



GATEWAY UNIFIED SCHOOL DISTRICT
CERTIFICATED TEACHER EVALUATION
Education Code 44662 (STULL Act) and the
California Standards for the Teaching Profession

Page 1 of 7
Appendix I-1
(Article VI)

Employee: _____ School: _____ School Year: _____

Evaluator: _____ Date(s) of Observation(s) _____ Date of Initial Conference _____ Date of Final Conference _____

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

Rating: 1. Meets or Exceeds Standards 2. Needs Improvement 3. Unsatisfactory (*Does not meet Standards*)
(*Any 2 or 3 rating, whether overall or individual standard, requires elaboration*)

The Standards as stated on this evaluation form are the California Standards of the Teaching Profession (EC44662)

STANDARD I – Engaging and Supporting All Students in Learning			COMMENDATION / RECOMMENDATIONS / EVIDENCE
Rate 1, 2 or 3 in the box to the left of the individual numbered standard.			
	1.1	Using knowledge of student to engage them in learning	
	1.2	Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests	
	1.3	Connecting subject matter to meaningful, real-life contexts	
	1.4	Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs	
	1.5	Promoting critical thinking through inquiry, problem solving, and reflection	
	1.6	Monitoring student learning and adjusting instruction while teaching	



**GATEWAY UNIFIED SCHOOL DISTRICT
CERTIFICATED TEACHER EVALUATION**

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(Article VI)**

Employee: _____

School Year: _____

Rating:

1. Meets or Exceeds Standards

2. Needs Improvement

3. Unsatisfactory (*Does not meet Standards*)

(Any 2 or 3 rating, whether overall or individual standard, requires elaboration)

The Standards as stated on this evaluation form are the California Standards of the Teaching Profession (EC44662)

STANDARD II – Creating and Maintaining Effective Environments for Student Learning			COMMENDATION / RECOMMENDATIONS / EVIDENCE
Rate 1, 2 or 3 in the box to the left of the individual numbered standard.			
	2.1	Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully	
	2.2	Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students	
	2.3	Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe	
	2.4	Creating a rigorous learning environment with high expectations and appropriate support for all students	
	2.5	Developing, communicating, and maintaining high standards for individual and group behavior	
	2.6	Employing classroom routines, procedures, norms and supports for positive behavior to ensure a climate in which all students can learn	
	2.7	Using instructional time to optimize learning	



GATEWAY UNIFIED SCHOOL DISTRICT CERTIFICATED TEACHER EVALUATION

Employee: _____

School Year: _____

Rating:

1. Meets or Exceeds Standards 2. Needs Improvement 3. Unsatisfactory (*Does not meet Standards*)
(*Any 2 or 3 rating, whether overall or individual standard, requires elaboration*)

The Standards as stated on this evaluation form are the California Standards of the Teaching Profession (EC44662)

STANDARD III – Understanding and Organizing Subject Matter for Student Learning			COMMENDATION / RECOMMENDATIONS / EVIDENCE
Rate 1, 2 or 3 in the box to the left of the individual numbered standard.			
	3.1	Demonstrating knowledge of subject matter, academic content standards, and curriculum framework	
	3.2	Applying knowledge of student development and proficiencies to ensure student understanding of subject matter	
	3.3	Organizing curriculum to facilitate student understanding of subject matter	
	3.4	Utilizing instructional strategies that are appropriate to the subject matter	
	3.5	Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students	
	3.6	Addressing the needs of English learners and students with special needs to provide equitable access to the content	



GATEWAY UNIFIED SCHOOL DISTRICT CERTIFICATED TEACHER EVALUATION

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Appendix I-1
(Article VI)

Employee: _____

School Year: _____

Rating:

1. Meets or Exceeds Standards 2. Needs Improvement 3. Unsatisfactory (*Does not meet Standards*)
(*Any 2 or 3 rating, whether overall or individual standard, requires elaboration*)

The Standards as stated on this evaluation form are the California Standards of the Teaching Profession (EC44662)

STANDARD IV – Planning Instruction and Designing Learning Experiences for All Students			COMMENDATION / RECOMMENDATIONS / EVIDENCE
Rate 1, 2 or 3 in the box to the left of the individual numbered standard.			
	4.1	Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction	
	4.2	Establishing and articulating goals for student learning	
	4.3	Developing and sequencing long-term and short-term instructional plans to support student learning	
	4.4	Planning instruction that incorporates appropriate strategies to meet the learning needs of all students	
	4.5	Adapting instructional plans and curricular materials to meet the assessed learning needs of all students	



**GATEWAY UNIFIED SCHOOL DISTRICT
CERTIFICATED TEACHER EVALUATION**

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Appendix I-1
(Article VI)

Employee: _____

School Year: _____

Rating:

1. Meets or Exceeds Standards 2. Needs Improvement 3. Unsatisfactory (*Does not meet Standards*)
(Any 2 or 3 rating, whether overall or individual standard, requires elaboration)

The Standards as stated on this evaluation form are the California Standards of the Teaching Profession (EC44662)

STANDARD V – Assessing Students for Learning			COMMENDATION / RECOMMENDATIONS / EVIDENCE
Rate 1, 2 or 3 in the box to the left of the individual numbered standard.			
	5.1	Applying knowledge of the purposes, characteristics, and uses of different types of assessments	
	5.2	Collecting and analyzing assessment data from a variety of sources to inform instruction	
	5.3	Reviewing data, both individually and with colleagues, to monitor student learning	
	5.4	Using assessment data to establish learning goals and to plan, differentiate, and modify instruction	
	5.5	Involving all students in self-assessment, goal setting, and monitoring progress	
	5.6	Using available technologies to assist in assessment, analysis, and communication of student learning	
	5.7	Using assessment information to share timely and comprehensible feedback with student and their families	



