observation Form prior to November 15th
 - Evaluator fills in Evidence and Comments section for each of the three standards identified for evaluation and checks the appropriate performance box in each observation
 - If the employee “Requires Improvement” or is “Unsatisfactory” in a standard, the Evaluator completes the last page of the Certificated Observation Form, identifying Remedies, Strategies or Support to be Provided and a Time frame for completion.
 - Evaluator gives a copy of the completed Certificated Observation Form to the employee within 5 days of the observation along with a date/time to meet
 - Evaluator and employee meet to go over the observation and sign and date the form. A copy is provided to the employee.
- Evaluator meets with employee by 11/20 to go over the first Evaluation Summary based on the first two observations
 - Employee making satisfactory progress?
 - Sign/date form and provide employee with a copy
 - Employee earning an overall “Unsatisfactory” or “Requires Improvement?”
 - Employee is eligible for the Certificated Assistance Plan
 - Notify Association President to set up meeting
 - 2 Options (see contract)
 - Certificated Assistance Plan will be implemented and the Observation/Evaluation cycle continues
- Evaluator conducts a 3rd observation and conference between 11/20 and 3/1
- Evaluator meets with employee by 3/1 to go over the second and final Evaluation Summary
 - Employee making satisfactory progress?
 - Sign/date form and provide employee with a copy

- Employee earning an overall “Unsatisfactory” or “Requires Improvement?”
 - Employee is eligible for the Certificated Assistance Plan
 - Notify Association President to set up meeting
 - 2 Options (see contract)
 - Certificated Assistance Plan will be implemented
- Additional Notes
 - Job specific standards for evaluation are available on forms for:
 - Counselors
 - Nurses
 - Speech and Language Pathologists and Psychologists may use the standards for teachers or the Alternative Evaluation process until such time as specific standards for these two groups of employees are established.
 - Additional observations and conferences may be completed after 3/1.

Evaluation Checklist for Adult Ed/ROP and Hourly Certificated Staff 20+ Hours Per Week

- HR provides Evaluators with list of certificated staff who need to be evaluated during the year
- Evaluator meets with certificated staff to be evaluated for the Pre-Evaluation Orientation Meeting
 - Evaluator goes over the evaluation process and forms with the employee
 - Evaluator explains the standards and expectations
 - Employee selects 2 standards and the Evaluator selects 1 standard for a total of 3 for the purpose of evaluation for the year
 - The selected standards are circled and initialed on the form
 - Set the date for the first announced observation
 - Determine eligibility for the Alternative Evaluation. If yes, refer to Evaluation Checklist for Alternative Evaluations.
 - Sign/Date the form and give a copy to employee
- Evaluator conducts the first announced observation (one is required for the year) using the appropriate Certificated Observation Form
 - Evaluator fills in Evidence and Comments section for each of the three standards identified for evaluation and checks the appropriate performance box
 - If the employee “Requires Improvement” or is “Unsatisfactory” in a standard, the Evaluator completes the last page of the Certificated Observation Form, identifying Remedies, Strategies or Support to be Provided and a Time frame for completion.
 - Evaluator gives a copy of the completed Certificated Observation Form to the employee within 5 days of the observation along with a date/time to meet
 - Evaluator and employee meet to go over the observation and sign and date the form. A copy is provided to the employee.
- Evaluator conducts additional announced observations (optional) and follows the same process.
- Within 3 months of the 1st observation, Evaluator meets with employee to go over the Evaluation Summary
 - Employee making satisfactory progress?
 - Sign/date form and give employee a copy
 - Evaluation cycle would be complete
- Employee’s overall mark “Unsatisfactory” or “Requires Improvement?”
 - Employee is eligible for the Certificated Assistance Plan
 - Notify Association President to set up meeting
 - 2 Options (see contract)
 - See Certificated Assistance Plan form for correction plan
 - Observations and conferences will continue as per the Certificated Assistance Plan

Evaluation Checklist for the Alternative Evaluation

- Eligibility:
 - Permanent Certificated Employees with 6 years of teaching experience?
 - Adult Ed/ROP Certificated Employees with 4 years of teaching experience?
- Participation:
 - Does the Employee want to participate voluntarily?
 - Does the Evaluator approve of the use of the Alternative Evaluation Option?
- Procedures:
 - Evaluator meets with employee for the Pre-Evaluation Orientation Meeting
 - Form asks, "Eligible for Alternative Evaluation?" Evaluator notes, "Yes"
 - Evaluator and employee sign/date Pre-Evaluation Orientation Meeting form
 - Evaluator and employee meet to fill out the Certificated Alternative Evaluation form.
 - Evaluator and employee agree on Goals
 - Evaluator and employee agree on Timelines
 - Evaluator and employee agree on "How the Plan will Enhance Student Learning"
 - Evaluator and employee sign/date the form and a copy is provided to the employee
 - The Evaluator and employee meet and discuss progress as per the timelines noted in the Certificated Alternative Evaluation form
 - Evaluator and employee meet prior to 5/1 to conference and complete the Alternative Evaluation Summary form
 - Evaluator presents "Overall Performance Summary" to employee
 - Evaluator notes whether the employee:
 - Meets or Exceeds District Requirements
 - Requires Improvement
 - Unsatisfactory
 - Evaluator and employee sign/date form and a copy is provided to the employee



Certificated Pre-Evaluation Orientation Meeting

Employee:		<input type="checkbox"/>	Adult Ed/Hourly
Site:		<input type="checkbox"/>	Permanent
Assignment:		<input type="checkbox"/>	Temporary
Administrator:		<input type="checkbox"/>	Probationary 1 st year
Date:		<input type="checkbox"/>	Probationary 2 nd year

Timeline: Permanent – No later than October 10
 Temporary/Probationary – No later than October 1

Standards of Evaluation:

- Permanent Teachers, Adult Ed/ROP and Hourly K-12 Teachers working 20 hours or more per week shall select (circle and initial) 2 standards and the evaluator shall select 1 standard for a total of 3 standards.
- Temporary/Probationary: The evaluator shall select 3 standards for evaluations.

Classroom Teacher

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 Student Learning
5. Assessing Students for Learning
6. Developing as a Professional Educator

Date and Time for first observations visit: _____

Eligible for Alternative Evaluation? _____

Employee: This report has been discussed with me. I may attach a written statement of any disagreement.

Signature

Date

Administrator: I have discussed this report with the employee.

