San Leandro Unified School District
Human Resources Department

Certificated Evaluation Handbook Supplement

OBSERVATION AND EVALUATION FORMS

San Leandro Unified School District
Human Resources Department

EVLAUATION AND OBSERVATION FORMS

TABLE OF CONTENTS

San Leandro Unified School District
TEACHER OBSERVATION For 20____ - 20____

Evaluatee _____ Evaluator _____ Time In: _____ Time Out: _____

Position _____ Grade Level/Subject _____ School _____

Date of Pre-Observation Meeting _____ Date of Observation _____ Date of Post-Observation Meeting _____

Status (check where applicable):

▢ Provisional and Temporary
▢ Probationary _____ (0, 1, or 2)
▢ Permanent
▢ Peer Assistance and Review (PAR) Program Participant
▢ Beginning Teacher Support and Assessment (BTSA) Participant
▢ Five-year Evaluation Cycle (qualifying permanent employees only)

Element Ratings: M = Meets or Exceeds Standards, A = Approaching Standards, D= Does not meet standards, N = No evidence of standard, N/A = Not Applicable to this position

1. The *No evidence of standard* rating may not be used on a Final Summative or Interim Evaluation.
2. If on one Standard a teacher receives two or more *Does Not Meet Standards* ratings, or at least half of the rated elements are *Approaching Standards* and/or *Does not Meet Standards*, s/he shall be rated as *Unsatisfactory* in that Standard.
3. In order to receive an overall *Unsatisfactory* evaluation, a teacher must receive a minimum of *three (3) Unsatisfactory* ratings in the six (6) *California Standards for the Teaching Profession*.
4. Certificated staff are not responsible for providing physical resources and supplies beyond those provided by the District.
5. Elements are rated for every observation as well as final or interim evaluations.
6. Overall ratings are only completed for Final or Interim evaluations.

STANDARD 1 – Engaging and Supporting All Students in Learning.	Element Rating					Comments, evidence, notes:
	M	A	D	N	N/A	
▢ Connects students' prior knowledge, life experience, and interests with learning goals.						
▢ Uses a variety of instructional strategies and resources to respond to students' diverse needs.						
▢ Facilitates learning experiences that promote autonomy, interaction, and choice.						
▢ Engages students in problem solving, critical thinking, and other activities that make subject matter meaningful.						
▢ Promotes self-directed, reflective learning for all students.						

STANDARD 2 – Creating and Maintaining Effective Environments for Student Learning

	Element Rating			
	M	A	D	N	N/A

- ☐ Creates a physical environment that engages all students.
- ☐ Establishes a climate that promotes fairness and respect for all students.
- ☐ Promotes social development and group responsibility.
- ☐ Establishes and maintains standards for student behavior.
- ☐ Plans and implements classroom procedures and routines that support student learning.
- ☐ Uses instructional time effectively.

Comments, evidence, notes:

STANDARD 3 – Understanding and Organizing Subject Matter for Student Learning

	Element Rating			
	M	A	D	N	N/A

- ☐ Demonstrates knowledge of subject matter content and student development.
- ☐ Organizes curriculum to support student understanding of subject matter.
- ☐ Interrelates ideas and information within and across subject matter areas.
- ☐ Develops student understanding through instructional strategies that are appropriate to the subject matter.
- ☐ Uses materials, resources, and technologies to make subject matter accessible to students.
- ☐ Adheres to District and State Content Standards for appropriate grade or subject.

Comments, evidence, notes:

STANDARD 4 – Planning Instruction and Designing Learning Experiences for All Students

	Element Rating			
	M	A	D	N	N/A

- ☐ Draws on and values students' backgrounds, interests, and developmental learning needs.
- ☐ Establishes and articulates goals for student learning.
- ☐ Develops and sequences instructional activities and materials for student learning.
- ☐ Designs short-term and long-term plans to foster student learning.
- ☐ Modifies instructional plans to adjust for student needs.

Comments, evidence, notes:

Evaluatee _____

STANDARD 5 – Assessing Student Learning

Date of Observation _____

20___ - 20___

Comments, evidence, notes:

		Element Rating			
	M	A	D	N	N A
☐ Establishes and communicates learning goals for students.					
☐ Collects and uses multiple sources of information to assess student learning.					
☐ Involves and guides students in assessing their own learning.					
☐ Uses the results of assessment to guide instruction.					
☐ Communicates with students/families/others about student progress.					

☐ Interim Evaluation Required

Reasons:

Additional Evaluatee Comments:

Additional Evaluator Comments:

_____   _____
Evaluatee Signature   Date   Evaluator Signature   Date
(signature does not signify agreement)
Evaluatee has 15 days to respond in writing

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San Leandro Unified School District
TEACHER EVALUATION For 20___ - 20___

Evaluatee:

Position:

Evaluator:

Date of Evaluation Meeting:

Grade Level/Subject:

School:

Date of Evaluation Meeting:

☐ Interim Evaluation   ☐ Final Evaluation

Overall Rating: ☐ Satisfactory   ☐ Unsatisfactory

Status (check where applicable):

☐ Provisional and Temporary
☐ Probationary _____ (0, 1, or 2)
☐ Permanent
☐ Peer Assistance and Review (PAR) Program Participant
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6. Overall ratings are only completed for Final or Interim evaluations.

STANDARD 1 – Engaging and Supporting All Students in Learning.

Overall rating: ☐ Satisfactory ☐ Unsatisfactory

	Element Ratings				Comments, evidence, notes:
	M	A	D	NA	
☐ Connects students' prior knowledge, life experience, and interests with learning goals.					
☐ Uses a variety of instructional strategies and resources to respond to students' diverse needs.					
☐ Facilitates learning experiences that promote autonomy, interaction, and choice.					
☐ Engages students in problem solving, critical thinking, and other activities that make subject matter meaningful.					
☐ Promotes self-directed, reflective learning for all students.					

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STANDARD 2 – Creating and Maintaining Effective Environments for Student Learning

Overall rating: ☐ Satisfactory ☐ Unsatisfactory

	Element Rating				Comments, evidence, notes:
	M	A	D	NA	
☐ Creates a physical environment that engages all students.					
☐ Establishes a climate that promotes fairness and respect for all students.					
☐ Promotes social development and group responsibility.					
☐ Establishes and maintains standards for student behavior.					
☐ Plans and implements classroom procedures and routines that support student learning.					
☐ Uses instructional time effectively.					

STANDARD 3 – Understanding and Organizing Subject Matter for Student Learning

Overall rating: ☐ Satisfactory ☐ Unsatisfactory

	Element Rating				Comments, evidence, notes:
	M	A	D	NA	
☐ Demonstrates knowledge of subject matter content and student development.					
☐ Organizes curriculum to support student understanding of subject matter.					
☐ Interrelates ideas and information within and across subject matter areas.					
☐ Develops student understanding through instructional strategies that are appropriate to the subject matter.					
☐ Uses materials, resources, and technologies to make subject matter accessible to students.					
☐ Adheres to District and State Content Standards for appropriate grade or subject.					

STANDARD 4 – Planning Instruction and Designing Learning Experiences for All Students

Overall rating: ☐ Satisfactory ☐ Unsatisfactory

	Element Rating				Comments, evidence, notes:
	M	A	D	NA	
☐ Draws on and values students' backgrounds, interests, and developmental learning needs.					
☐ Establishes and articulates goals for student learning.					
☐ Develops and sequences instructional activities and materials for student learning.					
☐ Designs short-term and long-term plans to foster student learning.					
☐ Modifies instructional plans to adjust for student needs.					

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STANDARD 5 – Assessing Student Learning

Overall rating: ☐ Satisfactory ☐ Unsatisfactory

	Element Rating				Comments, evidence, notes:
	M	A	D	NA	
☐ Establishes and communicates learning goals for students.					
☐ Collects and uses multiple sources of information to assess student learning.					
☐ Involves and guides students in assessing their own learning.					
☐ Uses the results of assessment to guide instruction.					
☐ Communicates with students/families/others about student progress.					

STANDARD 6 – Developing as a Professional Educator

Overall rating: ☐ Satisfactory ☐ Unsatisfactory

	Element Rating				Comments, evidence, notes:
	M	A	D	NA	
☐ Reflects on teaching practice and planning professional development.					
☐ Establishes professional goals and pursuing opportunities to grow professionally.					
☐ Works with communities to improve professional practice.					
☐ Works with families to improve professional practice.					
☐ Works with colleagues to improve professional practice.					
☐ Balances professional responsibilities/maintaining motivation.					

Additional Evaluatee Comments: Additional Evaluator Comments:

Evaluatee Signature   Date
(signature does not signify agreement)
Evaluatee has 15 days to respond in writing

Evaluator Signature   Date

Evaluatee: _____   Evaluator: _____

School: _____

Date of Evaluation Meeting: _____

Overall Rating: ☐ Satisfactory   ☐ Unsatisfactory   ☐ Interim Evaluation   ☐ Final Evaluation

Status (check where applicable):
☐ Provisional and Temporary
☐ Probationary _____ (1 or 2)
☐ Permanent
☐ Peer Assistance and Review (PAR) Program Participant
☐ Five year Evaluation Cycle (Qualified permanent employees only)

Element Ratings: M = Meets or Exceeds Standards, A = Approaching Standards, D= Does not meet standards,

1. The **No evidence of standard** rating may not be used on a Final Summative or Interim Evaluation.
2. If on one Standard a coach/specialist receives two or more **Does Not Meet Standards** ratings, or at least half of the rated elements are **Approaching Standards** and/or **Does not Meet Standards**, s/he shall be rated as **Unsatisfactory** in that Standard.
3. In order to receive an overall **Unsatisfactory** evaluation, a coach/specialist must receive a minimum of **three (3) Unsatisfactory** ratings in the Standards
4. Certificated staff are not responsible for providing physical resources and supplies beyond those provided by the District.
5. Elements are rated for every observation as well as final or interim evaluations.
6. Overall ratings are only completed for Final or Interim evaluations.

STANDARD 1 – Evaluating Academic Progress

Overall rating: ☐ Satisfactory ☐ Unsatisfactory

	Element Rating				Comments, evidence, notes:
	M	A	D	N A	
☐ Monitors academic progress including grades, test results, progress reports and interventions of students in the program.					
☐ Participates in case conferences, parent meetings, 504s, SSTs, and IEPs for relevant students.					
☐ Implements and monitor outcomes of conferences as appropriate.					

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STANDARD 1 – Evaluating Academic Progress

Overall rating: ☐ Satisfactory ☐ Unsatisfactory

	Element Rating		
	M	**A**	**N A**
☐ Assists in providing information regarding program specific eligibility and participation for students.			
☐ Assists with the administration of district and state assessments.			
☐ Assists site staff in reviewing and analyzing student achievement data to identify student needs.			
☐ Assists in formulating continuing academic goals for student learning based upon student achievement data.			

