

9/2015

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

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

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 5 REQUIRES REFERRAL TO PARAS PER ED CODE 44500
AND ALSO CONSTITUTES AN UNSATISFACTORY SUMMATIVE EVALUATION**

STANDARD 1 – 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
- 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		

FINAL	
STANDARD II - Athletic directors ensure a high-quality athletic program is developed, articulated, and implemented.	RATING
• 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	Commendations/recommendations/evidence

FINAL

STANDARD III - Athletic directors are responsible for establishing and managing an athletic program that fosters a positive learning environment.	RATING	Commendations/recommendations/evidence
• 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
• 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
• 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 VII – Required Duties and Professional Responsibilities	RATING	Commendations/recommendations/evidence
- Attendance at department meetings - Attendance at faculty meetings, as necessary - Fulfillment of other contractual duties under Article VII - Attendance required at parent conferences		

SUMMATIVE EVALUATION: ☐ Unsatisfactory ☐ Needs Improvement ☐ Proficient

Mandatory Referral to PAR: ☐ Yes ☐ No

Date

Signature Evaluatee

Date

Signature Evaluator

Print Name – Evaluatee

Print Name – Evaluator

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

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

EVALUATION PLANNING GUIDE

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 – Athletic directors provide leadership and facilitate a shared vision of high-quality athletic programs that support achievement for all student athletes.	OBJECTIVES	EVIDENCED BY
- 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.	OBJECTIVES	EVIDENCED BY
• 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		
STANDARD III - Athletic directors are responsible for establishing and managing an athletic program that fosters a positive learning environment.	OBJECTIVES	EVIDENCED BY
• 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)		

STANDARD IV - Athletic directors assess and analyze data to develop and adapt plans that enhance the athletic program.	OBJECTIVES	EVIDENCED BY
• Observes coaches on a regular basis to provide feedback • Monitors student progress in athletics • Attends events to gather data regarding the athletic program		

STANDARD V - Athletic directors are committed to continuous improvement and professional development.	OBJECTIVES	EVIDENCED BY
• 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		

STANDARD VI - Athletic directors exhibit a high degree of professionalism.	OBJECTIVES	EVIDENCED BY
- 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.		

STANDARD VII – Required Duties and Professional Responsibilities	OBJECTIVES	EVIDENCED BY
- Attendance at department meetings - Attendance at faculty meetings, as necessary - Fulfillment of other contractual duties under Article VII - Attendance required at parent conferences		

Additional Comments/Evaluated:

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Date

Signature Evaluatee

Date

Signature Evaluator

Print Name

Print Name

- Promoting critical thinking through inquiry, problem solving, and reflection - Monitoring student learning and adjusting instruction while teaching		
STANDARD II - CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING	PLANS FOR GROWTH	EVIDENCED BY
- 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
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		
STANDARD IV - PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS • 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	PLANS FOR GROWTH	EVIDENCED BY

STANDARD V - ASSESSING STUDENTS FOR LEARNING	PLANS FOR GROWTH	EVIDENCED BY
• 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		
STANDARD V - ASSESSING STUDENTS FOR LEARNING	PLANS FOR GROWTH	EVIDENCED BY
• 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		
STANDARD VI - DEVELOPING AS A PROFESSIONAL EDUCATOR • 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	PLANS FOR GROWTH	EVIDENCED BY

STANDARD VII – REQUIRED DUTIES AND PROFESSIONAL RESPONSIBILITIES	PLANS FOR GROWTH	EVIDENCED BY
• 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/Evalutee:

Date

Signature Evaluatee

Date

Signature Evaluator

Print Name

Print Name

SALINAS UNION HIGH SCHOOL DISTRICT CERTIFICATED PERSONNEL EVALUATION

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

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

STANDARD 1 – Engaging and Supporting All Students in Learning	RATING	Commendations/recommendations/evidence
a. Teachers plan and implement a student-centered learning perspective that frames diversity as an educational asset and supports each student in relevant and challenging experiences that explore students' identities and extend their learning. b. Teachers elicit and solicit knowledge of each student's assets and needs, including cognitive, cultural and linguistic, social-emotional, and physical and developmental capacities, in the service of increasing active engagement in learning. c. Teachers meaningfully engage and form partnerships with families, guardians, and caregivers in addressing each student's learning needs, health, and well-being and are responsive to the range of economic, social, cultural, linguistic, and community factors that affect student development and learning.		

FINAL

d. Teachers are responsive to students' diverse experiences, cultures, languages, identities, interests, strengths, and needs and apply evidence-based principles that intentionally cultivate equitable access, opportunities, and positive outcomes for each student.	
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STANDARD II - Creating and Maintaining Effective Environments for Student Learning	RATING	Commendations/recommendations/evidence
a. Teachers guide learning through mutually respectful, supportive, and challenging experiences that result in each student's academic and social-emotional growth. b. Teachers communicate, model, practice, and sustain high standards of individual and group behavior that reflect, affirm, and respect diversity, and facilitate productive interactions to maximize opportunities for each student to learn and thrive. c. Teachers organize and manage learning structures, processes, resources, and supports in order to provide a safe and productive learning environment in which each student can grow and thrive. d. Teachers build on students' assets—students' abilities and talents, prior learning and peer and social group interactions, languages and cultures, and family and community experiences—to ensure that students' identities are included in classroom interactions and future learning experiences.		

FINAL

STANDARD III - Understanding and Organizing Subject Matter for Student Learning	RATING	Commendations/recommendations/evidence
a. Teachers identify, organize, and teach key concepts, underlying theories, and relationships that address pre-K-12 core content standards and local subject- and grade-level expectations, and also promote students' social-emotional and language development. b. Teachers engage students in real-world applications and leverage students' unique backgrounds, perspectives, and cultural identities to make learning authentic, relevant, and meaningful. c. Teachers design and implement content and resources that enable equitable access for every learner, including those with more complex needs, to essential academic and social-emotional concepts, to promote each learner's growth. d. Teachers elevate learning experiences, enabling students to apply knowledge and skills across content areas to identify issues, explore proposed solutions, and examine relevant, complex subject matter. e. Teachers select, use, and adapt standards-aligned instructional materials, evidence-based resources, and varied technologies to increase content and social-emotional learning options that are accessible, equitable, and culturally responsive and sustaining for each student.		

FINAL

STANDARD IV - Planning Instruction and Designing Learning Experiences for All Students	RATING	Commendations/recommendations/evidence
a. Teachers shape instructional plans that are informed by student goals, curriculum, evidence-based teaching strategies, materials, and resources attuned to the broad range of students' identities, prior knowledge, needs for growth, and interests. b. Teachers use varied instructional practices to craft effective learning experiences focused on the students they serve and the curriculum they teach. c. Teachers advance student learning by employing varied instructional strategies and supports that help build students' knowledge and skills and that facilitate student engagement, well-being, and efficacy. d. Teachers vary their instructional practices to differentiate the kinds of student learning activities and levels of support needed to address the breadth of students' identified assets and needs.		

FINAL

STANDARD V - Assessing Students for Learning	RATING	Commendations/recommendations/evidence
a. Teachers understand different assessment types and purposes and use multiple methods of assessing students to intentionally collect, analyze, and interpret information directed toward supporting each student's achievement and well-being. b. Teachers apply varied data sources to access meaningful information for planning and differentiating student learning experiences, determining developmentally appropriate instructional practices, and improving processes that equitably guide the growth of each student's academic and social-emotional learning. c. Teachers engage with students, families, and guardians, along with other teachers and specialists, to share student strengths and areas of improvement gathered from assessments and reach common understanding about how to apply the information to support improvement goals and student progress. d. Teachers, individually and collaboratively, evaluate and improve assessment methods to ensure equitable access, opportunities, resources, and outcomes for student learning and growth.		

