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 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**
• 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**
• 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**
• 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 VI - Athletic directors exhibit a high degree of professionalism.	RATING	**Commendations/recommendations/evidence**
• 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.		

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:

All Standards will be evaluated.

Evaluator:	Position:	School Year:

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/Evaluatee:

Date	Signature Evaluatee	Date	Signature Evaluator
	Print Name		Print Name

SALINAS UNION HIGH SCHOOL DISTRICT
CERTIFICATED PERSONNEL EVALUATION

EVALUATION PLANNING GUIDE

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

Evaluatee:	Position:	School:

All Standards will be evaluated.

Evaluator:	Position:	School Year:

Current Status: | Temporary | Probationary I Probationary II Permanent PAR

STANDARD I - ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING	PLANS FOR GROWTH	EVIDENCED BY
• 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		
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	**PLANS FOR GROWTH**	**EVIDENCED BY**
• 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
• Applying knowledge of the purposes, characteristics, and usesof different types of assessments • Collecting and analyzing assessment data from a variety ofsources to inform instruction • Reviewing data, both individually and with colleagues, tomonitor student learning • Using assessment data to establish learning goals • and to plan,differentiate, and modify instruction • Involving all students in self-assessment, goal setting, andmonitoring 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 usesof different types of assessments • Collecting and analyzing assessment data from a variety ofsources to inform instruction • Reviewing data, both individually and with colleagues, tomonitor student learning • Using assessment data to establish learning goals and		

to plan,differentiate, and modify instruction • Involving all students in self-assessment, goal setting, andmonitoring 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	**PLANS FOR GROWTH**	**EVIDENCED BY**
• Reflecting on teaching practice in support of student learning • Establishing professional goals and engaging in continuousand 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 instructionalprogram • Managing professional responsibilities to maintain motivationand commitment to all students • Demonstrating professional responsibility, integrity, andethical conduct		

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/Evaluatee:

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 1 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**
• 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		

FINAL

STANDARD II - Creating and Maintaining Effective Environments for Student Learning	**RATING**	**Commendations/recommendations/evidence**
• 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		

FINAL

STANDARD III - Understanding and Organizing Subject Matter for Student Learning	**RATING**	**Commendations/recommendations/evidence**
• 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		

FINAL

STANDARD IV - Planning Instruction and Designing Learning Experiences for All Students	**RATING**	**Commendations/recommendations/evidence**
• 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		

FINAL

STANDARD V - Assessing Students for Learning	**RATING**	**Commendations/recommendations/evidence**
• 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		

FINAL

STANDARD VI - Developing as a Professional Educator	**RATING**	**Commendations/recommendations/evidence**
• 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		

FINAL

STANDARD VII – Required Duties and Professional Responsibilities	**RATING**	**Commendations/recommendations/evidence**
• 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		

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

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. • *Presenting relevant information for academic and post high school planning* • *Using a variety of strategies and resources to respond to students' diverse needs* • *Providing information, support and assistance in the development of educational and post high school plans* • *Using guidance and counseling strategies to promote good decision-making by students and parents for academic and post high school choices* • *Evaluates student progress, attendance and behavior to determine correct placement in regular program and/or refer to alternative education program* • *Participates in student/parent/teacher conferences to serve as an informational resource regarding student progress*		

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* • *Monitors each student's progress toward the completion of graduation/promotion* • *Inform 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. • *Presenting relevant information for career planning* • *Providing information and support for making career plans* • *Monitoring middle school academic progress and high school four-year plans and update as needed* **B. The counselor supports students to use strategies to achieve future career success.** • *Disseminating guidance information using a variety of methods and formats* • *Provide information and assistance with college applications, planning for career opportunities, scholarships, financial aid, pre-college testing (such as SAT and ACT test, etc.)* **C. The counselor helps students understand the relationship between personal qualities, education and training, and the world of work** • *Connecting students' prior knowledge, skills, abilities, life experiences and interests with academic/vocational goals* • *Assisting students to develop an awareness of personal academic/vocational responsibilities in school and how it relates to the world of work (ROP Coordinators)* • *Providing consultative services to students, parents and appropriate staff regarding student performance in school* • *Informing students of business/industry partnerships to foster career development for students (ROP Coordinators)*		

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. • *Helping students to understand, accept and express their uniqueness and appreciate it in others* • *Counseling students as to the development of appropriate behaviors leading to academic success* • *Demonstrates understanding of students' cultural heritage.* • *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* **B. The counselor assists students in making decisions, setting goals and taking the necessary action to achieve their goals.** • *Counseling students about goal setting, prioritizing, and acting to achieve and personal short- and long-range goals (Group setting appropriate)* • *Models respect and appreciation for individual and cultural differences* **C. The counselor assists students in understanding safety and survival skills.** • *Guiding students as to the difference between appropriate and inappropriate physical contact* • *Identifying school and community resources available to students to assist them with problem-solving* • *Helping students to differentiate between situations requiring peer support and those that require adult professional help* • *Provide limited personal counseling including crisis counseling, suicide prevention, teen pregnancy, etc* • *Providing information to students about the emotional and physical dangers of substance use and abuse* • *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*		