Comments, evidence, notes:

STANDARD 2 – Coaching and Staff Development

Overall rating: ☐ Satisfactory ☐ Unsatisfactory

	Element Rating		
	M	**A**	**D**	**N A**
☐ Demonstrates knowledge of subject matter content and student development.			
☐ Assists in the development and implementation school site staff development plan.			
☐ Demonstrates and/or facilitates a variety of instructional strategies that meet students' needs.			
☐ Supports teachers in implementing adopted and supplementary materials.			
☐ Provides professional development to teachers on the use of Paraeducators in the classroom, if applicable.			
☐ Assists in the development and use of program specific resources.			

Comments, evidence, notes:

STANDARD 3 – Coordinating Programs

Overall rating: ☐ Satisfactory ☐ Unsatisfactory

	Element Rating		
	M	**A**	**D**	**N A**
☐ Maintains student records.			
☐ Assist in the scheduling of program support staff.			
☐ Assists principal and teachers in student program placement, and scheduling, including the program specific delivery model.			

Comments, evidence, notes:

STANDARD 3 – Coordinating Programs

	Element Rating				Comments, evidence, notes:
	M	A	D	N A	
☐ Completes program specific forms, documents and reports within timelines.					
☐ Coordinates regularly with Paraeducators and other site program support staff to integrate services and ensure appropriate delivery of services.					
☐ Coordinates during school and/or extended day intervention programs as appropriate.					
☐ Assists in the development, implementation and monitoring of the district and site program plans.					
☐ Assists in the planning and implementing of program specific required parent meetings.					

STANDARD 4 – Collaborating and Communicating

Overall rating: ☐ Satisfactory ☐ Unsatisfactory

	Element Rating				Comments, evidence, notes:
	M	A	D	N A	
☐ Consults with teachers, staff, students and parents regarding the educational program of the school.					
☐ Maintains effective collaborative professional working relationships with site staff.					
☐ Confers with parents regarding the academic progress of their student, as needed.					
☐ Assists in the distribution of parent notifications as required by program.					

STANDARD 5 – Developing as a Professional Educator

Overall rating: ☐ Satisfactory ☐ Unsatisfactory

	Element Rating				Comments, evidence, notes:
	M	A	D	N A	
☐ Stays current with professional practices.					
☐ Attends professional development opportunities and other trainings.					

Additional Evaluatee Comments:

Additional Evaluator Comments:

Evaluatee Signature   Date
(signature does not signify agreement)
Evaluatee has 15 days to respond in writing

Evaluator Signature   Date

- Coach/Specialist evaluation is not based on another employee's performance or growth.
- Agreement of specific duties will be made at the beginning of each year based on the job description, FTE allocation, and student need. This agreement would be best accomplished with a meeting of the Principal, Coach/Specialist, and Program Manager.

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San Leandro Unified School District
ACADEMIC PROGRAM COACH/SPECIALIST OBSERVATION For 20 ___ - 20 ___

Evaluatee: Evaluator: Time In: Time Out:

School: Date of Observation: Date of Post-Observation:

Status (check where applicable):

- ❏ Provisional and Temporary
- ❏ Probationary _____ (1 or 2)
- ❏ Permanent
- ❏ Peer Assistance and Review (PAR) Program Participant
- ❏ Five year Evaluation Cycle (Qualified permanent employees only)

Element Ratings: M = Meets or Exceeds Standards, A = Approaching Standards, D= Does not meet standards,
N = No evidence of standard, N/A = Not Applicable to this position

1. The **No evidence of standard** rating may not be used on a Final Summative or Interim Evaluation.
2. If on one Standard a coach/specialist receives two or more **Does Not Meet Standards** ratings, or at least half of the rated elements are **Approaching Standards** and/or **Does not Meet Standards**, s/he shall be rated as **Unsatisfactory** in that Standard.
3. In order to receive an overall **Unsatisfactory** evaluation, a coach/specialist must receive a minimum of **three (3) Unsatisfactory** ratings in the **Standards**
4. Certificated staff are not responsible for providing physical resources and supplies beyond those provided by the District.
5. Elements are rated for every observation as well as final or interim evaluations.
6. Overall ratings are only completed for Final or Interim evaluations.

STANDARD 1 – Evaluating Academic Progress	Element Rating					Comments, evidence, notes:
	M	A	D	N	N/A	
❏ Monitors academic progress including grades, test results, progress reports and interventions of students in the program.						
❏ Participates in case conferences, parent meetings, 504s, SSTs, and IEPs for relevant students.						
❏ Implements and monitor outcomes of conferences as appropriate.						

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Evaluatee _____ 20____ - 20____ Date of Observation _____

STANDARD 1 – Evaluating Academic Progress

	Element Rating					Comments, evidence, notes:
	M	A	D	N	NA	
☐ Assists in providing information regarding program specific eligibility and participation for students.						
☐ Assists with the administration of district and state assessments.						
☐ Assists site staff in reviewing and analyzing student achievement data to identify student needs.						
☐ Assists in formulating continuing academic goals for student learning based upon student achievement data.						

STANDARD 2 – Coaching and Staff Development

	Element Rating					Comments, evidence, notes:
	M	A	D	N	NA	
☐ Demonstrates knowledge of subject matter content and student development.						
☐ Assists in the development and implementation school site staff development plan.						
☐ Demonstrates and/or facilitates a variety of instructional strategies that meet students' needs.						
☐ Supports teachers in implementing adopted and supplementary materials.						
☐ Provides professional development to teachers on the use of Paraeducators in the classroom, if applicable.						
☐ Assists in the development and use of program specific resources.						

STANDARD 3 – Coordinating Programs

	Element Rating					Comments, evidence, notes:
	M	A	D	N	NA	
☐ Maintains student records.						
☐ Assist in the scheduling of program support staff.						
☐ Assist principal and teachers in student program placement, and scheduling, including the program specific delivery model.						

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STANDARD 3 – Coordinating Programs

	Element Rating				Comments, evidence, notes:
	M	A	D	N	N A	
☐ Completes program specific forms, documents and reports within timelines.					
☐ Coordinates regularly with Paraeducators and other site program support staff to integrate services and ensure appropriate delivery of services.					
☐ Coordinates during school and/or extended day intervention programs as appropriate.					
☐ Assists in the development, implementation and monitoring of the district and site program plans.					
☐ Assists in the planning and implementation of program specific required parent meetings.					

STANDARD 4 – Collaborating and Communicating

Overall rating: ☐ Satisfactory ☐ Unsatisfactory

	Element Rating				Comments, evidence, notes:
	M	A	D	N	N A	
☐ Consults with teachers, staff, students and parents regarding the educational program of the school.					
☐ Maintains effective collaborative professional working Relationships with site staff.					
☐ Confers with parents regarding the academic progress of their student, as needed.					
☐ Assists in the distribution of parent notifications as Required by program.					

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Additional Evaluatee Comments: Additional Evaluator Comments:

€ Interim Evaluation Required   Reasons:

_____   _____
Evaluatee Signature   Date   Evaluator Signature   Date
(signature does not signify agreement)
Evaluatee has 15 days to respond in writing

- Coach/Specialist evaluation is not based on another employee's performance or growth.
- Agreement of specific duties will be made at the beginning of each year based on the job description, FTE allocation, and student need. This agreement would be best accomplished with a meeting of the Principal, Coach/Specialist, and Program Manager.

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San Leandro Unified School District
BEHAVIOR SPECIALIST EVALUATION For 20___ - 20___

Evaluatee: _____   Evaluator: _____

School: _____

Date of Evaluation Meeting: _____   ☐ Interim Evaluation   ☐ Final Evaluation

Overall Rating: Satisfactory   ☐ Unsatisfactory

Status (check where applicable):
- ☐ Provisional and Temporary
- ☐ Probationary _____ (0, 1, or 2)
- ☐ Permanent
- ☐ Peer Assistance and Review (PAR) Program Participant
- ☐ Beginning Teacher Support and Assessment (BTSA) Participant
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4. Certificated staff is not responsible for providing physical resources and supplies beyond those provided by the District.
5. Elements are rated for every observation as well as final or interim evaluations.
6. Overall ratings are only completed for Final or Interim evaluations.

STANDARD 1 – Assessment and Intervention

Overall rating: ☐ Satisfactory ☐ Unsatisfactory

	Element Rating				Comments, evidence, notes:
	M	A	D	NA	
☐ Demonstrates knowledge of educational and psycho-educational assessment instruments and reports such that is able to use that information to coordinate IEP and program development in relation to behavior needs.					

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Evaluatee

STANDARD 1 – Assessment and Intervention

Overall rating: ☐ Satisfactory ☐ Unsatisfactory

	Element Rating				Comments, evidence, notes:
	M	A	D	NA	
☐ Uses information regarding present levels of student functioning in coordinating the development of IEP goals/objectives and program and service recommendations in relation to behavior needs.					
☐ Develops appropriate, organized and clearly written reports as needed.					
☐ Assesses and responds appropriately to crisis situations.					
☐ Evaluates effectiveness of Individual Educational Programs (IEPs) in relation to behavior.					
☐ Develops and coordinates and assists in the development of Positive Behavioral Intervention Plans.					
☐ Conducts functional analysis assessments and prepares documents.					
☐ Advises and monitors identification, assessment and placement of new referrals and transfer students in relation to behavior needs.					
☐ Coordinates the placement of special education students in day treatment and counseling enriched programs.					

STANDARD 2 – Advocating for Children, Families and the Adherence to State and Federal Law and District Policies and Procedures

Overall rating: ☐ Satisfactory ☐ Unsatisfactory

	Element Rating				Comments, evidence, notes:
	M	A	D	NA	
☐ Demonstrates knowledge of and adherence to State and Federal laws governing Special Education.					
☐ Demonstrates knowledge of and adherence to District Policies and Procedures regarding Special Education.					
☐ Facilitates the implementation of Federal and State laws, District policies and procedures and due process regulations.					
☐ Demonstrates knowledge of school resources and interventions.					
☐ Knowledgeable regarding outside agencies serving children and recommends and arranges appropriate referrals for students and families as specified in IEPs and Behavior Intervention Plans.					

STANDARD 2 – Advocating for Children, Families and the Adherence to State and Federal Law and District Policies and Procedures

Overall rating: ☐ Satisfactory ☐ Unsatisfactory

	Element Rating				Comments, evidence, notes:
	M	A	D	NA	
☐ Promotes district awareness by advocating for placement in the least restrictive environment (LRE) for all students.					
☐ Provides support in the implementation of response to due process complaints.					

STANDARD 3 – Consultation Services

Overall rating: ☐ Satisfactory ☐ Unsatisfactory

	Element Rating				Comments, evidence, notes:
	M	A	D	NA	
☐ Consults with staff and parents regarding classroom management, behavioral, mental health and social-emotional issues and academic interventions.					
☐ Facilitates parent conferences, IEP and SST meeting as appropriate.					
☐ Coordinates, actively participates and communicates effectively and cooperatively as a member of IEP, school, District and SELPA teams.					
☐ Demonstrates knowledge and communicates effectively about a variety of interventions available to support student success (i.e. specific behavior and learning strategies and knowledge of District and community resources).					
☐ Acts as a liaison to parents, solicits meaningful involvement of parents in the implementation of Behavior Support Plans and in the determination of appropriate placement. Coordinates parent classroom visits as appropriate.					
☐ Trains and supports new certificated and classified special education staff.					
☐ Acts as a resource to staff in matters of classroom management and the development and implementation of Behavior Intervention Plans.					
☐ Presents and assists in providing staff development opportunities in relation to classroom management and the development and implementation of Behavior Intervention Plans.					
☐ Represents the Director of Special Services, as requested, at District, SELPA, community, agency and professional meetings.					