Signature

Date



Certificated Observation Form

Employee:		<input type="checkbox"/>	Adult Ed/Hourly
Site:		<input type="checkbox"/>	Permanent
Assignment:		<input type="checkbox"/>	Temporary
Administrator:		<input type="checkbox"/>	Probationary 1 st year
Date:		<input type="checkbox"/>	Probationary 2 nd year

Standard One: Engaging and Supporting All Students in Learning

- Not Observed**
 Meets or Exceeds District Requirements
 Requires Improvement
 Unsatisfactory

- 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 critical thinking through inquiry, problem solving and reflection.
- 1.6 Monitoring student learning and adjusting instruction while teaching

Evidence:
Comments:

Standard Two: Creating and Maintaining Effective Environments for Student Learning

- Not Observed**
 Meets or Exceeds District Requirements
 Requires Improvement
 Unsatisfactory

- 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

Evidence:
Comments:



Certificated Observation Form

Standard Three: Understanding and Organizing Subject Matter for Student Learning

- Not Observed
 Meets or Exceeds District Requirements Requires Improvement Unsatisfactory

- 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.
- 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.

Evidence:
Comments:

Standard Four: Planning Instruction and Designing Learning Experiences for All Students

- Not Observed
 Meets or Exceeds District Requirements Requires Improvement Unsatisfactory

- 4.1 Using background 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.

Evidence:
Comments:



Certificated Observation Form

Standard Five: Assessing Students for Learning

- Not Observed
 Meets or Exceeds District Requirements Requires Improvement Unsatisfactory

- 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 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.

Evidence:
Comments:

Standard Six: Developing as a Professional Educator

- Not Observed
 Meets or Exceeds District Requirements Requires Improvement Unsatisfactory

- 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.

Evidence:
Comments:



Certificated Observation Form

Support and Intervention in Standards Requiring Improvement or Unsatisfactory

Specific Standard for Improvement:	Remedies, Strategies or Support to be Provided:	Time frame for completion:

Administrators Signature

Date

Teacher Signature

Date



Certificated Evaluation Summary

Employee:		<input type="checkbox"/>	Adult Ed/Hourly
Site:		<input type="checkbox"/>	Permanent
Assignment:		<input type="checkbox"/>	Temporary
Administrator:		<input type="checkbox"/>	Probationary 1 st year
Date:		<input type="checkbox"/>	Probationary 2 nd year

Due Dates: 11/20 and 3/1 for Temporary and Probationary 1 and Probationary 2 ★5/1 for Permanent

	Not Observed	Meets or Exceeds District Requirements	Requires Improvement	Unsatisfactory
Standard 1: Engaging and Supporting All Students in Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard 2: Creating and Maintaining Effective Environments for Student Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard 3: Understanding and Organizing Subject Matter for Student Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard 4: Planning Instruction and Designing Learning Experiences for Student Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard 5: Assessing Students for Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard 6: Developing as a Professional Educator	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Overall Performance Summary

This progress report will be placed in your personnel file in 10 days.

You have the right to submit a written response. Your response shall become a permanent attachment to this report and will be placed in your personnel file.

<input type="checkbox"/>	Meets or Exceeds District Requirements
<input type="checkbox"/>	Requires Improvement (Certificated Assistance Plan)
<input type="checkbox"/>	Unsatisfactory (Referral to PAR)

Teacher's Signature

Date

Administrator's Signature

Date



Certificated Assistance Plan

Employee:		<input type="checkbox"/>	Adult Ed/Hourly
Site:		<input type="checkbox"/>	Permanent
Assignment:		<input type="checkbox"/>	Temporary
Administrator:		<input type="checkbox"/>	Probationary 1 st year
Date:		<input type="checkbox"/>	Probationary 2 nd year

1. Teacher Standard requiring improvement (describe).

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

Comments:

Specific Remedies, improvement techniques, or other assistance provided (include dates/timelines for completion).

Results of remedy will be assessed in next written observation.

This report has been discussed with the employee at post-observation conference.

Assistance Team Members
(if applicable)

Signature of Employee

Date

(Chairperson)

Date

Signature of Administrator

Date

Date

Date



Counselor Pre-Evaluation Orientation Meeting

Employee:		<input type="checkbox"/>	Adult Ed/Hourly
Site:		<input type="checkbox"/>	Permanent
Assignment:		<input type="checkbox"/>	Temporary
Administrator:		<input type="checkbox"/>	Probationary 1 st year
Date:		<input type="checkbox"/>	Probationary 2 nd year

Timeline: Permanent – No later than October 10
 Temporary/Probationary – No later than October 1

Standards of Evaluation:

- Permanent Teachers, Adult Ed/ROP and Hourly K-12 Teachers working 20 hours or more per week shall select (circle and initial) 2 standards and the evaluator shall select 1 standard for a total of 3 standards.
- Temporary/Probationary: The evaluator shall select 3 standards for evaluations.

Counselor

1. Engage, Advocate For and Support All Students in Learning

2. Plan, Implement and Evaluate Programs to Promote Academic, Career, Personal, and Social Development of All Students

3. Utilize Multiple Sources of Information to Monitor and Improve Student Behavior and Achievement

4. Collaborate and Coordinate With School and Community Resources

5. Promote and Maintain A Safe Learning Environment For All Students

6. Develop as a Professional Counselor

Date and Time for first observations visit: _____

Eligible for Alternative Evaluation? _____

Employee: This report has been discussed with me. I may attach a written statement of any disagreement.

Signature

Date

Administrator: I have discussed this report with the employee.

Signature

Date



Counselor Certificated Observation Form

Employee:		<input type="checkbox"/>	Adult Ed/Hourly
Site:		<input type="checkbox"/>	Permanent
Assignment:		<input type="checkbox"/>	Temporary
Administrator:		<input type="checkbox"/>	Probationary 1 st year
Date:		<input type="checkbox"/>	Probationary 2 nd year

Standard One: Engage, Advocate For and Support All Students in Learning

- Not Observed**
 Meets or Exceeds District Requirements
 Requires Improvement
 Unsatisfactory

- 1.1 Ensure all students are engaged in a system of support designed for learning and academic success
- 1.2 Advocate for educational opportunity, equity and access for all students
- 1.3 Advocate for the learning and academic success of all students
- 1.4 Identify student problems in their earliest stages and implement prevention and intervention strategies

Evidence:
Comments:

Standard Two: Plan, Implement and Evaluate Programs to Promote Academic, Career, Personal, and Social Development of All Students

