

APPENDIX I- EVALUATION FORMS

Rev 1.2012

**SALINAS UNION HIGH SCHOOL DISTRICT
CERTIFICATED PERSONNEL EVALUATION**

Original - Human Resources
Copy 1 - Evaluatee
Copy 2 - Evaluator

FINAL

Evaluatee: _____ Position: _____ School: _____

All Standards will be evaluated.

Evaluator: _____ Position: _____ School Year: _____

Current Status: Temporary Probationary I Probationary II Permanent PAR

Rating: U=Unsatisfactory NI=Needs Improvement P=Proficient

UNSATISFACTORY PERFORMANCE IN STANDARDS 1 THROUGH V REQUIRES REFERRAL TO PAR AS PER ED CODE 44500 AND ALSO CONSTITUTES AN UNSATISFACTORY SUMMATIVE EVALUATION

STANDARD 1 -	RATING	Commendations/recommendations/evidence
•		

FINAL

STANDARD II -	RATING	Commendations/recommendations/evidence
•		

FINAL

STANDARD III -	RATING	Commendations/recommendations/evidence
•		

FINAL

STANDARD IV -	RATING	Commendations/recommendations/evidence
•		

FINAL

STANDARD V -	RATING	Commendations/recommendations/evidence
•		

FINAL

STANDARD VI -	RATING	Commendations/recommendations/evidence
•		

SUHSD Class Observation Form

SUHSD Observation Form

Teacher: _____

School: _____

Subject: _____

Date: _____

Period: _____

 Scheduled

of students: _____

 Unannounced**STANDARD I:**

<input type="checkbox"/>	<i>Evidence and/or Commendations/Recommendations</i>
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STANDARD II:

<input type="checkbox"/>	<i>Evidence and/or Commendations/Recommendations</i>
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SUHSD Class Observation Form
STANDARD III:

<input type="checkbox"/>	<i>Evidence and/or Commendations/Recommendations</i>
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STANDARD IV:

<input type="checkbox"/>	<i>Evidence and/or Commendations/Recommendations</i>
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STANDARD V:

<input type="checkbox"/>	<i>Evidence and/or Commendations/Recommendations</i>
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Evaluatee Signature

Date

Evaluator Signature

Date

Print Evaluator Name: _____

2/2015

**SALINAS UNION HIGH SCHOOL DISTRICT
 CERTIFICATED PERSONNEL EVALUATION
 Athletic Director
 FINAL**

Original -- Human Resources
 Copy 1 -- Evaluator
 Copy 2 - Eevalutee

Evalutee: _____ Position: _____ School: _____

All Standards will be evaluated.

Evaluator: _____ Position: _____ School Year: _____

Current Status: Temporary Probationary I Probationary II Permanent PAR

Rating: U=Unsatisfactory NI=Needs Improvement P=Proficient

**UNSATISFACTORY PERFORMANCE IN STANDARDS I THROUGH V REQUIRES REFERRAL TO PAR AS PER ED CODE 44500
 AND ALSO CONSTITUTES AN UNSATISFACTORY SUMMATIVE EVALUATION**

STANDARD I – Athletic directors provide leadership and facilitate a shared vision of high-quality athletic programs that support achievement for all student athletes.	RATING	Commendations/recommendations/evidence
<ul style="list-style-type: none"> • Facilitates the development, implementation, and stewardship of a quality athletic program • Extends his/her mission beyond the academic growth of students • Develops the leadership capacity of staff to share the responsibility for implementing an athletic plan 		

STANDARD II - Athletic directors ensure a high-quality athletic program is developed, articulated, and implemented.	FINAL	
	RATING	Commendations/recommendations/evidence
<ul style="list-style-type: none"> • Is knowledgeable about current practices and methods in regards to safety, facilities management, etc. • Communicates his/her knowledge clearly to coaches, students, and staff • Uses comprehensive, collaborative planning skills to design effective athletic programs and instruction • Promotes high expectations for the delivery of quality programs and services 		

FINAL

STANDARD III - Athletic directors are responsible for establishing and managing an athletic program that fosters a positive learning environment.	RATING	Commendations/recommendations/evidence
<ul style="list-style-type: none">• Manages operations and resources to ensure a safe, efficient athletic program• Coordinates human and material resources to improve and support the athletic program• Develops and supervises efficient processes in order to maximize performance• Contributes to the smooth functioning of the school environment (Moved from Standard VII below)		

FINAL

STANDARD IV - Athletic directors assess and analyze data to develop and adapt plans that enhance the athletic program.	RATING	Commendations/recommendations/evidence
<ul style="list-style-type: none"> • Observes coaches on a regular basis to provide feedback • Monitors student progress in athletics • Attends events to gather data regarding the athletic program 		