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STANDARD 4 – Planning and Organization

Overall rating: ☐ Satisfactory ☐ Unsatisfactory

	Element Rating				Comments, evidence, notes:
	M	A	D	NA	
☐ Completes assessments as requested and submits well written reports per legal timeline.					
☐ Is prompt, efficient, accurate and faithful in performance of duties, including assessments, reports, meetings, consultations and other duties as assigned.					
☐ Keeps appropriate records, makes reports as required and meets deadlines.					

STANDARD 5 – Ethics

Overall rating: ☐ Satisfactory ☐ Unsatisfactory

	Element Rating				Comments, evidence, notes:
	M	A	D	NA	
☐ Demonstrates knowledge of and follows State laws and District policies and procedures regarding Child Protective Services (CPS) reporting procedures.					
☐ Establishes procedures to properly safeguard student confidentiality (verbal and written).					

STANDARD 6 – Functioning as a case manager for specific students and programs

Overall rating: ☐ Satisfactory ☐ Unsatisfactory

	Element Rating				Comments, evidence, notes:
	M	A	D	NA	
For specifically assigned programs (students in day treatment programs) and other designated students:					
☐ Assesses students as appropriate.					
☐ Schedules and conducts IEP meetings.					
☐ Monitors student progress and IEP timelines.					
☐ Provides consultation services to staff and parents/guardians.					

STANDARD 7 – Developing as a Professional Educator

Overall rating: ☐ Satisfactory ☐ Unsatisfactory

	Element Rating				Comments, evidence, notes:
	M	A	D	NA	
☐ Establishes professional goals and pursues opportunities to grow professionally.					
☐ Consults with colleagues to improve professional practice.					
☐ Balances professional responsibilities and maintains motivation.					

Additional Evaluatee Comments:

Additional Evaluator Comments:

Evaluatee Signature   Date
(signature does not signify agreement)
Evaluatee has 15 days to respond in writing

Evaluator Signature   Date

19

San Leandro Unified School District

BEHAVIOR SPECIALIST OBSERVATION For 20___ - 20___

Evaluatee: _____   Evaluator: _____

School: _____

Date of Pre-Observation Meeting: _____   Date of Observation: _____   Date of Post-Observation Meeting: _____

Status (check where applicable):

☐ Provisional and Temporary
☐ Probationary _____ (0, 1, or 2)
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5. Elements are rated for every observation as well as final or interim evaluations.

Overall ratings are only completed for Final or Interim evaluations.

STANDARD 1 – Assessment and Intervention	Element Rating					Comments, evidence, notes:
	M	A	D	N	N A	
☐ Demonstrates knowledge of educational and psycho-educational assessment instruments and reports such that is able to use that information to coordinate IEP and program development in relation to behavior needs.						

STANDARD 1 – Assessment and Intervention

	Element Rating					Comments, evidence, notes:
	M	A	D	N	N A	
☐ Uses information regarding present levels of student functioning in coordinating the development of IEP goals/objectives and program and service recommendations in relation to behavior needs.						
☐ Develops appropriate, organized and clearly written reports as needed.						
☐ Assesses and responds appropriately to crisis situations.						
☐ Evaluates effectiveness of Individual Educational Programs (IEPs) in relation to behavior.						
☐ Develops and coordinates and assists in the development of Positive Behavioral Intervention Plans.						
☐ Conducts functional analysis assessments and prepares documents.						
☐ Coordinates the placement of special education students in day treatment and counseling enriched programs.						
☐ Advises and monitors identification, assessment and placement of new referrals and transfer students in relation to behavior needs.						

STANDARD 2 – Advocating for Children, Families and the Adherence to State and Federal Law and District Policies and Procedures

	Element Rating					Comments, evidence, notes:
	M	A	D	N	N A	
☐ Demonstrates knowledge of and adherence to State and Federal laws governing Special Education.						
☐ Demonstrates knowledge of and adherence to District Policies and Procedures regarding Special Education.						
☐ Facilitates the implementation of Federal and State laws, District policies and procedures and due process regulations.						
☐ Demonstrates knowledge of school resources and interventions.						
☐ Knowledgeable regarding outside agencies serving children and recommends and arranges appropriate referrals for students and families as specified in IEPs and Behavior Intervention Plans.						

STANDARD 2 – Advocating for Children, Families and the Adherence to State and Federal Law and District Policies and Procedures

	Element Rating					Comments, evidence, notes:
	M	A	D	N	NA	
☐ Promotes district awareness by advocating for placement in the least restrictive environment (LRE) for all students.						
☐ Provides support in the implementation of response to due process complaints.						

STANDARD 3 – Consultation Services

	Element Rating					Comments, evidence, notes:
	M	A	D	N	NA	
☐ Consults with staff and parents regarding classroom management, behavioral, mental health and social-emotional issues and academic interventions.						
☐ Facilitates parent conferences, IEP and SST meeting as appropriate.						
☐ Coordinates, actively participates and communicates effectively and cooperatively as a member of IEP, school, District and SELPA teams.						
☐ Demonstrates knowledge and communicates effectively about a variety of interventions available to support student success (i.e. specific behavior and learning strategies and knowledge of District and community resources).						
☐ Acts as a liaison to parents, solicits meaningful involvement of parents in the implementation of Behavior Support Plans and in the determination of appropriate placement. Coordinates parent classroom visits as appropriate.						
☐ Trains and supports new certificated and classified special education staff.						
☐ Acts as a resource to staff in matters of classroom management and the development and implementation of Behavior Intervention Plans.						
☐ Presents and assists in providing staff development opportunities in relation to classroom management and the development and implementation of Behavior Intervention Plans.						
☐ Represents the Director of Special Services, as requested, at District, SELPA, community, agency and professional meetings.						

Evaluatee _____   20 ___ -20 ___   Date of Observation _____

STANDARD 4 – Planning and Organization

	Element Rating					Comments, evidence, notes:
	M	A	D	N	NA	
☐ Completes assessments as requested and submits well written reports per legal timeline.						
☐ Is prompt, efficient, accurate and faithful in performance of duties, including assessments, reports, meetings, consultations and other duties as assigned.						
☐ Keeps appropriate records, makes reports as required and meets deadlines.						

STANDARD 5 – Ethics

	Element Rating					Comments, evidence, notes:
	M	A	D	N	NA	
☐ Demonstrates knowledge of and follows State laws and District policies and procedures regarding Child Protective Services (CPS) reporting procedures.						
☐ Establishes procedures to properly safeguard student confidentiality (verbal and written).						

STANDARD 6 – Functioning as a case manager for specific students and programs

	Element Rating					Comments, evidence, notes:
	M	A	D	N	NA	
For specifically assigned programs (students in day treatment programs) and other designated students:						
☐ Assesses students as appropriate.						
☐ Schedules and conducts IEP meetings.						
☐ Monitors student progress and IEP timelines.						
☐ Provides consultation services to staff and parents/guardians.						

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Additional Evaluatee Comments:

∈ Interim Evaluation Required

Additional Evaluator Comments:

Reasons:

_____   Date
Evaluatee Signature
(signature does not signify agreement)
Evaluatee has 15 days to respond in writing

_____   Date
Evaluator Signature

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San Leandro Unified School District
COUNSELOR EVALUATION For 20 __ - 20 __

Evaluatee: _____   Evaluator: _____

School: _____

Date of Evaluation Meeting: _____

Overall Rating: ☐ Satisfactory   ☐ Unsatisfactory   ☐ Interim Evaluation   ☐ Final Evaluation

Status (check where applicable):
☐ Provisional and Temporary
☐ Probationary ____ (1 or 2)
☐ Permanent
☐ Peer Assistance and Review (PAR) Program Participant
☐ Five year Evaluation Cycle (Qualified permanent employees only)

Element Ratings: M = Meets or Exceeds Standards, A = Approaching Standards, D= Does not meet standards,

1. The *No evidence of standard* rating may not be used on a Final Summative or Interim Evaluation.
2. If on one Standard a counselor receives two or more *Does Not Meet Standards* ratings, or at least half of the rated elements are *Approaching Standards* and/or *Does not Meet Standards*, s/he shall be rated as *Unsatisfactory* in that Standard.
3. In order to receive an overall *Unsatisfactory* evaluation, a counselor must receive a minimum of **three (3)** *Unsatisfactory* ratings in the *Standards*
4. Certificated staff are not responsible for providing physical resources and supplies beyond those provided by the District.
5. Elements are rated for every observation as well as final or interim evaluations.
6. Overall ratings are only completed for Final or Interim evaluations.

STANDARD 1 – Managing Academic Progress	Element Rating				Comments, evidence, notes:
Overall rating: ☐ Satisfactory ☐ Unsatisfactory	M	A	D	N/A	
☐ Monitors academic progress including grades, test results, progress reports, and interventions.					
☐ Coordinate with students and families regarding excessive absences and tardies that effect grades and/or discipline.					

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STANDARD 1 – Managing Academic Progress

	Element Rating				Comments, evidence, notes:
	M	A	D	N A	
☐ Participates in case conferences including parent meetings as appropriate and coordinates Pre-SSTs, 504s, and IEPs, as appropriate.					
☐ Implements and monitors relevant outcomes of conferences as appropriate.					
☐ Assists in providing information regarding program registration and orientation for students new to the school.					
☐ Provides the students with educational information and assists in selecting appropriate courses.					
☐ Reviews and assesses the educational status of each student and advises students as needed.					

Overall rating: ☐ Satisfactory ☐ Unsatisfactory

STANDARD 2 – Academic Career Preparation

	Element Rating				Comments, evidence, notes:
	M	A	D	N A	
☐ Presents information on topics such as scheduling, school policies, career, school climate.					
☐ Provides students with a means of developing career awareness. Helps students to recognize their potential, abilities.					
☐ At the high school level, provides information regarding available sources of scholarship and financial aid and encourages and assists students to complete all documents and to meet deadlines.					
☐ Provides to all students, by the end of their sophomore year (or by age 16), a thorough review of their records and advises them of all available options which will assist their progress toward high school graduation and the subsequent realization of their post-secondary goals.					
☐ Writes letters of recommendation to other institutions or to prospective employers as requested.					

Overall rating: ☐ Satisfactory ☐ Unsatisfactory

STANDARD 3 – Personal Growth Counseling

Overall rating: ☐ Satisfactory ☐ Unsatisfactory

	Element Rating				Comments, evidence, notes:
	M	A	D	NA	
☐ Provides students with individual crisis interventions, and informs students of community resources when appropriate.					
☐ Assists in identifying students with special abilities or needs who may require special services.					

STANDARD 4 – Communications

Overall rating: ☐ Satisfactory ☐ Unsatisfactory

	Element Rating				Comments, evidence, notes:
	M	A	D	NA	
☐ Consults with teachers, staff, students and parents with information regarding the educational program of the school.					
☐ Provides information regarding the individual student's test scores and other academically related needs.					
☐ Coordinates the specific steps to be taken concerning referrals or specific services with the student's teacher(s).					
☐ Provides parents with information regarding appropriate community resources.					