**GATEWAY UNIFIED SCHOOL DISTRICT
CERTIFICATED TEACHER EVALUATION**

Employee: _____

School Year: _____

Rating:

1. Meets or Exceeds Standards

2. Needs Improvement

3. Unsatisfactory (Does not meet Standards)

(Any 2 or 3 rating, whether overall or individual standard, requires elaboration)

The Standards as stated on this evaluation form are the California Standards of the Teaching Profession (EC44662)

STANDARD VI – Developing as a Professional Educator			COMMENDATION / RECOMMENDATIONS / EVIDENCE
Rate 1, 2 or 3 in the box to the left of the individual numbered standard.			
	6.1	Reflecting on teaching practice in support of student learning	
	6.2	Establishing professional goals and engaging in continuous and purposeful professional growth and development	
	6.3	Collaborating with colleagues and the broader professional community to support teacher and student learning	
	6.4	Working with families to support student learning	
	6.5	Engaging local communities in support of the instructional program	
	6.6	Managing professional responsibilities to maintain motivation and commitment to all students	
	6.7	Demonstrating professional responsibility, integrity and ethical conduct	



**GATEWAY UNIFIED SCHOOL DISTRICT
CERTIFICATED TEACHER EVALUATION**

Employee: _____

School Year: _____

Overall Rating:

- ☐ 1. Meets or Exceeds Standards ☐ 2. Needs Improvement ☐ 3. Unsatisfactory (Does not meet Standards)
(Any 2 or 3 rating, whether overall or individual standard, requires elaboration)

Employee Response:

Additional Comments – Evaluator

RECOMMENDATION FOR CONTINUED EMPLOYMENT: (Check for appropriate statement.)

- _____ Recommended for second year probationary contract without reservations.
- _____ Recommended for permanent status.
- _____ Continue permanent status.
- _____ Recommended for continued permanent status with review the subsequent year.
- _____ Not recommended for continued employment.
- _____ Temporary (one-year-contract)

Reviewer's Signature _____

Date _____

Original: Personnel File
CC: Reviewer
Reviewee

Reviewee's Signature _____

Date _____

(Reviewee's signature does not necessarily indicate agreement.)

_____ Check if remarks by Reviewee attached.

GATEWAY UNIFIED SCHOOL DISTRICT
Classroom Observation Form

Appendix I-1

Teacher Name:

Date:

Course/Period:

Instruction	Meets Standard	Progress Evident	Needs Improvement	Unsatisfactory	Not Observed or Not Applicable
OBJECTIVE					
Learning objective is aligned with content standard					
Learning objective taught to students in language they understand					
Learning objective matches independent practice					

Comments:

**CHECKING FOR UNDERSTANDING
(CFU)**

Teacher teaches first before CFU					
Teacher routinely utilizes non-volunteers when CFU					
Teacher elaborates as necessary					
Teacher utilizes strategies to monitor all students and adjusts lesson accordingly					
Guided practice effectively utilized to CFU					
An effective closure activity was utilized as a final CFU					
CFU included Higher Order Questions and/or critical thinking					
Wait time is sufficient					

Comments:

SKILL & CONCEPT DEVELOPMENT

The concept or "main idea" of the objective is taught					
The importance of the concept is taught					
The skill is taught through a logical sequence of instruction					
The teacher effectively models the skill					
Cognitive strategies are used to aid understanding					
Pertinent sub-skills are practiced					

Comments:

STUDENT PRODUCTION

Student produced grade-level work during the lesson					
Teacher ensured a high level of student engagement					
Students produced a permanent record					
Teacher directed meaningful interaction between students					

Comments:

ALIGNMENT OF INDEPENDENT WORK					
The independent work was closely aligned with the instruction					
Students demonstrated ability to successfully complete independent work					
Comments:					
PLANNING					
The lesson is well-crafted and planned in advance					
Materials are prepared in advance					
Comments:					
CURRICULUM					
The adopted curriculum is presented with fidelity					
Supplemental materials support the content standard					
All students have access to curriculum					
Comments:					
SPECIAL POPULATIONS					
The needs of special populations were addressed					
Visual aids are abundant					
SDAIE Techniques are effectively utilized					
Resource/student aide(s) are effectively utilized					
Comments:					
CLASSROOM MANAGEMENT and TIME ON TASK					
Time on task is optimal (95%)					
Class start-up is efficient					
Routines and procedures are well established; transitions are smooth and efficient					
Teacher appropriately manages student behavior					
Comments:					

Date of pre-conference:

Date of post-conference:

Signature of Evaluator: _____

Date: _____

The unit member's signature verifies a review of this observation, but does not necessarily constitute agreement.

It is understood that the above will become part of the personnel record and that the undersigned has ten (10) days to express in writing any objections, explanations, concerns, qualification, or any other items relating to this evaluation that he or she may deem pertinent which will be attached to, and become part of, the total document. The ten (10) day period begins on the date of the signing below. It is further understood that refusal to sign does not prevent the inclusion of these documents in the personnel file.

Signature of Unit Member: _____

Date: _____

OBJECTIVES AND STANDARDS

(Individual Goals Related to SB813 Performance Review Criteria)

Name _____

Original: Personnel File

School _____

Copy: Reviewee

Copy: Reviewer

Grade/Subject _____ Date _____

MUTUALLY AGREED UPON GOALS AND/OR OBJECTIVES FOR (School Year _____).

- The agreed upon Goal(s) must focus on the standards and the key sub-sections that will be addressed within the chosen standard. State the standard and sub-sections to be covered:

- Describe the action plan(s) and expected outcomes for your identified goal(s).

