

**Murrieta Valley Unified School District (District) and
Murrieta Educators
Association (Association)**

MEMORANDUM OF UNDERSTANDING 24/25 - #8

**Article 13 and Appendix D-1 MEA Collective Bargaining Agreement Revision
/ Evaluation Process and Procedures**

This Memorandum of Understanding is entered into by and between the Murrieta Valley Unified School District (hereinafter, "District") and the Murrieta Educators Association (hereinafter, "Association") regarding Evaluation Forms: Teacher, Speech Language Pathologist, Psychologist, and Nurse and a revision to Article 13 in the MEA Collective Bargaining Agreement (hereinafter, "MEA CBA"), detailed on following pages.

WHEREAS, the District and Association have met during the 24/25 negotiation cycle and discussed the need for revision to Article 13 of the MEA CBA and updated certificated bargaining unit Evaluation Forms. The following Evaluation Forms have been agreed to:

- Teacher Evaluation Form
- Speech Language Pathologist Evaluation Form
- Psychologist Evaluation Form
- Nurse Evaluation Form

The updated evaluation forms are attached and will be implemented on August 14, 2024, the first day of the 24/25 school along with revisions to Article 13.

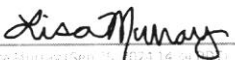
The evaluation forms have been included in Appendix D1 of the MEA CBA. This fully-executed MOU will appear on the district website alongside the MEA CBA. The approved changes will appear in the contract at the next printing cycle.

The Parties affirm the obligation to comply with all provisions of the MEA CBA not in conflict with this MOU. Further, the Parties affirm that all provisions of the Educational Employment Relations Act ("EERA") *California Government Codes 3540 et seq.* apply and remain in effect.

The provisions of this agreement shall not be modified and/or changed unless both parties mutually agree. Any alleged violation, misinterpretation, or misapplication of the terms of this agreement shall not be subject to the grievance process.

Dated this 25th day of September 2024.

For MEA:



Lisa Murray, MEA President



Julie Pulatie, MEA Bargaining Chair

For Murrieta Valley Unified School District:



Richard Rideout, Assistant Superintendent, HR

ARTICLE 13

EVALUATION PROCESS AND PROCEDURES

13.1 - PRINCIPLES OF EVALUATION AND ASSESSMENT

- 13.1.1** The District retains the sole responsibility for the evaluation and assessment of performance of each bargaining unit member, subject to the following procedural requirements. The site administrator (or his or her designee) shall have overall responsibility for the evaluation. If someone other than the site administrator (or designee) is the evaluator, or if the District changes the evaluator, the District shall, within a reasonable time, notify the bargaining unit member. The District shall not request bargaining unit members to evaluate other bargaining unit members.
- 13.1.2** Discipline and discharge procedures may be undertaken independently of the evaluation procedures contained in this Article. This provision shall not, however, constitute a waiver of any right a bargaining unit member may have to adequate notice of performance deficiencies and adequate opportunity to improve. Written evaluations shall be communicated using the evaluation forms shown in Appendix D-1. Information that may be used in a disciplinary matter and/or included in a negative performance evaluation will be given to the employee in written form using school or district letterhead and be signed by the administrator.

13.2 PROCEDURES FOR EVALUATION AND ASSESSMENT

- 13.2.1** The District shall evaluate and assess bargaining unit member competency within the unit member's assigned role based on the standards set forth in the evaluation form aligned to their role. The following evaluation forms will be utilized: ~~as it relates to each of the following as set forth in Appendix D-2:~~

- a. Teacher
- b. Speech Language Pathologist
- c. Psychologist
- d. Nurse

Additionally, a guide for the California Standards for the Teaching Profession with Elements will be provided to all evaluators to support the Teacher evaluation process.