- Not Observed**
 Meets or Exceeds District Requirements
 Requires Improvement
 Unsatisfactory

- 2.1 Demonstrate organization skills
- 2.2 Develop outcome-based programs
- 2.3 Assess program outcomes and analyze data
- 2.4 Demonstrate leadership in program development

Evidence:
Comments:



Counselor Certificated Observation Form

Standard Three: Utilize Multiple Sources of Information to Monitor and Improve Student Behavior and Achievement

- Not Observed
 Meets or Exceeds District Requirements
 Requires Improvement
 Unsatisfactory

3.1 Assess student characteristics and utilize the information to plan for individual student growth and achievement

3.2 Interpret and use student assessment data with students and parents/guardians in developing personal, academic, and career plans

3.3 Monitor student personal, academic, and career progress

Evidence:
Comments:

Standard Four: Collaborate and Coordinate With School and Community Resources

- Not Observed
 Meets or Exceeds District Requirements
 Requires Improvement
 Unsatisfactory

4.1 Build and maintain student support teams for student achievement

4.2 Provide consultation and education for teachers and parents

4.3 Develop working relationships within the school that include school staff members, parents, and community members

4.4 Coordinate support from community agencies

Evidence:
Comments:



Counselor Certificated Observation Form

Standard Five: Promote and Maintain A Safe Learning Environment For All Students

- Not Observed Meets or Exceeds District Requirements Requires Improvement Unsatisfactory

- 5.1 Promote a positive, safe, and supportive learning environment
- 5.2 Develop and implement programs that address the personal and social risk factors of students
- 5.3 Develop and implement programs that reduce the incidence of school site violence
- 5.4 Incorporate models of systemic school safety that address elements of prevention, intervention, and treatment into the school system

Evidence:
Comments:

Standard Six: Develop as a Professional Counselor

- Not Observed Meets or Exceeds District Requirements Requires Improvement Unsatisfactory

- 6.1 Establish professional goals and pursue opportunities to improve
- 6.2 Model effective practices and continuous progress in school counseling
- 6.3 Adhere to professional codes of ethics, legal mandates, and district policies

Evidence:
Comments:



Counselor Certificated Observation Form

Support and Intervention in Standards Requiring Improvement or Unsatisfactory

Specific Standard for Improvement:	Remedies, Strategies or Support to be Provided:	Time frame for completion:

Administrators Signature

Date

Counselor Signature

Date



Counselor Evaluation Summary

Employee:		<input type="checkbox"/>	Adult Ed/Hourly
Site:		<input type="checkbox"/>	Permanent
Assignment:		<input type="checkbox"/>	Temporary
Administrator:		<input type="checkbox"/>	Probationary 1 st year
Date:		<input type="checkbox"/>	Probationary 2 nd year

Due Dates: 11/20 and 3/1 for Temporary and Probationary 1 and Probationary 2 ★5/1 for Permanent

	Not Observed	Meets or Exceeds District Requirements	Requires Improvement	Unsatisfactory
Standard 1: Engage, Advocate For and Support All Students in Learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard 2: Plan, Implement and Evaluate Programs to Promote Academic, Career, Personal, and Social Development of All Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard 3: Utilize Multiple Sources of Information to Monitor and Improve Student Behavior and Achievement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard 4: Collaborate and Coordinate With School and Community Resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard 5: Promote and Maintain A Safe Learning Environment For All Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard 6: Develop as a Professional Counselor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Overall Performance Summary

This progress report will be placed in your personnel file in 10 days.

You have the right to submit a written response. Your response shall become a permanent attachment to this report and will be placed in your personnel file.

<input type="checkbox"/>	Meets or Exceeds District Requirements
<input type="checkbox"/>	Requires Improvement (Certificated Assistance Plan)
<input type="checkbox"/>	Unsatisfactory (Referral to PAR)

Teacher's Signature

Date

Administrator's Signature

Date



Counselor Assistance Plan

Employee:		<input type="checkbox"/>	Adult Ed/Hourly
Site:		<input type="checkbox"/>	Permanent
Assignment:		<input type="checkbox"/>	Temporary
Administrator:		<input type="checkbox"/>	Probationary 1 st year
Date:		<input type="checkbox"/>	Probationary 2 nd year

1. Counseling Standard requiring improvement (describe).
 - Standard 1: Engage, Advocate For and Support All Students in Learning
 - Standard 2: Plan, Implement and Evaluate Programs to Promote Academic, Career, Personal, and Social Development of All Students
 - Standard 3: Utilize Multiple Sources of Information to Monitor and Improve Student Behavior and Achievement
 - Standard 4: Collaborate and Coordinate With School and Community Resources
 - Standard 5: Promote and Maintain A Safe Learning Environment For All Students
 - Standard 6: Develop as a Professional Counselor

Comments:

Specific Remedies, improvement techniques, or other assistance provided (include dates/timelines for completion).

Results of remedy will be assessed in next written observation.

This report has been discussed with the employee at post-observation conference.		Assistance Team Members (if applicable)	
_____ Signature of Employee	_____ Date	_____ (Chairperson)	_____ Date
_____ Signature of Administrator	_____ Date	_____ 	_____ Date
		_____ 	_____ Date



Nurse Pre-Evaluation Orientation Meeting

Employee:		<input type="checkbox"/>	Adult Ed/Hourly
Site:		<input type="checkbox"/>	Permanent
Assignment:		<input type="checkbox"/>	Temporary
Administrator:		<input type="checkbox"/>	Probationary 1 st year
Date:		<input type="checkbox"/>	Probationary 2 nd year

Timeline: Permanent – No later than October 10
 Temporary/Probationary – No later than October 1

Standards of Evaluation:

- Permanent Teachers, Adult Ed/ROP and Hourly K-12 Teachers working 20 hours or more per week shall select (circle and initial) 2 standards and the evaluator shall select 1 standard for a total of 3 standards.
- Temporary/Probationary: The evaluator shall select 3 standards for evaluations.

School Nurse

- | | |
|---|-----------------------------|
| 1. Assessment | 10. Quality of Practice |
| 2. Diagnosis | 11. Communication |
| 3. Outcome Identification | 12. Leadership |
| 4. Planning | 13. Collaboration |
| 5. Implementation | 14. Professional Evaluation |
| 6. Evaluation | 15. Resource Utilization |
| 7. Ethics | 16. Environmental Health |
| 8. Education | 17. Program Management |
| 9. Evidence Based Practice and Research | |

Date and Time for first observations visit: _____

Eligible for Alternative Evaluation? _____

Employee: This report has been discussed with me. I may attach a written statement of any disagreement.