- Sufficient evidence that the goal(s)/objectives have been met will be reflected in the comment section of the performance review in the section for the standard(s) that have been chosen.

Signatures _____

Reviewer(s)

Reviewee

Date reviewed _____

GATEWAY UNIFIED SCHOOL DISTRICT
OBJECTIVES AND STANDARDS

Page 2

Name: _____

Goal(s)	Action Plan(s)	Evidence

**GATEWAY UNIFIED SCHOOL DISTRICT
CERTIFICATED COUNSELING EVALUATION**

Appendix I-2

Employee: _____ School: _____

School Year: _____ Date(s) of Observation(s): _____

Evaluator: _____ Date of Initial Conference: _____

Date of Final Conference: _____

Status: _____ Probationary I _____ Probationary II _____ Temporary _____ Permanent

The Standards as stated on this evaluation form are the California Standards of the Counseling Profession (EC44663)

(Any Needs improvement or Unsatisfactory rating, whether overall or individual standard, requires elaboration)

Standard 1: Professional School Counselor Development

Element:	Meets or Exceeds Standards	Needs Improvement	Unsatisfactory
1.A: Leadership- Exhibit leadership qualities through collaboration, advocacy, utilizing measurable student outcomes, and a dedication to social justice and equity.			
1.B: Reflective & Ethical Practice- Emphasize the importance of upholding ethical mandates and developing a critical reflective practice.			
1.C: Professional Development- Continuously refine their skills, expand their knowledge base, and enhance their effectiveness in supporting the academic, personal, and social growth of their students through ongoing professional development.			
1.D: Culturally and Linguistically Responsive School Counseling- Recognize and leverage the cultural assets and resources students of diverse backgrounds, rejecting biased or stereotypical materials and enhancing the curriculum to embrace their heritage.			

Comments/Conclusions:

Standard 2: School-Based Mental Health

Element:	Meets or Exceeds Standards	Needs Improvement	Unsatisfactory
2.A: School-Wide Mental and Behavioral Health Promotion- Focus on preventing academic and social problems by creating a healthy learning environment for students. This involves valuing and prioritizing mental and behavioral health, implementing inclusive and culturally responsive strategies, and removing systemic barriers and stigma.			
2.B: Comprehensive Mental Health Services for Identified Students- Play a vital role in early identification of students displaying signs of mental health problems through specialized support services.			
2.C: Addressing Acute and Chronic Mental Health Needs- Effective school counselors play a crucial role in addressing the acute and chronic mental health needs of students.			

Comments/Conclusions:

**GATEWAY UNIFIED SCHOOL DISTRICT
CERTIFICATED COUNSELING EVALUATION**

Appendix I-2

Employee: _____
School Year: _____

Standard 3: Academic, Postsecondary, and Social Emotional Development

Element:	Meets or Exceeds Standards	Needs Improvement	Unsatisfactory
3.A: Academic Development- Foster academic excellence and success for all students by considering individual strengths, needs, and challenges. School counselors collaborate with various educational partners to provide appropriate support and eliminate barriers.			
3.B: Postsecondary Development- Educate students at all grade levels and prepare students to access various post secondary options.			
3.C: Transformative Social Emotional Development- Provide grade-level appropriate Social Emotional Learning (SEL) lessons, fostering emotional intelligence and well-being in students.			

Comments/Conclusions:

Standard 4: Multi-Tiered Systems of Support (MTSS)

Element:	Meets or Exceeds Standards	Needs Improvement	Unsatisfactory
4.A: CA MTSS Framework- Design and deliver programs and services aligned with the California MTSS framework.			
4.B: Data Informed Decision Making- Utilize data to inform decision-making and drive improvements in student outcomes.			
4.C: Systems- Foster a school-wide approach aimed at enhancing and refining MTSS to better meet the needs of all students through establishing collaborative partnerships.			

Comments/Conclusions:

**GATEWAY UNIFIED SCHOOL DISTRICT
CERTIFICATED COUNSELING EVALUATION**

Appendix I-2

Employee: _____

School Year: _____

Standard 5: Indirect Services: Coordination, Collaboration, Consultation, & Supervision

Element:	Meets or Exceeds Standards	Needs Improvement	Unsatisfactory
5.A: Coordination & Collaboration- Emphasize working together with various partners within the school and the broader community to enhance school-based services.			
5.B: Consultation- Engage with consultees (parent, teacher, administrator, etc.) with the primary objective of fostering positive change in students			
5.C: Supervision- Effective school counselors take on the responsibility of overseeing and guiding various professionals, agencies, volunteers, paraprofessionals and pre-service school counselors who provide pupil personnel related services within the school setting as required in law (80049.1(c)).			

Comments/Conclusions:

Standard 6: Creating & Maintaining Safe, Supportive, and Inclusive Environments for Student Well-being

Element:	Meets or Exceeds Standards	Needs Improvement	Unsatisfactory
6.A School Climate- Foster a positive school climate promoting inclusivity, empathy, and respectful interactions among students and staff in order to reduce conflict.			
6.B School Safety- Contribute to a safe and secure learning environment by being accessible for reporting threats, intervening with students involved in unsafe behaviors and incorporating substance abuse prevention measures.			
6.C School Engagement- Foster academic, social, and personal engagement through strategies that promote involvement, collaboration, and a sense of belonging within the school community.			