FINAL

STANDARD VI - Developing as a Professional Educator	RATING	Commendations/recommendations/evidence
a. Teachers continuously examine and evaluate their own practice to intentionally use new understandings and perspectives as opportunities for professional growth and effectiveness. b. Teachers amplify their expertise with ongoing professional learning experiences that address subject-matter content, instruction and assessment, social-emotional support, and equitable practices, that enable each student—including historically and persistently underserved students—to reach identified goals. c. Teachers collaborate with colleagues in developing a common understanding of effective practices for students' academic and social-emotional development. This common understanding informs teaching and supports practices that meet students' diverse learning interests, strengths, and needs. d. Teachers collaborate with families, guardians, and community partners to develop and use a common language, strategies, and communication around in-school and out-of-school learning experiences and to align services and initiatives that affect each student's growth and well-being. e. Teachers demonstrate honesty, trustworthiness, and integrity in their professional behavior and decision-making as they conduct their responsibilities with a focus on each student's learning and well-being. f. Teachers strive to eradicate barriers to student access, engagement, opportunities and positive outcomes by acting with integrity and fairness so that every student has the quality experiences necessary to learn and thrive. g. Teachers cultivate and sustain personal motivation, commitment, energy, and health by balancing continuous professional growth with their own physical and emotional wellness.		

FINAL

STANDARD VII – Required Duties and Professional Responsibilities	RATING	Commendations/recommendations/evidence
a. Fulfillment of adjunct duties b. Attendance at department meetings c. Attendance at faculty meetings d. Fulfillment of other contractual duties under Article VII e. Attendance required at parent conferences		

SUMMATIVE EVALUATION: ☐ Unsatisfactory ☐ Needs Improvement ☐ Proficient

Mandatory Referral to PAR: ☐ Yes ☐ No

Date _____ Signature Evaluator _____ Date _____ Signature Evaluator _____

Print Name – Eevalutee _____ Print Name – Eevaluator _____

SALINAS UNION HIGH SCHOOL DISTRICT
COUNSELING PERSONNEL EVALUATION
PLANNING GUIDE

Standards I - VII are from the National Standards for School Counseling Programs

Evaluatee: _____ Position: _____ School: _____

All Standards will be evaluated.

Evaluator: _____ Position: _____ School Year: _____

Status: ☐ Temporary ☐ Probationary I ☐ Probationary II ☐ Permanent ☐ PAR

STANDARD I - ENGAGING AND SUPPORTING ALL STUDENTS IN ACADEMIC DEVELOPMENT	OBJECTIVES	EVIDENCED BY
A. The counselor assists students to acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span. • <i>Presenting relevant information for academic and post high school planning</i> • <i>Using a variety of strategies and resources to respond to students' diverse needs</i> • <i>Providing information, support and assistance in the development of educational and post high school plans</i> • <i>Using guidance and counseling strategies to promote good decision-making by students and parents for academic and post high school choices</i> • <i>Evaluates student progress, attendance and behavior to determine correct placement in regular program and/or refer to alternative education program</i> • <i>Participates in student/parent/teacher conferences to serve as an informational resource regarding student progress</i>		

B. The counselor supports students to complete school with academic preparation essential to choose from a wide range of substantial post-secondary options, including college. • Disseminating guidance information for students and parents using a variety of methods and formats to students and parents • Articulating promotion/graduation and vocational and college entrance requirements to students and parents • Assisting students and parents to ensure the student's educational plan meets stated educational/vocational goals • Monitoring each student's progress toward the completion of graduation/promotion • Informing parents and students about student progress toward promotion and graduation • Coordinates guidance services as appropriate to ensure proper placement in and use of district coordinated programs.	
	C. The counselor helps students understand the relationship of academics to the world of work and to life at home and in the community. • Connecting students' prior knowledge, life experiences and interests with academic/vocational goals • Encouraging students to use their skills and abilities in their home and community • Assisting students to develop an awareness of academic, personal, and social responsibilities in school and how it relates to the world of work • Providing services to students and parents regarding student performance in school. • Coordinating with ROP staff to provide all students with the opportunity to participate in a career assessment and occupational exploration through the site career center

STANDARD II - ASSISTING STUDENTS IN CAREER DEVELOPMENT	OBJECTIVES	EVIDENCED BY
A. The counselor assists students to acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions. • <i>Presenting relevant information for career planning</i> • <i>Providing information and support for making career plans</i> • <i>Monitoring middle school academic progress and high school four-year plans and update as needed</i> B. The counselor supports students to use strategies to achieve future career success. • <i>Disseminating guidance information using a variety of methods and formats</i> • <i>Provide information and assistance with college applications, planning for career opportunities, scholarships, financial aid, pre-college testing (such as SAT and ACT test, etc.)</i> C. The counselor helps students understand the relationship between personal qualities, education and training, and the world of work • <i>Connecting students' prior knowledge, skills, abilities, life experiences and interests with academic/vocational goals</i> • <i>Assisting students to develop an awareness of personal academic/vocational responsibilities in school and how it relates to the world of work (ROP Coordinators)</i> • <i>Providing consultative services to students, parents and appropriate staff regarding student performance in school</i> • <i>Informing students of business/industry partnerships to foster career development for students (ROP Coordinators)</i>		

STANDARD III - FACILITATING THE PERSONAL AND SOCIAL DEVELOPMENT OF STUDENTS	OBJECTIVES	EVIDENCED BY
A. The counselor assists students in acquiring the attitudes, knowledge and interpersonal skills to help them understand and respect self and others. • <i>Helping students to understand, accept and express their uniqueness and appreciate it in others</i> • <i>Counseling students as to the development of appropriate behaviors leading to academic success</i> • <i>Demonstrates understanding of students' cultural heritage.</i> • <i>Utilizes understanding to assist students in acquiring skills and knowledge needed to make a successful transition from middle school to high school and high school to post secondary life</i>		
B. The counselor assists students in making decisions, setting goals and taking the necessary action to achieve their goals. • <i>Counseling students about goal setting, prioritizing, and acting to achieve and personal short- and long-range goals (Group setting appropriate)</i> • <i>Models respect and appreciation for individual and cultural differences</i>		
C. The counselor assists students in understanding safety and survival skills. • <i>Guiding students as to the difference between appropriate and inappropriate physical contact</i> • <i>Identifying school and community resources available to students to assist them with problem-solving</i> • <i>Helping students to differentiate between situations requiring peer support and those that require adult professional help</i> • <i>Provide limited personal counseling including crisis counseling, suicide prevention, teen pregnancy, etc</i> • <i>Providing information to students about the emotional and physical dangers of substance use and abuse</i> • <i>Intervenes or refers students for intervention for tobacco and controlled substance related use and problems. Counsels students as to the effects of such behavior on present and future successes in life</i>		

