### 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**

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# San Leandro Unified School District TEACHER OBSERVATION For 20\_\_\_\_- 20\_\_\_

| EvaluateeEvaluator  | Time In: Time Out:   |
|---|--|
| PositionGrade Level/Subject   | School   |
| Date of Pre-Observation Meeting Date of Observation   | Date of Post-Observation Meeting   |
| Status (check where applicable):   Provisional and Temporary  |  |
|   |  |
| <ul> <li>Peer Assistance and Review (PAR) Program Participant</li> <li>Beginning Teacher Support and Assessment (RTSA) Participant</li> </ul>   |  |
| ement Batings: M = Mosts of Europe St. 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1  |  |
| Element Ratings: $M = Meets$ or Exceeds Standards, $A = Approaching Standards, D = Does not meet standards, N = No evidence of standard, N/A = Not Applicable to this position$   | lards, 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 teacher receives two or more <b>Does Not Meet Standards</b> ratings or at least half of the rated elements are   | terim Evaluation.  |
| 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. | as Unsatisfactory in that Standard. minimum of three (3) Unsatisfactory ratings in the six |
| 4. Certificated staff are not responsible for providing physical resources and supplies 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.  | beyond those provided by the District.   |
| or linearm evaluations.   | 40   |

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|   |                            |    |       |    | O The second control  |             |
|---|----------------------------|----|-------|----|---|-------------|
| Element Rating M A D N N s to and                                 |                            |    |       |    | Promotes self-directed, reflective learning for all shidents                    |             |
| Element Rating M A D N A s to s to and                            |                            |    |       | -  | other activities that make subject matter meaningful.                           |             |
| Element Rating M A D N A  to y,                                   |                            |    |       |    | <ul> <li>Engages students in problem solving, critical thinking, and</li> </ul> |             |
| Element Rating M A D N A  s to                                    |                            |    |       | -  | interaction, and choice.  |             |
| Element Rating M A D N A  To S |                            |    |       |    | Facilitates learning experiences that promote autonomy.                         |             |
| Element Rating M A D N A  to                                      |                            |    |       |    | respond to students' diverse needs,   |             |
| Element Rating M A D N A  |                            |    |       |    | Uses a variety of instructional strategies and resources to                     |             |
| Element Rating M A D N N A  |                            | 61 |       |    | interests with learning goals.  | _           |
| Element Rating M A D N A  |                            |    |       |    | Connects students' prior knowledge, life experience, and                        |             |
| Element Rating M A D N N  |                            | A  |       |    |   | 1           |
| Element<br>Rating   |                            | ×  | ש     | MA |   |             |
| Element   |                            |    | ating | Z  | ruents in Learning.   | 2           |
| NT A TO 1   | Comments, evidence, notes: |    | ement | 臣  | ANDAKU I - Engaging and Supporting All  | מ<br>ל<br>ל |
|   |                            |    |       |    | ANDARD 1 B  | 3           |