Comments/Conclusions:

***Indicates this element was selected as an Evaluation Objective**

**GATEWAY UNIFIED SCHOOL DISTRICT
CERTIFICATED COUNSELING EVALUATION**

Appendix I-2

Employee: _____
School Year: _____

Overall Rating:

☐ **Meets or Exceeds Standards** ☐ **Needs Improvement** ☐ **Unsatisfactory**
(Any Needs improvement or unsatisfactory rating, whether overall or individual standard, requires elaboration)

Additional Comments:

Employee Comments:

Counselor Signature _____ Date _____
(Reviewee's signature does not necessarily indicate agreement.)

Administrator Signature _____ Date _____

RECOMMENDATION FOR CONTINUED EMPLOYMENT: *(If this is the final evaluation of the year)*

_____ Recommended for second year probationary contract without reservations.
_____ Recommended for permanent status.
_____ Continue permanent status.
_____ Recommended for continued permanent status with review the subsequent year.
_____ Not recommended for continued employment.
_____ Temporary (one-year-contract)

Original: Personnel File
CC: Reviewer
 Reviewee

_____ Check if remarks by Reviewee attached.

Descriptors/criteria for each component are contained in the Board adopted Standard for Effective Counseling. Please refer to this document for further interpretation of the assessment contained in this document.

GATEWAY UNIFIED SCHOOL DISTRICT

Evaluation Rubric for Counselors

Use the rubric below to consider your current proficiency levels on the California Counseling Standards. Identify the standard(s) that you are going to focus on for the school year and create a plan of action to achieve your goal(s). These goal(s) will be reviewed at your goal setting conference with your administrator and at your final conference.

OBJECTIVE	Meets or Exceeds Standards	Needs Improvement	Unsatisfactory
Standard 1: Professional School Counselor Development			
1.A: Leadership- Exhibit leadership qualities through collaboration, advocacy, utilizing measurable student outcomes, and a dedication to social justice and equity. <i>Indicators include: strategizing on programmatic needs and gaps in service delivery and encouraging solution-focused transformations benefitting the school community .</i>	Collaborates effectively, advocates for students, utilizes measurable outcomes, demonstrates dedication to social justice and equity.	Demonstrates some collaboration and advocacy skills, but needs improvement in utilizing measurable outcomes and dedication to social justice and equity.	Minimal collaboration and advocacy skills, does not utilize measurable outcomes, lacks dedication to social justice and equity.
1.B: Reflective & Ethical Practice- Emphasize the importance of upholding ethical mandates and developing a critical reflective practice. <i>Indicators include: operating within the parameters of federal, state, and local laws/policies and integrating the ethical practices outlined by ASCA.</i>	Consistently upholds ethical mandates and engages in self reflective practice.	Upholds ethical mandates most of the time, but needs improvement in developing self reflective practices.	Does not consistently uphold ethical mandates and lacks self reflective practice.
1.C: Professional Development- Continuously refine their skills, expand their knowledge base, and enhance their effectiveness in supporting the academic, personal, and social growth of their students through ongoing professional development.	Actively seeks opportunities for professional development, demonstrates continuous growth and improvement in counseling best practices and current research.	Participates in some professional development activities, but growth and improvement are limited.	Shows little effort in pursuing professional development, does not stay current on best practices and research within the field of counseling.
1.D: Culturally and Linguistically Responsive School Counseling- Recognize and leverage the cultural assets and resources students of diverse backgrounds, rejecting biased or stereotypical materials and enhancing the curriculum to embrace their heritage. <i>Indicators include: integrating students' cultural backgrounds and life experiences into counseling practices and identifying/addressing systematic bias within a school system.</i>	Recognizes and leverages cultural assets and resources, rejects biased or stereotypical materials, and enhances curriculum to embrace student heritage.	Partially recognizes and leverages cultural assets and resources, needs improvement in rejecting biased or stereotypical materials and enhancing curriculum.	Does not recognize or leverage cultural assets and resources, uses biased or stereotypical materials, and does not embrace student heritage.
STANDARD 2: School-Based Mental Health			