STANDARD IV - USING TEST DATA TO SUPPORT STUDENT DEVELOPMENT	OBJECTIVES	EVIDENCED BY
A. The counselor assists students to understand test data as it relates to the development of personal goals. • <i>Helping students understand the purposes of testing and its relationship to student decision-making and goal setting</i> • <i>Interpret tests and assessment data and other appraisals for students and parents</i> • <i>Using a variety of student data sources to assess student performance and progress toward individual goals, meeting promotion/graduation requirements and post secondary options</i> B. The counselor collaborates with administration for the planning and evaluation of site testing. • <i>Provides assistance to the administration for the planning of district/state group standardized testing</i> • <i>Participate with administration in the evaluation of group district/state testing model process</i>		
STANDARD V - INVOLVING PARENTS IN THE SUPPORT SERVICES PROCESS	OBJECTIVES	EVIDENCED BY
A. The counselor actively involves parents in providing student services. • <i>Developing and reviewing academic and/or vocational plans</i> • <i>Providing regular information regarding student academic progress</i> • <i>Involving and guiding students in assessing their own learning</i> • <i>Communicates availability of scholarships and assists students and parents to apply for post secondary scholarships</i> B. The counselor acts as an informational resource for support services in the community. • <i>Informing parent of community resources for academic or personal concerns, as needed</i> • <i>Developing and maintaining positive working relationships with representatives of community resources</i> • <i>Refers students and parents to available community resources as needed</i>		

STANDARD VI - DEVELOPING AS A PROFESSIONAL EDUCATOR	OBJECTIVES	EVIDENCED BY
• <i>Reflecting on counseling practice and planning professional development.</i> • <i>Establishing professional goals and pursuing opportunities to grow professionally.</i> • <i>Working with communities to improve professional practice.</i> • <i>Working with families to improve professional practice.</i> • <i>Working with colleagues to improve professional practice.</i> • <i>Balancing professional responsibilities/maintaining motivation</i>		
STANDARD VII - REQUIRED DUTIES AND PROFESSIONAL RESPONSIBILITIES	OBJECTIVES	EVIDENCED BY
• <i>Fulfillment of adjunct duties</i> • <i>Attendance at department meetings</i> • <i>Attendance at faculty meetings</i> • <i>Fulfillment of other contractual duties under Article VII.</i> • <i>Attendance required at parent conferences</i>		

Additional Comments/Evalutee:		
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Date _____ Signature Evaluator _____ Date _____ Signature Evaluator _____

**SALINAS UNION HIGH SCHOOL DISTRICT
CERTIFICATED PERSONNEL EVALUATION
Professional Developer
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 I THROUGH VI CONSTITUTES AN UNSATISFACTORY SUMMATIVE EVALUATION

STANDARD I– Effective professional development is purposeful and structured.	RATING	Commendations/recommendations/evidence
- Goals/objectives of professional development are clear, focused and aligned with district/site goals and academic standards - Professional development includes time for teacher planning, implementation, reflection, evaluation, and revision - Professional Development builds on and makes connections to prior knowledge		

FINAL

STANDARD II- Effective professional development is informed by multiple sources of data.	RATING	Commendations/recommendations/evidence
- Research and data are included in professional development to establish rationale and support for the goal/objective or target instructional practice - Program, state, and/or national data related to student achievement are analyzed to help determine the focus and content for professional development - Data regarding the implementation of district initiatives or best practices is analyzed to inform professional development - Data from evaluations of previous professional development are analyzed to determine the focus and content for future professional development		
STANDARD III- An effective professional developer utilizes best practices to provide varied learning experiences in professional development.	RATING	Commendations/recommendations/evidence
- The professional developer structures ongoing opportunities for educators to work together while incorporating communication technologies to broaden the scope of collaboration, when possible - The professional developer considers participating educators' knowledge/skill when planning and delivering professional development - The professional developer understands the secondary student, as well as the stresses and dilemmas secondary teachers must confront - The professional developer demonstrates positive expectations for student learning - The professional developer applies concepts of adult learning and motivation in order to meet the needs of staff that are in various stages of their careers - The professional developer uses varied group configurations and presentation formats as needed to engage adult learners.		

FINAL

STANDARD IV - Effective professional development results in the acquisition, enhancement or refinement of skills and knowledge.	RATING	Commendations/recommendations/evidence
- Professional development supports the study, evaluation and integration of relevant and current best practices and research <u>into</u> practice - Professional development enhances knowledge, skills and understanding of instructional strategies appropriate to specific content, and addresses the needs of diverse learners, including English Learners and Students with Disabilities - Professional development ensures that all educators understand various types of assessments to measure student learning - Professional development provides educators with tools to engage students and communities in improving student achievement		
STANDARD V - Effective professional development is evaluated by its short- and long-term impact on professional practice and achievement of all students.	RATING	Commendations/recommendations/evidence
- Professional development is evaluated by assessing levels of participant satisfaction with the process - Professional development is evaluated by content learned and teacher readiness to implement content learned - Professional development is evaluated by evidence of new skills applied to practice - Professional development is evaluated on its impact on achievement of all students		

FINAL

STANDARD VI - Developing as a Professional Developer	RATING	Commendations/recommendations/evidence
• Reflects on practice in support of teacher and student learning • Establishes professional goals and engages in continuous and purposeful professional growth and development • Acts in a manner that demonstrates and models openness to new ideas • Collaborates with colleagues and the broader professional community to support teacher and student learning • Engages local communities in support of the instructional program • Manages professional responsibilities to maintain motivation and commitment • Demonstrates professional responsibility, integrity, and ethical conduct		
STANDARD VII – Required Duties and Professional Responsibilities	RATING	Commendations/recommendations/evidence
• Attends expected organizational meetings • Fulfills adjunct duty obligations at one or more sites • Attends assigned steering committee meetings		

SALINAS UNION HIGH SCHOOL DISTRICT

PROFESSIONAL DEVELOPER

FINAL

SUMMATIVE EVALUATION: ☐ Unsatisfactory ☐ Needs Improvement ☐ Proficient

Mandatory Referral to PAR: ☐ Yes ☐ No

Date

Signature Evaluatee

Date

Signature Evaluator

Print Name – Evaluatee

Print Name – Evaluator

Bibliography

International Reading Association. (2006). *Standards for Middle and High School Literacy Coaches*. Newark, DE: Author.

Learning Forward. (2011). *Standards for Professional Learning*. Oxford, OH: Author.

"Ohio Standards for Professional Development." *Organizing for High Quality Professional Development*. Ohio Department of Education, 1 May 2013. Web. 21 Apr. 2015.

FINAL

STANDARD II - NURSING PROCESS Uses a systematic approach to problem-solving in nursing practice.	RATING	Commendations/recommendations/evidence
- Assessment: using appropriate techniques, collects and documents information regarding students, families, staff members, health care providers, organizations, and/or the community in a systematic, continuous manner. - Analysis: analyzes assessment data to allow for arrival at conclusions which can be validated, are documented and facilitate the development of a plan of care and acceptable outcomes. - Identify Outcomes: specifies measurable, appropriate, attainable and timely goals, derived from the diagnosis, which have been provided by client's medical provider and/or client's family and which are documented and provide for continuity of care. - Plan: develops a plan of care in which the use of nursing interventions, designed to attain mutually formulated outcomes unique to the client, is documented. - Implement: executes, and adequately documents, the interventions noted in a plan of care in a safe, appropriate manner. - Evaluate: systematically and continuously appraises client responses to prescribed interventions and the efficacy of interventions in relation to developed outcomes. Documents and uses evaluation data to revise plan of care as appropriate.		