Signature

Date

Administrator: I have discussed this report with the employee.

Signature

Date



Nurse Certificated Observation Form

Employee:		<input type="checkbox"/>	Adult Ed/Hourly
Site:		<input type="checkbox"/>	Permanent
Assignment:		<input type="checkbox"/>	Temporary
Administrator:		<input type="checkbox"/>	Probationary 1 st year
Date:		<input type="checkbox"/>	Probationary 2 nd year

Standard One: Assessment

- Not Observed**
 Meets or Exceeds District Requirements
 Requires Improvement
 Unsatisfactory

The school nurse collects comprehensive data pertinent to the client's health or the situation

Evidence:	
Comments:	

Standard Two: Diagnosis

- Not Observed**
 Meets or Exceeds District Requirements
 Requires Improvement
 Unsatisfactory

The school nurse analyzes the assessment

Evidence:	
Comments:	

Standard Three: Outcome Identification

- Not Observed**
 Meets or Exceeds District Requirements
 Requires Improvement
 Unsatisfactory

The school nurse identified expected outcomes for a plan individualized to the client or the situation.

Evidence:	
Comments:	



Nurse Certificated Observation Form

Standard Four: Planning

- Not Observed**
 Meets or Exceeds District Requirements
 Requires Improvement
 Unsatisfactory

The school nurse develops a plan that prescribes strategies and alternatives to attain expected outcomes.

Evidence:
Comments:

Standard Five: Implementation

- Not Observed**
 Meets or Exceeds District Requirements
 Requires Improvement
 Unsatisfactory

The school nurse implements the identified plan.

- A. Coordination of care
 - a. The school nurse coordinates care delivery
- B. Health Teaching and Health Promotion
 - a. The school nurse uses strategies to promote a healthy and safe environment, especially regarding health education.
- C. Consultation
 - a. The school nurse provides consultation to influence the identified plan, enhance the abilities of others, and effect change.
- D. Prescriptive Authority and Treatment
 - a. The advanced practice registered nurse uses prescriptive authority, procedures, referrals, treatments, and therapies in accordance with state and federal laws and regulations.

Evidence:
Comments:



Nurse Certificated Observation Form

Standard Six: Evaluation

- Not Observed
 Meets or Exceeds District Requirements
 Requires Improvement
 Unsatisfactory

The school nurse evaluated progress towards achievement of outcomes.

Evidence:
Comments:

Standard Seven: Ethics

- Not Observed
 Meets or Exceeds District Requirements
 Requires Improvement
 Unsatisfactory

The school nurse practices ethically

Evidence:
Comments:

Standard Eight: Education

- Not Observed
 Meets or Exceeds District Requirements
 Requires Improvement
 Unsatisfactory

The school nurse attains knowledge and competency that reflects current school nursing practice.

Evidence:
Comments:

Standard Nine: Evidence Based Practice and Research

- Not Observed
 Meets or Exceeds District Requirements
 Requires Improvement
 Unsatisfactory

The school nurse integrates evidence and research findings into practice.

Evidence:
Comments:



Nurse Certificated Observation Form

Standard Ten: Quality of Practice

- Not Observed
 Meets or Exceeds District Requirements Requires Improvement Unsatisfactory

The school nurse contributes to quality nursing practice.

Evidence:
Comments:

Standard Eleven: Communication

- Not Observed
 Meets or Exceeds District Requirements Requires Improvement Unsatisfactory

The school nurse communicates effectively in a variety of formats in all areas of nursing practice.

Evidence:
Comments:

Standard Twelve: Leadership

- Not Observed
 Meets or Exceeds District Requirements Requires Improvement Unsatisfactory

The school nurse demonstrates leadership in the professional practice setting and the profession.

Evidence:
Comments:

Standard Thirteen: Collaboration

- Not Observed
 Meets or Exceeds District Requirements Requires Improvement Unsatisfactory

The school nurse collaborates with the healthcare consumer, family and others in the conduct of nursing practice.

Evidence:
Comments:



Nurse Certificated Observation Form

Standard Fourteen: Professional Evaluation

- Not Observed
 Meets or Exceeds District Requirements
 Requires Improvement
 Unsatisfactory

The school nurse evaluates one's own nursing practice in relation to professional practice standards and guidelines, relevant statutes, rules, and regulations.

Evidence:
Comments:

Standard Fifteen: Resource Utilization

- Not Observed
 Meets or Exceeds District Requirements
 Requires Improvement
 Unsatisfactory

The school nurse utilizes appropriate resources to plan and provide nursing services that are safe, effective, and financially responsible.

Evidence:
Comments:

Standard Sixteen: Environmental Health

- Not Observed
 Meets or Exceeds District Requirements
 Requires Improvement
 Unsatisfactory

The school nurse practices in an environmentally safe and healthy manner.

Evidence:
Comments:

Standard Seventeen: Program Management

- Not Observed
 Meets or Exceeds District Requirements
 Requires Improvement
 Unsatisfactory

The school nurse manages health services.

Evidence:
Comments:



Nurse Certificated Observation Form

Support and Intervention in Standards Requiring Improvement or Unsatisfactory

Specific Standard for Improvement:	Remedies, Strategies or Support to be Provided:	Time frame for completion:

Administrators Signature

Date

Nurse Signature

Date



Nurse Evaluation Summary

Employee:		<input type="checkbox"/>	Adult Ed/Hourly
Site:		<input type="checkbox"/>	Permanent
Assignment:		<input type="checkbox"/>	Temporary
Administrator:		<input type="checkbox"/>	Probationary 1 st year
Date:		<input type="checkbox"/>	Probationary 2 nd year

Due Dates: 11/20 and 3/1 for Temporary and Probationary 1 and Probationary 2 ★5/1 for Permanent

	Not Observed	Meets or Exceeds District Requirements	Requires Improvement	Unsatisfactory
Standard 1: Assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard 2: Diagnosis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard 3: Outcome Identification	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard 4: Planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard 5: Implementation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard 6: Evaluation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard 7: Ethics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard 8: Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard 9: Evidence Based Practice and Research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard 10: Quality of Practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard 11: Communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard 12: Leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard 13: Collaboration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard 14: Professional Evaluation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard 15: Resource Utilization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard 16: Environmental Health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard 17: Program Management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Overall Performance Summary

This progress report will be placed in your personnel file in 10 days.