FINAL

STANDARD V - Athletic directors are committed to continuous improvement and professional development.	RATING	Commendations/recommendations/evidence
<ul style="list-style-type: none"> • Seeks and uses feedback and reflects on his/her leadership • Draws upon sports management research and strategies in the delivery and enhancement of the athletic program • Is an active member of professional learning communities • Actively pursues professional growth and educational experiences 		

FINAL

STANDARD VI - Athletic directors exhibit a high degree of professionalism.	RATING	Commendations/recommendations/evidence
<ul style="list-style-type: none">• Understands and responds to cultural, economic, and other factors that influence the success of the athletic program• Views himself/herself as a leader in the educational community• Acts as liaison between or among various entities and stakeholders• Represents the interests of the program and school system when engaging with local, state, national, and governmental groups/agencies.		

SUHSD Observation Form – Athletic Director

Athletic Director: _____

School: _____

Content: _____

Date: _____

Time: _____

 Scheduled Unannounced

of teacher participants: _____

STANDARD I: Athletic directors provide leadership and facilitate a shared vision of high-quality athletic programs that support achievement for all student athletes.

<input type="checkbox"/> Facilitates the development, implementation, and stewardship of a quality athletic program <input type="checkbox"/> Extends his/her mission beyond the academic growth of students <input type="checkbox"/> Develops the leadership capacity of staff to share the responsibility for implementing an athletic plan	<i>Evidence and/or Commendations/Recommendations</i>
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STANDARD II: Athletic directors ensure a high-quality athletic program is developed, articulated, and implemented.

<input type="checkbox"/> Is knowledgeable about current practices and methods in regards to safety, facilities management, etc. <input type="checkbox"/> Communicates his/her knowledge clearly to coaches, students, and staff <input type="checkbox"/> Uses comprehensive, collaborative planning skills to design effective athletic programs and instruction <input type="checkbox"/> Promotes high expectations for the delivery of quality programs and services	<i>Evidence and/or Commendations/Recommendations</i>
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SUHSD Observation Form -- Athletic Director

STANDARD III: Athletic directors are responsible for establishing and managing an athletic program that fosters a positive learning environment.

<input type="checkbox"/> Manages operations and resources to ensure a safe, efficient athletic program <input type="checkbox"/> Coordinates human and material resources to improve and support the athletic program <input type="checkbox"/> Develops and supervises efficient processes in order to maximize performance <input type="checkbox"/> Contributes to the smooth functioning of the school environment	<i>Evidence and/or Commendations/Recommendations</i>
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STANDARD IV: - Athletic directors assess and analyze data to develop and adapt plans that enhance the athletic program.

<input type="checkbox"/> Observes coaches on a regular basis to provide feedback <input type="checkbox"/> Monitors student progress in athletics <input type="checkbox"/> Attends events to gather data regarding the athletic program	<i>Evidence and/or Commendations/Recommendations</i>
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STANDARD V:- Athletic directors are committed to continuous improvement and professional development.

<input type="checkbox"/> Seeks and uses feedback and reflects on his/her leadership <input type="checkbox"/> Draws upon sports management research and strategies in the delivery and enhancement of the athletic program <input type="checkbox"/> Is an active member of professional learning communities <input type="checkbox"/> Actively pursues professional growth and educational experiences	<i>Evidence and/or Commendations/Recommendations</i>
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Evaluatee Signature_____
Date_____
Evaluator Signature_____
Date

Print Evaluator Name: _____

SALINAS UNION HIGH SCHOOL DISTRICT

CERTIFICATED PERSONNEL EVALUATION

**SALINAS UNION HIGH SCHOOL DISTRICT
CERTIFICATED PERSONNEL EVALUATION**

Original -- Human Resources
Copy 1 - Evaluator
Copy 2 - Evaluator

EVALUATION PLANNING GUIDE

Standards I -- VI are from the California Standards for the Teaching Profession

Evaluate:	Position:	School:
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All Standards will be evaluated.

Evaluator:	Position:	School Year:
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Current Status: Temporary Probationary I Probationary II Permanent PAR

STANDARD I - Engaging and Supporting All Students in Learning	PLANS FOR GROWTH	EVIDENCED BY
<ul style="list-style-type: none"> • Using knowledge of students to engage them in learning • Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests • Connecting subject matter to meaningful, real-life contexts • Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs • Promoting critical thinking through inquiry, problem solving, and reflection • Monitoring student learning and adjusting instruction while teaching 		