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

STANDARD VI - DEVELOPING AS A PROFESSIONAL EDUCATOR	OBJECTIVES	EVIDENCED BY
• *Reflecting on counseling practice and planning professional development.* • *Establishing professional goals and pursuing opportunities to grow professionally.* • *Working with communities to improve professional practice.* • *Working with families to improve professional practice.* • *Working with colleagues to improve professional practice.* • *Balancing professional responsibilities/maintaining motivation*		
STANDARD VII - REQUIRED DUTIES AND PROFESSIONAL RESPONSIBILITIES	**OBJECTIVES**	**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/Evaluatee:		

Date _____ Signature Evaluator _____ Date _____ Signature Evaluator _____

SALINAS UNION HIGH SCHOOL DISTRICT
COUNSELING PERSONNEL EVALUATION
FINAL

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

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 – ENGAGING AND SUPPORTING ALL STUDENTSIN ACADEMIC DEVELOPMENT	RATING	Commendations/recommendations/evidence
A. The counselor assists students to acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span. • *Presenting relevant information for academic and post high school planning* • *Using a variety of strategies and resources to respond to students' diverse needs* • *Providing information, support and assistance in the development of educational and post high school plans* • *Using guidance and counseling strategies to promote good decision-making by students and parents for academic and post high school choices* • *Evaluates student progress, attendance and behavior to determine correct placement in regular program and/or refer to alternative education program* **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.**		

FINAL

• *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* • *Promoting each student to use their skills and abilities to enhance individual educational/vocational goals and meet promotion/graduation/college requirements* • *Monitors student's progress toward the completion of graduation/promotion* • *Regularly communicates with parents regarding academic progress of student toward meeting graduation/promotion requirements* • *Coordinates guidance services as appropriate to ensure proper placement in and use of services from GATE, SPED, Migrant Ed, ROP, ELD, services and other 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.*		

FINAL

STANDARD II – ASSISTING STUDENTS IN CAREERDEVELOPMENT.	**RATING**	**Commendations/recommendations/evidence**
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. • *Presenting relevant information for career planning* • *Providing information and support for making career plans* • *Using guidance information to promote good decision-making for career choices* • *Using a variety of strategies and resources to respond to students' divers needs* • *Monitoring middle school academic progress and high school four-year plans and update as needed* **B. The counselor supports students to use strategies to achieve future career success** • *Disseminating guidance information using a variety of methods and formats* • *Supporting students to use their skills and abilities to enhance individual educational/vocational goals* • *Articulating promotion/graduation, vocational, and college entrance requirements* • *Participates in student/parent/teacher conferences to serve as an informational resource regarding student progress. Participate in SpEd screening or Section 504 planning, as needed.* • *Connecting students' prior knowledge, skills, abilities, life experiences and interests with academic/vocational goals* • *Assisting students to develop an awareness of personal academic/vocational responsibilities in school and how it relates to the world of work* • *Providing consultative services to students, parents and appropriate staff regarding student performance in school* • *Informing students of business/industry partnerships to foster career development for students*		

FINAL

STANDARD III – FACILITATING THE PERSONAL AND SOCIALDEVELOPMENT OF STUDENTS.	**RATING**	**Commendations/recommendations/evidence**
A. The counselor assists students in acquiring the attitudes, knowledge and interpersonal skills to help them understand and respect self and others. • *Helping students to understand, accept and express their uniqueness and appreciate it in others* • *Counseling students as to the difference between appropriate and inappropriate behaviors and to recognize their own and others' personal boundaries* • *Counseling students to students on their rights and responsibilities and respect for the rights of others* • *Demonstrates understanding of students' cultural heritage. 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* **B. The counselor assists students in making decisions, setting goals and taking the necessary action to achieve their goals.** • *Guiding students through a decision-making model and how to apply it to academic and personal choices* • *Counseling students about goal setting, prioritizing, and acting to achieve personal short and long-range goals* • *Demonstrating when, where, and how to ask for help in problem solving and conflict resolution* • *Assisting students to develop appropriate coping skills for dealing with problems* • *Models respect and appreciation for individual and cultural differences* **C. The counselor assists students in understanding safety and survival skills.** • *Guiding students as to the difference between appropriate and inappropriate physical contact* • *Identifying school and community resources available to students to assist them with problem-solving*		

FINAL

• *Helping students to differentiate between situations requiring peer support and those that require adult professional help* • *Counseling students about techniques for managing stress, conflict, and peer pressure* • *Providing information to students about the emotional and physical dangers of substance use and abuse* • *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*		

STANDARD IV – USING TEST DATA TO SUPPORT STUDENTDEVELOPMENT	**RATING**	**Commendations/recommendations/evidence**
A. The counselor assists students to understand test data as it relates to the development of personal goals. • *Helping students understand the purposes of testing and its relationship to student decision-making and goal setting* • *Interpret tests and assessment data and other appraisals for students and parents* • *Using a variety of student data sources to assess student performance and progress toward individual goals, meeting promotion/graduation requirements and post secondary options* **B. The counselor collaborates with administration for the planning and evaluation of site testing.** • *Provides assistance to the administration for the planning of district/state group standardized testing* • *Participate with administration in the evaluation of group district/state testing model process*		