- ~~e. Engaging and supporting all students in learning.~~
- ~~f. Creating and maintaining effective environments for student learning.~~
- ~~g. Understanding and organizing subject matter for student learning.~~
- ~~h. Planning instruction and designing learning experiences for all students.~~
- ~~i. Assessing student learning.~~
- ~~j. Developing as a professional educator.~~

- 13.2.2** The evaluation and assessment of bargaining unit member competency shall not include the use of publishers' norms established by standardized tests.
- 13.2.3** The District shall not require that lesson planning be done in any particular format or require lesson plans to be turned in on a regular basis unless ~~the bargaining unit member has received notice of a "needs improvement" performance or~~ the site administrator has communicated concerns in writing regarding a bargaining unit member's planning to the bargaining unit member. The District may request a lesson plan to be provided prior to a pre-scheduled

observation. This section shall not apply to probationary teachers.

- 13.2.4** The District shall appoint an evaluator for each bargaining unit member and inform each bargaining unit member to be evaluated of his or her evaluator by the 20th day of service. The bargaining unit member may thereafter request the District to assign an alternate evaluator, but such a decision rests solely with the District. In the case of bargaining unit members assigned after the beginning of the school year, or in the event of a change in evaluators, such notification shall occur within thirty (30) calendar days of the assignment. In the event of a teacher or administrative reassignment after the 20th day of service, the standing Principal or designee reserves the right to reassign a new evaluator for the remainder of the year.
- 13.2.5** The evaluator shall conduct at least two (2) classroom (or other site) observations for temporary and probationary bargaining unit members (and permanent bargaining unit members in "needs improvement" status.) The District shall conduct the first observation by the sixtieth (60th) day of service. Permanent bargaining unit members in "meets or exceeds expectations" in any overall standard ~~status~~ shall receive no less than one (1) classroom observation during the evaluation year, pro-rated appropriately.
- 13.2.6** In the case of probationary bargaining unit members and permanent bargaining unit members in a "needs improvement" status in any overall standard, and/or on an assistance plan, at least two (2) of such observations shall be pre-scheduled. This provision does not preclude nonscheduled classroom visitations and observations as an additional useful assessment technique, nor does it preclude classroom observations or visitations during a year in which the bargaining unit member is not being evaluated. Any observation which impacts a bargaining unit member's evaluation shall be written and provided to the bargaining unit member within a reasonable period of time, not to exceed twenty (20) school days. Written classroom observations shall include a notation of date, time in and time out.
- 13.2.7** The evaluator shall provide the bargaining unit member with a copy of the observation report. Either the bargaining unit member or the evaluator may request a conference to discuss the observation and/or observation report prepared by the evaluator. The District will provide copies of observation reports and hold conferences within a reasonable period of time not to exceed fifteen (15) on-track days.
- 13.2.8** Observations shall not be used to harass a bargaining unit member. It is understood between the District and the Association that this section is an evaluation procedural requirement. Comments on the final evaluation may include comments and information from previous observations or other written evidence of bargaining unit member performance as related to Section 2.
- 13.2.9** Summary evaluations shall be in writing on the forms attached hereto as Appendix D-1 and a copy thereof shall be transmitted to the bargaining unit member not later than thirty (30) calendar days before the last day of student attendance of the school year. A meeting shall be held between the bargaining unit member and the evaluator to discuss the evaluation, and such meeting shall be held prior to the end of the school year. If the evaluation reflects a "needs improvement" in any area, the meeting will be given priority and held within a reasonable period of time not to exceed twenty (20) school days from the date of delivery of the evaluation form to the bargaining unit member.

- 13.2.10 All probationary bargaining unit members shall receive at least two (2) summative evaluations per year. All permanent bargaining unit members shall receive an evaluation during their third year of service and at least every fifth (5th) year thereafter. ~~Summative evaluations will be written according to the criteria expressed in Appendix D-2.~~ However, the District reserves the right to evaluate permanent bargaining unit members every year.

13.3 ASSISTANCE

- 13.3.1 If the bargaining unit member's final evaluation reflects less than ~~satisfactory~~ meets expectations in any ~~area~~ overall standard, he or she shall be evaluated the following year. The evaluator and the bargaining unit member shall meet and design specific recommendations for improvement of the bargaining unit member's performance. This assistance plan shall specifically address identified weaknesses and describe a process for improvement. The length or term of the Assistance Plan shall be determined on a case by case basis and shall reflect the nature of the assistance required. There shall be a conference at the conclusion of each assistance plan, as well as every six (6) weeks, at a minimum, while an assistance plan is in effect. The District may recommend ~~or require~~ a bargaining unit member who has received written notice of needs improvement in any overall standard ~~"less than satisfactory" performance to~~ participate in a District provided program designed to improve appropriate areas of the bargaining unit member's performance. Permanent employees who receive two (2) or more overall ratings of Unsatisfactory within Standards one through five (1-5) on the teacher evaluation form shall be referred to the Teacher Support Network. No assistance plan shall include a provision for mandatory bargaining unit member participation beyond the bargaining unit member's normal workday.