STANDARD 5 – Developing as a Professional Educator

Overall rating: ☐ Satisfactory ☐ Unsatisfactory

	Element Rating				Comments, evidence, notes:
	M	A	D	NA	
☐ Reflecting on counseling practice and planning professional development.					
☐ Establishing professional goals and pursuing opportunities to grow professionally.					
☐ Works with colleagues to improve professional practice.					

Additional Evaluatee Comments:

Additional Evaluator Comments:

_____
Evaluatee Signature   Date
(signature does not signify agreement)
Evaluatee has 15 days to respond in writing

_____
Evaluator Signature   Date

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San Leandro Unified School District
COUNSELOR OBSERVATION For 20 ___ - 20 ___

Evaluatee: _____ Evaluator: _____

School: _____

Date of Pre-Observation Meeting: _____ Date of Observation: _____ Date of Post-Observation Meeting: _____

Status (check where applicable):
- ☐ Provisional and Temporary
- ☐ Probationary _____ (1 or 2)
- ☐ Permanent
- ☐ Peer Assistance and Review (PAR) Program Participant
- ☐ Five year Evaluation Cycle (Qualified permanent employees only)

Element Ratings: M = Meets or Exceeds Standards, A = Approaching Standards, D= Does not meet standards,
N = No evidence of standard, N/A = Not Applicable to this position

1. The *No evidence of standard* rating may not be used on a Final Summative or Interim Evaluation.
2. If on one Standard a counselor receives two or more *Does Not Meet Standards* ratings, or at least half of the rated elements are *Approaching Standards* and/or *Does not Meet Standards*, s/he shall be rated as *Unsatisfactory* in that Standard.
3. In order to receive an overall *Unsatisfactory* evaluation, a counselor must receive a minimum of *three (3) Unsatisfactory* ratings in the *Standards*.
4. Certificated staff are not responsible for providing physical resources and supplies beyond those provided by the District.
6. Overall ratings are only completed for Final or Interim evaluations.

STANDARD 1 – Managing Academic Progress	Element Rating					Comments, evidence, notes:
	M	A	D	N	N/A	
☐ Monitors academic progress including grades, test results, progress reports, and interventions.						
☐ Coordinate with students and families regarding excessive absences and tardies that effect grades and/or discipline.						

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Evaluatee _____ 20____ -20____ Date of Observation _____

STANDARD 1 – Managing Academic Progress

	Element Rating					Comments, evidence, notes:
	M	A	D	N	N A	
☐ Participates in case conferences including parent meetings as appropriate and coordinates Pre-SSTs, 504s, and IEPs, as appropriate.						
☐ Implements and monitors relevant outcomes of conferences as appropriate.						
☐ Assists in providing information regarding program registration and orientation for students new to the school.						
☐ Provides the students with educational information and assists in selecting appropriate courses.						
☐ Reviews and assesses the educational status of each student and advises students as needed.						

STANDARD 2 – Academic Career Preparation

	Element Rating					Comments, evidence, notes:
	M	A	D	N	N A	
☐ Presents information on topics such as scheduling, school policies, career, school climate.						
☐ Provides students with a means of developing career awareness. Helps students to recognize their potential, abilities.						
☐ At the high school level, provides information regarding available sources of scholarship and financial aid and encourages and assists students to complete all documents and to meet deadlines.						
☐ Provides to all students, by the end of their sophomore year (or by age 16), a thorough review of their records and advises them of all available options which will assist their progress toward high school graduation and the subsequent realization of their post-secondary goals.						
☐ Writes letters of recommendation to other institutions or to prospective employers as requested.						

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STANDARD 3 – Personal Growth Counseling

		Element Rating					Comments, evidence, notes:
		M	A	D	N	NA	
☐	Provides students with individual crisis interventions, and informs students of community resources when appropriate.						
☐	Assists in identifying students with special abilities or needs who may require special services.						

STANDARD 4 – Communications

		Element Rating					Comments, evidence, notes:
		M	A	D	N	NA	
☐	Consults with teachers, staff, students and parents with information regarding the educational program of the school.						
☐	Provides information regarding the individual student's test scores and other academically related needs.						
☐	Coordinates the specific steps to be taken concerning referrals or specific services with the student's teacher(s).						
☐	Provides parents with information regarding appropriate community resources.						

Additional Evaluatee Comments: Additional Evaluator Comments:

€ Interim Evaluation Required   Reasons:

_____   _____
Evaluatee Signature   Date   Evaluator Signature   Date
(signature does not signify agreement)
Evaluatee has 15 days to respond in writing

San Leandro Unified School District
LIBRARIAN EVALUATION For 20___ - 20___

Evaluatee: _____

School: _____

Evaluator: _____

Date of Evaluation Meeting: _____

Overall Rating: ☐ Satisfactory   ☐ Unsatisfactory   ☐ Interim Evaluation   ☐ Final Evaluation

Status (check where applicable):

☐ Provisional and Temporary
☐ Probationary ____ (1 or 2)
☐ Permanent
☐ Peer Assistance and Review (PAR) Program Participant
☐ Five year Evaluation Cycle (Qualified permanent employees only)

Element Ratings: M = Meets or Exceeds Standards, A = Approaching Standards, D= Does not meet standards,

1. The *No evidence of standard* rating may not be used on a Final Summative or Interim Evaluation.
2. If on one Standard a librarian receives two or more *Does Not Meet Standards* ratings, or at least half of the rated elements are *Approaching Standards* and/or *Does not Meet Standards*, s/he shall be rated as *Unsatisfactory* in that Standard.
3. In order to receive an overall *Unsatisfactory* evaluation, a librarian must receive a minimum of **three (3)** *Unsatisfactory* ratings in the *Standards*.
4. Certificated staff are not responsible for providing physical resources and supplies beyond those provided by the District.
5. Elements are rated for every observation as well as final or interim evaluations.
6. Overall ratings are only completed for Final or Interim evaluations.

STANDARD 1 – Library Collection Development

Element Rating				Comments, evidence, notes:
	M	A	D	N A	

Overall rating: ☐ Satisfactory ☐ Unsatisfactory

	M	A	D	N A	
☐ Demonstrates understanding of the library media needs of the school.					

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Evaluatee _____ 20 ___ - 20 ___

STANDARD 1 – Library Collection Development

Overall rating: ☐ Satisfactory ☐ Unsatisfactory

	Element Rating				Comments, evidence, notes:
	M	A	D	N A	
☐ Uses data-driven collection analysis tools to inform budget allocations and to improve and plan library collections.					
☐ Builds print and web collection aligned to the curriculum.					
☐ Collection reflects the demographics and reading levels of the school.					
☐ Conducts annual review of school research databases.					
☐ Evaluates web, print, and requested resources for inclusion into the library collection.					

STANDARD 2 – Strengthening and Supporting District and School Curriculum

Overall rating: ☐ Satisfactory ☐ Unsatisfactory

	Element Rating				Comments, evidence, notes:
	M	A	D	N A	
☐ Demonstrates familiarity with information literacy and information needs, skills and interests of learners.					
☐ Promotes information literacy skills (i.e., reading, web research, database skills).					
☐ Evaluates and purchases supplemental materials aligned to the curriculum.					
☐ Promotes students' research skills and provides support for research projects.					

STANDARD 3 –Technical Processing and Textbook Management

Overall rating: ☐ Satisfactory ☐ Unsatisfactory

	Element Rating				Comments, evidence, notes:
	M	A	D	N A	
☐ Manages library and textbook administrative software.					
☐ Provides related reports for teachers and administrators (i.e., usage statistics, collections).					
☐ Oversees purchasing and processing of new library materials.					
☐ Manages all technical library and textbook operations as needed.					

Evaluatee

STANDARD 4 – Developing User/Patron Services

	Element Rating			Comments, evidence, notes:
	M	A	D	N A	

☐ Develops and maintains an efficient circulation system.

☐ Provides reference services.

☐ Provides staff development for teachers as appropriate (i.e., booktalks, database training, orientation).

☐ Supports, nurtures, and builds media literacy and an appreciation for literature.

Overall rating: ☐ Satisfactory ☐ Unsatisfactory

STANDARD 5 – Managing Library Services

	Element Rating			Comments, evidence, notes:
	M	A	D	N A	

☐ Ensures a safe, welcoming and user-friendly environment.

☐ Works with parent volunteers and/or student helpers.

☐ Coordinates the work of the Library Assistant(s).

☐ Operates within library budget and maximizes resources.

☐ Develops and maintains library policies and procedures.

Overall rating: ☐ Satisfactory ☐ Unsatisfactory

STANDARD 6 –Developing as a Professional Educator

	Element Rating			Comments, evidence, notes:
	M	A	D	N A	

☐ Develops and implements District Library Plan.

☐ Collaborates with teachers and administrators to improve library services that result in positive student learning outcomes.

☐ Works with colleagues to improve professional practice.

☐ Serves on site Leadership Team/Curriculum Council to provide leadership on policies and procedures.

Overall rating: ☐ Satisfactory ☐ Unsatisfactory

Additional Evaluatee Comments:

Additional Evaluator Comments:

Evaluatee Signature   Date

(signature does not signify agreement)

Evaluatee has 15 days to respond in writing

Evaluator Signature   Date

San Leandro Unified School District
LIBRARIAN OBSERVATION For 20___ - 20___

Evaluatee: _____ Evaluator: _____

School: _____

Date of Pre-Observation Meeting: _____ Date of Observation: _____ Date of Post-Observation Meeting: _____

Status (check where applicable):
- ☐ Provisional and Temporary
- ☐ Probationary _____ (1 or 2)
- ☐ Permanent
- ☐ Peer Assistance and Review (PAR) Program Participant
- ☐ Five year Evaluation Cycle (Qualified permanent employees only)

Element Ratings: M = Meets or Exceeds Standards, A = Approaching Standards, D= Does not meet standards,
N = No evidence of standard, N/A = Not Applicable to this position

1. The *No evidence of standard* rating may not be used on a Final Summative or Interim Evaluation.
2. If on one Standard a librarian receives two or more *Does Not Meet Standards* ratings, or at least half of the rated elements are *Approaching Standards* and/or *Does not Meet Standards*, s/he shall be rated as *Unsatisfactory* in that Standard.
3. In order to receive an overall *Unsatisfactory* evaluation, a librarian must receive a minimum of **three (3)** *Unsatisfactory* ratings in the *Standards*.
4. Certificated staff are not responsible for providing physical resources and supplies beyond those provided by the District.
5. Elements are rated for every observation as well as final or interim evaluations.
6. Overall ratings are only completed for Final or Interim evaluations.

STANDARD 1 – Library Collection Development	Element Rating					Comments, evidence, notes:
	M	A	D	N	N/A	
☐ Demonstrates understanding of the library media needs of the school.						

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Evaluatee _____ 20___ - 20___ Date of Observation _____

STANDARD 1 – Library Collection Development	Element Rating					Comments, evidence, notes:
	M	A	D	N	NA	
☐ Uses data-driven collection analysis tools to inform budget allocations and to improve and plan library collections.						
☐ Builds print and web collection aligned to the curriculum.						
☐ Collection reflects the demographics and reading levels of the school.						
☐ Conducts annual review of school research databases.						
☐ Evaluates web, print, and requested resources for inclusion into the library collection.						