STANDARD V – INVOLVING PARENTS IN THE SUPPORTSERVICES PROCESS	FINAL RATING	Commendations/recommendations/evidence
A. The counselor actively involves parents in providing student services. • *Developing and reviewing academic and/or vocational plans* • *Providing regular information regarding student academic progress* • *Involving and guiding students in assessing their own learning* • *Communicates availability of scholarships and assists students and parents to apply for post secondary scholarships* **B. The counselor acts as an informational resource for support services available in the community.** • *Informing parent of community resources for academic or personal concerns, as needed* • *Developing and maintaining positive working relationships with representatives of community resources* • *Refers students and parents to available community resources as needed*		

STANDARD VI - Developing as a Professional Educator	RATING	Commendations/recommendations/evidence
• Reflecting on counseling practice and planning professional development. • Establishing professional goals and pursuing opportunities to grow professionally. • Working with communities to improve professional practice. • Working with families to improve professional practice. • Working with colleagues to improve professional practice. • Balancing professional responsibilities/maintaining motivation.		

FINAL

STANDARD VII – Required Duties and Professional Responsibilities		**Commendations/recommendations/evidence**
• 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.		

SUMMATIVE EVALUATION: ☐ Unsatisfactory ☐ Needs Improvement ☐ Proficient

Mandatory Referral to PARS: ☐ Yes ☐ No

Date	Signature Evaluatee	Date	Signature Evaluator
	Print Name – Evaluatee		Print Name – Evaluator

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

Original – Human Resources

Copy 1 - Evaluatee

Copy 2 - Evaluator

Standards are modified from the Standards 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

STANDARD I – INSTRUCTIONAL COACHES ARE SKILLED COLLABORATORS WHO FUNCTION EFFECTIVELY IN SCHOOL SETTINGS.	OBJECTIVES	EVIDENCED BY
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 • 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		

STANDARD I – INSTRUCTIONAL COACHES ARE SKILLED COLLABORATORS WHO FUNCTION EFFECTIVELY IN SCHOOL SETTINGS.	OBJECTIVES	EVIDENCED BY
B. Instructional Coaches promote productive relationships with and among school staff. • 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		

STANDARD II - INSTRUCTIONAL COACHES ARE SKILLED SECONDARY TEACHERS	OBJECTIVES	EVIDENCED BY
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. • 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 ~~with~~ for the learning goal, considering both the content and language being taught		

STANDARD II - INSTRUCTIONAL COACHES ARE SKILLED SECONDARY TEACHERS	OBJECTIVES	EVIDENCED BY
B. Instructional Coaches observe and provide feedback to teachers on instruction related to literacy and district initiatives. • 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 ○ 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
• 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**
• 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
• 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/Evaluatee:

Date	Signature Evaluatee	Date	Signature Evaluator
	Print Name		Print Name

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
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 • 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

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 **B. Instructional Coaches promote productive relationships with and among school staff.** • 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		

STANDARD II - INSTRUCTIONAL COACHES ARE SKILLED SECONDARY TEACHERS	FINAL RATING	Commendations/recommendations/evidence
A. Instructional Coaches work with teachers individually or in collaborative teams, providing practical support on a range of reading, writing, speaking, and listening strategies. • 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
B. Instructional Coaches observe and provide feedback to teachers on instruction related to literacy and district initiatives. • 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 ○ 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**
• 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**
• 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		

FINAL

STANDARD V- REQUIRED DUTIES AND PROFESSIONAL RESPONSIBILITIES	RATING	Commendations/recommendations/evidence
• 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		

SUMMATIVE EVALUATION: ☐ Unsatisfactory ☐ Needs Improvement ☐ Proficient

Date	Signature Evaluatee	Date	Signature Evaluator
	Print Name – Evaluatee		Print Name – Evaluator

SALINAS UNION HIGH SCHOOL DISTRICT
INSTRUCTIONAL COACH PERSONNEL EVALUATION

Original – Human Resources
Copy 1 - Evaluatee
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
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.** • 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
B. **Instructional Coaches promote productive relationships with and among school staff.** • 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		

STANDARD I – INSTRUCTIONAL COACHES ARE SKILLED COLLABORATORS WHO FUNCTION EFFECTIVELY IN SCHOOL SETTINGS.	RATING	Commendations/recommendations/evidence
C. **Instructional Coaches strengthen their professional teaching knowledge, skills and strategies.** • 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
A. **Instructional Coaches work with teachers individually or in collaborative teams, providing practical support on a range of reading, writing, speaking and listening strategies.** • 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		

STANDARD II – INSTRUCTIONAL COACHES ARE SKILLED SECONDARY TEACHERS. (Continued)	RATING	Commendations/recommendations/evidence
A. **Instructional Coaches work with teachers individually or in collaborative teams, providing practical support on a range of reading, writing, speaking and listening strategies.** • 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
B. Instructional Coaches observe and provide feedback to teachers on instruction related to literacy and district initiatives. • 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 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 • Effectively models and/or provides models of instructional strategies to support teacher implementation and student learning		

STANDARD III – DEVELOPING AS A PROFESSIONAL EDUCATOR	RATING	Commendations/recommendations/evidence
• 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
• Fulfills adjunct duties • Attends department meetings • Attends faculty meetings • Fulfills other contractual duties under Article VII • Attends 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
INSTRUCTIONAL COACH PERSONNEL EVALUATION