- 13.3.2 The Association shall be notified within a reasonable period of time, not to exceed twenty (20) school days of the assignment of a bargaining unit member to an assistance plan unless the bargaining unit member involved specifically requests that the Association not be notified.

13.4 ASSOCIATION REPRESENTATION

- 13.4.1 The District recognizes the right of representation in employment relations provided under Government Code Section 3543.1 as that section is interpreted by PERB and courts of competent jurisdiction.
- 13.4.2 It is understood by the District and the Association that this right currently includes the right of a bargaining unit member to have representation in any meeting with a person in a supervisory position which the bargaining unit members reasonably believes may lead to discipline or negative evaluation. Bargaining unit members shall not request and shall not be afforded Association representation at any classroom (or other site) observation.

13.5 REBUTTAL

- 13.5.1 The bargaining unit member has the right to initiate a written reaction or response to the evaluation. Such response shall become a permanent attachment to the copy of the evaluation in the bargaining unit member's personnel file. If such response is filed, the evaluation document may be modified at the District's discretion.

- 13.6** The District and the Association acknowledge that unusual circumstances (such as illness of either the evaluator or the bargaining unit member, or emergencies) may prevent compliance with the time limits set forth in this section; however, there will be adherence to the timelines within five (5) on-track days of the end of the unusual circumstances.

Murrieta Valley Unified School District Performance Evaluation for Certificated Teacher

Name of Employee: _____ Date of Evaluation: _____

Grade/Assignment: _____ School: _____

Evaluation Period: From _____ To _____ School Year: _____

Name and Title of Evaluator: _____

Employee Status: ☐ Tenured ☐ Probationary/Year ☐ One (1) or ☐ Two (2) ☐ Temporary ☐ Intern

INSTRUCTIONS: Click one of the ratings for each factor

KEY: **ME** = Meets or Exceeds Expectations
 NI = Needs Improvement
 U = Unsatisfactory

Descriptors are available and must be used as a reference to establish ratings for each area. Ratings of "U" or "NI" must be accompanied by specific suggestions in the Recommendations and Areas of Needed Improvement section at the bottom of this evaluation.