| Evaluatee   | 20 20                    | Date of Observation        |
|---|--------------------------|----------------------------|
| STANDARD 2 – Creating and Maintaining<br>Effective Environments for Student Learning  | Element Rating M A D N N | Comments, evidence, notes: |
| <ul> <li>Creates a physical environment that engages all students.</li> <li>Establishes a climate that promotes fairness and respect for all students.</li> </ul> | <b>A</b>                 |                            |
| <ul> <li>Promotes social development and group responsibility.</li> </ul>   |                          |                            |
| <ul> <li>Plans and implements classroom procedures and routines that</li> </ul>   |                          |                            |
|   |                          |                            |
| STANDARD 3 – Understanding and Organizing<br>Subject Matter for Student Learning  | Element Rating M A D N N | Comments, evidence, notes: |
| <ul> <li>Demonstrates knowledge of subject matter content and<br/>student development.</li> </ul>   |                          |                            |
|   |                          |                            |
| matter areas.   |                          |                            |
| <ul> <li>Develops student understanding through instructional<br/>strategies that are appropriate to the subject matter</li> </ul>                                |                          | स                          |
| <ul> <li>Uses materials, resources, and technologies to make subject<br/>matter accessible to students.</li> </ul>  |                          |                            |
| Adheres to District and State Content Standards for appropriate grade or subject.   |                          |                            |
| STANDARD 4 - Planning Instruction and Designing Learning Experiences for All Students   | Element<br>Rating        | Comments, evidence, notes: |
|   | M A D N N                |                            |
| <ul> <li>Draws on and values students' backgrounds, interests, and<br/>developmental learning needs.</li> </ul>   |                          |                            |
| <ul> <li>Establishes and articulates goals for student learning.</li> <li>Develops and sequences instructional activities and materials</li> </ul>                |                          |                            |
| or student learning.  Designs short-term and long-term plans to fester student  |                          |                            |
| learning.  Modifies instructional plans to adjust for the desired states.   |                          |                            |
|   | _                        |                            |

| Evaluatee Signature  (signature does not signify agreement)  Evaluatee has 15 days to respond in writing | 🛘 Interim Evaluation Required Reasons: | Additional Evaluatee Comments: | 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. |   |
|--|--|--------------------------------|--|---|
| Evaluator Signature Date   |  | Additional Evaluator Comments: |  | Date of Observation  Element Comments, evidence, notes:  Rating A D N N N A |

### San Leandro Unified School District TEACHER EVALUATION For 20\_- 20\_\_

| or Interim Evaluation. ratings, or at least half of the rated elements are ated as <i>Unsatisfactory</i> in that Standard. ve a minimum of three (3) <i>Unsatisfactory</i> ratings in the six plies beyond those provided by the District.  Comments, evidence, notes: | a Final Summative of the          | 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.  (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.  5. Elements are only completed for Final or Interim evaluations.  5. Elements are only completed for Final or Interim evaluations.  5. Elements in Learning.  6. Overall ratings are only completed for Final or Interim evaluations.  5. Element Rating:  6. Overall ratings are only completed for Final or Interim evaluations.  6. Overall ratings are only completed for Final or Interim evaluations.  6. Overall rating:  6. Overall ratings are only completed for Final or Interim evaluations.  6. Overall ratings are only completed for Final or Interim evaluations.  6. Overall ratings are only completed for Final or Interim evaluations.  6. Overall ratings are only completed for Final or Interim evaluations.  6. Overall ratings are only completed for Final or Interim evaluations.  6. Overall ratings are only completed for Final or Interim evaluations.  7. Element Comments, evidence, notes at a supplies beyond those provided by the District.  8. Taking beyond those provided by the District.  9. Taking beyond those provided by the Di |
|--|---|--|
| andards, D= Does not meet standards,   | icipant<br>(SA) Participant<br>t employees only)<br>= Approaching Sta | 1e   |
|  |   | Overall Rating:   Satisfactory  Unsatisfactory  Status (check where applicable):  Provisional and Temporary  Probationary (0, 1, or 2)   |
| aluation   | ☐ Interim Evaluation  |  |
| chool:   |   | Position: Grade Level/Subject:  Date of Evaluation Meeting:  |
|  | Evaluator:  | Evaluatee:   |