STANDARD 2 – Strengthening and Supporting District and School Curriculum	Element Rating					Comments, evidence, notes:
	M	A	D	N	NA	
☐ Demonstrates familiarity with information literacy and information needs, skills and interests of learners.						
☐ Promotes information literacy skills (i.e., reading, web research, database skills).						
☐ Evaluates and purchases supplemental materials aligned to the curriculum.						
☐ Promotes students' research skills and provides support for research projects.						

STANDARD 3 –Technical Processing and Textbook Management	Element Rating					Comments, evidence, notes:
	M	A	D	N	NA	
☐ Manages library and textbook administrative software.						
☐ Provides related reports for teachers and administrators (i.e., usage statistics, collections).						
☐ Oversees purchasing and processing of new library materials.						
☐ Manages all technical library and textbook operations as needed.						

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20 ___ - 20 ___

STANDARD 4 – Developing User/Patron Services

	Element Rating					Comments, evidence, notes:
	M	A	D	N	NA	
☐ Develops and maintains an efficient circulation system.						
☐ Provides reference services.						
☐ Provides staff development for teachers as appropriate (i.e., booktalks, database training, orientation).						
☐ Supports, nurtures, and builds media literacy and an appreciation for literature.						

STANDARD 5 – Managing Library Services

	Element Rating					Comments, evidence, notes:
	M	A	D	N	NA	
☐ Ensures a safe, welcoming and user-friendly environment.						
☐ Works with parent volunteers and/or student helpers.						
☐ Coordinates the work of the Library Assistant(s).						
☐ Operates within library budget and maximizes resources.						
☐ Develops and maintains library policies and procedures.						

Additional Evaluatee Comments: Additional Evaluator Comments:

€ Interim Evaluation Required   Reasons:

_____   _____
Evaluatee Signature   Date   Evaluator Signature   Date
(signature does not signify agreement)
Evaluatee has 15 days to respond in writing

San Leandro Unified School District
NURSE EVALUATION For 20____ - 20____

Evaluatee: _____   Evaluator: _____

School: _____

Date of Evaluation Meeting: _____   ❑ Interim Evaluation   ❑ Final Evaluation

Overall Rating: ❑ Satisfactory   ❑ Unsatisfactory

Status (check where applicable):
❑ Provisional and Temporary
❑ Probationary _____ (1 or 2)
❑ Permanent
❑ Peer Assistance and Review (PAR) Program Participant
❑ Five year Evaluation Cycle (Qualified permanent employees only)

Element Ratings: M = Meets or Exceeds Standards, A = Approaching Standards, D= Does not meet standards,

1. The *No evidence of standard* rating may not be used on a Final Summative or Interim Evaluation.
2. If on one Standard a nurse receives two or more *Does Not Meet Standards* ratings, or at least half of the rated elements are *Approaching Standards* and/or *Does not Meet Standards*, s/he shall be rated as *Unsatisfactory* in that Standard.
3. In order to receive an overall *Unsatisfactory* evaluation, a nurse must receive a minimum of **three (3)** *Unsatisfactory* ratings in the *Standards*.
4. Certificated staff are not responsible for providing physical resources and supplies beyond those provided by the District.
5. Elements are rated for every observation as well as final or interim evaluations.
6. Overall ratings are only completed for Final or Interim evaluations.

STANDARD 1 – Health Records and Compliance	Element Rating			Comments, evidence, notes:
	M	A	D	N A	

Overall rating: ❑ Satisfactory ❑ Unsatisfactory

❑ Reviews student health records in accordance with state and federal regulations.				

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Evaluatee _____

STANDARD 1 – Health Records and Compliance

Overall rating: ☐ Satisfactory ☐ Unsatisfactory

	Element Rating				Comments, evidence, notes:
	M	A	D	N A	
☐ Reviews student heath histories and emergency cares (completed by parents/legal guardian) for health concerns.					
☐ Develops health concerns lists and inputs information onto district database, ensures proper distribution of list.					
☐ Reviews health concerns list with site administration and staff as needed.					
☐ Ensures compliance with district guidelines regarding procedures for medication at school.					

STANDARD 2 – Communication

Overall rating: ☐ Satisfactory ☐ Unsatisfactory

	Element Rating				Comments, evidence, notes:
	M	A	D	N A	
☐ Contacts teachers regarding students with specific health problems as necessary.					
☐ Assesses, refers, follows-up on and counsels students, parents, and staff regarding health, medical, and social service needs (i.e. communicable diseases, child abuse, physical handicaps, emergencies, and medications).					
☐ Makes appropriate referrals for students needing special services and attends IEP meetings as needed.					

STANDARD 3 –Ensures compliance with mandated screening and reporting requirements

Overall rating: ☐ Satisfactory ☐ Unsatisfactory

	Element Rating				Comments, evidence, notes:
	M	A	D	N A	
☐ Conducts mandated screenings, (vision, hearing, and scoliosis).					
☐ Maintains appropriate recordkeeping related to mandated screening results.					
☐ Makes referrals for students needing professional evaluations as determined by screenings. Records actions as appropriate.					
☐ Provides follow-up on students referred for care. Reviews medical findings and records appropriately.					
☐ Compiles and submits annual hearing and scoliosis reports to the state as required.					

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STANDARD 3 –Ensures compliance with mandated screening and reporting requirements

Overall rating: ☐ Satisfactory ☐ Unsatisfactory

	Element Rating			Comments, evidence, notes:
	M	A	D	N A	
☐ Compiles and submits Health Services Annual Reports to Support Services Director, and others as required at the end of each school year.				

STANDARD 4 – Training

Overall rating: ☐ Satisfactory ☐ Unsatisfactory

	Element Rating				Comments, evidence, notes:
	M	A	D	N A	
☐ Conducts CPR and First Aid training for Special Education classrooms staff and records appropriately.					
☐ Conducts training and on-going monitoring of classroom staff in specific Specialized Physical health care procedures as outlined by the student's physician and according to state guidelines, and records appropriately.					
☐ Provides staff training related to the administration and documentation of medication at school.					

STANDARD 5 – Professional Growth and development

Overall rating: ☐ Satisfactory ☐ Unsatisfactory

	Element Rating				Comments, evidence, notes:
	M	A	D	N A	
☐ Attends continuing education classes for professional development and as required by state for renewal of nursing license (a minimum of 30 contact hours every two years).					

Additional Evaluatee Comments:

Additional Evaluator Comments:

_____
Evaluatee Signature
(signature does not signify agreement)
Evaluatee has 15 days to respond in writing

_____
Date

_____
Evaluator Signature

_____
Date

San Leandro Unified School District
NURSE OBSERVATION For 20___ - 20___

Evaluatee: _____   Evaluator: _____

School: _____

Date of Pre-Observation Meeting: _____   Date of Observation: _____   Date of Post-Observation Meeting: _____

Status (check where applicable):
- ☐ Provisional and Temporary
- ☐ Probationary _____ (1 or 2)
- ☐ Permanent
- ☐ Peer Assistance and Review (PAR) Program Participant
- ☐ Five year Evaluation Cycle (Qualified permanent employees only)

Element Ratings: M = Meets or Exceeds Standards, A = Approaching Standards, D= Does not meet standards, N = No evidence of standard, N/A = Not Applicable to this position

1. The *No evidence of standard* rating may not be used on a Final Summative or Interim Evaluation.
2. If on one Standard a nurse receives two or more *Does Not Meet Standards* ratings, or at least half of the rated elements are *Approaching Standards* and/or *Does not Meet Standards*, s/he shall be rated as *Unsatisfactory* in that Standard.
3. In order to receive an overall *Unsatisfactory* evaluation, a nurse must receive a minimum of **three (3)** *Unsatisfactory* ratings in the *Standards*.
4. Certificated staff are not responsible for providing physical resources and supplies beyond those provided by the District.
5. Elements are rated for every observation as well as final or interim evaluations.
6. Overall ratings are only completed for Final or Interim evaluations.

STANDARD 1 – Health Records and Compliance	Element Rating				Comments, evidence, notes:
	M	A	D	N	N/A
☐ Reviews student health records in accordance with state and federal regulations.					

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Evaluatee _____ 20____ -20____ Date of Observation _____

STANDARD 1 – Health Records and Compliance

	Element Rating				Comments, evidence, notes:
	M	A	D	N	N A

Overall rating: ☐ Satisfactory ☐ Unsatisfactory

☐ Reviews student heath histories and emergency cares (completed by parents/legal guardian) for health concerns.

☐ Develops health concerns lists and inputs information onto district database, ensures proper distribution of list.

☐ Reviews health concerns list with site administration and staff as needed.

☐ Ensures compliance with district guidelines regarding procedures for medication at school.

STANDARD 2 – Communication

	Element Rating				Comments, evidence, notes:
	M	A	D	N	N A

☐ Contacts teachers regarding students with specific health problems as necessary.

☐ Assesses, refers, follows-up on and counsels students, parents, and staff regarding health, medical, and social service needs (i.e. communicable diseases, child abuse, physical handicaps, emergencies, and medications).

☐ Makes appropriate referrals for students needing special services and attends IEP meetings as needed.

STANDARD 3 –Ensures compliance with mandated screening and reporting requirements

	Element Rating				Comments, evidence, notes:
	M	A	D	N	N A

☐ Conducts mandated screenings, (vision, hearing, and scoliosis).

☐ Maintains appropriate recordkeeping related to mandated screening results.

☐ Makes referrals for students needing professional evaluations as determined by screenings. Records actions as appropriate.

☐ Provides follow-up on students referred for care. Reviews medical findings and records appropriately.

☐ Compiles and submits annual hearing and scoliosis reports to the state as required.

20 ____ -20 ____   Date of Observation _____

STANDARD 3 –Ensures compliance with mandated screening and reporting requirements

	Element Rating					Comments, evidence, notes:
	M	A	D	N	N/A	
☐ Compiles and submits Health Services Annual Reports to Support Services Director, and others as required at the end of each school year.						

STANDARD 4 – Training

	Element Rating					Comments, evidence, notes:
	M	A	D	N	N/A	
☐ Conducts CPR and First Aid training for Special Education classrooms staff and records appropriately.						
☐ Conducts training and on-going monitoring of classroom staff in specific Specialized Physical health care procedures as outlined by the student's physician and according to state guidelines, and records appropriately.						
☐ Provides staff training related to the administration and documentation of medication at school.						