FINAL

STANDARD III – CLIENT WITH SPECIAL HEALTH NEEDS Contributes to the education of the client with special health needs by assessing the client, planning and providing nursing care, and evaluating the identified outcomes of care.	RATING	Commendations/recommendations/evidence
• Possesses contemporary knowledge of areas related to the delivery of nursing care to students with special health needs. • Conducts holistic nursing assessments of each student or child with special health needs. • Participates in and presents findings and recommendations at (IEP's, 504, SST, PTC) • Participates in the development of the educational plan or Individualized Family Service plan as appropriate to child's needs. • Develops and implements nursing plan of care. • Monitors on-going health status of students' with special health needs and uses information gathered to work with team to adjust students' educational program as needed. • Acts as an advocate for the child with special health needs. • Acts as an advocate for the family of the child with special health needs as necessary and appropriate. • Provides education and information essential for facilitating normalization of the student's educational experiences to parents, teachers and other staff when appropriate. • Provides information to parents of students with special health needs regarding school policy and procedures related to their child and the child's condition. • Performs skilled nursing procedures, as necessary, in a safe, competent and efficient manner. • Advises and supports others in the performance of skilled nursing procedures where permitted by state and local law and state Nurse Practice Act.		

- Demonstrates knowledge of the legal and ethical aspects of nursing practice.
- Maintains professional responsibility, accountability, and behavior.
- Pursues continued professional growth and development through educational programs and national certification.
- Participates in school nurse professional activities at local, state, and national levels.

11/11/2024

SCHOOL NURSE PERSONNEL EVALUATION

SALINAS UNION HIGH SCHOOL DISTRICT

STANDARD V – PROGRAM MANAGEMENT Establishes and maintains a comprehensive school health program.	FINAL RATING		Commendations/recommendations/evidence
• Participates in the coordination of nursing, health, or health education programs and their personnel as appropriate. • Develops and implements health policies and procedures in collaboration with school administration and the Board of Education. • Identifies current and potential health problems for individual and the school as a community and the need for new health programs using systematic needs assessment techniques. • Demonstrates knowledge of district policy and local and state and federal laws related to existing and potential school health programs. • Orients, supports, and advises health technicians, instructional aides and others involved in health services delivery as appropriate.			

FINAL		RATING	Commendations/recommendations/evidence
STANDARD VII – COLLABORATION WITHIN SCHOOL SYSTEM & COMMUNITY HEALTH SYSTEM, COMMUNICATION			
Collaborates with other school professionals, parents, members of the community, and caregivers to meet the health, developmental, and educational needs of clients. Utilizes knowledge of community health systems and resources to function as school liaison. • Advises on the delineation roles and responsibilities of related personnel. • Collaborates with parents or caregivers regarding self-care issues of students/clients. • Collaborates with other school personnel to meet student health, developmental, and educational needs. • Makes home visits, as necessary, to collect data, plan, implement, and/or evaluate client care. Participate in community health activities as a representative of the school system. • Advises administrators and the Board of Education of collaborative plans of care for students as necessary. • Communicates and networks with community health providers regarding client interventions as appropriate. Demonstrates sensitivity to values of students, families, and staff. • Participates in and encourages the development of interagency care plans to facilitate cohesive intervention with clients. • Functions as a liaison for the school in on-going school-community collaborative health projects. • Uses communication as a positive strategy to achieve nursing goals. • Employs counseling techniques and crisis intervention strategies in interventions with individuals and groups as appropriate.			

FINAL

SUMMATIVE EVALUATION: ☐ Unsatisfactory ☐ Needs Improvement ☐ Proficient

Mandatory Referral to PAR: ☐ Yes ☐ No

Date

Signature Evaluatee

Date

Signature Evaluator

Print Name – Evaluatee

Print Name – Evaluator

SALINAS UNION HIGH SCHOOL DISTRICT SCHOOL SOCIAL WORKER EVALUATION

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

EVALUATION PLANNING GUIDE

Adapted from the [SUHSD School Social Worker job description](#), the [California Pupil Personnel Services: School Social Work Performance Expectations](#), (May 2020) and the [NASW Standards for School Social Work Services](#) (2013).

Evaluatee:	Position:	School:
Evaluator:	Position:	School Year:

Current Status: ☐ Temporary ☐ Probationary 1 ☐ Probationary 2 ☐ Permanent ☐ PAR

All areas will be evaluated.

Ethical & Professional Behavior (SSWPE 1)	PLANS FOR GROWTH	EVIDENCED BY
- Understand professional ethics and make decisions by using relevant school district laws and regulations, and models for ethical decision-making that are appropriate for school settings by striving to become and remain proficient in professional practice and advance the values, ethics, knowledge, and mission of the school social work profession. - Understand and apply all applicable federal and state laws and regulations as well as federal and state rules and regulations related to confidentiality, specifically with regards to minor consent laws as they relate to practice in educational settings. - Utilize technology ethically and appropriately, to promote student/client safety and to protect the confidentiality of students/clients.		

Understand and apply the relevant laws related to minors from the Education Code, Welfare and Institution Code including Child Abuse Reporting, Code of Regulations, and Penal Code.		
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Engage Difference & Diversity in Practice (SSWPE 2)	PLANS FOR GROWTH	EVIDENCED BY
- Understand how social identity, intersectionality, socioeconomic status, citizenship status, resiliency, human development, community-based factors, and ecological factors are related to differential student performance and achievement, particularly with groups that have been historically marginalized. - Reflect on personal beliefs and practice and how they are influenced by these diverse factors. - Utilize this understanding with students, caregivers and families, teachers, school staff, school district employees, administrators, and the programs and resources of the community to advocate for more culturally responsive services in the school community.		

Promote Social Justice & Equity (SSWPE 3)	PLANS FOR GROWTH	EVIDENCED BY
- Promote social justice, human rights, equity, and inclusion with all students and their families, especially with underserved and marginalized groups of students. - Understand district and school disciplinary practices, with particular attention to the historically disproportionate way they have been applied, and advocate for consistent, equitable, fair, positive, and restorative enforcement. - Work collaboratively with teachers, school personnel, administrators, and other members of the multidisciplinary team to promote a climate and culture conducive to student connection/engagement with the school by addressing barriers and advocating for equitable services for all students, families, and their communities.		

Engage in Practice-informed Research and Research-informed Practice (SSWPE 4)	PLANS FOR GROWTH	EVIDENCED BY
• Use data to inform practice, such as school system records and other information to identify and raise awareness of systematic racism and social injustice, chronic absenteeism, differential student performance, mental health, and disciplinary practices. • Utilize feedback and identify trends to inform practice with students, families, and groups; and to inform research on school social work practice outcomes that impact the school community. • Research and identify effective practices to inform specific school-based interventions, including the use of strategies to re-engage disconnected students to the educational process.		

Engage in Policy Practice (SSWPE 5)	PLANS FOR GROWTH	EVIDENCED BY
• Work collaboratively to identify the needs of the school community and subsequently advocate for policies, programs, and strategies to address those needs. • Understand how district, local, state, and federal policies, practices, procedures, and funding sources affect student socioemotional wellbeing.		