<p>2.A: School-Wide Mental and Behavioral Health Promotion- Focus on preventing academic and social problems by creating a healthy learning environment for students. This involves valuing and prioritizing mental and behavioral health, implementing inclusive and culturally responsive strategies, and removing systemic barriers and stigma.</p> <p><i>Indicators include: classroom lessons, trauma-informed practices, and restorative approaches, utilizing mental and behavioral health assessments, analyzing schoolwide data.</i></p>	<p>Consistently promotes preventive care by establishing and maintaining a healthy learning environment for all students. Demonstrates inclusive and culturally responsive practices to reduce stigma and remove systemic barriers .</p>	<p>Sometimes promotes preventive care by establishing and maintaining a healthy learning environment for all students. Occasionally demonstrates inclusive and culturally responsive practices to reduce stigma and remove systemic barriers.</p>	<p>Rarely promotes preventive care by establishing and maintaining a healthy learning environment for all students. Rarely demonstrates inclusive and culturally responsive practices to reduce stigma and remove systemic barriers.</p>
<p>2.B: Comprehensive Mental Health Services for Identified Students - Play a vital role in early identification of students displaying signs of mental health problems through specialized support services.</p> <p><i>Indicators include: implementation of systems for early identification of mental health support, providing targeted interventions through individual and group counseling, providing immediate support to students, staff, and families during times of crisis.</i></p>	<p>Effectively identifies and supports students displaying early signs and symptoms of mental health problems. Provides specialized support services in a timely and appropriate manner.</p>	<p>Partially identifies and supports students displaying early signs and symptoms of mental health problems. Provides specialized support services inconsistently or with delays.</p>	<p>Poorly identifies and supports students displaying early signs and symptoms of mental health problems. Provides limited or inadequate specialized support services.</p>
<p>2.C: Addressing Acute and Chronic Mental Health Needs - Effective school counselors play a crucial role in addressing the acute and chronic mental health needs of students.</p> <p><i>Indicators include: coordination of care, identify, refer, and provide internal and external resources to meet the diverse mental and behavioral health needs of all students and families.</i></p>	<p>Consistently participates as an interdisciplinary team member to coordinate care as well as maintaining a current list of community based support services for students and families.</p>	<p>Inconsistently works as an interdisciplinary team member to coordinate support services to meet the diverse mental and behavioral health needs of students and families.</p>	<p>Counselor works in isolation and does not consistently provide ongoing support or progress monitoring for students with acute and chronic mental health needs.</p>
<p>STANDARD 3: Academic, Postsecondary, and Social Emotional Development</p>			
<p>3.A: Academic Development- Foster academic excellence and success for all students by considering individual strengths, needs, and challenges. School counselors collaborate with various educational partners to provide appropriate support and eliminate barriers.</p> <p><i>Indicators include: working with students, teachers, parents, caregivers, and community members, to ensure student academic achievement and providing transitional services between pivotal grade levels that communicate academic expectations.</i></p>	<p>Consistently fosters academic excellence and success for all students by considering individual strengths, needs, and challenges and collaborates with various educational partners to provide appropriate support and eliminate barriers.</p>	<p>Counselor attempts to incorporate students' strengths, interests, and challenges when creating and monitoring academics, career, personal and social development plans and occasionally collaborates with various educational partners to provide support and eliminate barriers.</p>	<p>Counselor does not incorporate students' strengths, interests, and challenges when creating and monitoring academics, career, personal and social developments plans and does not collaborate with various educational partners to provide appropriate support and eliminate barriers.</p>
<p>3.B: Postsecondary Development- Educate students at all grade levels and prepare students to access various post secondary options.</p> <p><i>Indicators include: providing personalized counseling services and lessons/activities for students, accounting for their intellectual strengths and individual interests, about potential post secondary options.</i></p>	<p>Demonstrates expertise in educating students at all grade levels, preparing them to access various postsecondary options and providing comprehensive information regarding career pathways and financial aid.</p>	<p>Occasionally educates students at all grade levels, prepares them for postsecondary options, and provides comprehensive information regarding career pathways and financial aid.</p>	<p>Rarely educates students at all grade levels, prepares them for postsecondary options, or provides comprehensive information regarding career pathways and financial aid.</p>

3.C: Transformative Social Emotional Development- Provide grade-level appropriate Social Emotional Learning (SEL) lessons, fostering emotional intelligence and well-being in students.	Provides comprehensive and grade-level appropriate SEL lessons that effectively foster emotional intelligence and well-being in students. Lessons are consistently, interactive, and aligned with grade-level standards and SEL benchmarks.	Provides grade-level appropriate SEL lessons that foster emotional intelligence and well-being in students. Lessons are not consistently engaging, interactive, and aligned with grade-level standards and SEL benchmarks.	Provides limited or ineffective SEL lessons that do not adequately foster emotional intelligence and well-being in students. Lessons are not engaging, interactive, or aligned with grade-level standards and SEL benchmarks.
Standard 4- Multi-Tiered Systems of Support (MTSS)			
4.A: CA MTSS Framework- Design and deliver programs and services aligned with the California MTSS framework. <i>Indicators Include: delivering Tier 1 classroom instruction, Tier 2 consultation and collaboration with school staff and families as well as individual and/or small group counseling, Collaboration with implementing Tier 3 support services</i>	Demonstrates a strong ability to design and deliver programs and services aligned with the California MTSS framework through various universal interventions.	Shows some effort but requires improvement in designing and delivering programs and services aligned with the California MTSS framework through various universal interventions.	Does not meet the standards or lacks the necessary skills in designing and delivering programs and services aligned with the California MTSS framework.
4.B: Data Informed Decision Making- Utilize data to inform decision-making and drive improvements in student outcomes. <i>Indicators Include: employ various data sources, encompassing screening and progress monitoring information to guide instructional choices and choices and counseling interventions and determine transitions within the multi-level prevention framework</i>	Effectively utilizes data to inform decision-making and drive improvements in student outcomes.	Shows some effort but requires improvement in utilizing data to inform decision-making and drive improvements in student outcomes.	Does not utilize data to inform decision-making and drive improvements in student outcomes or lacks the necessary skills in data analysis.
4.C: Systems- Foster a school-wide approach aimed at enhancing and refining MTSS to better meet the needs of all students through establishing collaborative partnerships. <i>Indicators Include: partnering with educational stakeholders, assessing supports offered through MTSS, and gathering input from community partners to ensure a comprehensive and inclusive approach to MTSS decision-making.</i>	Actively fosters a school-wide approach aimed at enhancing and refining MTSS.	Shows some effort, but requires improvement in fostering a school-wide approach aimed at enhancing and refining MTSS.	Does not foster a school-wide approach aimed at enhancing and refining MTSS or lacks the necessary skills in collaboration and partnership.
Standard 5: Indirect Services: Coordination, Collaboration, Consultation, & Supervision			
5.A: Coordination & Collaboration- Emphasize working together with various partners within the school and the broader community to enhance school-based services. <i>Indicators Include: coordinating school and community resources to meet the needs of students and families, participating in interdisciplinary teams, and coordinating school counseling professional learning communities to facilitate comprehensive school counseling programs</i>	Demonstrates ability to work collaboratively with partners within the school and the broader community to enhance school-based services.	Shows some ability to collaborate with partners, but may need further development in effectively working together.	Lacks ability to coordinate and collaborate with partners, resulting in limited enhancement of school-based services.