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

EVALUATION PLANNING GUIDE

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

STANDARD I – INSTRUCTIONAL COACHES ARE SKILLED COLLABORATORS WHO FUNCTION EFFECTIVELY IN SCHOOL SETTINGS.	OBJECTIVES	EVIDENCED BY
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STANDARD I – INSTRUCTIONAL COACHES ARE SKILLED COLLABORATORS WHO FUNCTION EFFECTIVELY IN SCHOOL SETTINGS.	OBJECTIVES	EVIDENCED BY
C. **Instructional Coaches strengthen their professional teaching knowledge, skills and strategies.** • 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.	OBJECTIVES	EVIDENCED BY
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STANDARD II – INSTRUCTIONAL COACHES ARE SKILLED SECONDARY TEACHERS. (Continued)	**OBJECTIVES**	**EVIDENCED BY**
A. **Instructional Coaches work with teachers individually or in collaborative teams, providing practical support on a range of reading, writing, speaking and listening strategies.** • 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		
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STANDARD III – DEVELOPING AS A PROFESSIONAL EDUCATOR	OBJECTIVES	EVIDENCED BY
• 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	OBJECTIVES	EVIDENCED BY
• Fulfills adjunct duties • Attends department meetings • Attends faculty meetings • Fulfills other contractual duties under Article VII • Attends parent conferences		

Additional Comments/Evaluatee:		

Date _____ Signature Evaluatee _____

Print Name _____

Date _____ Signature Evaluator _____

Print Name _____

SALINAS UNION HIGH SCHOOL DISTRICT
Intervention Specialist Evaluation Planning Guide

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

Adapted from the California Standards for the Teaching Profession, CDE Definition of MTSS, SUHSD Intervention Specialist Job Description, SUHSD Counselor Evaluation Planning Guide, and the SUHSD Certificated [Teacher] Planning Guide

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

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

All goals will be evaluated.

Goal 1: Engage & Support All Students in Learning	PLANS FOR GROWTH	EVIDENCED BY
• Provide direct support to students, teachers, and support staff in the coordination of classroom-based prevention and intervention strategies for those students at risk of failing one or more classes. • Use knowledge of students to engage them in learning • Connect learning to students' prior knowledge, backgrounds, life experiences, and interests • Connect learning to meaningful, real-life contexts • Support educators in using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs • Coordinate classroom based and/or extended learning prevention/intervention strategies for targeted students. • Facilitate and manage an informal caseload of at-risk students identified through the systematic prevention/intervention process.		

Goal 2: Create & Maintain Effective Environments for Student Learning	PLANS FOR GROWTH	EVIDENCED BY
• Promote social development and responsibility within a caring community where each student is treated fairly and respectfully • Advise educators on the creation of physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students • Work with staff to establish and maintain learning environments that are physically, intellectually, and emotionally safe • Work with staff to create a rigorous learning environment with high expectations and appropriate support for all students • Assist staff in developing, communicating, and maintaining high standards for individual and group academic achievement and behavior, including best-practice strategies such as employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn.		

GOAL 3: Implement Multi-Tiered Systems of Support for All Students		EVIDENCED BY
• Help facilitate alignment of systems necessary for all students' academic, behavioral, and social success • Develop, facilitate, and monitor systematic support programs at regular intervals to ensure alignment with goals of the Single Plan for Student Achievement. • Address the needs of underserved student groups such as English learners, students with special needs, students with insecure housing, etc. to provide equitable access to the content		

GOAL 4: Collaborate with Educators, Families & Community to Support Student Success	PLANS FOR GROWTH	EVIDENCED BY
• Collaborate with academic counselors to ensure accurate placement in all programs, including alternative education. • Facilitate and monitor effective home and school communication regarding prevention/intervention programs.		

GOAL 5: Use Data for Creating & Monitoring Targeted Interventions & Support	PLANS FOR GROWTH	EVIDENCED BY
• Facilitate the use of assessment data including state, district, department common assessments, and grades earned in identifying target groups of students in need of prevention/intervention support to meet proficiency targets. • Facilitate the development of the systematic approach for evaluating the effectiveness of intervention strategies. • Implement and support a system that contributes to increasing the number of students who are academically on track from year to year. • Collect and analyze assessment data from a variety of sources to inform decision-making • Review data, both individually and with colleagues, to monitor student learning • Involve students in self-assessment, goal setting, and monitoring progress • Use assessment information to share timely and comprehensible feedback with staff, students, and their families		

GOAL 6: Developing as a Professional Educator	PLANS FOR GROWTH	EVIDENCED BY
• Reflect on practice in the support of student learning • Establish professional goals and engage in continuous and purposeful professional growth and development		

• Collaborate with colleagues and the broader professional community to support teacher and student learning • Work with families to support student learning • Engage local communities in support of the instructional program		

GOAL 7: Required Duties & Professional Responsibilities	PLANS FOR GROWTH	EVIDENCED BY
• Fulfill adjunct duties • Attend site meetings and district job-alike meetings • Attend faculty meetings • Fulfill 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		

Additional Comments/Evaluatee:

Signature Evaluatee: _____

Date: _____

Print Name: _____

Signature Evaluator: _____

Date: _____

Print Name: _____

SALINAS UNION HIGH SCHOOL DISTRICT
Intervention Specialist 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 1-5 requires referral for support (such as PAR) as per Ed Code 44500 and also constitutes an unsatisfactory summative evaluation.