SALINAS UNION HIGH SCHOOL DISTRICT		CERTIFICATED PERSONNEL EVALUATION	
STANDARD II - Creating and Maintaining Effective Environments for Student Learning	PLANS FOR GROWTH	EVIDENCED BY	
<ul style="list-style-type: none"> • Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully • Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students • Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe • Creating a rigorous learning environment with high expectations and appropriate support for all students • Developing, communicating, and maintaining high standards for individual and group behavior • Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn • Using instructional time to optimize learning 			

STANDARD III - Understanding and Organizing Subject Matter for Student Learning	PLANS FOR GROWTH	EVIDENCED BY
<ul style="list-style-type: none"> • Demonstrating knowledge of subject matter, Academic Content Standards, and curriculum frameworks • Applying knowledge of student development and proficiencies to ensure student understanding of subject matter • Organizing curriculum to facilitate student understanding of the subject matter • Utilizing instructional strategies that are appropriate to the subject matter • Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students • Addressing the needs of English learners and students with special needs to provide equitable access to the content 		

SALINAS UNION HIGH SCHOOL DISTRICT		CERTIFICATED PERSONNEL EVALUATION	
STANDARD IV - Planning Instruction and Designing Learning Experiences for All Students	PLANS FOR GROWTH	EVIDENCED BY	
<ul style="list-style-type: none"> • Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction • Establishing and articulating goals for student learning • Developing and sequencing long-term and short-term instructional plans to support student learning • Planning instruction that incorporates appropriate strategies to meet the learning needs of all students • Adapting instructional plans and curricular materials to meet the assessed learning needs of all students 			

STANDARD V - Assessing Students for Learning	PLANS FOR GROWTH	EVIDENCED BY
<ul style="list-style-type: none">• Applying knowledge of the purposes, characteristics, and uses of different types of assessments• Collecting and analyzing assessment data from a variety of sources to inform instruction• Reviewing data, both individually and with colleagues, to monitor student learning• Using assessment data to establish learning goals and to plan, differentiate, and modify instruction• Involving all students in self-assessment, goal setting, and monitoring progress• Using available technologies to assist in assessment, analysis, and communication of student learning• Using assessment information to share timely and comprehensible feedback with students and their families		



SALINAS UNION HIGH SCHOOL DISTRICT STANDARD VI - Developing as a Professional Educator	CERTIFICATED PERSONNEL EVALUATION PLANS FOR GROWTH	EVIDENCED BY
<ul style="list-style-type: none">▪ Reflecting on teaching practice in support of student learning▪ Establishing professional goals and engaging in continuous and purposeful professional growth and development▪ Collaborating with colleagues and the broader professional community to support teacher and student learning▪ Working with families to support student learning▪ Engaging local communities in support of the instructional program▪ Managing professional responsibilities to maintain motivation and commitment to all students▪ Demonstrating professional responsibility, integrity, and ethical conduct		



STANDARD VII – Required Duties and Professional Responsibilities	PLANS FOR GROWTH	EVIDENCED BY
<ul style="list-style-type: none"> • Fulfillment of adjunct duties • Attendance at department meetings • Attendance at faculty meetings • Fulfillment of other contractual duties under Article VII • Attendance required at parent conferences 		

Additional Comments/Evaluator:

Date

Signature Evaluator

Date

Signature Evaluator

Print Name

Print Name

SUHSD Observation Form – English Learner Specialist

Teacher: _____
Content: _____
Time: _____
of teacher participants: _____

School: _____
Date: _____
 Scheduled
 Unannounced

STANDARD I: INSTRUCTIONAL COACHES ARE SKILLED COLLABORATORS WHO FUNCTION EFFECTIVELY IN SCHOOL SETTINGS.

<p>A. Working with the school’s instructional teams, Instructional Coaches help determine the school’s strengths and areas for growth in implementing District instructional initiatives</p> <ul style="list-style-type: none"> <input type="checkbox"/> Assists the principal in developing a Professional Development (PD) Plan <input type="checkbox"/> Collaborates with members of the Instructional Leadership Team (ILT) to conduct ongoing assessments of professional development needs <input type="checkbox"/> Communicates the findings of PD needs assessments to staff and other stakeholders for their reflection <input type="checkbox"/> Supports teachers as they align curriculum to state and district requirements <input type="checkbox"/> Meets with other coaches in the school and school district to build professional skills and a sense of community <input type="checkbox"/> Manages time and resources effectively <p>B. Instructional Coaches promote productive relationships with and among school staff.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Showcases effective strategies employed by teachers and encourage teachers to share their stories of success with one another <input type="checkbox"/> Listens to learn about the needs and concerns of students and staff and responds in a manner that inspires trust, communicates respect, and is nonjudgmental in nature <input type="checkbox"/> Acts in a manner that demonstrates and models openness to new ideas <input type="checkbox"/> Understands and respects confidentiality 	<p><i>Evidence and/or Commendations/Recommendations</i></p>
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SUHSD Observation Form -- English Learner Specialist