ENGAGE with Students, Families, Groups, Organizations & Communities (SSWPE 6)	PLANS FOR GROWTH	EVIDENCED BY
• Engage and develop effective relationships with students, families, school personnel, and other PPS service providers, and the school community. • Facilitate effective and appropriate communication, coordination, collaboration, and advocacy planning with teachers, and other learning support providers, including other PPS professionals, as needed to address student needs. • Provide caring and supportive relationships, establish high expectations, and create innovative opportunities		

for students to be involved and contribute to the school community. Assist the school in providing a range of culturally responsive opportunities, services, and supports, as well as positive practices to reinforce regular attendance, including strategies to re-engage emotionally, behaviorally, and academically disconnected students.		
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ASSESS Students, Families, Groups, Organizations & Communities (SSWPE 7)	PLANS FOR GROWTH	EVIDENCED BY
- Assess the social and emotional needs, strengths, risks and protective factors of students and families. - Assess the existing services of the school, [e.g., Positive Behavioral Interventions and Supports (PBIS), school mental health programs, plans for students with disabilities, community-based programs, multi-tiered systems of support (MTSS)] to improve student learning, behavior, achievement, and well-being. - Utilize consultation and review school-based data as a method of assessing students' needs to help identify patterns of behavior, attendance, achievement, and other factors that may require intervention.		

INTERVENE COLLABORATIVELY with Students, Families, Groups, Teachers, School Staff, Organizations & the Community (SSWPE 8)	PLANS FOR GROWTH	EVIDENCED BY
- Select evidence informed social work interventions including mental health counseling/therapy, case management, group work, community organization, and crisis intervention methods that fit the ecological perspective with students and families. - Consult and collaborate with the PPS team and others in the school community to promote positive discipline, trauma-informed practices, and culturally-responsive		

practices that contribute to social and emotional well-being.		
• Demonstrate skills in advocacy, collaborative consultation, case management, and coordinating services as part of multi-tiered system of supports (MTSS) that enhance school climate, wellness, and attendance improvement interventions. • Collaborate with other school personnel to identify students with attendance barriers as early as possible and initiate appropriate actions and interventions to re-engage disconnected students and families to the educational process. • Collaborate with the PPS team and other school personnel and community support providers to plan and implement systematic school safety models that address positive school climate which include crisis prevention, intervention, and postvention (MTSS).		

EVALUATE INTERVENTIONS with Students, Families, Groups, Teachers, School Staff, Organizations & the Community (SSWPE 9)	PLANS FOR GROWTH	EVIDENCED BY
• Understand and utilize quantitative and/or qualitative data and feedback from students, teachers, caregivers, and other providers in an on-going way to evaluate practices and modify approaches as appropriate. • Understand and utilize disaggregated data to evaluate intervention outcomes with groups of students, which can inform future practices.		

Professional Growth & Development (SSWPE 10)	PLANS FOR GROWTH	EVIDENCED BY
• Incorporate social work theory, research, and other information related to student learning in the context of school, family, and community environments. • Understand the effects of health, mental health, developmental factors, language, cultural variables,		

diversity, socioeconomic status, spirituality, the impact of trauma and oppression, factors of resiliency and different abilities on student development. Utilize this understanding to inform engagement, assessment, intervention, and evaluation of outcomes.		
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Other Assigned Duties	PLANS FOR GROWTH	EVIDENCED BY
- Fulfillment of appropriate adjunct duties (any duty that would create a dual-relationship situation should be avoided) - Attendance at wellness center and district job-alike meetings - Attendance at staff meetings - Fulfillment of other contractual duties under Article VII - Attendance required at meetings involving students in the caseload, such as (but not limited to) student study team, IEP, and behavior review committee meetings		

Additional Comments/Evalutee:

Signature Evaluatee: _____

Date: _____

Print Name: _____

Signature Evaluator: _____

Date: _____

Print Name: _____

SALINAS UNION HIGH SCHOOL DISTRICT School Social Worker

School Social Worker Final Evaluation
Original – Human Resources
Copy 1 - Evaluatee
Final Evaluation
Copy 2 - Evaluator

Evaluatee:	Position:	School:
Evaluator:	Position:	School Year:

Current Status: ☐ Temporary ☐ Probationary 1 ☐ Probationary 2 ☐ Permanent ☐ PAR

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

All standards will be evaluated. Unsatisfactory performance in standards 1-9 requires referral for support (such as PAR) as per Ed Code 44500 and also constitutes an unsatisfactory summative evaluation.

Ethical & Professional Behavior (SSWPE 1)	RATING	EVIDENCE	COMMENDATIONS & RECOMMENDATIONS
- Understand professional ethics and make decisions by using relevant school district laws and regulations, and models for ethical decision-making that are appropriate for school settings by striving to become and remain proficient in professional practice and advance the values, ethics, knowledge, and mission of the school social work profession. - Understand and apply all applicable federal and state laws and regulations as well as federal and state rules and regulations related to confidentiality, specifically with regards to minor consent laws as they relate to practice in educational settings. - Utilize technology ethically and appropriately, to promote student/client safety and to protect the confidentiality of students/clients.			

Understand and apply the relevant laws related to minors from the Education Code, Welfare and Institution Code including Child Abuse Reporting, Code of Regulations, and Penal Code.			
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Engage Difference & Diversity in Practice (SSWPE 2)	RATING	EVIDENCE	COMMENDATIONS & RECOMMENDATIONS
- Understand how social identity, intersectionality, socioeconomic status, citizenship status, resiliency, human development, community-based factors, and ecological factors are related to differential student performance and achievement, particularly with groups that have been historically marginalized. - Reflect on personal beliefs and practice and how they are influenced by these diverse factors. - Utilize this understanding with students, caregivers and families, teachers, school staff, school district employees, administrators, and the programs and resources of the community to advocate for more culturally responsive services in the school community.			

Promote Social Justice & Equity (SSWPE 3)	RATING	EVIDENCE	COMMENDATIONS & RECOMMENDATIONS
- Promote social justice, human rights, equity, and inclusion with all students and their families, especially with underserved and marginalized groups of students. - Understand district and school disciplinary practices, with particular attention to the historically disproportionate way they have been applied, and advocate for consistent,			

equitable, fair, positive, and restorative enforcement. • Work collaboratively with teachers, school personnel, administrators, and other members of the multidisciplinary team to promote a climate and culture conducive to student connection/engagement with the school by addressing barriers and advocating for equitable services for all students, families, and their communities.			
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Engage in Practice-informed Research and Research-informed Practice (SSWPE 4)	RATING	EVIDENCE	COMMENDATIONS & RECOMMENDATIONS
• Use data to inform practice, such as school system records and other information to identify and raise awareness of systematic racism and social injustice, chronic absenteeism, differential student performance, mental health, and disciplinary practices. • Utilize feedback and identify trends to inform practice with students, families, and groups; and to inform research on school social work practice outcomes that impact the school community. • Research and identify effective practices to inform specific school-based interventions, including the use of strategies to re-engage disconnected students to the educational process.			

Engage in Policy Practice (SSWPE 5)	RATING	EVIDENCE	COMMENDATIONS & RECOMMENDATIONS
• Work collaboratively to identify the needs of the school community and subsequently			

advocate for policies, programs, and strategies to address those needs. Understand how district, local, state, and federal policies, practices, procedures, and funding sources affect student socioemotional wellbeing.			
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ENGAGE with Students, Families, Groups, Organizations & Communities (SSWPE 6)	RATING	EVIDENCE	COMMENDATIONS & RECOMMENDATIONS
- Engage and develop effective relationships with students, families, school personnel, and other PPS service providers, and the school community. - Facilitate effective and appropriate communication, coordination, collaboration, and advocacy planning with teachers, and other learning support providers, including other PPS professionals, as needed to address student needs. - Provide caring and supportive relationships, establish high expectations, and create innovative opportunities for students to be involved and contribute to the school community. - Assist the school in providing a range of culturally responsive opportunities, services, and supports, as well as positive practices to reinforce regular attendance, including strategies to re-engage emotionally, behaviorally, and academically disconnected students.			