Standard One: Engaging and Supporting All Students in Learning Overall Rating: <input type="checkbox"/> ME <input type="checkbox"/> NI <input type="checkbox"/> U	ME	NI	U
1. Teacher plans and implements a student-centered learning perspective that frames diversity as an educational asset and supports each student in relevant and challenging experiences that explore students' identities and extend their learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Teacher elicits and solicits knowledge of each student's assets and needs, including cognitive, cultural and linguistic, social-emotional, and physical and developmental capacities, in the service of increasing active engagement in learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Teacher meaningfully engages and forms partnerships with families, guardians, and caregivers in addressing each student's learning needs, health, and well-being and are responsive to the range of economic, social, cultural, linguistic, and community factors that affect student development and learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Teacher is responsive to students' diverse experiences, cultures, languages, identities, interests, strengths, and needs and apply evidence-based principles that intentionally cultivate equitable access, opportunities, and positive outcomes for each student.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Standard Two: Creating and Maintaining Effective Environments for Student Learning Overall Rating: <input type="checkbox"/> ME <input type="checkbox"/> NI <input type="checkbox"/> U	ME	NI	U
1. Teacher guides learning through mutually respectful, supportive, and challenging experiences that result in each student's academic and social-emotional growth.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Teacher communicates, models, practices, and sustains high standards of individual and group behavior that reflect, affirm, and respect diversity, and facilitate productive interactions to maximize opportunities for each student to learn and thrive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Teacher organizes and manages learning structures, processes, resources, and supports in order to provide a safe and productive learning environment in which each student can grow and thrive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Teacher builds on students' assets —students' abilities and talents, prior learning and peer and social group interactions, languages and cultures, and family and community experiences — to ensure that students' identities are included in classroom interactions and future learning experiences.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Standard Three: Understanding and Organizing Subject Matter for Student Learning Overall Rating: <input type="checkbox"/> ME <input type="checkbox"/> NI <input type="checkbox"/> U	ME	NI	U
1. Teacher identifies, organizes, and teaches key concepts, underlying themes, and relationships that address PreK –12 state content standards and local subject - and grade -level expectations, and promotes students' social –emotional and language development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Teacher engages students in real -world applications and leverages students' unique backgrounds, perspectives, and cultural identities to make learning authentic, relevant, and meaningful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Teacher designs and implements content and resources that enable equitable access for every learner, including those with more complex needs, to essential academic and social – emotional concepts, to promote each learner's growth.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Teacher elevates learning experiences enabling students to apply knowledge and skills across content areas to identify issues, explore proposed solutions, and examine relevant, complex subject matter.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Teacher selects, uses, and adapts standards - aligned instructional materials, evidence -based resources, and varied technologies to increase content and social –emotional learning options that are accessible, equitable, and culturally responsive and sustaining for each student.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Standard Four: Planning Instruction and Designing Learning Experiences for All Students Overall Rating: <input type="checkbox"/> ME <input type="checkbox"/> NI <input type="checkbox"/> U	ME	NI	U
1. Teacher shapes instructional plans that are informed by student goals, curriculum, evidence -based teaching strategies, materials, and resources attuned to the broad range of students' identities, prior knowledge, areas for growth, and interests.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Teacher uses varied instructional practices to craft effective learning experiences focused on the students they serve and the curriculum they teach.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Teacher advances student learning by employing varied instructional strategies and supports that help build students' knowledge and skills and that facilitate student engagement, well -being, and efficacy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Teacher varies their instructional practices to differentiate the kinds of student learning activities and levels of support needed to address the breadth of students' identified assets and needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Standard Five: Assessing Student Learning Overall Rating: <input type="checkbox"/> ME <input type="checkbox"/> NI <input type="checkbox"/> U	ME	NI	U
1. Teacher understands different assessment types and purposes and uses multiple methods of assessing students to intentionally collect, analyze, and interpret information directed toward supporting each student's achievement and well-being.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Teacher applies varied data sources to access meaningful information for planning and differentiating student learning experiences, determining developmentally appropriate instructional practices, and improving processes that equitably guide the growth of each student's academic and social–emotional learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Teacher engages with students, families, and guardians, along with other teachers and specialists, to share student strengths and areas of improvement gathered from assessments and reach common understanding about how to apply the information to support improvement goals and student progress.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Teacher, individually and collaboratively, evaluate and improve assessment methods to ensure equitable access, opportunities, resources, and outcomes for student learning and growth.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Standard Six: Developing as a Professional Educator Overall Rating: <input type="checkbox"/> ME <input type="checkbox"/> NI <input type="checkbox"/> U			
	ME	NI	U
1. Teacher continuously examines and evaluates their own practice to intentionally use new understandings and perspectives as opportunities for professional growth and effectiveness.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Teacher amplifies their expertise with ongoing professional learning experiences that address subject-matter content, instruction, and assessment, social-emotional support, and equitable practices, that enable each student—including historically and persistently underserved students—to reach identified goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Teacher collaborates with colleagues in developing a common understanding of effective practices for students' academic and social-emotional development. This common understanding informs teaching and supports practices that meet students' diverse learning interests, strengths, and needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Teacher collaborates with families, guardians, and community partners to develop and use a common language, strategies, and communication around in school and out-of-school learning experiences and to align services and initiatives that affect each student's growth and well-being.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Teachers demonstrate honesty, trustworthiness, and integrity in their professional behavior and decision-making as they conduct their responsibilities with a focus on each student's learning and well-being.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Teacher strives to eradicate barriers to student access, engagement, opportunities, and positive outcomes by acting with integrity and fairness so that every student has the quality experiences necessary to learn and thrive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Teacher cultivates and sustains personal motivation, commitment, energy, and health by balancing continuous professional growth with their own physical and emotional wellness.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Commendations:

(Additional pages may be attached.)