<p>STANDARD I - B. Instructional Coaches promote productive relationships with and among school staff. (continued)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Responds promptly to requests for assistance from teachers and school leaders <input type="checkbox"/> Understands the secondary student, as well as the stresses and dilemmas secondary teachers must confront <input type="checkbox"/> Demonstrates positive expectations for student learning. This includes understanding and conveying the second-language acquisition process Academic English Language Learners (inclusive of ELs) go through <input type="checkbox"/> Uses varied group configurations and presentation formats as needed to engage adult learners, which includes scheduling and/or creating appropriate professional development sessions <input type="checkbox"/> Enlists administrator support for teachers as needed 	
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STANDARD II: INSTRUCTIONAL COACHES ARE SKILLED SECONDARY TEACHERS

<p>A. Instructional Coaches work with teachers individually or in collaborative teams, providing practical support on a range of reading, writing, speaking, and listening strategies.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Assists teachers in developing instruction designed to improve students' abilities to read and understand content area texts and complex reading materials <input type="checkbox"/> Helps teachers use the analysis of various assessment results to determine which strategies will move students to higher levels of achievement <input type="checkbox"/> Provides teachers with professional development in conjunction with district initiatives <input type="checkbox"/> Provides professional development related to literacy strategies <input type="checkbox"/> Explores cross-curricular communication and connections to literacy skills with teachers <input type="checkbox"/> Has a repertoire of instructional strategies at their disposal to share with and model for teachers <input type="checkbox"/> Helps teachers determine which strategies are best used for the learning goal, considering both the content and language being taught 	<p><i>Evidence and/or Commendations/Recommendations</i></p>
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SUHSD Observation Form – English Learner Specialist

STANDARD II: INSTRUCTIONAL COACHES ARE SKILLED SECONDARY TEACHERS (Cont.)

<p>B. Instructional Coaches observe and provide feedback to teachers on instruction related to literacy and district initiatives.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Helps to ensure that teachers understand that observations are not a threatening device but rather a tool to spark discussion and to reinforce the concept of refining our practice for continuous improvement <input type="checkbox"/> Organizes and leads learning walks and coaching cycles <input type="checkbox"/> Engages in reflective dialogue with teachers before and after observation to <ul style="list-style-type: none"> o establish and measure the degree to which students met the learning goal o establish and measure the degree to which the teacher met his/her professional goal o create an ideal product o create or select types of formative assessment(s) to implement o determine next steps for improved student achievement <input type="checkbox"/> Effectively models and/or provides quality models of instructional strategies to support teacher implementation and student learning 	<p><i>Evidence and/or Commendations/Recommendations</i></p>
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STANDARD III - ENGLISH LEARNER PROGRAM COMPLIANCE

<ul style="list-style-type: none"> <input type="checkbox"/> Recommends appropriate placement of English Learners (ELs) <input type="checkbox"/> Organizes and assists in the administration of the state mandated language development test (e.g. CELDT) <input type="checkbox"/> Monitors students who have reclassified as fluent English proficient (RFEF) <input type="checkbox"/> Organizes the annual site RFEF Ceremony <input type="checkbox"/> Serves as an additional support for ELs <input type="checkbox"/> Supports the Principal in leading the analysis of EL achievement data <input type="checkbox"/> Supports the Principal in organizing and facilitating the site's English Learner Advisory Committee (ELAC) 	<p><i>Evidence and/or Commendations/Recommendations</i></p>
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SUHSD Observation Form – English Learner Specialist

STANDARD IV – ASSUMES RESPONSIBILITY TO DEVELOP AS A PROFESSIONAL EDUCATOR

<ul style="list-style-type: none"> <input type="checkbox"/> Reflects on practice and planning for professional development <input type="checkbox"/> Attends professional seminars, conferences, and other training to receive instruction on research-based strategies and to learn how to work effectively with adult learners <input type="checkbox"/> Establishes professional goals and pursues opportunities to grow professionally <input type="checkbox"/> Works with colleagues to improve professional practice <input type="checkbox"/> Balances professional responsibilities/ to maintain motivation 	<p><i>Evidence and/or Commendations/Recommendations</i></p>
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STANDARD V - REQUIRED DUTIES AND PROFESSIONAL RESPONSIBILITIES

<ul style="list-style-type: none"> <input type="checkbox"/> Fulfills adjunct duties <input type="checkbox"/> Attends English Learner Specialist job alike meetings <input type="checkbox"/> Attends faculty meetings <input type="checkbox"/> Attends the site English Learner Advisory Committee (ELAC) meetings <input type="checkbox"/> Fulfills other contractual duties under Article VII. <input type="checkbox"/> Attends parent conferences 	<p><i>Evidence and/or Commendations/Recommendations</i></p>
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Evaluatee Signature

Date

Evaluator Signature

Date

Print Evaluator Name: _____

**SALINAS UNION HIGH SCHOOL DISTRICT
Personnel Evaluation Planning Guide:
English Learner Specialist**

Original – Human Resources

Standards are modified from the Standards for Middle and High School Literacy Coaches

Copy 1 - Evaluatee
Copy 2 - Evaluator

Evaluatee:	Position:	School:
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All Standards will be evaluated.