ASSESS Students, Families, Groups, Organizations & Communities (SSWPE 7)	RATING	EVIDENCE	COMMENDATIONS & RECOMMENDATIONS
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- Assess the social and emotional needs, strengths, risks and protective factors of students and families. - Assess the existing services of the school, [e.g., Positive Behavioral Interventions and Supports (PBIS), school mental health programs, plans for students with disabilities, community-based programs, multi-tiered systems of support (MTSS)] to improve student learning, behavior, achievement, and well-being. - Utilize consultation and review school-based data as a method of assessing students' needs to help identify patterns of behavior, attendance, achievement, and other factors that may require intervention.			
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INTERVENE COLLABORATIVELY with Students, Families, Groups, Teachers, School Staff, Organizations & the Community (SSWPE 8)	RATING	EVIDENCE	COMMENDATIONS & RECOMMENDATIONS
- Select evidence informed social work interventions including mental health counseling/therapy, case management, group work, community organization, and crisis intervention methods that fit the ecological perspective with students and families. - Consult and collaborate with the PPS team and others in the school community to promote positive discipline, trauma-informed practices, and culturally-responsive practices that contribute to social and emotional well-being. - Demonstrate skills in advocacy, collaborative consultation, case management, and coordinating services as part of multi-tiered system of supports (MTSS) that enhance			

school climate, wellness, and attendance improvement interventions. • Collaborate with other school personnel to identify students with attendance barriers as early as possible and initiate appropriate actions and interventions to re-engage disconnected students and families to the educational process. • Collaborate with the PPS team and other school personnel and community support providers to plan and implement systematic school safety models that address positive school climate which include crisis prevention, intervention, and postvention (MTSS).			
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EVALUATE INTERVENTIONS with Students, Families, Groups, Teachers, School Staff, Organizations & the Community (SSWPE 9)	RATING	EVIDENCE	COMMENDATIONS & RECOMMENDATIONS
• Understand and utilize quantitative and/or qualitative data and feedback from students, teachers, caregivers, and other providers in an on-going way to evaluate practices and modify approaches as appropriate. • Understand and utilize disaggregated data to evaluate intervention outcomes with groups of students, which can inform future practices.			

Professional Growth & Development (SSWPE 10)	RATING	EVIDENCE	COMMENDATIONS & RECOMMENDATIONS
• Incorporate social work theory, research, and other information related to student learning in the context of school, family, and community environments.			

- Understand the effects of health, mental health, developmental factors, language, cultural variables, diversity, socioeconomic status, spirituality, the impact of trauma and oppression, factors of resiliency and different abilities on student development. - Utilize this understanding to inform engagement, assessment, intervention, and evaluation of outcomes.			
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Other Assigned Duties	RATING	EVIDENCE	COMMENDATIONS & RECOMMENDATIONS
- Fulfillment of appropriate adjunct duties - Attendance at wellness center and district job-alike meetings - Attendance at staff meetings - Fulfillment of other contractual duties under Article VII - Attendance required at meetings involving students in the caseload, such as (but not limited to) student study team, IEP, and behavior review committee meetings			

Summative Evaluation: ☐ Unsatisfactory ☐ Needs Improvement ☐ Proficient

Mandatory Referral to PAR: ☐ Yes ☐ No

Signature Evaluatee: _____

Signature Evaluator: _____

Date: _____

Date: _____

Print Name: _____

Print Name: _____

**SALINAS UNION HIGH SCHOOL DISTRICT
CERTIFICATED PERSONNEL EVALUATION
SPEECH LANGUAGE PATHOLOGIST**

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

EVALUATION PLANNING GUIDE

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– Demonstrate knowledge and skills in speech-language pathology and related subject areas	OBJECTIVES	EVIDENCED BY
- Works with individuals at all ability levels and serves a range of disorders - Provides consultation for Special Education and general education staff regarding language based instructional strategies - Demonstrates competence in oral and written communication - Organizes work space materials and equipment		

STANDARD II- Create and Maintain Effective Environments for Student Learning	OBJECTIVES	EVIDENCED BY
- Engages students in the session's activities - Provides accurate and appropriate feedback to students individually - Implements activities that promote progress on the students' specific IEP goals - Implements positive behavior management skills - Uses the allocated time efficiently and effectively - Fosters a positive interaction with students - Provides each student with an opportunity for a significant number of responses - Includes curricular objectives or materials in the session - Develops and executes appropriate therapy plans		

STANDARD III- Provide culturally and educationally appropriate services that are effective, engage students, and reflect evidence-based practices	OBJECTIVES	EVIDENCED BY
- Demonstrates knowledge and skills necessary for providing or facilitating treatment for children from culturally and linguistically different backgrounds - Advocates for appropriate services for students - Documents the nature of services and evidence of progress		

STANDARD IV- Partner with the team to determine eligibility and recommend services that are compliant with state and federal regulations for children with IEPs	OBJECTIVES	EVIDENCED BY
• Demonstrates the ability to communicate how speech and language goals relate to student success with the curriculum • Develops understandable and measurable goals • Responds appropriately to questions and comments of other team members • Demonstrates the ability to work with teams, including parents and other team members in creating IEP content • Provides evidence that parent(s) and other team members have been involved in creating IEP content • Contributes appropriate information to transition plans • Solicits feedback from parents, teachers, and students about documentation and compliance via checklists and surveys • Contributes to the eligibility determination based on data		

STANDARD V- Demonstrate ability to conduct appropriate Comprehensive evaluations for students who may be experiencing a variety of communication disorders	OBJECTIVES	EVIDENCED BY
• Uses appropriate formal and informal assessment tools • Reports assessment findings in a timely manner, using the SELPA approved format • Analyzes and interprets test results to make appropriate recommendations • Creates assessment schedules that reflect consideration for student academic time • Demonstrates knowledge and skills necessary to provide or facilitate assessment of children from culturally and linguistically different backgrounds		

STANDARD VI- Provide appropriate and dynamic service delivery methods consistent with the wide variety of individual student needs	OBJECTIVES	EVIDENCED BY
• Develops activities that promote progress on students' specific IEP goals • Designs a schedule that allows completion of all work activities in an efficient and effective manner • Changes activities, feedback, or direction of the session when a student is not understanding or able to demonstrate success with the session goal • Records data on the student's performance during the session		

STANDARD VII– Demonstrate collaboration with classroom teachers and other professionals for students in both general and special education	OBJECTIVES	EVIDENCED BY
• Respects teachers and other professionals • Demonstrates active listening • Presents with a professional demeanor • Responds professionally to feedback • Demonstrates collaboration in an IEP team meeting and other meetings		

STANDARD VIII - Collaborate with families and provide opportunities for families to be involved in the student's SLP services	OBJECTIVES	EVIDENCED BY
• Respects students and families • Demonstrates active listening • Presents with a professional demeanor • Responds professionally to feedback • Demonstrates collaboration with families in an IEP team meeting and other meetings • Shows evidence of communication with families (e.g., parent communication log)		