Recommendations and Areas of Needed Improvement: (Ratings of "U" or "NI" must be accompanied by specific suggestions)

(Additional pages may be attached.)

Comments from Evaluated Employee:

(Additional pages may be attached.)

- Employees who receive three (3) or more Unsatisfactory ratings within a Standard shall be rated as overall Unsatisfactory in that Standard.
- Employees who receive one (1) Unsatisfactory or three (3) Needs to Improve ratings shall be rated as an overall Needs to Improve in that Standard.
- Permanent employees who receive two (2) or more overall ratings of Unsatisfactory within Standards one through five (1-5) shall be referred to the Teacher Support Network.

☐ **Refer to Teacher Support Network (TSN)****SUMMARY OF EVALUATION BY STANDARD:****Standard One:** Engaging and Supporting All Students in Learning:☐ ME ☐ NI ☐ U**Standard Two:** Creating and Maintaining Effective Environments for Student Learning☐ ME ☐ NI ☐ U**Standard Three:** Understanding and Organizing Subject Matter for Student Learning☐ ME ☐ NI ☐ U**Standard Four:** Planning Instruction and Designing Learning Experiences for All Students☐ ME ☐ NI ☐ U**Standard Five:** Assessing Student Learning☐ ME ☐ NI ☐ U**Standard Six:** Developing as a Professional Educator☐ ME ☐ NI ☐ U

Evaluated by: _____ Title: _____ Date: _____

(Signature)

NOTE: Signature of the evaluatee indicates this performance evaluation was discussed with evaluatee and does not necessarily indicate agreement on the part of the evaluatee. If the evaluatee disagrees with this performance evaluation, he/she may submit a written statement within ten (10) working days from receipt to the evaluator, which will be attached to this performance appraisal.

Signature of the Evaluatee: _____ Date: _____

Murrieta Valley Unified School District Performance Evaluation for Speech Language Pathologist

Name of Employee: _____ Date of Evaluation: _____

Grade/Assignment: _____ School: _____

Evaluation Period: From _____ To _____ School Year: _____

Name and Title of Evaluator: _____

Employee Status: ☐ Tenured ☐ Probationary/Year ☐ One (1) or ☐ Two (2) ☐ Temporary ☐ Intern

INSTRUCTIONS: Click one of the ratings for each factor

KEY: ME = Meets or Exceeds Expectations
NI = Needs Improvement
U = Unsatisfactory

Descriptors are available and must be used as a reference to establish ratings for each area. Ratings of "U" or "NI" must be accompanied by specific suggestions in the Recommendations and Areas of Needed Improvement section at the bottom of this evaluation.

Standard One: School and District Based Goals				
Overall Rating: <input type="checkbox"/> ME <input type="checkbox"/> NI <input type="checkbox"/> U		ME	NI	U
1.	Participates in school and district meetings, including: PLTs, school site staff meetings, speech team and special education department meetings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.	Maintains professional competence through in-service education activities provided by the District, county, or other professional organizations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.	Maintains professional, cordial, collaborative and solution-based written and oral communication with parents and staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.	Responds in a flexible and professional manner in crisis or adversarial situations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.	Participates in referral processes at the school site.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.	Prioritizes duties and responsibilities in an effective manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Standard Two: Assessment/IEP Duties				
Overall Rating: <input type="checkbox"/> ME <input type="checkbox"/> NI <input type="checkbox"/> U		ME	NI	U
1.	Manages cases of referred students, obtaining parent signatures, maintaining timelines, following mandated procedures, and completing paperwork for student files.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.	Conducts assessments and IEPs in compliance with district guidelines and timelines.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.	Provides narrative written reports and records to document the student's areas of deficit, the need for special education, and to recommend an appropriate course of remediation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.	Functions as a working member of the IEP Team.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.	Follows district guidelines pertaining to eligibility and exits of students into and from special education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.	Develops and issues written assessment reports, IEP progress reports, IEP at a Glance and other required documents to appropriate recipients.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Standard Three: Provide Follow-Up Services for Special Education Students			
Overall Rating: <input type="checkbox"/> ME <input type="checkbox"/> NI <input type="checkbox"/> U			
	ME	NI	U
1. Consults with administrators, parents and teachers to implement the goals and objectives of the IEP.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Protects confidentiality in accordance with ethical guidelines.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Performs IEP case management duties in compliance with district guidelines.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Supports students' IEPs by communicating and consulting with general education teachers, instructional aides, SLPAs, and other staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Provides referrals to other disciplines/agencies as needed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Standard Four: Provide Direct Services			
Overall Rating: <input type="checkbox"/> ME <input type="checkbox"/> NI <input type="checkbox"/> U			
	ME	NI	U
1. Provides individual, small group, and in-class speech and language therapy for students as designated on IEP.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Designs specific, measurable, attainable, realistic, timely, and functional goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Selects relevant treatment tools and recognizes need to adapt intervention procedures, strategies and/or materials.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Independently and accurately collects and maintains data, tracks student attendance in speech therapy, and enters data into the district billing system.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Implements students' IEPs, including behavioral plans, and components of care plans that apply to speech services.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Provides information and training to staff and parents as needed to support students' progress toward IEP goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Commendations:

(Additional pages may be attached.)

Recommendations and Areas of Needed Improvement: (Ratings of "U" or "NI" must be accompanied by specific suggestions)

(Additional pages may be attached.)

Comments from Evaluated Employee:

(Additional pages may be attached.)

- Employees who receive three (3) or more Unsatisfactory ratings within a Standard shall be rated as overall Unsatisfactory in that Standard.
- Employees who receive one (1) Unsatisfactory or three (3) Needs to Improve ratings shall be rated as an overall Needs to Improve in that Standard.
- Permanent employees who receive two (2) or more overall ratings of Unsatisfactory within Standards one through five (1-5) shall be referred to the Teacher Support Network.

☐ **Refer to Teacher Support Network (TSN)**

SUMMARY OF EVALUATION BY STANDARD:**Standard One:** School and District Based Goals:☐ ME ☐ NI ☐ U**Standard Two:** Assessment/IEP Duties:☐ ME ☐ NI ☐ U**Standard Three:** Provide Follow-Up Services for Special Education Students:☐ ME ☐ NI ☐ U**Standard Four:** Provide Direct Services:☐ ME ☐ NI ☐ U

Evaluated by: _____ Title: _____ Date: _____
(Signature)

NOTE: Signature of the evaluatee indicates this performance evaluation was discussed with evaluatee and does not necessarily indicate agreement on the part of the evaluatee. If the evaluatee disagrees with this performance evaluation, he/she may submit a written statement within ten (10) working days from receipt to the evaluator, which will be attached to this performance appraisal.

Signature of the Evaluatee: _____ Date: _____

Murrieta Valley Unified School District Performance Evaluation for School Psychologists

Name of Employee: _____ Date of Evaluation: _____

Grade/Assignment: _____ School: _____

Evaluation Period: From _____ To _____ School Year: _____

Name and Title of Evaluator: _____

Employee Status: ☐ Tenured ☐ Probationary/Year ☐ One (1) or ☐ Two (2) ☐ Temporary ☐ Intern

INSTRUCTIONS: Click one of the ratings for each factor

KEY: **ME** = Meets or Exceeds Expectations
 NI = Needs Improvement
 U = Unsatisfactory

Descriptors are available and must be used as a reference to establish ratings for each area. Ratings of "U" or "NI" must be accompanied by specific suggestions in the Recommendations and Areas of Needed Improvement section at the bottom of this evaluation.