Evaluator:	Position:	School Year:
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Current Status: Temporary Probationary I Probationary II Permanent PAR

STANDARD I – INSTRUCTIONAL COACHES ARE SKILLED COLLABORATORS WHO FUNCTION EFFECTIVELY IN SCHOOL SETTINGS.	OBJECTIVES	EVIDENCED BY
<p>A. Working with the school's instructional teams, Instructional Coaches help determine the school's strengths and areas for growth in implementing District instructional initiatives</p> <ul style="list-style-type: none"> • Assists the principal in developing a Professional Development (PD) Plan • Collaborates with members of the Instructional Leadership Team (ILT) to conduct ongoing assessments of professional development needs • Communicates the findings of PD needs assessments to staff and other stakeholders for their reflection • Supports teachers as they align curriculum to state and district requirements • Meets with other coaches in the school and school district to build professional skills and a sense of community • Manages time and resources effectively 		

SALINAS UNION HIGH SCHOOL DISTRICT	ENGLISH LEARNER SPECIALIST- EVALUATION PLANNING GUIDE	
STANDARD I – INSTRUCTIONAL COACHES ARE SKILLED COLLABORATORS WHO FUNCTION EFFECTIVELY IN SCHOOL SETTINGS.	OBJECTIVES	EVIDENCED BY
<p>B. Instructional Coaches promote productive relationships with and among school staff.</p> <ul style="list-style-type: none"> • Showcases effective strategies employed by teachers and encourage teachers to share their stories of success with one another • Listens to learn about the needs and concerns of students and staff and responds in a manner that inspires trust, communicates respect, and is nonjudgmental in nature • Acts in a manner that demonstrates and models openness to new ideas • Understands and respects confidentiality • Responds promptly to requests for assistance from teachers and school leaders • Understands the secondary student, as well as the stresses and dilemmas secondary teachers must confront • Demonstrates positive expectations for student learning. This includes understanding and conveying the second-language acquisition process Academic English Language Learners (inclusive of ELs) go through • Uses varied group configurations and presentation formats as needed to engage adult learners, which includes scheduling and/or creating appropriate professional development sessions • Enlists administrator support for teachers as needed 		

SALINAS UNION HIGH SCHOOL DISTRICT	ENGLISH LEARNER SPECIALIST- EVALUATION PLANNING GUIDE	
STANDARD II - INSTRUCTIONAL COACHES ARE SKILLED SECONDARY TEACHERS	OBJECTIVES	EVIDENCED BY
<p>A. Instructional Coaches work with teachers individually or in collaborative teams, providing practical support on a full range of reading, writing, speaking, and listening strategies.</p> <ul style="list-style-type: none">• Assists teachers in developing instruction designed to improve students' abilities to read and understand content area texts and complex reading materials• Helps teachers use the analysis of various assessment results to determine which strategies will move students to higher levels of achievement• Provides teachers with professional development in conjunction with district initiatives• Provides professional development related to literacy strategies• Explores cross-curricular communication and connections to literacy skills with teachers• Has a repertoire of instructional strategies at their disposal to share with and model for teachers• Helps teachers determine which strategies are best used for the learning goal, considering both the content and language being taught		

SALINAS UNION HIGH SCHOOL DISTRICT STANDARD II - INSTRUCTIONAL COACHES ARE SKILLED SECONDARY TEACHERS	ENGLISH LEARNER SPECIALIST- EVALUATION PLANNING GUIDE OBJECTIVES	EVIDENCED BY
<p>B. Instructional Coaches observe and provide feedback to teachers on instruction related to literacy and district initiatives.</p> <ul style="list-style-type: none"> • Helps to ensure that teachers understand that observations are not a threatening device but rather a tool to spark discussion and to reinforce the concept of refining our practice for continuous improvement • Organizes and leads learning walks and coaching cycles • Engages in reflective dialogue with teachers before and after observation to <ul style="list-style-type: none"> ○ establish and measure the degree to which students met the learning goal ○ establish and measure the degree to which the teacher met his/her professional goal ○ create an ideal product ○ create or select types of formative assessment(s) to implement ○ determine next steps for improved student achievement • Effectively models and/or provides quality models of instructional strategies to support teacher implementation and student learning 		