| Evaluatee  | 20 - 20    | ā                              |        |
|--|------------|--------------------------------|--------|
| STANDARD 5 – Assessing Student Learning  Overall rating:   Satisfactory   Unsatisfactory                                   | <b>ਹ</b> - | Comments, evidence, notes:     | notes: |
| ם שינירווים  | M A D NA   | Э                              |        |
| Collects and communicates learning goals for students.  Student learning.  |            |                                |        |
| Uses the results of assessment to midd in their own learning.  |            |                                | -      |
| Communicates with students/families/others about student progress.   |            |                                |        |
|  |            |                                |        |
| STANDARD 6 - Developing as a Professional Educator   | Element    | Comments, evidence, notes:     | notes: |
| Overall rating:   Satisfactory   Unsatisfactory  | M A D NA   |                                |        |
| Reflects on teaching practice and planning professional  |            |                                |        |
| © 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:   | Addit      | Additional Evaluator Comments: |        |
|  |            |                                |        |
|  |            |                                | œ      |
|  |            |                                |        |
| Evaluatee Signature (signature does not signify agreement) Evaluatee has 15 days to respond in writing                     |            | Evaluator Signature            | Date   |

# San Leandro Unified School District ACADEMIC PROGRAM COACH/SPECIALIST EVALUATION For 20\_ - 20

| Rygligtee:   |   |  |                                |  |   | (                                    | ı  |  |     |
|--|---|--|--------------------------------|--|---|--------------------------------------|--|--|-----|
|  |   |  |                                |  |   |                                      |  |  |     |
| Date of Evaluation Meeting:  | Inte  | Interim Evaluation                                   | aluatio                        | on   | 되<br>□  | inal Ev                              | Final Evaluation                           |  |     |
| Overall Rating:   Satisfactory  Unsatisfactory   |   |  |                                |  |   |                                      | î  |  |     |
| 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)   | cipant  | yees o   | nly)                           |  |   |                                      |  |  |     |
|  | ۰   | و  | • •                            | I  |   |                                      |  |  |     |
| 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 | Final Su<br><b>Joes No</b><br><b>ds</b> , s/h | ımmativ<br><b>t Meet !</b><br>e shall l<br>pecialist | e or Int<br>Standa<br>be rated | terim Ev<br>Ir <b>ds</b> rat<br>l as <b>Un</b> | valuatio<br>ings, or<br><b>satisfa</b><br>a minin | on.<br>· at least<br><b>ctory</b> in | t half of the<br>that Stand                | rated elemen<br>lard.<br><b>rsatisfactor</b> | nts |
| ratings in the <i>Standards</i> 4. Certificated staff are not responsible for providing physical resources and suppl 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.  | esource<br>nterim e                           | s and su   | upplies<br>ons.                | beyond   | those ]   | provided                             | lies beyond those provided by the District | trict.                                       |     |
| STANDARD 1 - Evaluating Academic Progress  | ᆫᄧ  | Element<br>Rating                                    |                                | C  | omm   | ents, e                              | Comments, evidence, notes:                 | , notes:                                     |     |
| Overall rating:   Satisfactory   Unsatisfactory  | M   | A D  | A A                            |  |   |                                      |  |  |     |
| Monitors academic progress including grades, test results,<br>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<br>appropriate.  |   |  |                                |  |   |                                      |  |  |     |

| Evaluatee 20 - 20   |         |                            |
|---|---------|----------------------------|
| STANDARD 1 - Evaluating Academic Progress   | Element | Comments, evidence, notes: |
| Overall rating:   Satisfactory   Insatisfactory   | Rating  |                            |
| £   | M A D N |                            |
| <ul> <li>Assists in providing information regarding program<br/>specific eligibility and participation for students.</li> </ul> |         |                            |
| ☐ 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 | Comments, evidence, notes: |
|   | Rating  |                            |
| Overall rating:   Satisfactory   Unsatisfactory   | M A D N |                            |
| ☐ 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  |         |                            |
| 1   |         |                            |
| Supports teachers in implementing adopted and<br>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 | Comments, evidence, notes: |
|   | Rating  |                            |
| Overall rating:   Satisfactory   Unsatisfactory   | M A D N |                            |
| ☐ 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.  |         |                            |