You have the right to submit a written response. Your response shall become a permanent attachment to this report and will be placed in your personnel file.

<input type="checkbox"/>	Meets or Exceeds District Requirements
<input type="checkbox"/>	Requires Improvement (Certificated Assistance Plan)
<input type="checkbox"/>	Unsatisfactory (Referral to PAR)

Nurse's Signature

Date

Administrator's Signature

Date



Nurse Certificated Assistance Plan

Employee:		<input type="checkbox"/>	Adult Ed/Hourly
Site:		<input type="checkbox"/>	Permanent
Assignment:		<input type="checkbox"/>	Temporary
Administrator:		<input type="checkbox"/>	Probationary 1 st year
Date:		<input type="checkbox"/>	Probationary 2 nd year

School Nurse

- | | |
|---|--|
| <ol style="list-style-type: none"> 1. Assessment 2. Diagnosis 3. Outcome Identification 4. Planning 5. Implementation 6. Evaluation 7. Ethics 8. Education 9. Evidence Based Practice and Research | <ol style="list-style-type: none"> 10. Quality of Practice 11. Communication 12. Leadership 13. Collaboration 14. Professional Evaluation 15. Resource Utilization 16. Environmental Health 17. Program Management |
|---|--|

Comments:

Specific Remedies, improvement techniques, or other assistance provided (include dates/timelines for completion).

Results of remedy will be assessed in next written observation.

This report has been discussed with the employee at post-observation conference.

Assistance Team Members
(if applicable)

Signature of Employee

Date

(Chairperson)

Date

Signature of Administrator

Date

Date

Date

Date

Date



Certificated Alternative Evaluation

Employee:		<input type="checkbox"/>	Adult Ed/Hourly
Site:		<input type="checkbox"/>	Permanent
Assignment:		<input type="checkbox"/>	Temporary
Administrator:		<input type="checkbox"/>	Probationary 1 st year
Date:		<input type="checkbox"/>	Probationary 2 nd year

Eligibility: Tenured certificated employees with at least 6 years of teaching experience, and all Adult Education/ROP certificated employees with at least 4 years of teaching experience.

Employee's Goals aligned with the California Standards for the Teaching Profession and/or District Initiatives:

Goals	Timelines

How plan will enhance student learning:

Teacher's Signature

Date

Administrator's Signature

Date



Certificated Alternative Evaluation Summary

Employee:		<input type="checkbox"/>	Adult Ed/Hourly
Site:		<input type="checkbox"/>	Permanent
Assignment:		<input type="checkbox"/>	Temporary
Administrator:		<input type="checkbox"/>	Probationary 1 st year
Date:		<input type="checkbox"/>	Probationary 2 nd year

Due Date: 5/1

Overall Performance Summary

This evaluation summary will be placed in your personnel file in 10 days.
 You have a right to submit a written response.
 Your response shall become a permanent attachment to this report and will be placed in your personnel file.

<input type="checkbox"/>	Meets or Exceeds District Requirements
<input type="checkbox"/>	Requires Improvement (CAP)
<input type="checkbox"/>	Unsatisfactory (Referral to PAR)

 Teacher's Signature Date

 Administrator's Signature Date

VISTA UNIFIED SCHOOL DISTRICT
Peer Assistance and Review
Referral Form

School Site: _____
Administrator: _____
Referred Teacher: _____
Date: _____

California Standards for the Teaching Profession

PAR intervention is recommended because of unsatisfactory performance in the following areas of the *California Standards for the Teacher Profession*.

Please check off areas of concern and be detailed in your comments.

Standard One: Engaging and Supporting All Students in Learning

- 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 critical thinking through inquiry, problem solving, and reflection
- 1.6 Monitoring student learning and adjusting instruction while teaching

Comments or additional information as it may relate to this standard:

Standard Two: Creating and Maintaining an Effective Environment for All

- 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

Comments or additional information as it may relate to this standard:

Standard Three: Understanding and Organizing Subject Matter for Student Learning

- 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 the 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
- 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

Comments or additional information as it may relate to this standard:

**Standard Four: Planning Instruction and Designing Learning Experiences
for All Students**

- 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

Comments or additional information as it may relate to this standard:

Standard Five: Assessing Students for Learning

- 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 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

Comments or additional information as it may relate to this standard:

Standard Six: Developing As a Professional Educator

- 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

Comments or additional information as it may relate to this standard:

Describe administrative steps taken to improve teacher's performance

Administrators Signature

Date

Teacher Comments (attach additional sheets if necessary)

I have been informed that my name is being referred for intervention. My signature does not imply that I agree with this recommendation, only that I am aware that I am being referred to PAR.

Teacher Signature

Date

Standard 1: Practice for Engaging and Supporting All Students in Learning

	Meets or Exceeds	Requires Improvement	Unsatisfactory
1.1	Teacher uses data from a variety of formal and informal sources to learn about students and guide selection of instructional strategies to meet diverse learning needs.	Teacher learns about students and occasionally uses that information to choose among a limited array of instructional strategies.	Teacher accesses information about students through data provided by the school and/or through district assessments but does not demonstrate clear application of that information to meet student needs.
1.2	Teacher facilitates as students connect and apply prior knowledge, life experience, and interests to new learning goals.	Teacher makes some connections between the learning goals and the students' prior knowledge, life experiences, and interests.	Teacher makes no connections between the learning goals and the student prior knowledge, life experience, and interests.
1.3	Teacher includes connections from subject matter to meaningful, real-life contexts, including those specific to students' families and community.	Teacher uses real-life connections during instruction as identified in curriculum.	Teacher makes no connections between students' lives and subject matter.
1.4	Teacher makes skillful use of a variety of instructional strategies, resources and technologies to engage all students in learning, making adjustments while teaching to respond to students' needs.	Teacher uses a few different instructional strategies and technologies that are appropriate, but they lack variety or are not responsive to students' needs.	Teacher uses instructional strategies that lack variety, are poorly carried out, are inappropriate, and no adjustments are made to respond to student needs. Teacher uses very few or no technologies to meet student needs.
1.5	Learning opportunities are provided that extend student thinking and engage and support all students in problem solving, inquiry, analysis and reflection that make subject matter meaningful.	Some learning opportunities are provided for students to engage in problem solving, inquiry and reflection within subject matter areas.	No learning opportunities are provided for students to engage in problem solving, analysis, inquiry or reflection within or across subject matter areas.
1.6	Teacher makes on-going adjustments to instruction based on observation of student engagement and regular checks for understanding.	Teacher occasionally adjusts instruction based on superficial checks for student understanding.	Teacher implements lessons following curriculum guidelines.