STANDARD III - ENGLISH LEARNER PROGRAM COMPLIANCE	OBJECTIVES	EVIDENCED BY
<ul style="list-style-type: none">• Recommends appropriate placement of English Learners (ELs)• Organizes and assists in the administration of the state mandated language development test (e.g.CELDT)• Monitors students who have reclassified as fluent English proficient (RFEP)• Organizes the annual site RFEP Ceremony• Serves as an additional support for ELs• Supports the Principal in leading the analysis of EL achievement data• Supports the Principal in organizing and facilitating the site's English Learner Advisory Committee (ELAC)		
STANDARD IV – ASSUMES RESPONSIBILITY TO DEVELOP AS A PROFESSIONAL EDUCATOR	OBJECTIVES	EVIDENCED BY
<ul style="list-style-type: none">• Reflects on practice and planning for professional development• Attends professional seminars, conferences, and other training to receive instruction on research-based strategies and to learn how to work effectively with adult learners• Establishes professional goals and pursues opportunities to grow professionally• Works with colleagues to improve professional practice• Balances professional responsibilities to maintain motivation		



STANDARD V- REQUIRED DUTIES AND PROFESSIONAL RESPONSIBILITIES	OBJECTIVES	EVIDENCED BY
<ul style="list-style-type: none">• Fulfills adjunct duties• Attends English Learner Specialist job alike meetings• Attends faculty meetings• Attends the site English Learner Advisory Committee (ELAC) meetings• Fulfills other contractual duties under Article VII.• Attends parent conferences		

Additional Comments/Evalutee:

Date

Signature Evaluatee

Print Name

Date

Signature Evaluator

Print Name

Rev 8/2015

**SALINAS UNION HIGH SCHOOL DISTRICT
CERTIFICATED PERSONNEL EVALUATION
ENGLISH LEARNER SPECIALIST**

Standards are modified from the Standards for Middle and High School Literacy Coaches
FINAL

Evaluatee: _____ Position: _____ School: _____

All Standards will be evaluated.

Evaluator: _____ Position: _____ School Year: _____

Current Status: Temporary Probationary I Probationary II Permanent

Rating: U=Unsatisfactory NI=Needs Improvement P=Proficient

**UNSATISFACTORY PERFORMANCE IN STANDARDS 1 THROUGH V REQUIRES REFERRAL TO PAR AS PER ED CODE 44500
AND ALSO CONSTITUTES AN UNSATISFACTORY SUMMATIVE EVALUATION**

STANDARD I – INSTRUCTIONAL COACHES ARE SKILLED COLLABORATORS WHO FUNCTION EFFECTIVELY IN SCHOOL SETTINGS.	RATING	Commendations/recommendations/evidence
<p>A. Working with the school's instructional teams, Instructional Coaches help determine the school's strengths and areas for growth in implementing District instructional initiatives</p> <ul style="list-style-type: none"> • Assists the principal in developing a Professional Development (PD) Plan • Collaborates with members of the Instructional Leadership Team (ILT) to conduct ongoing assessments of professional development needs • Communicates the findings of PD needs assessments to staff and other stakeholders for their reflection • Supports teachers as they align curriculum to state and 		

FINAL

<p>district requirements</p> <ul style="list-style-type: none"> • Meets with other coaches in the school and school district to build professional skills and a sense of community • Manages time and resources effectively <p>B. Instructional Coaches promote productive relationships with and among school staff.</p> <ul style="list-style-type: none"> • Showcases effective strategies employed by teachers and encourage teachers to share their stories of success with one another • Listens to learn about the needs and concerns of students and staff and responds in a manner that inspires trust, communicates respect, and is nonjudgmental in nature • Acts in a manner that demonstrates and models openness to new ideas • Understands and respects confidentiality • Responds promptly to requests for assistance from teachers and school leaders • Understands the secondary student, as well as the stresses and dilemmas secondary teachers must confront • Demonstrates positive expectations for student learning. This includes understanding and conveying the second-language acquisition process Academic English Language Learners (inclusive of ELLs) go through • Uses varied group configurations and presentation formats as needed to engage adult learners, which includes scheduling and/or creating appropriate professional development sessions • Enlists administrator support for teachers as needed 	
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FINAL