| - Collaborating and Communicating  □ Satisfactory □ Unsatisfactory  M A D N A | - Collaborating and Communicating □ Satisfactory □ Unsatisfactory th teachers, staff, students and parents regarding onal program of the school.    Collaborating and Communicating   Element   Rating   Maing   Main | - Collaborating and Communicating  □ Satisfactory □ Unsatisfactory  th teachers, staff, students and parents regarding onal program of the school.  effective collaborative professional working swith site staff. | - Collaborating and Communicating  □ Satisfactory □ Unsatisfactory  th teachers, staff, students and parents regarding onal program of the school.  effective collaborative professional working swith site staff.  t parents regarding the academic progress of their needed. | - Collaborating and Communicating □ Satisfactory □ Unsatisfactory th teachers, staff, students and parents regarding onal program of the school.  Iffective collaborative professional working swith site staff. I parents regarding the academic progress of their needed.  Le distribution of parent notifications as required by  Element Rating  M A D N A | TANDARD 4 - Collaborating and Communicating Element   verall rating: □ Satisfactory □ Unsatisfactory M A D N   Consults with teachers, staff, students and parents regarding the educational program of the school. Maintains effective collaborative professional working relationships with site staff. M A D N   Confers with parents regarding the academic progress of their student, as needed. Assists in the distribution of parent notifications as required by program. Element | - Collaborating and Communicating  □ Satisfactory □ Unsatisfactory  th teachers, staff, students and parents regarding onal program of the school.  Iffective collaborative professional working by with site staff.  I parents regarding the academic progress of their needed.  e distribution of parent notifications as required by  - Developing as a Professional  Element  Rating | - Collaborating and Communicating  Satisfactory □ Unsatisfactory  th teachers, staff, students and parents regarding onal program of the school.  Iffective collaborative professional working swith site staff.  I parents regarding the academic progress of their needed.  - Developing as a Professional  Satisfactory □ Unsatisfactory  M A D N | - Collaborating and Communicating  Satisfactory □ Unsatisfactory  th teachers, staff, students and parents regarding onal program of the school.  Iffective collaborative professional working swith site staff.  parents regarding the academic progress of their needed.  - Developing as a Professional  Satisfactory □ Unsatisfactory  M A D N A |
|---|---|--|--|--|---|--|--|--|
| Comments, evidence, notes:  |   |  |  |  |   |  |  |  |

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

- 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.

# San Leandro Unified School District ACADEMIC PROGRAM COACH/SPECIALIST OBSERVATION For 20\_ - 20

| Evaluatee:      | atee: Evaluator:   | Ti.   | Time In:  | Time Out:  |
|-----------------|--|---|---|--|
| School:         | l: Date of Observation:  | Da  | Date of Post-Observation:   | ation:   |
| Status          | pplicab<br>nd Ten  |   |   |  |
|                 | <ul> <li>Probationary (1 or 2)</li> <li>Permanent</li> <li>Peer Assistance and Review (PAR) Program Participant</li> <li>Five year Evaluation Cycle (Qualified permanent employees only)</li> </ul>  | pant<br>mployees only)  |   |  |
| Eleme<br>N = No | Element Ratings: $M = Meets$ or Exceeds Standards, $A = Approaching Standards, D = Does not meet standards, N = No evidence of standard, N/A = Not Applicable to this position$  | proaching Standa  | rds, D= Does not  | meet standards,  |
|                 | <ol> <li>The No evidence of standard rating may not be used on a Final Summative or Interim Evaluation.</li> <li>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.</li> <li>In order to receive an overall Unsatisfactory evaluation, a coach/specialist must receive a minimum of three (3) Unsatisfactory ratings in the Standards</li> </ol> | nal Summative or In<br>es Not Meet Stande<br>s, s/he shall be rate<br>ach/specialist must | terim Evaluation.<br><b>1rds</b> ratings, or at le<br>d as <b>Unsatisfactory</b><br>receive a minimum o | nterim Evaluation.  ards ratings, or at least half of the rated elements id as Unsatisfactory in that Standard.  receive a minimum of three (3) Unsatisfactory |
|                 | <ul><li>4. Certificated staff are not responsible for providing physical resources and supplie</li><li>5. Elements are rated for every observation as well as final or interim evaluations.</li></ul>  | sources and supplies erim evaluations.  | s beyond those provided by the District.  | led by the District.   |
|                 | 6. Overall ratings are only completed for Final or Interim evaluations   | ions.   |   |  |
| STAN            | STANDARD 1 - Evaluating Academic Progress  | Element   | Comments  | Comments, evidence, notes:   |
|                 |  | Rating  |   | ,  |
|                 |  | 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.   |   |   |  |