Standard 2: Practice for Creating and Maintaining Effective Environments for Student Learning

	Meets or Exceeds	Requires Improvement	Unsatisfactory
2.1	Students work independently and collaboratively and maintain a classroom community in which they respect each other's differences, assume leadership, and are responsible for themselves and peers.	Students respect each other's differences most of the time and work together moderately well. Teacher treats students fairly most of the time and provides limited opportunities for students to assume responsibility.	Students' social development, self esteem, and diversity are not supported, and students have no sense of responsibility for each other. Teacher treats students unfairly in at least one observed incident.
2.2	Arrangement of the physical environment ensures safety and accessibility, reflects the class' student diversity and facilitates purposeful engagement for all students.	The physical environment is arranged for safety and accessibility, makes some accommodation for student diversity, and it facilitates individual student engagement in learning.	The physical environment does not support student learning. Student diversity is not integrated into classroom community. There are one or more safety hazards, and materials are difficult to access when needed.
2.3	Teacher anticipates and reduces risks to physical, intellectual and emotional safety using multiple strategies that include examining biases in the learning environment and the curriculum. Teacher models and provides instruction on skills that develop resiliency and support intellectual and emotional safety.	Teacher adheres to policies and laws regarding safety that are required by the site, district, and state. Responds to behaviors that impact student safety as they arise.	Teacher's practices are not consistent with site, district and state policies/laws regarding the physical, intellectual and/or emotional safety of students. Teacher fails to respond to behaviors that impact student safety.
2.4	Teacher develops a rigorous learning environment that includes accuracy, analysis, problem solving and appropriate levels of challenge. Teacher holds high expectations for students, has an understanding of achievement patterns and uses scaffolds to address achievement gaps.	Teacher focuses primarily on accuracy of answers with limited focus on analysis and problem solving. Communicates expectations of high achievement to students but does not regularly use scaffolds or other supports.	Teacher focuses the rigor of the learning environment on accuracy of answers and completion of learning tasks. Is aware of the importance of maintaining high expectations for students.

2.5	Teacher uses multiple strategies to develop behavior standards, and students are responsible for helping each other maintain standards, both as individuals and as a group.	Standards for behavior have been established by the teacher and communicated to students; and the teacher's response to student behavior is generally appropriate.	No standards for behavior appear to have been established, or students are confused about what the standards are.
2.6	Students and teacher ensure that classroom routines, procedures, norms and supports operate seamlessly and efficiently on a consistent basis.	Routines, procedures and norms have been established and work moderately well, with little loss of instructional time. Supports to ensure a climate in which all students can learn are partially in place or used only sporadically.	Classroom routines, procedures and norms have not been established or are not being enforced. Behavioral supports are not evident. Instructional time is wasted.
2.7	Teacher paces instruction with students to provide adequate time for instruction, checking for understanding, completion of learning activities and closure.	Teacher paces instruction with some consideration of lesson type, student comprehension and transitions.	Teacher paces instruction based on curriculum guidelines. Fails to demonstrate awareness of how transitions and classroom management impact pacing and lessons.

Standard 3: Practice for Understanding and Organizing Subject Matter for Student Learning

	Meets or Exceeds	Requires Improvement	Unsatisfactory
3.1	Teacher demonstrates working knowledge of subject matter, academic content standards and curriculum frameworks, using a variety of perspectives to address diverse student language and content needs.	Teacher's working knowledge of subject matter, academic content standards and curriculum frameworks reflects a single or a few perspectives, supports some students' learning and is usually current.	Teacher's working knowledge of subject matter, academic content standards and curriculum frameworks is inconsistently evident, does not adequately support students' learning and/or may not be current.
3.2	Teacher adapts instruction in response to knowledge of student development and proficiencies to meet students' diverse learning needs. Ensures understanding of subject matter, including related academic language. Provides explicit teaching of essential vocabulary, idioms, key words with multiple meanings and academic language in ways that engage students in accessing subject-matter text or learning activities.	Teacher plans instruction with clear consideration of student development but with little consideration of varying levels of students' understanding of subject matter. Identifies and explicitly teaches subject-specific vocabulary based on assessed student needs.	Teacher has basic knowledge of student stages of development while becoming aware of differences in students' understanding of subject matter. Teaches subject-specific vocabulary following curriculum guidelines.
3.3	Curriculum is organized to support student understanding of subject matter.	Curriculum is loosely organized, inconsistently demonstrates concepts, themes and skills without valuing different perspectives. Supports an understanding of core concepts for some students.	Curriculum is not organized and it rarely demonstrates concepts, themes, and skills; rarely values different perspectives or rarely supports students' understanding of core concepts.
3.4	Teacher develops student understanding through a variety of instructional strategies that are appropriate to the subject matter.	Teacher may use a few strategies to make the content accessible to students, and may encourage some students to think critically or to extend their knowledge of subject matter.	Teacher does not use instructional strategies appropriately matched to subject matter content or concepts and does not encourage students to think critically or to extend their knowledge.

3.5	Instructional materials are standards aligned. Resources are adapted to meet all students' needs. Technologies are used to make subject matter accessible to all students.	Instructional materials, resources and technologies are used infrequently to convey key subject matter concepts. Materials may be standards aligned and may be adapted to meet all students' needs.	Instructional materials, resources and technologies are either not used or used inappropriately. Materials do not accurately reflect diverse perspectives.
3.6	Teacher identifies language proficiencies and English-learner strengths in the study of language and content. Differentiates instruction using one or more components of English-language development to support English learners. Creates and implements scaffolds to support standards-based instruction using literacy strategies, SDAIE and content-level English-language development in order for students to improve language proficiencies and understand content.	Teacher is aware of students' primary language(s) and English-language proficiencies. Accesses and reviews students' English-language assessment data. Attempts to scaffold content using visuals, models, and graphic organizers.	Teacher fails to demonstrate awareness of students' primary language(s) and English-language proficiencies. Provides adapted materials to help English Learners access content without regard to students' assessed English-language proficiencies.