STANDARD IX- Earn continuing education or professional development units sufficient to meet ASHA requirements for certification maintenance as well as state certification and licensing requirements	OBJECTIVES	EVIDENCED BY
• Completes in-services (i.e., completes professional development) • Participates in state, school, or local associations; meetings and conferences; and/or professional learning communities		
STANDARD X- Contribute to various building or district initiatives	OBJECTIVES	EVIDENCED BY
• Participates in school assessment planning relevant to speech and language • Supports RTI initiatives • Supports positive behavioral support initiatives		

STANDARD XI – Developing as a Professional Educator	OBJECTIVES	EVIDENCED BY
• Reflects on teaching practice in support of student learning • Establishes professional goals and engaging in continuous and purposeful professional growth and development • Collaborates with colleagues and the broader professional community to support teacher and student learning • Works with families to support student learning • Engages local communities in support of the instructional program • Manages professional responsibilities to maintain motivation and commitment to all students • Demonstrates professional responsibility, integrity, and ethical conduct		

STANDARD XII – Required Duties and Professional Responsibilities	OBJECTIVES	EVIDENCED BY
- Fulfills adjunct duties - Attends-job alike meetings - Attends faculty meetings - Fulfills other contractual duties under Article VII - Accurately inputs data for Medical billing - Attendance required at parent conferences		

Additional Comments/Evaluated:

Date

Signature Evaluatee

Date

Signature Evaluator

Print Name

Print Name

**SALINAS UNION HIGH SCHOOL DISTRICT
CERTIFICATED PERSONNEL EVALUATION
SPEECH LANGUAGE PATHOLOGIST
FINAL**

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

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– Demonstrate knowledge and skills in speech-language pathology and related subject areas	RATING	Commendations/recommendations/evidence
• Works with individuals at all ability levels and serves a range of disorders • Provides consultation for Special Education and general education staff regarding language based instructional strategies • Demonstrates competence in oral and written communication • Organizes work space materials and equipment		

FINAL

STANDARD II- Create and Maintain Effective Environments for Student Learning	RATING	Commendations/recommendations/evidence
- Engages students in the session's activities - Provides accurate and appropriate feedback to students individually - Implements activities that promote progress on the students' specific IEP goals - Implements positive behavior management skills - Uses the allocated time efficiently and effectively - Fosters a positive interaction with students - Provides each student with an opportunity for a significant number of responses - Includes curricular objectives or materials in the session - Develops and executes appropriate therapy plans		
STANDARD III- Provide culturally and educationally appropriate services that are effective, engage students, and reflect evidence-based practices	RATING	Commendations/recommendations/evidence
- Demonstrates knowledge and skills necessary for providing or facilitating treatment for children from culturally and linguistically different backgrounds - Advocates for appropriate services for students - Documents the nature of services and evidence of progress		

FINAL

STANDARD IV- Partner with the team to determine eligibility and recommend services that are compliant with state and federal regulations for children with IEPs	RATING	Commendations/recommendations/evidence
• Demonstrates the ability to communicate how speech and language goals relate to student success with the curriculum • Develops understandable and measurable goals • Responds appropriately to questions and comments of other team members • Demonstrates the ability to work with teams, including parents and other team members in creating IEP content • Provides evidence that parent(s) and other team members have been involved in creating IEP content • Contributes appropriate information to transition plans • Solicits feedback from parents, teachers, and students about documentation and compliance via checklists and surveys • Contributes to the eligibility determination based on data		

FINAL

STANDARD V- Demonstrate ability to conduct appropriate Comprehensive evaluations for students who may be experiencing a variety of communication disorders	RATING	Commendations/recommendations/evidence
• Uses appropriate formal and informal assessment tools • Reports assessment findings in a timely manner, using the SELPA approved format • Creates assessment schedules that reflect consideration for student academic time • Demonstrates knowledge and skills necessary to provide or facilitate assessment of children from culturally and linguistically different backgrounds		

FINAL

RATING	Commendations/recommendations/evidence
STANDARD VI- Provide appropriate and dynamic service delivery methods consistent with the wide variety of individual student needs • Develops activities that promote progress on students' specific IEP goals • Designs a schedule that allows completion of all work activities in an efficient and effective manner • Changes activities, feedback, or direction of the session when a student is not understanding or able to demonstrate success with the session goal • Records data on the student's performance during the session	

RATING	Commendations/recommendations/evidence
STANDARD VII– Demonstrate collaboration with classroom teachers and other professionals for students in both general and special education • Respects teachers and other professionals • Demonstrates active listening • Presents with a professional demeanor • Responds professionally to feedback • Demonstrates collaboration in an IEP team meeting and other meetings	

FINAL

RATING	Commendations/recommendations/evidence
STANDARD VIII - Collaborate with families and provide opportunities for families to be involved in the student's SLP services • Respects students and families • Demonstrates active listening • Presents with a professional demeanor • Responds professionally to feedback • Demonstrates collaboration with families in an IEP team meeting and other meetings • Shows evidence of communication with families (e.g., parent communication log)	

RATING	Commendations/recommendations/evidence
STANDARD IX- Earn continuing education or professional development units sufficient to meet ASHA requirements for certification maintenance as well as state certification and licensing requirements • Completes in-services (i.e., completes professional development) • Participates in state, school, or local associations; meetings and conferences; and/or professional learning communities	

FINAL

STANDARD X - Contribute to various building or district initiatives	RATING	Commendations/recommendations/evidence
• Participates in school assessment planning relevant to speech and language • Supports RTI initiatives • Supports positive behavioral support initiatives		

STANDARD XI - Developing as a Professional Educator	RATING	Commendations/recommendations/evidence
• Reflects-on teaching practice in support of student learning • Establishes professional goals and engaging in continuous and purposeful professional growth and development • Collaborates with colleagues and the broader professional community to support teacher and student learning • Works with families to support student learning • Engages local communities in support of the instructional program • Manages professional responsibilities to maintain motivation and commitment to all students • Demonstrates professional responsibility, integrity, and ethical conduct		

FINAL

STANDARD XII – Required Duties and Professional Responsibilities	RATING	Commendations/recommendations/evidence
• Fulfills adjunct duties • Attends-job alike meetings • Attends faculty meetings • Fulfill other contractual duties under Article VII • Accurately inputs data for Medical billing • Attendance required at parent conferences		

SUMMATIVE EVALUATION: ☐ Unsatisfactory ☐ Needs Improvement ☐ Proficient

Mandatory Referral to PAR: ☐ Yes ☐ No

Date Signature Evaluator Date Signature Evaluator

Print Name – Evaluee Print Name – Evaluator

SALINAS UNION HIGH SCHOOL DISTRICT
Work Experience Education Coordinator Evaluation
Evaluation Planning Guide

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

Developed from the SUHSD Work Experience Education Coordinator Job Description, SUHSD teacher evaluation planning guide, California Standards for the Teaching Profession, and CDE Work Experience Education (WEE) Guide

Evaluatee:	Position:	School:	
Evaluator:	Position:	School Year:	

Current Status: ☐ Temporary ☐ Probationary 1 ☐ Probationary 2 ☐ Permanent ☐ PAR

All areas will be evaluated.

Goal 1: Facilitate Student Participation in Work Experience Education Program	PLANS FOR GROWTH	EVIDENCED BY
- Determine eligibility and approve students for enrollment in the Work Experience Education Program, in cooperation with counselors and coordinators. - Maintain a file for each WEE student, including the student's training agreement, parent/guardian consent, transportation agreement, individual training plan, copy of work permit, timesheets, workstation visitation reports, type of WEE Program the student is enrolled in and all other information pertinent to the activities of the student as outlined in the District Plan. - Work collaboratively with industry and teachers to provide opportunities for all students to participate in work site learning experiences. - Prepare individual training plans, which outline the objectives that students are to accomplish at the work sites.		