|  |  | 0                          |        |   | rs                                 |   | ב   |                          |   |                                       |  |                              |  | ١                    |  |     |        | ST  |  |   |   |              |   | 1  |  |     |        | ST  | Ev                  |
|--|--|----------------------------|--------|---|------------------------------------|---|---|--------------------------|---|---------------------------------------|--|------------------------------|--|----------------------|--|-----|--------|---|--|---|---|--------------|---|--|--|-----|--------|---|---------------------|
| Assist principal and teachers in student program placement, and scheduling, including the program specific delivery model. | Assist in the scheduling of program support staff. | Maintains student records. |        |   | STANDARD 3 – Coordinating Programs | Assists in the development and use of program specific resources. | of Paraeducators in the classroom, if applicable. | supplementary materials. | Supports teachers in implementing adopted and | strategies that meet students' needs. | Demonstrates and/or facilitates a variety of instructional | site staff development plan. | Assists in the development and implementation school | student development. | Demonstrates knowledge of subject matter content and |     |        | STANDARD 2 – Coaching and Staff Development | Assists in formulating continuing academic goals for student learning based upon student achievement data. | achievement data to identify student needs. | Assists site staff in reviewing and analyzing student | assessments. | Assists with the administration of district and state | specific eligibility and participation for students. | Assists in providing information regarding program |     |        | STANDARD 1 – Evaluating Academic Progress |                     |
|  |  |                            | ×      | Ţ | <u> </u>                           |   |   |                          |   |                                       |  |                              |  |                      |  | ×   |        |   |  |   |   |              |   |  | 1  | X   |        |   |                     |
|  |  |                            | A      |   | Element                            |   |   |                          |   |                                       |  |                              |  |                      |  | >   | אָק    | Ele   |  |   |   |              |   |  |  | A   | Ŗ      | E1e                                       |                     |
|  |  |                            | ם      |   | 파<br>자                             |   |   |                          |   |                                       |  |                              |  |                      |  | U   | Rating | Element                                     |  |   |   |              |   |  | 4  | ם   | Rating | Element                                   |                     |
|  |  |                            | N<br>A |   | Rating                             |   |   |                          |   |                                       |  |                              | _  |                      | -  | N N |        | Ť   |  |   |   |              |   |  | +  | N N |        | Ħ   |                     |
|  |  |                            |        |   | Comments, evidence, notes:         |   |   |                          |   |                                       |  |                              |  |                      |  |     |        | Comments, evidence, notes:                  |  |   |   |              |   |  |  |     |        | Comments, evidence, notes:                | Date of Observation |

|    | STANDARD 3 – Coordinating Programs   | Ele | Element Rating | nt F | ati | Ba<br>T | Comments, evidence, notes: |
|----|--|-----|----------------|------|-----|---------|----------------------------|
|    |  | Z   | >              | ם    | Z   | a s     |                            |
|    | 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.  |     |                | N.   |     |         |                            |
|    | Assists in the development, implementation and   |     |                |      |     |         |                            |
| Ī  | mointoinig of the district and site program plants.  |     |                |      | -   |         |                            |
|    | Assists in the planning and implementation of program  |     |                |      |     |         |                            |
|    | specific required parent meetings.   |     |                |      |     |         |                            |
| ST | STANDARD 4 – Collaborating and Communicating   | Ele | Element        | 뭐    |     |         | Comments, evidence, notes: |
|    |  | Ra  | Rating         | E.   |     |         |                            |
| VO | Overall rating:   Satisfactory   Unsatisfactory  | M   | A              | ם    | Z   | A       |                            |
|    | Consults with teachers, staff, students and parents regarding the educational program of the school. |     |                |      |     |         |                            |
|    | Maintains effective collaborative professional working   |     |                |      |     |         |                            |
|    | Confers with parents regarding the academic progress of their  |     |                |      |     |         |                            |
|    | student, as needed.  |     |                |      |     |         |                            |
|    | Assists in the distribution of parent notifications as   |     |                |      |     |         |                            |