Additional Evaluatee Comments:

Additional Evaluator Comments:

☐ Interim Evaluation Required

Reasons:

_____
Evaluatee Signature
(signature does not signify agreement)
Evaluatee has 15 days to respond in writing

Date

_____
Evaluator Signature

Date

San Leandro Unified School District
PROGRAM SPECIALIST EVALUATION For 20___ - 20___

Evaluatee: _____

School: _____ Evaluator: _____

Date of Evaluation Meeting: ❑ Interim Evaluation ❑ Final Evaluation

Overall Rating: ❑ Satisfactory ❑ Unsatisfactory

Status (check where applicable):
- ❑ Provisional and Temporary
- ❑ Probationary _____ (0, 1, or 2)
- ❑ Permanent
- ❑ Peer Assistance and Review (PAR) Program Participant
- ❑ Beginning Teacher Support and Assessment (BTSA) Participant
- ❑ Five year Evaluation Cycle (Qualified permanent employees only)

Element Ratings: M = Meets or Exceeds Standards, A = Approaching Standards, D= Does not meet standards,

1. The *No evidence of standard* rating may not be used on a Final Summative or Interim Evaluation.
2. If on one Standard a program specialist receives two or more *Does Not Meet Standards* ratings, or at least half of the rated elements are *Approaching Standards* and/or *Does not Meet Standards*, s/he shall be rated as *Unsatisfactory* in that Standard.
3. In order to receive an overall *Unsatisfactory* evaluation, a program specialist must receive a minimum of **three (3)** *Unsatisfactory* ratings in the six (6) *Standards for the Program Specialist Profession.*
4. Certificated staff is not responsible for providing physical resources and supplies beyond those provided by the District.
5. Elements are rated for every observation as well as final or interim evaluations.
6. Overall ratings are only completed for Final or Interim evaluations.

STANDARD 1 – Assessment and Intervention	Element Rating				Comments, evidence, notes:
	M	A	D	NA	
Overall rating: ❑ Satisfactory ❑ Unsatisfactory					
❑ Demonstrates knowledge of educational and psycho-educational assessment instruments and reports such that is able to use that information to coordinate IEP and program development.					

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Evaluatee _____

STANDARD 1 – Assessment and Intervention

Overall rating: ☐ Satisfactory ☐ Unsatisfactory

	Element Rating				Comments, evidence, notes:
	M	A	D	NA	
☐ Uses information regarding present levels of student functioning in coordinating the development of IEP goals/objectives and program and service recommendations.					
☐ Develops appropriate, organized and clearly written reports as needed.					
☐ Assesses and responds appropriately to crisis situations.					
☐ Evaluates effectiveness of Individual Educational Programs (IEPs).					
☐ Coordinates and assists in the development of Positive Behavioral Intervention Plans.					
☐ Advises and monitors identification, assessment and placement of new referrals and transfer students.					
☐ Coordinates the placement of special education students.					

STANDARD 2 – Advocating for Children, Families and the Adherence to State and Federal Law and District Policies and Procedures

Overall rating: ☐ Satisfactory ☐ Unsatisfactory

	Element Rating				Comments, evidence, notes:
	M	A	D	NA	
☐ Demonstrates knowledge of and adherence to State and Federal laws governing Special Education.					
☐ Demonstrates knowledge of and adherence to District Policies and Procedures regarding Special Education.					
☐ Facilitates the implementation of Federal and State laws, District policies and procedures and due process regulations.					
☐ Demonstrates knowledge of school resources and interventions.					
☐ Knowledgeable regarding outside agencies serving children and able to recommend and arrange appropriate referrals for students and families.					
☐ Promotes district awareness by advocating for placement in the least restrictive environment (LRE) for all students.					
☐ Provides support in the implementation of response to due process complaints.					

STANDARD 3 – Consultation Services

Overall rating: ☐ Satisfactory ☐ Unsatisfactory

	Element Rating				Comments, evidence, notes:
	M	A	D	NA	
☐ Consults with staff and parents regarding test results, classroom management, behavioral, mental health and social-emotional issues and academic interventions.					
☐ Facilitates parent conferences, IEP and SST meeting as appropriate.					
☐ Coordinates, actively participates and communicates effectively and cooperatively as a member of IEP, school, District and SELPA teams.					
☐ Demonstrates knowledge and communicates effectively about a variety of interventions available to support student success (i.e. specific behavior and learning strategies and knowledge of District and community resources).					
☐ Acts as a liaison to parents and coordinates parent classroom visits as appropriate.					
☐ Trains and supports new certificated and classified special education staff.					
☐ Acts as a resource to staff in matters of curriculum and program design.					
☐ Assists in providing staff development opportunities.					
☐ Represents the Director of Special Services, as requested, at District, SELPA, community, agency and professional meetings.					

STANDARD 4 – Planning and Organization

Overall rating: ☐ Satisfactory ☐ Unsatisfactory

	Element Rating				Comments, evidence, notes:
	M	A	D	NA	
☐ Completes assessments as requested and submits well written reports per legal timeline.					
☐ Is prompt, efficient, accurate and faithful in performance of duties, including assessments, reports, meetings, consultations and other duties as assigned.					
☐ Keeps appropriate records, makes reports as required and meets deadlines.					

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STANDARD 5 – Ethics

Overall rating: ☐ Satisfactory ☐ Unsatisfactory

	Element Rating				Comments, evidence, notes:
	M	A	D	NA	
☐ Demonstrates knowledge of and follows State laws and District policies and procedures regarding Child Protective Services (CPS) reporting procedures.					
☐ Establishes procedures to properly safeguard student confidentiality (verbal and written).					

STANDARD 6 – Functioning as a case manager for specific students and programs

Overall rating: ☐ Satisfactory ☐ Unsatisfactory

	Element Rating				Comments, evidence, notes:
	M	A	D	NA	
For specifically assigned programs and students:					
☐ Assesses students as appropriate.					
☐ Schedules and conducts IEP meetings.					
☐ Monitors student progress and IEP timelines.					
☐ Provides consultation services to staff and parents/guardians.					

STANDARD 7 – Developing as a Professional Educator

Overall rating: ☐ Satisfactory ☐ Unsatisfactory

	Element Rating				Comments, evidence, notes:
	M	A	D	NA	
☐ Establishes professional goals and pursues opportunities to grow professionally.					
☐ Consults with colleagues to improve professional practice.					
☐ Balances professional responsibilities and maintains motivation.					

Additional Evaluatee Comments:

Additional Evaluator Comments:

_____   _____
Evaluatee Signature   Date
(signature does not signify agreement)
Evaluatee has 15 days to respond in writing

_____   _____
Evaluator Signature   Date

San Leandro Unified School District
PROGRAM SPECIALIST OBSERVATION For 20___ - 20___

Evaluatee: _____ Evaluator: _____

School: _____

Date of Pre-Observation Meeting: _____ Date of Observation: _____ Date of Post-Observation Meeting: _____

Status (check where applicable):

❑ Provisional and Temporary
❑ Probationary _____ (0, 1, or 2)
❑ Permanent
❑ Peer Assistance and Review (PAR) Program Participant
❑ Beginning Teacher Support and Assessment (BTSA) Participant
❑ Five year Evaluation Cycle (Qualified permanent employees only)

Element Ratings: M = Meets or Exceeds Standards, A = Approaching Standards, D= Does not meet standards,
N = No evidence of standard, N/A = Not Applicable to this position

1. The *No evidence of standard* rating may not be used on a Final Summative or Interim Evaluation.
2. If on one Standard a program specialist receives two or more *Does Not Meet Standards* ratings, or at least half of the rated elements are *Approaching Standards* and/or *Does not Meet Standards*, s/he shall be rated as *Unsatisfactory* in that Standard.
3. In order to receive an overall *Unsatisfactory* evaluation, a program specialist must receive a minimum of *three (3) Unsatisfactory* ratings in the six (6) *Standards for the Program Specialist Profession.*
4. Certificated staff is not responsible for providing physical resources and supplies beyond those provided by the District.
5. Elements are rated for every observation as well as final or interim evaluations.
6. Overall ratings are only completed for Final or Interim evaluations.

STANDARD 1 – Assessment and Intervention	Element Rating					Comments, evidence, notes:
	M	A	D	N	N A	
❑ Demonstrates knowledge of educational and psycho-educational assessment instruments and reports such that is able to use that information to coordinate IEP and program development.						

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Evaluatee _____ 20 ____ -20 ____ Date of Observation _____

STANDARD 1 – Assessment and Intervention

	Element Rating					Comments, evidence, notes:
	M	A	D	N	NA	
☐ Uses information regarding present levels of student functioning in coordinating the development of IEP goals/objectives and program and service recommendations.						
☐ Develops appropriate, organized and clearly written reports as needed.						
☐ Assesses and responds appropriately to crisis situations.						
☐ Evaluates effectiveness of Individual Educational Programs (IEPs).						
☐ Coordinates and assists in the development of Positive Behavioral Intervention Plans.						
☐ Advises and monitors identification, assessment and placement of new referrals and transfer students.						
☐ Coordinates the placement of special education students.						

STANDARD 2 – Advocating for Children, Families and the Adherence to State and Federal Law and District Policies and Procedures

	Element Rating					Comments, evidence, notes:
	M	A	D	N	NA	
☐ Demonstrates knowledge of and adherence to State and Federal laws governing Special Education.						
☐ Demonstrates knowledge of and adherence to District Policies and Procedures regarding Special Education.						
☐ Facilitates the implementation of Federal and State laws, District policies and procedures and due process regulations.						
☐ Demonstrates knowledge of school resources and interventions.						
☐ Knowledgeable regarding outside agencies serving children and able to recommend and arrange appropriate referrals for students and families.						
☐ Promotes district awareness by advocating for placement in the least restrictive environment (LRE) for all students.						
☐ Provides support in the implementation of response to due process complaints.						

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20 ___ -20___

Date of Observation ___

STANDARD 3 – Consultation Services

Element Rating					Comments, evidence, notes:
M	A	D	N	NA	
☐ Consults with staff and parents regarding test results, classroom management, behavioral, mental health and social-emotional issues and academic interventions.					
☐ Facilitates parent conferences, IEP and SST meeting as appropriate.					
☐ Coordinates, actively participates and communicates effectively and cooperatively as a member of IEP, school, District and SELPA teams.					
☐ Demonstrates knowledge and communicates effectively about a variety of interventions available to support student success (i.e. specific behavior and learning strategies and knowledge of District and community resources).					
☐ Acts as a liaison to parents and coordinates parent classroom visits as appropriate.					
☐ Trains and supports new certificated and classified special education staff.					
☐ Acts as a resource to staff in matters of curriculum and program design.					
☐ Assists in providing staff development opportunities.					
☐ Represents the Director of Special Services, as requested, at District, SELPA, community, agency and professional meetings.					

STANDARD 4 – Planning and Organization

Element Rating					Comments, evidence, notes:
M	A	D	N	NA	
☐ Completes assessments as requested and submits well written reports per legal timeline.					
☐ Is prompt, efficient, accurate and faithful in performance of duties, including assessments, reports, meetings, consultations and other duties as assigned.					
☐ Keeps appropriate records, makes reports as required and meets deadlines.					

Evaluatee _____ 20___ -20___   Date of Observation _____

STANDARD 5 – Ethics

	Element Rating				
	M	**A**	**D**	**N**	**N A**
☐ Demonstrates knowledge of and follows State laws and District policies and procedures regarding Child Protective Services (CPS) reporting procedures.					
☐ Establishes procedures to properly safeguard student confidentiality (verbal and written).					