Goal 1: Engage & Support All Students in Learning	RATING	EVIDENCE	COMMENDATIONS & RECOMMENDATIONS
• Provide direct support to students, teachers, and support staff in the coordination of classroom-based prevention and intervention strategies for those students at risk of failing one or more classes. • Use knowledge of students to engage them in learning • Connect learning to students' prior knowledge, backgrounds, life experiences, and interests • Connect learning to meaningful, real-life contexts • Support educators in using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs			

• Coordinate classroom based and/or extended learning prevention/intervention strategies for targeted students. • Facilitate and manage an informal caseload of at-risk students identified through the systematic prevention/intervention process.			

Goal 2: Create & Maintain Effective Environments for Student Learning	RATING	EVIDENCE	COMMENDATIONS & RECOMMENDATIONS
• Promote social development and responsibility within a caring community where each student is treated fairly and respectfully • Advise educators on the creation of physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students • Work with staff to establish and maintain learning environments that are physically, intellectually, and emotionally safe • Work with staff to create a rigorous learning environment with high expectations and appropriate support for all students • Assist staff in developing, communicating, and maintaining high standards for individual and group academic achievement and behavior, including best-practice strategies such as employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn.			

GOAL 3: Implement Multi-Tiered Systems of Support for All Students	RATING	EVIDENCE	COMMENDATIONS & RECOMMENDATIONS

• Help facilitate alignment of systems necessary for all students' academic, behavioral, and social success • Develop, facilitate, and monitor systematic support programs at regular intervals to ensure alignment with goals of the Single Plan for Student Achievement. • Address the needs of underserved student groups such as English learners, students with special needs, students with insecure housing, etc. to provide equitable access to the content			

GOAL 4: Collaborate with Educators, Families & Community to Support Student Success	RATING	EVIDENCE	COMMENDATIONS & RECOMMENDATIONS
• Collaborate with academic counselors to ensure accurate placement in all programs, including alternative education. • Facilitate and monitor effective home and school communication regarding prevention/intervention programs.			

GOAL 5: Use Data for Creating & Monitoring Targeted Interventions & Support	RATING	EVIDENCE	COMMENDATIONS & RECOMMENDATIONS
• Facilitate the use assessment data including state, district, department common assessments, and grades earned in identifying target groups of students in need of prevention/intervention support to meet proficiency targets. • Facilitate the development of the systematic approach for evaluating the effectiveness of intervention strategies.			

• Implement and support a system that contributes to increasing the number of students who are academically on track from year to year. • Collect and analyze assessment data from a variety of sources to inform decision-making • Review data, both individually and with colleagues, to monitor student learning • Involve students in self-assessment, goal setting, and monitoring progress • Use assessment information to share timely and comprehensible feedback with staff, students, and their families			

GOAL 6: Developing as a Professional Educator	RATING	EVIDENCE	COMMENDATIONS & RECOMMENDATIONS
• Reflect on practice in support of student learning • Establish professional goals and engaging in continuous and purposeful professional growth and development • Collaborate with colleagues and the broader professional community to support teacher and student learning • Work with families to support student learning • Engage local communities in support of the instructional program			

GOAL 7: Required Duties & Professional Responsibilities	RATING	EVIDENCE	COMMENDATIONS & RECOMMENDATIONS
• Fulfill adjunct duties • Attend site meetings and district job-alike meetings			

• Attend faculty meetings • Fulfill 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			

Summative Evaluation: ○ Unsatisfactory ○ Needs Improvement ○ Proficient

Mandatory Referral to PAR: ○ Yes ○ No

Signature Evaluatee: _____

Date: _____

Print Name: _____

Signature Evaluator: _____

Date: _____

Print Name: _____

SALINAS UNION HIGH SCHOOL DISTRICT
CERTIFICATED PERSONNEL EVALUATION
Professional Developer

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

EVALUATION PLANNING GUIDE

Evaluatee:	Position:	School:

All Standards will be evaluated.

Evaluator:	Position:	School Year:

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

STANDARD I– Effective professional development is purposeful and structured.	**OBJECTIVES**	**EVIDENCED BY**
• 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		

STANDARD II- Effective professional development is informed by multiple sources of data.	**OBJECTIVES**	**EVIDENCED BY**
• 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.	**OBJECTIVES**	**EVIDENCED BY**
• 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		

STANDARD IV- Effective professional development results in the acquisition, enhancement or refinement of skills and knowledge.	**OBJECTIVES**	**EVIDENCED BY**
• Professional development supports the study, evaluation and integration of relevant and current best practices and research **into** 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.	**OBJECTIVES**	**EVIDENCED BY**
• 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		

STANDARD VI - Developing as a Professional Developer	OBJECTIVES	EVIDENCED BY
• 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	OBJECTIVES	EVIDENCED BY
• Attends expected organizational meetings • Fulfills adjunct duty obligations at one or more sites • Attends assigned steering committee meetings		

Additional Comments/Evaluatee:

Date _____ Signature Evaluatee _____ Date _____ Signature Evaluator _____

Print Name _____ Print Name _____

SALINAS UNION HIGH SCHOOL DISTRICT
CERTIFICATED PERSONNEL EVALUATION
Professional Developer
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

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		

Standards modified from Ohio Standards for Professional Development; Middle and High School Literacy Coaches; and Standards for Professional Learning

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 **into** 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		

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.