• Hold regular individual consultations with students. • For Exploratory Work Experience Education, develop plans, which specify and limit the number of hours at observations sites. • Visit work sites to evaluate student performance, speak with supervisors, and prepare work site visitations at least twice a semester and a minimum of one visitation during summer sessions. • Develop and maintain an adequate number of work sites for WEE students currently in the WEE Program and in preparation for subsequent semester enrollment. • Set definite office hours for counseling WEE students. • Participate in program evaluation, including evaluating the effectiveness of the WEE Program at the end of each semester and following up with annual Career Technical Education or school curriculum surveys.		
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GOAL 2: Apply Knowledge of Relevant District, Local, State & Federal Laws & Guidelines	PLANS FOR GROWTH	EVIDENCED BY
• Be knowledgeable of and comply with the appropriate sections of the California Education Code; the California Code of Regulations, Title 5; the Secondary District Plan for Work Experience Education (WEE); the Work Permit Handbook; state and federal labor laws; and other related California Education Codes and documents. • Apply child labor laws to issue, monitor, and revoke work permits to ensure student safety. • Apply requirements as specified by the local school district and local contract while performing duties.		

GOAL 3: Collaborate with Educators, Families, Businesses & Community to Support Student Success	PLANS FOR GROWTH	EVIDENCED BY
• Provide information to students and parents about the goals and objectives of the WEE program.		

• Consult with faculty and counselors to ensure that school instruction, WEE instruction, and scheduling are coordinated. • Meet with academic and career/technical education educators regarding the integrated curriculum. • Develop and maintain a liaison with community leaders and government officials. • Work with counselors and staff in the selection of WEE students. • Schedule periodic contacts with the business community to ensure that student WEE activities are educationally relevant to the world of employment. • Utilize existing career-technical education advisory committee for program guidance and evaluation. • Contact businesses or potential employers to promote, maintain and increase the number of employment opportunities available in the Work Experience Education program. • Provide information to employers of aims and objectives of all programs. • Assist in a program of ongoing public relations involving all media in order to provide information regarding the WEE program to students, parents/legal guardians, school staff, and the community at large.		
GOAL 4: Coordinate Career Center/WBL Activities	PLANS FOR GROWTH	EVIDENCED BY
• Approve all work sites to which students are assigned. • Supervise the Career Center and help create career oriented programs. • Coordination of community service learning. • Coordination and promotion of Work Based learning activities, including Career and Technical student organization competitions. • Coordination of activities for K12 Workforce grant.		

GOAL 5: Develop as a Professional Educator	PLANS FOR GROWTH	EVIDENCED BY
- Reflecting on practice in support of student work-based 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 work-based learning		

GOAL 6: Required Duties & Professional Responsibilities	PLANS FOR GROWTH	EVIDENCED BY
- Fulfillment of adjunct duties - Attendance at district job-alike meetings - Attendance at faculty meetings - Fulfillment of other contractual duties under Article VII - Attendance required at parent/student conferences, such as (but not limited to) student study team, IEP, staffing, and behavior review committee meetings - Participation in Advisory Committee Meetings.		

Additional Comments/Evaluated:

Signature Evaluatee: _____

Signature Evaluator: _____

Date: _____

Date: _____

Print Name: _____

Print Name: _____

SALINAS UNION HIGH SCHOOL DISTRICT
Work Experience Education Coordinator Evaluation
Final Evaluation

Original – Human Resources

Copy 1 - Evaluatee

Copy 2 - Evaluator

Evaluatee:	Position:	School:	
Evaluator:	Position:	School Year:	

Current Status: ☐ Temporary ☐ Probationary 1 ☐ Probationary 2 ☐ Permanent ☐ PAR

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

All goals will be evaluated. Unsatisfactory performance in Goals 1-4 requires referral for support (such as PAR) as per Ed Code 44500 and also constitutes an unsatisfactory summative evaluation.

Goal 1: Facilitate Student Participation in Work Experience Education Program	RATING	EVIDENCE	COMMENDATIONS & RECOMMENDATIONS
- Determine eligibility and approve students for enrollment in the Work Experience Education Program, in cooperation with counselors and coordinators. - Maintain a file for each WEE student, including the student's training agreement, parent/guardian consent, transportation agreement, individual training plan, copy of work permit, timesheets, workstation visitation reports, type of WEE Program the student is enrolled in and all other information pertinent to the activities of the student as outlined in the District Plan. - Work collaboratively with industry and teachers to provide opportunities for all			

students to participate in work site learning experiences. • Prepare individual training plans, which outline the objectives that students are to accomplish at the work sites. • Hold regular individual consultations with students. • For Exploratory Work Experience Education, develop plans, which specify and limit the number of hours at observations sites. • Visit work sites to evaluate student performance, speak with supervisors, and prepare work site visitations at least twice a semester and a minimum of one visitation during summer sessions. • Develop and maintain an adequate number of work sites for WEE students currently in the WEE Program and in preparation for subsequent semester enrollment. • Set definite office hours for counseling WEE students. • Participate in program evaluation, including evaluating the effectiveness of the WEE Program at the end of each semester and following up with annual Career Technical Education or school curriculum surveys.			
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Goal 2: Apply Knowledge of Relevant District, Local, State & Federal Laws & Guidelines	RATING	EVIDENCE	COMMENDATIONS & RECOMMENDATIONS
• Be knowledgeable of and comply with the appropriate sections of the California Education Code; the California Code of Regulations, Title 5; the Secondary District Plan for Work Experience Education (WEE); the Work Permit Handbook; state and federal			

of employment opportunities available in the Work Experience Education program. • Provide information to employers of aims and objectives of all programs. • Assist in a program of ongoing public relations involving all media in order to provide information regarding the WEE program to students, parents/legal guardians, school staff, and the community at large.			
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GOAL 4: Coordinate Career Center/WBL Activities	RATING	EVIDENCE	COMMENDATIONS & RECOMMENDATIONS
• Approve all work sites to which students are assigned. • Supervise the Career Center and help create career oriented programs. • Coordination of community service learning. • Coordination and promotion of Work Based learning activities, including Career and Technical student organization competitions. • Coordination of activities for K12 Workforce grant.			

GOAL 5: Develop as a Professional Educator	RATING	EVIDENCE	COMMENDATIONS & RECOMMENDATIONS
• Reflecting on practice in support of student work-based 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 work-based learning			

GOAL 6: Required Duties & Professional Responsibilities	RATING	EVIDENCE	COMMENDATIONS & RECOMMENDATIONS
• Fulfillment of adjunct duties • Attendance at district job-alike meetings • Attendance at faculty meetings • Fulfillment of other contractual duties under Article VII • Attendance required at parent/student conferences, such as (but not limited to) student study team, IEP, staffing, and behavior review committee meetings • Participation in Advisory Committee Meetings.			

Summative Evaluation: ☐ Unsatisfactory ☐ Needs Improvement ☐ Proficient

Mandatory Referral to PAR: ☐ Yes ☐ No

Signature Evaluatee: _____

Signature Evaluator: _____

Date: _____

Date: _____

Print Name: _____

Print Name: _____