Comments, evidence, notes:

STANDARD 6 – Functioning as a case manager for specific students and programs

	Element Rating				
	M	**A**	**D**	**N**	**N A**
For specifically assigned programs and students:					
☐ Assesses students as appropriate.					
☐ Schedules and conducts IEP meetings.					
☐ Monitors student progress and IEP timelines.					
☐ Provides consultation services to staff and parents/guardians.					

Comments, evidence, notes:

Additional Evaluatee Comments: Additional Evaluator Comments:

€ Interim Evaluation Required   Reasons:

_____   _____
Evaluatee Signature   Date   Evaluator Signature   Date
(signature does not signify agreement)
Evaluatee has 15 days to respond in writing

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San Leandro Unified School District
SCHOOL PSYCHOLOGIST EVALUATION For 20___ - 20___

Evaluatee: _____ Evaluator: _____

School: _____

Date of Evaluation Meeting: _____

Overall Rating: ☐ Satisfactory   ☐ Unsatisfactory   ☐ Interim Evaluation   ☐ Final Evaluation

Status (check where applicable):
- ☐ Provisional and Temporary
- ☐ Probationary _____ (0, 1, or 2)
- ☐ Permanent
- ☐ Peer Assistance and Review (PAR) Program Participant
- ☐ Beginning Teacher Support and Assessment (BTSA) Participant
- ☐ Five year Evaluation Cycle (Qualified permanent employees only)

Element Ratings: M = Meets or Exceeds Standards, A = Approaching Standards, D= Does not meet standards,

1. The *No evidence of standard* rating may not be used on a Final Summative or Interim Evaluation.
2. If on one Standard a school psychologist receives two or more *Does Not Meet Standards* ratings, or at least half of the rated elements are *Approaching Standards* and/or *Does not Meet Standards*, s/he shall be rated as *Unsatisfactory* in that Standard.
3. In order to receive an overall *Unsatisfactory* evaluation, a school psychologist must receive a minimum of **three (3) Unsatisfactory** ratings in the six (6) *Standards for the School Psychologist Profession.*
4. Certificated staff is not responsible for providing physical resources and supplies beyond those provided by the District.
5. Elements are rated for every observation as well as final or interim evaluations.
6. Overall ratings are only completed for Final or Interim evaluations.

STANDARD 1 – Assessment and Intervention		Element Rating				Comments, evidence, notes:
Overall rating: ☐ Satisfactory ☐ Unsatisfactory		M	A	D	NA	
☐ Demonstrates knowledge of psychometric instruments and other assessment techniques, choosing up-to-date instruments. Knowledgeable about the validity and reliability of their instruments and techniques.						

5 2

STANDARD 1 – Assessment and Intervention

Overall rating: ☐ Satisfactory ☐ Unsatisfactory

	Element Rating				Comments, evidence, notes:
	M	A	D	NA	
☐ Uses multiple assessment methods such as observations, background information and information from parents and other professionals. Reaches comprehensive conclusions.					
☐ Respects differences in age, gender, sexual orientation and socioeconomic, cultural and ethnic backgrounds.					
☐ Develops an appropriate and clearly written psychoeducational report that covers all areas of suspected disability and includes school and family history, social-emotional functioning, intellectual skills, perceptual abilities and health and developmental information. Report addresses eligibility.					
☐ Communicates findings and recommendations in language readily understood by families.					
☐ Assists in the development of IEP goals/objective, program and service recommendations that are appropriate in relation to present levels of student functioning.					
☐ Assesses and responds appropriately to crisis situations.					
☐ Develops and implements counseling and other mental health interventions that are appropriate to the presenting problems and are consistent with data collected.					

STANDARD 2 – Advocating for Children, Families and the Adherence to State and Federal Law and District Policies and Procedures

Overall rating: ☐ Satisfactory ☐ Unsatisfactory

	Element Rating				Comments, evidence, notes:
	M	A	D	NA	
☐ Demonstrates knowledge of and adherence to State and Federal laws governing Special Education.					
☐ Demonstrates knowledge of and adherence to District Policies and Procedures regarding Special Education.					
☐ Demonstrates knowledge of school resources and interventions.					

STANDARD 3 – Consultation Services

	Element Rating				Comments, evidence, notes:
	M	A	D	NA	
☐ Knowledgeable regarding outside agencies serving children and able to recommend and arrange appropriate referrals for students and families.					
☐ Consults with staff and parents regarding test results, classroom management, behavioral, mental health and social-emotional issues and academic interventions.					
☐ Facilitates parent conferences, IEP and SST meeting as appropriate.					
☐ Participates and communicates effectively as a member of IEP and SST meetings.					
☐ Demonstrates knowledge and communicates effectively about a variety of interventions available to support student success (specific behavior and learning strategies and knowledge of community resources).					

Overall rating: ☐ Satisfactory ☐ Unsatisfactory

STANDARD 4 – Planning and Organization

	Element Rating				Comments, evidence, notes:
	M	A	D	NA	
☐ Completes assessments and submits written reports per legal timeline.					
☐ Is prompt, efficient, accurate and faithful in performance of duties, including assessments, reports, meetings, consultations and other duties as assigned.					
☐ Keeps appropriate records, makes reports as required and meets deadlines.					

Overall rating: ☐ Satisfactory ☐ Unsatisfactory

STANDARD 5 – Ethics

	Element Rating				Comments, evidence, notes:
	M	A	D	NA	
☐ Demonstrates knowledge of and follows State laws and District policies and procedures regarding Child Protective Services (CPS) reporting procedures.					
☐ Establishes procedures to properly safeguard student confidentiality (verbal and written).					

Overall rating: ☐ Satisfactory ☐ Unsatisfactory

Evaluatee _____

STANDARD 6.- Developing as a Professional Educator

Overall rating: ☐ Satisfactory ☐ Unsatisfactory

Comments, evidence, notes:

	Element Rating				Comments, evidence, notes:
	M	**A**	**D**	**NA**	
☐ Establishes professional goals and pursues opportunities to grow professionally.					
☐ Consults with colleagues to improve professional practice.					
☐ Balances professional responsibilities and maintains motivation.					
☐ Provides supervision and consultation to school psychologist pre-interns and interns, as needed.					

Additional Evaluatee Comments:

Additional Evaluator Comments:

_____   _____   _____   _____
Evaluatee Signature   Date   Evaluator Signature   Date
(signature does not signify agreement)
Evaluatee has 15 days to respond in writing

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San Leandro Unified School District
SCHOOL PSYCHOLOGIST OBSERVATION For 20___ - 20___

Evaluatee: _____   Evaluator: _____

School: _____

Date of Pre-Observation Meeting: _____   Date of Observation: _____   Date of Post-Observation Meeting: _____

Status (check where applicable):
- ☐ Provisional and Temporary
- ☐ Probationary _____ (0, 1, or 2)
- ☐ Permanent
- ☐ Peer Assistance and Review (PAR) Program Participant
- ☐ Beginning Teacher Support and Assessment (BTSA) Participant
- ☐ Five year Evaluation Cycle (Qualified permanent employees only)

Element Ratings: M = Meets or Exceeds Standards, A = Approaching Standards, D= Does not meet standards,
N = No evidence of standard, N/A = Not Applicable to this position

1. The *No evidence of standard* rating may not be used on a Final Summative or Interim Evaluation.
2. If on one Standard a school psychologist receives two or more *Does not Meet Standards* ratings, or at least half of the rated elements are *Approaching Standards* and/or *Does not Meet Standards*, s/he shall be rated as *Unsatisfactory* in that Standard.
3. In order to receive an overall *Unsatisfactory* evaluation, a school psychologist must receive a minimum of **three (3) *Unsatisfactory*** ratings in the six (6) *Standards for the School Psychologist Profession*.
4. Certificated staff is not responsible for providing physical resources and supplies beyond those provided by the District.
5. Elements are rated for every observation as well as final or interim evaluations.
6. Overall ratings are only completed for Final or Interim evaluations.

STANDARD 1 – Assessment and Intervention	Element Rating					Comments, evidence, notes:
	M	A	D	N	N/A	
☐ Demonstrates knowledge of psychometric instruments and other assessment techniques, choosing up-to-date instruments. Knowledgeable about the validity and reliability of their instruments and techniques.						

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STANDARD 1 – Assessment and Intervention

		Element Rating			
		M	A	D	N
			A	D	N	A

☐ Uses multiple assessment methods such as observations, background information and information from parents and other professionals. Reaches comprehensive conclusions.

☐ Respects differences in age, gender, sexual orientation and socioeconomic, cultural and ethnic backgrounds.

☐ Develops an appropriate and clearly written psychoeducational report that covers all areas of suspected disability and includes school and family history, social-emotional functioning, intellectual skills, perceptual abilities and health and developmental information. Report addresses eligibility.

☐ Communicates findings and recommendations in language readily understood by families.

☐ Assists in the development of IEP goals/objective, program and service recommendations that are appropriate in relation to present levels of student functioning.

☐ Assesses and responds appropriately to crisis situations.

☐ Develops and implements counseling and other mental health interventions that are appropriate to the presenting problems and are consistent with data collected.

Comments, evidence, notes:

STANDARD 2 – Advocating for Children, Families and the Adherence to State and Federal Law and District Policies and Procedures

	Element Rating			
	M	A	D	N
		A	D	N	A

☐ Demonstrates knowledge of and adherence to State and Federal laws governing Special Education.

☐ Demonstrates knowledge of and adherence to District Policies and Procedures regarding Special Education.

☐ Demonstrates knowledge of school resources and interventions.

Comments, evidence, notes:

Evaluatee _____ 20____ -20____ Date of Observation _____

STANDARD 3 – Consultation Services

	Element Rating					Comments, evidence, notes:
	M	A	D	N	NA	
☐ Knowledgeable regarding outside agencies serving children and able to recommend and arrange appropriate referrals for students and families.						
☐ Consults with staff and parents regarding test results, classroom management, behavioral, mental health and social-emotional issues and academic interventions.						
☐ Facilitates parent conferences, IEP and SST meeting as appropriate.						
☐ Participates and communicates effectively as a member of IEP and SST meetings.						
☐ Demonstrates knowledge and communicates effectively about a variety of interventions available to support student success (specific behavior and learning strategies and knowledge of community resources).						

STANDARD 4 – Planning and Organization

	Element Rating					Comments, evidence, notes:
	M	A	D	N	NA	
☐ Completes assessments and submits written reports per legal timeline.						
☐ Is prompt, efficient, accurate and faithful in performance of duties, including assessments, reports, meetings, consultations and other duties as assigned.						
☐ Keeps appropriate records, makes reports as required and meets deadlines.						

STANDARD 5 – Ethics

	Element Rating					Comments, evidence, notes:
	M	A	D	N	NA	
☐ Demonstrates knowledge of and follows State laws and District policies and procedures regarding Child Protective Services (CPS) reporting procedures.						
☐ Establishes procedures to properly safeguard student confidentiality (verbal and written).						

Evaluatee _____ 20 ___ -20 ___ Date of Observation _____

STANDARD 6 – Developing as a Professional Educator

	Element Rating				
	M	**A**	**D**	**N**	**N A**
☐ Establishes professional goals and pursues opportunities to grow professionally.					
☐ Consults with colleagues to improve professional practice.					
☐ Balances professional responsibilities and maintains motivation.					
☐ Provides supervision and consultation to school psychologist pre-interns and interns, as needed.					