Standard One: School Based Goals Overall Rating: <input type="checkbox"/> ME <input type="checkbox"/> NI <input type="checkbox"/> U	ME	NI	U
1. Participates in the development and support of school and District programs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Maintains professional competence through in-service education activities provided by the District, county, or other professional organizations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Establish and maintain effective work relationships with teachers, administrators, staff, parents, and others contacted in the performance of required duties.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Recommends appropriate interventions and modifications to facilitate student success and participates in referral process at the school site.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Responds in a flexible and professional manner in crisis or adversarial situations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Effectively executes duties and responsibilities outlined in job description.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Assists and provides in-services and consultation to parents and staff about Special Education and related topics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Actively supports the vision and mission of the school district including the learning of all students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Promote practices that help children and families of all backgrounds feel welcome and appreciated in the school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Create linkages between schools, families, and community services available to support students and families.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Standard Two: Assessment/IEP Duties			
Overall Rating: <input type="checkbox"/> ME <input type="checkbox"/> NI <input type="checkbox"/> U	ME	NI	U
1. Manages cases of students referred, obtaining consent, following timelines, observing legal requirements, completed paperwork, and maintain student files.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Completes comprehensive and legally compliant evaluations using current and appropriate assessment tools.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Develops comprehensive reports documenting student's handicapping condition, need for special education, and recommendations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Functions as a collaborative member of the IEP team while facilitating meaningful participation from the parent/guardian.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Guides the school site's staff on special education related legal issues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Effectively participates in the planning, development, and implementation of legally defensible individual educational and learning plans when applicable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Collaborate with members of the IEP team to ensure that the IEP addresses all areas of student disability related need and is both legally defensible and meaningful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Communicate in a fashion that is easily understood by all members of the IEP team and in a way that fosters collaboration and professionalism.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Standard Three: IEP Implementation Support			
Overall Rating: <input type="checkbox"/> ME <input type="checkbox"/> NI <input type="checkbox"/> U	ME	NI	U
1. Consult with all relevant stakeholders on the appropriate implementation of the IEP.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Maintain confidentiality and support other staff in maintaining confidentiality in relation to FERPA.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Support teachers and support staff with the implementation of the IEP.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Support IEP teams with data collection pertaining to behavior.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Support IEP case managers and other team members with the implementation of special education programs (e.g. visual supports, accommodations, reward systems, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Assists district special education staff in the coordination and implementation of change of placements.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Standard Four: Provide Behavior Management Support Overall Rating: <input type="checkbox"/> ME <input type="checkbox"/> NI <input type="checkbox"/> U			
	ME	NI	U
1. Conduct comprehensive evaluation of student's behavioral functioning and provide recommendations including behavior intervention plans.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Provide training and consultation on the implementation of behavior intervention plans.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Collaborates in behavior management programs for individual students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Collaborates regarding higher level support for students which may include ERMHS and behavior support staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Supports students with social skills and mental health needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Commendations:

(Additional pages may be attached.)

Recommendations and Areas of Needed Improvement: (Ratings of "U" or "NI" must be accompanied by specific suggestions)

(Additional pages may be attached.)

Comments from Evaluated Employee:

(Additional pages may be attached.)

- Employees who receive three (3) or more Unsatisfactory ratings within a Standard shall be rated as overall Unsatisfactory in that Standard.
- Employees who receive one (1) Unsatisfactory or three (3) Needs to Improve ratings shall be rated as an overall Needs to Improve in that Standard.
- Permanent employees who receive two (2) or more overall ratings of Unsatisfactory within Standards one through five (1-5) shall be referred to the Teacher Support Network.

☐ **Refer to Teacher Support Network (TSN)**

SUMMARY OF EVALUATION BY STANDARD:**Standard One:** School Based Goals:☐ ME ☐ NI ☐ U**Standard Two:** Assessment/IEP Duties:☐ ME ☐ NI ☐ U**Standard Three:** IEP Implementation Support:☐ ME ☐ NI ☐ U**Standard Four:** Provide Behavior Management Support:☐ ME ☐ NI ☐ U

Evaluated by: _____ Title: _____ Date: _____
(Signature)

NOTE: Signature of the evaluatee indicates this performance evaluation was discussed with evaluatee and does not necessarily indicate agreement on the part of the evaluatee. If the evaluatee disagrees with this performance evaluation, he/she may submit a written statement within ten (10) working days from receipt to the evaluator, which will be attached to this performance appraisal.