5.B: Consultation- Engage with consultees (parent, teacher, administrator, etc.) with the primary objective of fostering positive change in students.	Effectively engages with consultees (parents, teachers, administrators, etc.) to foster positive change in students.	Demonstrates some engagement with consultees, but improvement is needed to effectively foster positive change in students.	Fails to engage with consultees or foster positive change in students through consultation.
5.C: Supervision- Effective school counselors take on the responsibility of overseeing and guiding various professionals, agencies, volunteers, paraprofessionals and pre-service school counselors who provide pupil personnel related services within the school setting as required in law (80049.1(c)).	Consistently oversees and guides professionals, agencies, volunteers, paraprofessionals, and pre-service school counselors, ensuring the provision of pupil personnel related services in accordance with the law.	Provides limited oversight and guidance to professionals and other personnel, resulting in inconsistencies in the provision of pupil personnel related services.	Fails to effectively supervise and guide professionals, agencies, volunteers, paraprofessionals, and pre-service school counselors, leading to inadequate provision of pupil personnel related services.
Standard 6: Creating & Maintaining Safe, Supportive, and Inclusive Environments for Student Well-being			
6.A School Climate- Foster a positive school climate promoting inclusivity, empathy, and respectful interactions among students and staff in order to reduce conflict. <i>Indicators Include: Fostering a positive school climate by assisting students with examining their identities while being accepting of diverse cultures and experiences, creating opportunities for students to learn conflict resolution skills, engage in prevention programs such as anti-bullying, collaborate with school leadership to monitor student engagement, and ensure that students from historically marginalized backgrounds are not subjected to discrimination based on their identity factors.</i>	Fosters a positive school climate promoting inclusivity, empathy, and respectful interactions among students and staff to reduce conflict.	Demonstrates some effort to promote a positive school climate, but improvements are needed in fostering inclusivity, empathy, and respectful interactions.	Does not promote a positive school climate and lacks inclusivity, empathy, and respectful interactions.
6.B School Safety- Contribute to a safe and secure learning environment by being accessible for reporting threats, intervening with students involved in unsafe behaviors and incorporating substance abuse prevention measures. <i>Indicators include: Collaborating with other essential staff to identify and address suicide risk and threats in addition to providing education for students and families on substance abuse.</i>	Contributes to a safe and secure learning environment by being accessible for reporting threats, intervening with students involved in unsafe behaviors, and incorporating substance abuse prevention measures.	Inconsistently promotes a safe and secure learning environment, and may require additional support in being accessible for reporting threats, intervening with students involved in unsafe behaviors, and incorporating substance abuse prevention measures.	Does not contribute to a safe and secure learning environment and lacks accessibility for reporting threats, intervention with students involved in unsafe behaviors, and incorporation of substance abuse prevention measures.
6.C School Engagement- Foster academic, social, and personal engagement through strategies that promote involvement, collaboration, and a sense of belonging within the school community. <i>Indicators include: Promote trauma-informed and restorative practices; address underlying issues with learning disabilities, attendance and discipline; empower students to identify personal interests, set goals, and explore extracurricular activities or projects that foster personal engagement and a sense of purpose</i>	Fosters academic, social, and personal engagement through strategies that promote involvement, collaboration, and a sense of belonging within the school community.	Demonstrates some efforts to foster academic, social, and personal engagement, but improvements are needed in promoting involvement, collaboration, and a sense of belonging.	Does not foster academic, social, and personal engagement and lacks strategies to promote involvement, collaboration, and a sense of belonging.



GATEWAY UNIFIED SCHOOL DISTRICT
CERTIFICATED NURSE EVALUATION
Education Code 44662(c)

Page 1 of 6
Appendix I-3
(Article VI)

Employee: _____ School: _____ School Year: _____

Evaluator: _____ Date(s) of Observation(s) _____ Date of Initial Conference _____ Date of Final Conference _____

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

Rating: 1. Meets or Exceeds Standards 2. Needs Improvement 3. Unsatisfactory (Does not meet Standards)
(Any 2 or 3 rating, whether overall or individual standard, requires elaboration)

STANDARD I – Record Keeping, Data and Compliance			COMMENDATION / RECOMMENDATIONS / EVIDENCE
Rate 1, 2 or 3 in the box to the left of the individual numbered standard.			
	1.1	Oversee the review of student health data for compliance with state and district regulation	
	1.2	Oversee the compliance with Child Health, Developmental Disability Program (CHDP) physical examination requirements	
	1.3	Conduct or oversee the mandated screenings for vision and hearing.	
	1.4	Maintain school health data and records	
	1.5	Oversee immunization mandates and compliancy	
	1.6	Identify student health needs through nursing assessment and refer for appropriate health care and follow-up	
	1.7	Provide supervision and/or direct care for those with specialized health needs and use proper documentation tools	
	1.8	Provide supervision and/or directly administer prescribed medication and use proper documentation tools	



GATEWAY UNIFIED SCHOOL DISTRICT CERTIFICATED NURSE EVALUATION

Page 2 of 6
Appendix I-3
(Article VI)

Employee: _____

School Year: _____

Rating:

1. Meets or Exceeds Standards

2. Needs Improvement

3. Unsatisfactory (*Does not meet Standards*)

(*Any 2 or 3 rating, whether overall or individual standard, requires elaboration*)

STANDARD II – Instructional Strategies and Techniques			COMMENDATION / RECOMMENDATIONS / EVIDENCE
Rate 1, 2 or 3 in the box to the left of the individual numbered standard.			
	2.1	Provide training for specialized care and medication administration to educational staff	
	2.2	Prepare reports and/or interpret medical information for educational needs as appropriate	
	2.3	Recommend school adjustments for students with health problems	
	2.4	Involve parents in the development of health plans	