STANDARD II - INSTRUCTIONAL COACHES ARE SKILLED SECONDARY TEACHERS	RATING	Commendations/recommendations/evidence
<p>A. Instructional Coaches work with teachers individually or in collaborative teams, providing practical support on a range of reading, writing, speaking, and listening strategies.</p> <ul style="list-style-type: none"> • Assists teachers in developing instruction designed to improve students' abilities to read and understand content area texts and complex reading materials • Helps teachers use the analysis of various assessment results to determine which strategies will move students to higher levels of achievement • Provides teachers with professional development in conjunction with district initiatives • Provides professional development related to literacy strategies • Explores cross-curricular communication and connections to literacy skills with teachers • Has a repertoire of instructional strategies at their disposal to share with and model for teachers • Helps teachers determine which strategies are best used for the learning goal, considering both the content and language being taught 		

FINAL

STANDARD II - INSTRUCTIONAL COACHES ARE SKILLED SECONDARY TEACHERS	RATING	Commendations/recommendations/evidence
<p>B. Instructional Coaches observe and provide feedback to teachers on instruction related to literacy and district initiatives.</p> <ul style="list-style-type: none"> • Helps to ensure that teachers understand that observations are not a threatening device but rather a tool to spark discussion and to reinforce the concept of refining our practice for continuous improvement • Organizes and leads learning walks and coaching cycles • Engages in reflective dialogue with teachers before and after observation to <ul style="list-style-type: none"> ○ establish and measure the degree to which students met the learning goal ○ establish and measure the degree to which the teacher met his/her professional goal ○ create an ideal product ○ create or select types of formative assessment(s) to implement ○ determine next steps for improved student achievement • Effectively models and/or provides quality models of instructional strategies to support teacher implementation and student learning 		

FINAL		
STANDARD III - ENGLISH LEARNER PROGRAM COMPLIANCE	RATING	Commendations/recommendations/evidence
<ul style="list-style-type: none"> • Recommends appropriate placement of English Learners (ELs) • Organizes and assists in the administration of the state mandated language development test (e.g.CELDT) • Monitors students who have reclassified as fluent English proficient (RFEP) • Organizes the annual site RFEP Ceremony • Serves as an additional support for ELs • Supports the Principal in leading the analysis of EL achievement data • Supports the Principal in organizing and facilitating the site's English Learner Advisory Committee (ELAC) 		
STANDARD IV – ASSUMES RESPONSIBILITY TO DEVELOP AS A PROFESSIONAL EDUCATOR	RATING	Commendations/recommendations/evidence
<ul style="list-style-type: none"> • Reflects on practice and planning for professional development • Attends professional seminars, conferences, and other training to receive instruction on research-based strategies and to learn how to work effectively with adult learners • Establishes professional goals and pursues opportunities to grow professionally • Works with colleagues to improve professional practice • Balances professional responsibilities to maintain motivation 		

SALINAS UNION HIGH SCHOOL DISTRICT

CERTIFICATED PERSONNEL EVALUATION -- INSTRUCTIONAL COACH

**SALINAS UNION HIGH SCHOOL DISTRICT
INSTRUCTIONAL COACH PERSONNEL EVALUATION**

Original – Human Resources
Copy 1 - Evaluator
Copy 2 - Evaluator

FINAL

Standards are modified from the Standard for Middle and High School Literacy Coaches

Evaluatee: _____ Position: _____ School: _____

All Standards will be evaluated.

Evaluator: _____ Position: _____ School Year: _____

Current Status: Temporary Probationary I Probationary II Permanent PAR

Rating: U=Unsatisfactory NI=Needs Improvement P=Proficient

UNSATISFACTORY PERFORMANCE IN STANDARDS 1 THROUGH V REQUIRES REFERRAL TO PAR AS PER ED CODE 44500 AND ALSO CONSTITUTES AN UNSATISFACTORY SUMMATIVE EVALUATION

STANDARD I – INSTRUCTIONAL COACHES ARE SKILLED COLLABORATORS WHO FUNCTION EFFECTIVELY IN SCHOOL SETTINGS.	RATING	Commendations/recommendations/evidence
<p>A. Working with the school's instructional team, Instructional Coaches help determine the school's strengths and areas for growth in implementing District instructional initiatives.</p> <ul style="list-style-type: none"> • Assists the principal in developing a Professional Development (PD) Plan • Collaborates with members of the Instructional Leadership Team to conduct ongoing assessments of professional development needs • Communicates the findings of PD needs assessments to staff and other stakeholders for their reflection • Supports teachers as they align curriculum to state and district requirements • Conducts ongoing self-assessments of the implementation of district initiatives with ILT team • Manages time and resources effectively 		