Comments, evidence, notes:

Additional Evaluatee Comments: Additional Evaluator Comments:

∈ Interim Evaluation Required

Reasons:

Evaluatee Signature   Date   Evaluator Signature   Date
(signature does not signify agreement)
Evaluatee has 15 days to respond in writing

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San Leandro Unified School District
SPEECH-LANGUAGE SPECIALIST EVALUATION For 20___ - 20___

Evaluatee: _____   Evaluator: _____

School: _____

Date of Evaluation Meeting: ☐ Interim Evaluation   ☐ Final Evaluation

Overall Rating: ☐ Satisfactory   ☐ Unsatisfactory

Status (check where applicable):
- ☐ Provisional and Temporary
- ☐ Probationary _____ (0, 1, or 2)
- ☐ Permanent
- ☐ Peer Assistance and Review (PAR) Program Participant
- ☐ Beginning Teacher Support and Assessment (BTSA) Participant
- ☐ Five year Evaluation Cycle (Qualified permanent employees only)

Element Ratings: M = Meets or Exceeds Standards, A = Approaching Standards, D= Does not meet standards,

1. The **No evidence of standard** rating may not be used on a Final Summative or Interim Evaluation.
2. If on one Standard a Speech-Language Specialist receives two or more **Does not Meet Standards**, or at least half of the rated elements are **Approaching Standards** and/or **Does not Meet Standards**, s/he shall be rated as **Unsatisfactory** in that Standard.
3. In order to receive an overall **Unsatisfactory** evaluation, a Speech-Language Specialist must receive a minimum of **three (3) Unsatisfactory** ratings in the six (6) *California Standards for Speech and Language Specialist profession*.
4. Certificated staff is not responsible for providing physical resources and supplies beyond those provided by the District.
5. Elements are rated for every observation as well as final or interim evaluations.
6. Overall ratings are only completed for Final or Interim evaluations.

STANDARD 1 – Assessing Student Communication Skills

Overall rating: ☐ Satisfactory ☐ Unsatisfactory

		Element Rating			Comments, evidence, notes:
	M	A	D	N/A	
☐ Selects an appropriate assessment battery considering all relevant factors.					
☐ Adapts assessment procedures to accommodate student needs, including unique circumstances.					
☐ Administers and scores all assessments.					
☐ Obtains and reviews information from family, teachers and other professionals.					

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Evaluatee _____ 20___ - 20___

STANDARD 1 – Assessing Student Communication Skills

Overall rating: ☐ Satisfactory ☐ Unsatisfactory

	Element Rating			Comments, evidence, notes:
	M	A	D	NA	
☐ Interprets and integrates assessment results and observations to describe the student's communicative functioning.					
☐ Develops diagnostic impressions and makes appropriate recommendations.					
☐ Involves and guides students in assessing and monitoring their own learning.					
☐ Writes appropriate written reports as needed.					

STANDARD 2 – Planning, organizing and implementing therapy and instruction to engage and support all identified students in the development of communication skills.

Overall rating: ☐ Satisfactory ☐ Unsatisfactory

	Element Rating			Comments, evidence, notes:
	M	A	D	NA	
☐ Uses information regarding present levels of student functioning in the development of IEP goals and objectives and program and service recommendations and implementation.					
☐ Utilizes intervention strategies that meet student needs.					
☐ Selects or develops materials and uses these materials to enhance the treatment process.					
☐ Monitors student progress in various settings as appropriate and adjusts goals and interventions as needed.					
☐ Facilitates learning experiences that promote autonomy, interaction and choice appropriate to the setting.					

STANDARD 3 – Creating and Maintaining Effective Environments for Student Learning

Overall rating: ☐ Satisfactory ☐ Unsatisfactory

	Element Rating			Comments, evidence, notes:
	M	A	D	NA	
☐ Adapts a physical environment that, as allowed by the facility, engages all students.					
☐ Promotes social development and group responsibility.					
☐ Establishes and maintains standards for student behavior.					
☐ Establishes a climate that promotes fairness and respect for all students.					
☐ Uses instructional time effectively.					

STANDARD 4 – Managing Caseload

Overall rating: ☐ Satisfactory ☐ Unsatisfactory

	Element Rating				Comments, evidence, notes:
	M	A	D	NA	
☐ Schedules therapy and meetings and prioritizes activities as appropriate.					
☐ Maintains records.					
☐ Demonstrates knowledge of and adherence to state and federal laws and District politics and procedures that have been provided.					
☐ Participates in IEP team meeting at least annually to review current levels of performance and progress towards goals.					
☐ Promotes District awareness by advocating for placement in the least restrictive environment for all students.					
☐ Provides support in the implementation of response to due process complaints.					

STANDARD 5 – Communicating and consulting with other professionals and parents

Overall rating: ☐ Satisfactory ☐ Unsatisfactory

	Element Rating				Comments, evidence, notes:
	M	A	D	NA	
☐ Develops written reports as needed.					
☐ Collaborates, participates and communicates as a member of IEP, school and District teams.					
☐ Gives verbal explanation of assessment results and procedures to IEP team.					
☐ Makes referrals for consideration of additional evaluation and services as needed.					
☐ In coordination with the IEP process, provides supportive guidance regarding the student's communication needs to family and other involved parties.					
☐ Shares materials and resources with district professionals as needed.					
☐ Participates in the development and implementation of staff development in the area of speech and language development when requested.					

Evaluatee _____ 20 ___ - 20 ___

STANDARD 6 – Developing as a Professional Educator

Overall rating: ☐ Satisfactory ☐ Unsatisfactory

	Element Rating				Comments, evidence, notes:
	M	A	D	NA	
☐ Establishes professional goals and pursues opportunities to grow professionally					
☐ Consults with colleagues to improve professional practice.					

Additional Evaluatee Comments: Additional Evaluator Comments:

_____   Date   _____   Date
Evaluatee Signature   Evaluator Signature
(Signature does not signify agreement)
Evaluatee has 15 days to respond in writing

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San Leandro Unified School District
SPEECH-LANGUAGE SPECIALIST OBSERVATION For 20___ - 20___

Evaluatee: _____   Evaluator: _____

School: _____

Date of Pre-Observation Meeting: _____   Date of Observation: _____   Date of Post-Observation Meeting: _____

Status (check where applicable):
- ☐ Provisional and Temporary
- ☐ Probationary _____ (0, 1, or 2)
- ☐ Permanent
- ☐ Peer Assistance and Review (PAR) Program Participant
- ☐ Beginning Teacher Support and Assessment (BTSA) Participant
- ☐ Five year Evaluation Cycle (Qualified permanent employees only)

Element Ratings: M = Meets or Exceeds Standards, A = Approaching Standards, D= Does not meet standards,
N = No evidence of standard, N/A = Not Applicable to this position

1. The **No evidence of standard** rating may not be used on a Final Summative or Interim Evaluation.
2. If on one Standard a Speech-Language Specialist receives two or more **Does Not Meet Standards** ratings, or at least half of the rated elements are **Approaching Standards** and/or **Does not Meet Standards**, s/he shall be rated as **Unsatisfactory** in that Standard.
3. In order to receive an overall **Unsatisfactory** evaluation, a Speech-Language Specialist must receive a minimum of **three (3) Unsatisfactory** ratings in the six (6) *California Standards for Speech and Language Specialist profession.*
4. Certificated staff is not responsible for providing physical resources and supplies beyond those provided by the District.
5. Elements are rated for every observation as well as final or interim evaluations.
6. Overall ratings are only completed for Final or Interim evaluations.

STANDARD 1 – Assessing Student Communication Skills	Element Rating					Comments, evidence, notes:
	M	A	D	N	N A	
☐ Selects an appropriate assessment battery considering all relevant factors.						
☐ Adapts assessment procedures to accommodate student needs, including unique circumstances.						
☐ Administers and scores all assessments.						
☐ Obtains and reviews information from family, teachers and other professionals.						

Evaluatee _____ 20____ -20____ Date of Observation _____

STANDARD 1 – Assessing Student Communication Skills

	Element Rating				Comments, evidence, notes:
	M	A	D	N	N	A	
☐ Interprets and integrates assessment results and observations to describe the student's communicative functioning.						
☐ Develops diagnostic impressions and makes appropriate recommendations.						
☐ Involves and guides students in assessing and monitoring their own learning.						
☐ Writes appropriate written reports as needed.						

STANDARD 2 – Planning, organizing and implementing therapy and instruction to engage and support all identified students in the development of communication skills.

	Element Rating				Comments, evidence, notes:
	M	A	D	N	N	A	
☐ Uses information regarding present levels of student functioning in the development of IEP goals and objectives and program and service recommendations and implementation.						
☐ Utilizes intervention strategies that meet student needs.						
☐ Selects or develops materials and uses these materials to enhance the treatment process.						
☐ Monitors student progress in various settings as appropriate and adjusts goals and interventions as needed.						
☐ Facilitates learning experiences that promote autonomy, interaction and choice appropriate to the setting.						

STANDARD 3 – Creating and Maintaining Effective Environments for Student Learning

	Element Rating				Comments, evidence, notes:
	M	A	D	N	N	A	
☐ Adapts a physical environment that, as allowed by the facility, engages all students.						
☐ Promotes social development and group responsibility.						
☐ Establishes and maintains standards for student behavior.						
☐ Establishes a climate that promotes fairness and respect for all students.						
☐ Uses instructional time effectively.						

Evaluatee _____ 20____ -20____   Date of Observation _____

STANDARD 4 – Managing Caseload

	Element Rating				Comments, evidence, notes:
Overall rating: ☐ Satisfactory ☐ Unsatisfactory	**M**	**A**	**D**	**N**	**N**	
					A	
☐ Schedules therapy and meetings and prioritizes activities as appropriate.						
☐ Maintains records.						
☐ Demonstrates knowledge of and adherence to state and federal laws and District politics and procedures that have been provided.						
☐ Participates in IEP team meeting at least annually to review current levels of performance and progress towards goals.						
☐ Promotes District awareness by advocating for placement in the least restrictive environment for all students.						
☐ Provides support in the implementation of response to due process complaints.						

STANDARD 5 – Communicating and consulting with other professionals and parents

	Element Rating				Comments, evidence, notes:
Overall rating: ☐ Satisfactory ☐ Unsatisfactory	**M**	**A**	**D**	**N**	**N**	
					A	
☐ Develops written reports as needed.						
☐ Collaborates, participates and communicates as a member of IEP, school and District teams.						
☐ Gives verbal explanation of assessment results and procedures to IEP team.						
☐ Makes referrals for consideration of additional evaluation and services as needed.						
☐ In coordination with the IEP process, provides supportive guidance regarding the student's communication needs to family and other involved parties.						
☐ Shares materials and resources with district professionals as needed.						
☐ Participates in the development and implementation of staff development in the area of speech and language development when requested.						

Additional Evaluatee Comments:

Additional Evaluator Comments:

€ Interim Evaluation Required

Reasons:

Evaluatee Signature   Date

(signature does not signify agreement)

Evaluatee has 15 days to respond in writing

Evaluator Signature   Date