SALINAS UNION HIGH SCHOOL DISTRICT
CERTIFICATED PERSONNEL EVALUATION
SCHOOL PSYCHOLOGIST

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

EVALUATION PLANNING GUIDE

Evaluatee:	Position:	School:

All Standards will be evaluated.

Evaluator:	Position:	School Year:

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

STANDARD I – Collect and analyze information in order to make decisions about service delivery and evaluate the outcomes	**OBJECTIVES**	**EVIDENCED BY**
• Defines needs in ways that identify desired academic/behavioral goals, are measurable, and are agreed upon by those involved • Selects assessment methods that are validated for the need under consideration, including formal and informal procedures, and includes data collected from all settings & persons necessary to complete problem-solving process. • Develops and implements interventions based on data and related to desired outcomes. • Uses appropriate assessment information to evaluate interventions to determine effectiveness, need for modification, or need for redevelopment		

STANDARD II – Ability to listen, participate in discussions, convey information, and work together at individual, group, and systems level	OBJECTIVES	EVIDENCED BY
• Demonstrates decision-making skills and is proficient in facilitating communication and collaboration with students, school personnel, community professionals, agencies, and families/schools. • Demonstrates ability to present and disseminate information in an organized and meaningful manner, to diverse communities in a variety of contexts. • Collaborates with other team members to identify academic and behavior needs. • Uses communication, collaboration, and consultation to promote necessary change with students, classroom, building, and district levels.		

STANDARD III – Identifies challenging and achievable goals for students.	OBJECTIVES	EVIDENCED BY
• Demonstrates knowledge of learning theory and cognitive processes while applying current empirically-based theory to student goal setting. • Identifying effective instructional strategies that promote student learning, social and emotional development through the use of appropriate techniques. • Demonstrates knowledge of general education curriculum and instructional strategies as it applies to the development of cognitive and academic goals.		

STANDARD IV – Demonstrates knowledge, sensitivity, and skills to work with individuals and groups from diverse backgrounds & needs	**OBJECTIVES**	**EVIDENCED BY**
• Promotes practices that assist students from all backgrounds to feel welcome and appreciated in the school and community. • Incorporates understanding of racial, cultural, ethnic, experiential, and linguistic backgrounds, and individual learning characteristics when designing and implementing interventions to achieve learning and behavioral outcomes.		

STANDARD V- Provide psychological counseling for individuals, groups, and families.	**OBJECTIVES**	**EVIDENCED BY**
• Applies knowledge in the identification and recognition of behaviors relating to school dropouts, mental health disorders, and school failure. • Provides direct counseling and indirect interventions, mental health referrals. • Collaborates with school personnel, parents, students, and the community to provide effective mental health support. • Implements prevention and intervention programs based on recognized factors that are precursors to development of severe learning and behavioral needs.		

STANDARD VI - Developing as a Professional	OBJECTIVES	EVIDENCED BY
• Reflects on practice and plans professional development. • Establishes professional goals and pursues opportunities to grow professionally. • Works with communities to improve professional practice. • Works with families to improve professional practice. • Works with colleagues to improve professional practice. • Balances professional responsibilities/maintains motivation.		

STANDARD VII- Required Duties and Professional Responsibilities	OBJECTIVES	EVIDENCED BY
• Fulfillment of adjunct duties. • Attendance at IEP meetings. • Maintenance of accurate records and reports, including adherence to timelines. • Fulfillment of other contractual duties under Article VII. • Observation of state and federal guidelines related to Special Education/GATE		

Additional Comments/Evaluatee:

Date	Signature Evaluatee	Date	Signature Evaluator
	Print Name		Print Name

SALINAS UNION HIGH SCHOOL DISTRICT
CERTIFICATED PERSONNEL EVALUATION
School Psychologist
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 1 – Collect and analyze information in order to make decisions about service delivery and evaluate the outcomes	RATING	**Commendations/recommendations/evidence**
• Defines needs in ways that identify desired academic/behavioral goals, are measurable, and are agreed upon by those involved • Selects assessment methods that are validated for the need under consideration, including formal and informal procedures, and includes data collected from all settings & persons necessary to complete problem-solving process. • Develops and implements interventions based on data and related to desired outcomes. • Uses appropriate assessment information to evaluate interventions to determine effectiveness, need for modification, or need for redevelopment		

FINAL

STANDARD II - Ability to listen, participate in discussions, convey information, and work together at individual, group, and systems level	RATING	**Commendations/recommendations/evidence**
• Demonstrates decision-making skills and is proficient in facilitating communication and collaboration with students, school personnel, community professionals, agencies, and families/schools. • Demonstrates ability to present and disseminate information in an organized and meaningful manner, to diverse communities in a variety of contexts. • Collaborates with other team members to identify academic and behavior needs. • Uses communication, collaboration, and consultation to promote necessary change with students, classroom, building, and district levels.		