Signature of the Evaluatee: _____ Date: _____

Murrieta Valley Unified School District

Performance Evaluation for School Nurse

Name of Employee: _____ Date of Evaluation: _____

Assignment: _____ School(s): _____

Evaluation Period: From _____ To _____ School Year: _____

Name and Title of Evaluator: _____

Employee Status: ☐ Tenured ☐ Probationary/Year ☐ One (1) or ☐ Two (2) ☐ Temporary ☐ Intern

INSTRUCTIONS: Click one of the ratings for each factor

KEY: ME = Meets or Exceeds Expectations
NI = Needs Improvement
U = Unsatisfactory

Descriptors are available and must be used as a reference to establish ratings for each area. Ratings of "U" or "NI" must be accompanied by specific suggestions in the Recommendations and Areas of Needed Improvement section at the bottom of this evaluation.

Domain I: Standards of Practice for School Nursing Overall Rating: <input type="checkbox"/> ME <input type="checkbox"/> NI <input type="checkbox"/> U	ME	NI	U
Standard 1: Assessment - The school nurse collects pertinent data and information relative to the student, family, group, school community, or population.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Standard 2: Diagnosis - The school nurse analyzes assessment data of the student, family, group, school community, or population to describe actual or potential diagnoses.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Standard 3: Outcomes Identification - The school nurse articulates measurable expected outcomes for a plan individualized to the student, family, group, school community, or population.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Standard 4: Planning - The school nurse develops a collaborative course of action that prescribes strategies to attain expected, measurable outcomes that address the student, family, group, school community, or population.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Standard 5: Implementation - The school nurse executes an agreed upon plan/intervention for the student, family, group, school community, or population	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Standard 5A: Coordination of Care - The school nurse aligns care for student, family, group, school community, or population.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Standard 5B: Health Teaching and Health Promotion - The school nurse employs strategies to improve the health and safety of students, family, group, school community, or population	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Standard 6: Evaluation - The school nurse systematically appraises progress toward attainment of student and school population goals and outcomes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Domain II: Standards of Professional Performance for School Nursing Overall Rating: <input type="checkbox"/> ME <input type="checkbox"/> NI <input type="checkbox"/> U	ME	NI	U
Standard 7: Ethics - The school nurse integrates ethics in all aspects of practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Standard 8: Advocacy - The school nurse demonstrates advocacy in all roles and settings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Standard 9: Respectful and Equitable Practice - The school nurse practices with cultural humility and inclusiveness.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Standard 10: Communication - The school nurse effectively conveys information in all areas of practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Standard 11: Collaboration - The school nurse collaborates with students, families, and key stakeholders.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Standard 12: Leadership – The school nurse leads within their professional practice setting and the profession.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Standard 13: Education - The school nurse seeks knowledge and competence that reflects current nursing practice and promotes innovative, anticipatory thinking.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Standard 14: Scholarly Inquiry - The school nurse integrates scholarship, evidence, and research findings into practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Standard 15: Quality of Practice - The school nurse contributes to quality nursing practices.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Standard 16: Professional Practice Evaluation - The school nurse appraises one's own and other's school nursing practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Standard 17: Resource Stewardship - The school nurse utilizes appropriate resources to plan, provide, and sustain evidence-based nursing services that are safe, effective, financially responsible, and used judiciously.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Standard 18: Environment Health - The school nurse practices in a manner that advances environmental safety, justice and health.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Commendations:

(Additional pages may be attached.)

Comments from Evaluated Employee:

- Employees who receive fifty percent (50%) or more Unsatisfactory ratings within a Domain shall be rated as overall Unsatisfactory in that Domain.
- Employees who receive two (2) Unsatisfactory or six (6) Needs to Improve ratings shall be rated as an overall Needs to Improve in that Domain.
- Permanent employees who receive one (1) or more overall ratings of Unsatisfactory within Domain I or II one shall be referred to the Teacher Support Network.

☐ **Refer to the Teacher Support Network**

Page 3 of 4

NOTE: Signature of the evaluatee indicates this performance evaluation was discussed with evaluatee and does not necessarily indicate agreement on the part of the evaluatee. If the evaluatee disagrees with this performance evaluation, he/she may submit a written statement within ten (10) working days from receipt to the evaluator, which will be attached to this performance appraisal.

Signature of the Evaluatee: _____ Date: _____









24-25 #08 Article 13 MEA Collective Bargaining Agreement Revision - Evaluation Process & Procedures and Appendix D-1

Final Audit Report

2024-10-01

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