GATEWAY UNIFIED SCHOOL DISTRICT CERTIFICATED NURSE EVALUATION

Page 3 of 6
Appendix I-3
(Article VI)

Employee: _____

School Year: _____

Rating:

1. Meets or Exceeds Standards

2. Needs Improvement

3. Unsatisfactory (*Does not meet Standards*)

(*Any 2 or 3 rating, whether overall or individual standard, requires elaboration*)

STANDARD III – Health Counseling and Education			COMMENDATION / RECOMMENDATIONS / EVIDENCE
Rate 1, 2 or 3 in the box to the left of the individual numbered standard.			
	3.1	Provide health counseling and/or education to student, parent and educational staff as time permits	
	3.2	Participate in planning and implementation of a health education program as time permits	
	3.3	Participate in IEP meetings for health purposes when necessary	
	3.4	Serve as a liaison between community agencies and the school concerning health and safety issues	



GATEWAY UNIFIED SCHOOL DISTRICT CERTIFICATED NURSE EVALUATION

Page 4 of 6
Appendix I-3
(Article VI)

Employee: _____

School Year: _____

Rating:

1. Meets or Exceeds Standards 2. Needs Improvement 3. Unsatisfactory (*Does not meet Standards*)
(*Any 2 or 3 rating, whether overall or individual standard, requires elaboration*)

STANDARD IV – Prevention and Control of Disease			COMMENDATION / RECOMMENDATIONS / EVIDENCE
Rate 1, 2 or 3 in the box to the left of the individual numbered standard.			
	4.1	Serve as a health consultant and resource to staff and community	
	4.2	Implement policies and procedures concerning communicable disease	

STANDARD V – Establish and Maintain Standards to Minimize the Effects of Accidents or Illness in the School Setting			COMMENDATION / RECOMMENDATIONS / EVIDENCE
Rate 1, 2 or 3 in the box to the left of the individual numbered standard.			
	5.1	Administer first aid in accordance with standard first aid guidelines	
	5.2	Oversee the maintenance of first aid supplies and kits	

GATEWAY UNIFIED SCHOOL DISTRICT CERTIFICATED NURSE EVALUATION

Page 5 of 6

Employee: _____

School Year: _____



Rating:

1. Meets or Exceeds Standards

2. Needs Improvement

3. Unsatisfactory (Does not meet Standards)

(Any 2 or 3 rating, whether overall or individual standard, requires elaboration)

STANDARD VI – Staff Relationships			COMMENDATION / RECOMMENDATIONS / EVIDENCE
Rate 1, 2 or 3 in the box to the left of the individual numbered standard.			
	6.1	Maintain a professional working relationship with educational staff, students, parents, and colleagues	
	6.2	Carry out assignments willingly and readily	
	6.3	Use good communication skills both verbally and in writing	

STANDARD VII – Organization and Professional Commitment			COMMENDATION / RECOMMENDATIONS / EVIDENCE
Rate 1, 2 or 3 in the box to the left of the individual numbered standard.			
	7.1	Complete reports and forms promptly and accurately	
	7.2	Arrive punctually	
	7.3	Carry out daily assignments promptly	
	7.4	Adapt and try new ideas	
	7.5	Update skills through workshops, conference and atten	



**GATEWAY UNIFIED SCHOOL DISTRICT
CERTIFICATED NURSE EVALUATION**

Page 6 of 6
Appendix I-3
(Article VI)

Employee: _____

School Year: _____

Overall Rating:

☐

1. Meets or Exceeds Standards

☐

2. Needs Improvement

☐

3. Unsatisfactory (Does not meet Standards)

(Any 2 or 3 rating, whether overall or individual standard, requires elaboration)

Employee Response:

Additional Comments – Evaluator

RECOMMENDATION FOR CONTINUED EMPLOYMENT: *(Check for appropriate statement.)*

- ☐ Recommended for second year probationary contract without reservations.
- ☐ Recommended for permanent status.
- ☐ Continue permanent status.
- ☐ Recommended for continued permanent status with review the subsequent year.
- ☐ Not recommended for continued employment.
- ☐ Temporary (one-year-contract)

Reviewer's Signature

Date

Original: Personnel File
CC: Reviewer
Reviewee

Reviewee's Signature

Date

(Reviewee's signature does not necessarily indicate agreement.)

_____ Check if remarks by Reviewee attached.



GATEWAY UNIFIED SCHOOL DISTRICT
PSYCHOLOGIST EVALUATION
Education Code 44662 (STULL Act) and the
California Standards for the Teaching Profession

Page 1 of 5
Appendix I-4
(Article VI)

Employee: _____ School: _____ School Year: _____

Evaluator: _____ Date(s) of Observation(s) _____ Date of Initial Conference _____ Date of Final Conference _____

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

Rating: 1. Meets or Exceeds Standards 2. Needs Improvement 3. Unsatisfactory (*Does not meet Standards*)
(*Any 2 or 3 rating, whether overall or individual standard, requires elaboration*)

The Standards as stated on this evaluation form are the California Standards of the Teaching Profession (EC44662)

STANDARD I – ASSESSMENT			COMMENDATION / RECOMMENDATIONS / EVIDENCE
Rate 1, 2 or 3 in the box to the left of the individual numbered standard.			
	1.1	The psychologist evaluates students for placement in Special Education programs.	
	1.2	The psychologist prepares psycho-educational case studies and maintains confidential case files including development of chronological entries representing case interventions and contacts.	
	1.3	When appropriate, he/she participates in Individual Education Program (IEP) development meetings and presents findings.	
	1.4	Attends and participates in Student Study Team (SST) meetings at school sites.	
	1.5	The psychologist conducts functional behavior assessments and works collaboratively to develop positive behavior support plans for students with behavior problems.	