Standard 4: Practice for Planning Instruction and Designing Learning Experiences for All Students

	Meets or Exceeds	Requires Improvement	Unsatisfactory
4.1	Instructional plans draw on and value students' academic readiness, language proficiency, cultural background and individual development.	Instructional plans are partially drawn from information about students' academic readiness, language proficiency, cultural background and individual development.	Instructional plans do not match or reflect students' academic readiness, language proficiency, cultural background and individual development.
4.2	Multiple, short-term and long-term instructional goals are established and articulated for student learning.	Some instructional goals address students' learning, experience and/or home and school expectations. Expectations for students are inconsistent	Instructional goals are not established or do not address students' language, experience or home and school expectations. Expectations for students are low.
4.3	Short-term and long-term plans are designed to meet the needs of individual students and foster student learning.	Long-term plans have a recognizable structure, although the sequence of short-term/individual lessons is uneven and only partially helps students develop conceptual understanding.	Individual lesson plans have little or no relation to long-term goals and/or long-term or unit plan has little recognizable structure.
4.4	Teacher incorporates differentiated instructional strategies into on-going planning that addresses culturally responsive pedagogy, students' diverse language- and learning needs and styles. Uses assessments of students' learning and language needs to inform planning differentiated instruction.	Teacher selects from a limited array of strategies to respond to students' diverse learning needs. Attempts to apply knowledge of students' content and language needs in developing instructional plans.	Teacher plans instruction that incorporates strategies suggested by curriculum guidelines. Is aware of students' content and language needs through data provided by the site and district.
4.5	Instructional plans and materials are adapted to adjust for and accommodate assessed learning needs of all students.	Instructional plans and materials are adapted to only address superficial aspects of the lesson.	Instructional plans and/or materials are not modified, in spite of evidence that adaptation would improve student learning.

Standard 5: Practice for Assessing Student Learning

	Meets or Exceed	Requires Improvement	Unsatisfactory
5.1	Teacher decides on the purpose for assessment and skills to be assessed to select appropriately matched pre-, formative and summative assessments. Selects assessments based on a clear understanding of the purposes and characteristics of assessments to support student learning.	Teacher explores the use of different types of pre-assessment, formative and summative assessments. Begins to identify specific characteristics of assessments that yield different types of information about student preparedness, progress and proficiency.	Teacher is aware of the purposes and characteristics of formative and summative assessments.
5.2	Teacher collects and analyzes multiple sources of information to assess student learning and inform future instruction.	Teacher uses one or two sources of information to assess student learning and one or two assessment strategies to understand student progress.	Teacher uses no consistent sources of information to assess student learning and/or uses assessment strategies that are not appropriate to students' learning.
5.3	Teacher reviews and monitors a variety of data on student learning, individually and with colleagues, to identify trends and patterns among groups of students.	Teacher reviews and monitors assessments as individual events and identifies few trends among assessments or among groups of students. Teacher works individually.	Teacher reviews and monitors available assessment data as required by site and district processes.
5.4	Information from a variety of ongoing assessments is used to establish learning goals; and to plan and differentiate instruction. Assessments are used to adjust instruction while teaching in response to student needs.	Information from a limited range of assessments is used to establish learning goals and to plan learning activities and may support class needs and achievement. Assessments are not used to adjust instruction while teaching.	Information about student learning is inappropriately or not used by the teacher to plan, guide or adjust instruction.
5.5	Teacher involves and guides all students in reflection and self-assessment. Students demonstrate assessment strategies, set goals and monitor personal progress. Students discuss work with peers.	Teacher encourages and guides students to reflect and/or assess their own work. Opportunities are provided for students to self-assess, set goals, monitor personal progress and discuss work with peers.	Teacher does not encourage students to reflect on or assess their own work.

5.6	Teacher uses technology to design and implement assessments, record and analyze results, and communicate about student learning with administration, colleagues, families and students. Ensures that communications are received by those who lack access to technology.	Teacher uses technology to implement individual assessments, record results and communicate with administration, colleagues and families about student learning.	Teacher uses available technology to record assessments and make required communications about student learning.
5.7	Teacher communicates assessment information in a timely and comprehensible manner to students, families and other support personnel to improve understanding and encourage academic progress.	Teacher provides assessment information to students, families and support personnel to promote understanding and academic progress.	Teacher provides some information about student learning to students, families and support personnel, but the information is incomplete or unclear.

Standard 6: Practice for Developing as a Professional Educator

	Meets or Exceeds	Requires Improvement	Unsatisfactory
6.1	Teacher reflects on teaching practice in direct relation to student learning and instructional goals.	Teacher may reflect on areas of concern in their teaching, but rarely uses reflection to directly support student learning.	Teacher does not reflect on teaching practice or areas of concern.
6.2	Professional goals are extended, and teacher continuously and purposefully pursues opportunities to expand knowledge and skills and participate in the professional community.	Professional goals are developed, but teacher rarely pursues opportunities to develop new knowledge or skills.	Teacher makes minimal or no plans for professional growth.
6.3	Teacher engages in dialogue and reflection with colleagues, collaborates with staff to meet student needs, and contributes to school- and district-wide decision-making and events.	Teacher converses with colleagues occasionally, does not seek out other staff to meet student needs. Participates in required school and district events or learning activities.	Teacher does not converse with colleagues to meet the needs of students, and rarely participates in school or district events or learning activities.
6.4	Teacher respects all students' families, understands their diverse backgrounds, maintains positive interactions and provides multiple opportunities for meaningful participation in the classroom or school community in support of student learning.	Teacher may demonstrate respect for students' families or their backgrounds but has limited communication with families and is not sure how to provide opportunities for their participation in the classroom or school community.	Minimally communicates with families. Communication may be insensitive, not provided in a timely manner and/or unrelated to student learning.
6.5	Teacher values students' communities, uses knowledge of them to benefit students, and families provide students with experiences that support their learning and promote collaboration between the instructional program and the community.	Teacher has limited knowledge of students' communities or of how to access them to promote collaboration with the instructional program.	Teacher has no knowledge of students' communities and makes no attempt to access them.
6.6	Teacher anticipates professional responsibilities and manages time and effort required to meet expectations. Pursues ways to support students' diverse	Teacher maintains professional responsibilities in timely ways and seeks support as needed. Demonstrates commitment by exploring ways to address	Teacher develops an understanding of professional responsibilities. Seeks to meet required commitments to students.

	learning needs and maintains belief in students' capacity for achievement.	individual student needs.	
6.7	Teacher maintains a high standard of personal integrity and commitment to student learning and the profession in all circumstances. Contributes to building professional community and holding peers accountable to norms of respectful treatment and communication. Contributes to fostering a school culture with a high degree of resilience, professional integrity and ethical conduct.	Teacher follows all state education codes, legal requirements, district and site policies, contractual agreements and ethical responsibilities.	Teacher demonstrates little or no awareness of state education codes, legal requirements, district policies, site policies, contractual agreements and/or ethical responsibilities; or teacher demonstrates awareness but little regard.