FINAL

STANDARD III - Identifies challenging and achievable goals for students	RATING	**Commendations/recommendations/evidence**
• Demonstrates knowledge of learning theory and cognitive processes while applying current empirically-based theory to student goal setting. • Identifying effective instructional strategies that promote student learning, social and emotional development through the use of appropriate techniques. • Demonstrates knowledge of general education curriculum and instructional strategies as it applies to the development of cognitive and academic goals.		

FINAL

STANDARD IV - Demonstrates knowledge, sensitivity, and skills to work with individuals and groups from diverse backgrounds & needs	RATING	**Commendations/recommendations/evidence**
• Promotes practices that assist students from all backgrounds to feel welcome and appreciated in the school and community. • Incorporates understanding of racial, cultural, ethnic, experiential, and linguistic backgrounds, and individual learning characteristics when designing and implementing interventions to achieve learning and behavioral outcomes.		

FINAL

STANDARD V - Provide psychological counseling for individuals, groups, and families.	RATING	**Commendations/recommendations/evidence**
• Applies knowledge in the identification and recognition of behaviors relating to school dropouts, mental health disorders, and school failure. • Provides direct counseling and indirect interventions, mental health referrals. • Collaborates with school personnel, parents, students, and the community to provide effective mental health support. • Implements prevention and intervention programs based on recognized factors that are precursors to development of severe learning and behavioral needs.		

FINAL

STANDARD VI - Developing as a Professional	RATING	Commendations/recommendations/evidence
• Reflects on practice and plans professional development. • Establishes professional goals and pursues opportunities to grow professionally. • Works with communities to improve professional practice. • Works with families to improve professional practice. • Works with colleagues to improve professional practice. • Balances professional responsibilities/maintains motivation.		

FINAL

STANDARD VII – Required Duties and Professional Responsibilities	**RATING**	**Commendations/recommendations/evidence**
• Fulfillment of adjunct duties. • Attendance at IEP meetings. • Maintenance of accurate records and reports, including adherence to timelines. • Fulfillment of other contractual duties under Article VII. • Observation of state and federal guidelines related to Special Education/GATE		

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
SCHOOL NURSE

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

EVALUATION PLANNING GUIDE

Evaluatee:	Position:	School:

All Standards will be evaluated.

Evaluator:	Position:	School Year:

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

STANDARD I – CLINICAL KNOWLEDGE	OBJECTIVES	EVIDENCED BY
• Utilizes a distinct clinical knowledge base for decision-making in nursing practice. • Applies appropriate theories from nursing and the physical, behavioral, public health or social sciences. • Possesses current knowledge in all areas that affect the holistic well- being of the members of the educational community.		

STANDARD II - NURSING PROCESS Uses a systematic approach to problem-solving in nursing practice.	**OBJECTIVES**	**EVIDENCED BY**
• 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. • Diagnosis: 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 mutually formulated with the client 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.		

STANDARD III – CLIENT WITH SPECIAL 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.	**OBJECTIVES**	**EVIDENCED BY**
• 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, nursing diagnoses 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. • 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.Supervises others in the performance of skilled nursing procedures where permitted by state and local law and state Nurse Practice Act.		

STANDARD IV – HEALTH EDUCATION Assists students, families and the school community to achieve optimal levels of wellness through appropriately designed and delivered health education.	**OBJECTIVES**	**EVIDENCED BY**
• Participates in the assessment of health education needs for the school community. • Identifies sources of, and evaluates instructional materials and educational activities for use in school district. • Acts as a resource person to school staff regarding health education and health education material. • Promotes and participates in the integration of health concepts within the regular school curriculum. • Provides individual health teaching and counseling for students and families as needed. • Provides health instruction for student, staff, and parent groups. • Promotes student, staff and school safety through health education.		

STANDARD V - PROGRAM MANAGEMENT Establishes and maintains a comprehensive school health program.	**OBJECTIVES**	**EVIDENCED BY**
• Participates in the coordination and management 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 and supervises health assistants, instructional aides, and others involved in health services delivery as appropriate.		

STANDARD VI - PROFESSIONAL DEVELOPMENT Establishes and maintains a comprehensive school health program	**OBJECTIVES**	**EVIDENCED BY**
• Identifies a clear role for nursing, based on national standards of practice, research findings and personal philosophy of school nursing. • Utilizes opportunities to communicate, clarify and implement a defined role for nursing within the educational system. • 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.		

STANDARD VII - COLLABORATION WITHIN SCHOOL SYSTEM & COMMUNITY HEALTH SYSTEM, COMMUNICATION Collaborates with other school professionals, parents, members of the community, and care givers to meet the health, developmental and educational needs of clients. Utilizes knowledge of community health systems and resources to function as school liaison	OBJECTIVES	EVIDENCED BY
• Delineates 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.		

STANDARD VII - COLLABORATION WITHIN SCHOOL SYSTEM & COMMUNITY HEALTH SYSTEM, COMMUNICATION (cont.) Collaborates with other school professionals, parents, members of the community, and care givers to meet the health, developmental and educational needs of clients. • Utilizes knowledge of community health systems and resources to function as school liaisonFunctions 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.		