GATEWAY UNIFIED SCHOOL DISTRICT PSYCHOLOGIST EVALUATION

Page 2 of 5
Appendix I-4
(Article VI)

Employee: _____

School Year: _____

Rating:

1. Meets or Exceeds Standards

2. Needs Improvement

3. Unsatisfactory (*Does not meet Standards*)

(*Any 2 or 3 rating, whether overall or individual standard, requires elaboration*)

The Standards as stated on this evaluation form are the California Standards of the Teaching Profession (EC44662)

STANDARD II – CONSULTATION			COMMENDATION / RECOMMENDATIONS / EVIDENCE
Rate 1, 2 or 3 in the box to the left of the individual numbered standard.			
	2.1	The psychologist provides consultation to teacher staff in the areas of identification of pupils requiring specialized assistance, assessment of learning and behavior problems, modification of instructional techniques and curriculum, classroom management techniques, acceptance of pupils with exceptional needs, inter-staff relationships, interpersonal problem solving and pupil emotional functioning.	
	2.2	Provides consultation to parents in the areas of assessment procedures and interpretation, pupil strengths, weaknesses, needs, career and pre-vocational plans, personality development, behavior management; effective use of community resources and emotional development.	

STANDARD III – COUNSELING			COMMENDATION / RECOMMENDATIONS / EVIDENCE
Rate 1, 2 or 3 in the box to the left of the individual numbered standard.			
	3.1	The psychologist provides short term counseling for specific pupils and families to meet the needs of referred pupils.	



GATEWAY UNIFIED SCHOOL DISTRICT PSYCHOLOGIST EVALUATION

Employee: _____

School Year: _____

Rating:

1. Meets or Exceeds Standards

2. Needs Improvement

3. Unsatisfactory (*Does not meet Standards*)

(*Any 2 or 3 rating, whether overall or individual standard, requires elaboration*)

The Standards as stated on this evaluation form are the California Standards of the Teaching Profession (EC44662)

STANDARD IV – COLLABORATION			COMMENDATION / RECOMMENDATIONS / EVIDENCE
Rate 1, 2 or 3 in the box to the left of the individual numbered standard.			
	4.1	Upon the request of the Director of Special Education, and in conjunction with management and teacher staff, the psychologist assists in program planning and policy development.	
	4.2	Assists as a liaison between the Gateway Unified School District and Community Agencies and Organizations.	
	4.3	Assists in the provision of in-service training for school site, classified, support and management staff.	
	4.4	Assists in community education programs.	
	4.5	When appropriate, the psychologist refers pupils and/or families to public and private resources.	
	4.6	When appropriate, he/she participates in evaluation and research projects.	
	4.7	Other assignments as required by the Director of Special Education or initiated by psychologist.	



School Year: _____

1. Meets or Exceeds Standards

2. Needs Improvement

3. Unsatisfactory (Does not meet Standards)

(Any 2 or 3 rating, whether overall or individual standard, requires elaboration)

STANDARD V – PROFESSIONAL CONDUCT

COMMENDATION / RECOMMENDATIONS / EVIDENCE

	5.1	Complies with GWUSD policies and procedures.
	5.2	Complies with Federal and State regulations.
	5.3	Maintains regular and punctual attendance.
	5.4	Meets Schedules and deadlines.
	5.5	Treats co-workers, parents, district, and agency representatives in a courteous, helpful and professional manner.
	5.6	Performs duties and responsibilities in an efficient and effective manner.

Plans For Professional Growth, Resources, and/or Support Needed and Timeline



**GATEWAY UNIFIED SCHOOL DISTRICT
PSYCHOLOGIST EVALUATION**

Employee: _____

School Year: _____

Overall Rating:

☐

1. Meets or Exceeds Standards

☐

2. Needs Improvement

☐

3. Unsatisfactory (*Does not meet Standards*)

(*Any 2 or 3 rating, whether overall or individual standard, requires elaboration*)

Employee Response:

Additional Comments – Evaluator

RECOMMENDATION FOR CONTINUED EMPLOYMENT: (*Check for appropriate statement.*)

- _____ Recommended for second year probationary contract without reservations.
- _____ Recommended for permanent status.
- _____ Continue permanent status.
- _____ Recommended for continued permanent status with review the subsequent year.
- _____ Not recommended for continued employment.
- _____ Temporary (one-year-contract)

Reviewer's Signature

Date

Original: Personnel File
CC: Reviewer
Reviewee

Reviewee's Signature

Date

(Reviewee's signature does not necessarily indicate agreement.)

_____ Check if remarks by Reviewee attached.

**GATEWAY UNIFIED SCHOOL DISTRICT
CERTIFICATED OBSERVATION
PSYCHOLOGIST**

Appendix I-4

Employee Name: _____	Evaluation Date: _____	Location Name: _____
Position: _____	Employee Status: _____	

PLEASE INDICATE RATING FOR EACH CATEGORY

(3)-Meets/Exceeds District Standards (2)-Needs Improvement (1)-Unsatisfactory

<u>ASSESSMENT</u>		<u>CONSULTATION</u>	
<u>COUNSELING</u>		<u>COLLABORATION</u>	
<u>PROFESSIONAL CONDUCT</u>		<u>OTHER</u>	

COMMENTS:

EVALUATOR: _____ TITLE: _____
 EVALUATOR SIGNATURE: _____ DATE: _____

EMPLOYEE: I certify that this report has been discussed with me. I understand my signature does not necessarily indicate agreement.

EMPLOYEE SIGNATURE: _____ DATE: _____

Employee Comments:

Distribution:

Original - Personnel

Copy -- Employee