THE CALIFORNIA STANDARDS FOR THE SCHOOL COUNSELING PROFESSION

provides a common language and a vision of the scope and complexity of the school counseling profession. With these standards, all counselors can define and develop their practice. The standards address the diversity of California's student population and reflect a system of support services that connects all students to activities and opportunities for academic, career, personal and social development. In promoting the success of all students, school counselors:

STANDARD 1

ENGAGE, ADVOCATE FOR AND SUPPORT ALL STUDENTS IN LEARNING

School counselors engage all students in a system of support programs, services, activities and opportunities to ensure their learning and academic success. School counselors assess the learning and academic needs of all students and develop interventions to address those needs. School counselors identify problems that impede learning at the earliest stages and implement strategies to address these problems. School counselors advocate for and support student achievement by promoting student motivation, positive interaction, and educational choice.

STANDARD 4

COLLABORATE AND COORDINATE WITH SCHOOL AND COMMUNITY RESOURCES

School counselors collaborate and coordinate with school staff, parents, local community agencies, municipalities, businesses, and service organizations to facilitate student development and ensure student success in school and in life. As student advocates, school counselors develop effective working teams with school staff, parents, and community members to eliminate personal, social, and institutional barriers to academic development.

STANDARD 2

PLAN, IMPLEMENT AND EVALUATE PROGRAMS TO PROMOTE ACADEMIC, CAREER, PERSONAL, AND SOCIAL DEVELOPMENT OF ALL STUDENTS

School counselors utilize systems and organizational skills to design, plan, and implement student-support programs to benefit all students. School counselors apply multiple approaches to assess program outcomes and then use evaluation data for continuous improvement. School counselors employ accepted guidance models and current research findings to ensure effective leadership and accountability for program outcomes.

STANDARD 5

PROMOTE AND MAINTAIN A SAFE LEARNING ENVIRONMENT FOR ALL STUDENTS

School counselors actively participate in systematic planning for school safety that includes school climate and crisis response plans. School counselors address elements of prevention, intervention, and treatment and contribute to establishing and maintaining a positive, safe, and secure school environment. School counselors develop and implement programs that reduce the incidence of school-site verbal, psychological, and physical intimidation and violence. School counselors provide support to witnesses and victims of violence and promote responsible behavior by the perpetrators of violence.

STANDARD 3

UTILIZE MULTIPLE SOURCES OF INFORMATION TO MONITOR AND IMPROVE STUDENT BEHAVIOR AND ACHIEVEMENT

School counselors assess and evaluate student attributes, behavior, and achievement using a variety of resources and methods. School counselors gather information to facilitate data-based decisions that promote student academic, career, personal, and social development. School counselors interpret and use data to work with individual students and their parents/guardians to develop plans for educational and personal success.

STANDARD 6

DEVELOP AS A PROFESSIONAL SCHOOL COUNSELOR

School counselors evaluate their professional contributions and actively engage in planning their professional development. School counselors establish professional goals, pursue opportunities to develop professional knowledge and skill, and participate in the extended professional community. School counselors follow professional codes of ethics and legal mandates while maintaining current knowledge of laws affecting the delivery of student services. School counselors contribute to school activities, promote school goals, and continually improve professional practice.

**NATIONAL ASSOCIATION OF SCHOOL NURSES, INC. and
AMERICAN NURSES ASSOCIATION
SCOPE AND STANDARDS OF PROFESSIONAL SCHOOL NURSING PRACTICE**

STANDARDS:

Standard 1. Assessment

The school nurse collects comprehensive data pertinent to the client's health or the situation.

Standard 2. Diagnosis

The school nurse analyzes the assessment data to determine the diagnosis or issue.

Standard 3. Outcome Identification

The school nurse identifies expected outcomes for a plan individualized to the client or the situation.

Standard 4. Planning

The school nurse develops a plan that prescribes strategies and alternatives to attain expected outcomes.

Standard 5. Implementation

The school nurse implements the identified plan.

A. Coordination of Care

The school nurse coordinates care delivery.

B. Health Teaching and Health Promotion

The school nurse uses strategies to promote a healthy and safe environment, especially regarding health education.

C. Consultation

The school nurse provides consultation to influence the identified plan, enhance the abilities of others, and effect change.

D. Prescriptive Authority and Treatment

The advanced practice registered nurse uses prescriptive authority, procedures, referrals, treatments, and therapies in accordance with state and federal laws and regulations.

Standard 6. Evaluation

The school nurse evaluates progress towards achievement of outcomes.

Standards of Professional Performance for School Nursing

The Standards of Professional Performance for School Nursing describe a competent level of behavior in the professional role. All school nurses are expected to actively engage in professional role activities appropriate to their education and position. School nurses are accountable for their professional actions to themselves, their healthcare consumers, the profession, and, ultimately, to society (adapted from ANA2010a p.10; ANA, 2010b, p. 22, and ANA/NASN Scope and Standards of Practice p. 13.)

Standard 7. Ethics

The school nurse practices ethically.

Standard 8. Education

The school nurse attains knowledge and competency that reflects current school nursing practice.

Standard 9. Evidence Based Practice and Research

The school nurse integrates evidence and research findings into practice.

Standard 10. Quality of Practice

The school nurse contributes to quality nursing practice.

Standard 11. Communication

The school nurse communicates effectively in a variety of formats in all areas of nursing practice.

Standard 12. Leadership

The school nurse demonstrates leadership in the professional practice setting and the profession.

Standard 13. Collaboration

The school nurse collaborates with the healthcare consumer, family and others in the conduct of nursing practice.

Standard 14. Professional Evaluation

The school nurse evaluates one's own nursing practice in relation to professional practice standards and guidelines, relevant statutes, rules, and regulations.

Standard 15. Resource Utilization

The school nurse utilizes appropriate resources to plan and provide nursing services that are safe, effective, and financially responsible.

Standard 16. Environmental Health

The school nurse practices in an environmentally safe and healthy manner.

Standard 17. Program Management

The school nurse manages school health services.

Source: School Nurse Orientation Manual: Maternal and Child Health Division School Health Program, Oklahoma State Department of Health, pages 4-5, Developed 2004 and Revised August 2013.