STANDARD I – INSTRUCTIONAL COACHES ARE SKILLED COLLABORATORS WHO FUNCTION EFFECTIVELY IN SCHOOL SETTINGS	RATING	Commendations/recommendations/evidence
<p>B. Instructional Coaches promote productive relationships with and among school staff.</p> <ul style="list-style-type: none"> • Showcases effective strategies employed by teachers and encourages teachers to share their stories of success with one another • Listens to learn about the needs and concerns of students and staff and responds in a manner that inspires trust, communicates respect, and is nonjudgmental in nature • Understands and respects confidentiality • Responds promptly to requests for assistance from teachers and school leaders • Understands the secondary student, as well as the stresses and dilemmas secondary teachers must confront • Demonstrates positive expectations for student learning. This includes understanding and conveying the second-language acquisition process Academic English Language Learners (inclusive of ELs) go through • Applies concepts of adult learning and motivation in order to meet the needs of school staff that are in various stages of their careers • Uses varied group configurations and presentation formats as needed to engage adult learners, which includes scheduling and or creating appropriate professional development sessions • Enlists administrator support for teachers as needed 		

SALINAS UNION HIGH SCHOOL DISTRICT CERTIFICATED PERSONNEL EVALUATION – INSTRUCTIONAL COACH

STANDARD I – INSTRUCTIONAL COACHES ARE SKILLED COLLABORATORS WHO FUNCTION EFFECTIVELY IN SCHOOL SETTINGS.	RATING	Commendations/recommendations/evidence
<p>C. Instructional Coaches strengthen their professional teaching knowledge, skills and strategies.</p> <ul style="list-style-type: none"> • Stays current with professional literature and the latest research on instructional strategies • Acts in a manner that demonstrates and models openness to new ideas • Meets with other coaches in the school and district to build professional skills and a sense of community • Attends professional seminars, conferences, and other training to receive instruction on research-based strategies and to learn how to work effectively with adult learners 		

STANDARD II – INSTRUCTIONAL COACHES ARE SKILLED SECONDARY TEACHERS.	RATING	Commendations/recommendations/evidence
<p>A. Instructional Coaches work with teachers individually or in collaborative teams, providing practical support on a range of reading, writing, speaking and listening strategies.</p> <ul style="list-style-type: none"> • Assists teachers in developing instruction designed to improve students' abilities to read and understand content area texts and complex reading materials • Helps teachers use the analysis of various assessment results to determine which strategies will move students to higher levels of achievement • Provides teachers with professional development in conjunction with district initiatives • Provides professional development related to literacy strategies • Explores cross-curricular communication and literacy skills with teachers 		

SALINAS UNION HIGH SCHOOL DISTRICT CERTIFICATED PERSONNEL EVALUATION – INSTRUCTIONAL COACH

STANDARD II – INSTRUCTIONAL COACHES ARE SKILLED SECONDARY TEACHERS. (Continued)	RATING	Commendations/recommendations/evidence
<p>A. Instructional Coaches work with teachers individually or in collaborative teams, providing practical support on a range of reading, writing, speaking and listening strategies.</p> <ul style="list-style-type: none"> • Has a repertoire of instructional strategies at his/her disposal to share with and model for teachers ▪ Helps teachers determine which strategies are best used for the learning goal, considering both the content and language being taught. 		
STANDARD II – INSTRUCTIONAL COACHES ARE SKILLED SECONDARY TEACHERS. (Continued)	RATING	Commendations/recommendations/evidence
<p>B. Instructional Coaches observe and provide feedback to teachers on instruction related to literacy and district initiatives.</p> <ul style="list-style-type: none"> • Helps to ensure that teachers understand that observations are not a threatening device but rather a tool to spark discussion and to reinforce the concept of refining our practice for continuous improvement • Conducts observations of classes on teacher use of instructional strategies and student engagement • Engages in reflective dialogue with teachers before and after observation to <ul style="list-style-type: none"> ○ Establish and measure the degree to which students met the learning goal ○ Establish and measure the degree to which the teacher met his/her professional goal ○ Create an ideal product ○ Create or select types of formative assessment(s) to implement ○ Determine next steps for improved student achievement • Effectively models and/or provides models of instructional strategies to support teacher implementation and student learning 		

SALINAS UNION HIGH SCHOOL DISTRICT CERTIFICATED PERSONNEL EVALUATION - INSTRUCTIONAL COACH

STANDARD III – DEVELOPING AS A PROFESSIONAL EDUCATOR	RATING	Commendations/recommendations/evidence
<ul style="list-style-type: none"> • Reflects on practice and planning professional development • Establishes professional goals and pursues opportunities to grow professionally • Works with communities to improve professional practice • Works with colleagues to improve professional practice • Balances professional responsibilities to maintain motivation 		

STANDARD IV – REQUIRED DUTIES AND PROFESSIONAL RESPONSIBILITIES	RATING	Commendations/recommendations/evidence
<ul style="list-style-type: none"> • Fulfills adjunct duties • Attends department meetings • Attends faculty meetings • Fulfills other contractual duties under Article VII • Attends parent conferences 		