Additional Comments/Evaluatee:

Date	Signature Evaluatee	Date	Signature Evaluator
	Print Name		Print Name

SALINAS UNION HIGH SCHOOL DISTRICT
SCHOOL NURSE EVALUATION

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

FINAL

Evaluatee:_____ Position: ***School Nurse*** 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 – CLINICAL KNOWLEDGE	RATING	Commendations/recommendations/evidence
RESPONSIBILITY: Utilizes a distinct clinical knowledge base for decision-making in nursing practice. • Applies appropriate theories from nursing and the physical, behavioral, public health or social sciences. • Possesses current knowledge in all areas that affect the holistic well- being of the members of the educational community.		

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. • Diagnosis: 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 mutually formulated with the client 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 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, nursing diagnoses 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. • Provides information to parents of students with special health needs regarding school policy and procedures related to their child and the child's condition.		

	FINAL	
STANDARD III – CLIENT WITH SPECIAL NEEDS **(Cont)** 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. • Performs skilled nursing procedures, as necessary, in a safe, competent and efficient manner. • Supervises others in the performance of skilled nursing procedures where permitted by state and local law and state Nurse Practice Act.		

STANDARD IV – HEALTH EDUCATION Assists students, families and the school community to achieve optimal levels of wellness through appropriately designed and delivered health education.	**RATING**	**Commendations/recommendations/evidence**
• Participates in the assessment of health education needs for the school community. • Identifies sources of, and evaluates, ~~health curricula,~~ instructional materials and educational activities for use in school district. • Acts as a resource person to school staff regarding health education and health education material. • Promotes and participates in the integration of health concepts within the regular school curriculum. • Provides individual health teaching and counseling for students and families as needed. • Provides health instruction for student, staff, and parent groups.		

	FINAL	
STANDARD IV – HEALTH EDUCATION (cont.) Assists students, families and the school community to achieve optimal levels of wellness through appropriately designed and delivered health education. • Promotes student, staff and school safety through health education.		

STANDARD V – PROGRAM MANAGEMENT Establishes and maintains a comprehensive school health program.	RATING	**Commendations/recommendations/evidence**
• Participates in the coordination and management 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 and supervises health assistants, instructional aides, and others involved in health services delivery as appropriate.		

FINAL

STANDARD VI – PROFESSIONAL DEVELOPMENT Establishes and maintains a comprehensive school health program.	**RATING**	**Commendations/recommendations/evidence**
• Identifies a clear role for nursing, based on national standards of practice, research findings and personal philosophy of school nursing. • Utilizes opportunities to communicate, clarify and implement a defined role for nursing within the educational system. • 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.		

FINAL

STANDARD VII – COLLABORATION WITHIN SCHOOL SYSTEM & COMMUNITY HEALTH SYSTEM, COMMUNICATION Collaborates with other school professionals, parents, members of the community, and care givers to meet the health, developmental and educational needs of clients. Utilizes knowledge of community health systems and resources to function as school liaison.	RATING	**Commendations/recommendations/evidence**
• Delineates 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.		

	FINAL	
STANDARD VII – COLLABORATION WITHIN SCHOOL SYSTEM & COMMUNITY HEALTH SYSTEM, COMMUNICATION (cont.) Collaborates with other school professionals, parents, members of the community, and care givers to meet the health, developmental and educational needs of clients. Utilizes knowledge of community health systems and resources to function as school liaison. • 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.		

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.		

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.		

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.		

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/Evaluatee:

Signature Evaluatee: _____

Date: _____

Print Name: _____

Signature Evaluator: _____

Date: _____

Print Name: _____

SALINAS UNION HIGH SCHOOL DISTRICT
School Social Worker

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.			

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.			

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.			

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

• 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)	**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).			

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.			

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: _____

Date: _____

Print Name: _____

Signature Evaluator: _____

Date: _____

Print Name: _____

SALINAS UNION HIGH SCHOOL DISTRICT
CERTIFICATED PERSONNEL EVALUATION
SPEECH LANGUAGE PATHOLOGIST

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

EVALUATION PLANNING GUIDE

Evaluatee:	Position:	School:

All Standards will be evaluated.

Evaluator:	Position:	School Year:

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/Evaluatee:

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

STANDARD VI- Provide appropriate and dynamic service delivery methods consistent with the wide variety of individual student needs	**RATING**	**Commendations/recommendations/evidence**
• 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	**RATING**	**Commendations/recommendations/evidence**
• 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	
STANDARD VIII - Collaborate with families and provide opportunities for families to be involved in the student's SLP services		**Commendations/recommendations/evidence**
• 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	
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		**Commendations/recommendations/evidence**
• 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 Evaluatee	Date	Signature Evaluator
	Print Name – Evaluatee		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.		

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/Evaluatee:

Signature Evaluatee: _____

Date: _____

Print Name: _____

Signature Evaluator: _____

Date: _____

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.			

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			

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	RATING	EVIDENCE	COMMENDATIONS & RECOMMENDATIONS
• 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	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: _____

Date: _____

Print Name: _____

Signature Evaluator: _____

Date: _____

Print Name: _____