Required by program.

| Φ          |
|------------|
| Interim    |
| Evaluation |
| Required   |

Reasons:

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

**Evaluator Signature** 

Date

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

### BEHAVIOR SPECIALIST EVALUATION For 20\_- 20 San Leandro Unified School District

| 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)                  |                              |                    |
| ce and Revacher Suppluation Cy   | rticipant<br>yees only)      |                    |
| Element Ratings: M = Meets or Exceeds Standards, A = Approaching Standards, D= Does not meet standards | oaching Standards, D= Does n | ot meet standards, |

- 2. The No evidence of standard rating may not be used on a Final Summative or Interim Evaluation.
- If on one Standard a behavior 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.
- ယ ratings in the six (6) Standards for the Behavior Specialist Profession. In order to receive an overall *Unsatisfactory* evaluation, a behavior specialist must receive a minimum of three (3) *Unsatisfactory*
- 4.00 Certificated staff is not responsible for providing physical resources and supplies beyond those provided by the District.
  - 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  | neni | _  | Comments, evidence, notes: |
|---|---|----------|------|----|----------------------------|
|   |   | Rating   | ing  |    |                            |
| Overall rating:   Satisfactory   Unsatisfactory                       | X | M A D NA | ם    | AN |                            |
| <ul> <li>Demonstrates knowledge of educational and psycho-</li> </ul> |   |          |      |    |                            |
| educational assessment instruments and reports such                   |   |          |      |    |                            |
| that is able to use that information to coordinate IEP                |   |          |      |    |                            |
| and program development in relation to behavior needs.                |   |          |      |    |                            |

|                            |      |         |   | □ Knowledgeable regarding outside agencies serving children and recommends and arranges appropriate referrals for students and families as specified in IEPs and Behavior Intervention Plans. |   |
|----------------------------|------|---------|---|---|---|
|                            |      |         |   | <ul> <li>Demonstrates knowledge of school resources and<br/>interventions.</li> </ul>   |   |
|                            |      |         |   | regulations.  | Т |
|                            |      |         |   | <ul> <li>Facilitates the implementation of Federal and State<br/>laws, District policies and procedures and due process</li> </ul>  |   |
|                            |      |         |   |   |   |
|                            |      |         |   | <ul> <li>Demonstrates knowledge of and adherence to District</li> </ul>   |   |
|                            |      |         |   |   |   |
|                            |      |         |   | Demonstrates knowledge of and adherence to State and  |   |
|                            |      |         |   | Overall rating:   Satisfactory   Unsatisfactory   | _ |
|                            | D NA | AI      | × | District Policies and Procedures  |   |
|                            | 36   | Rating  |   | and the Adherence to State and Federal Law and  |   |
| Comments, evidence, notes: | ent  | Element |   | STANDARD 2 - Advocating for Children, Families  |   |
|                            |      |         |   | programs.   |   |
|                            |      |         |   | students in day treatment and counseling enriched   |   |
|                            |      |         |   | <ul> <li>Coordinates the placement of special education</li> </ul>  |   |
|                            |      |         |   | relation to behavior needs.   | 1 |
|                            |      |         |   | placement of new referrals and transfer students in   |   |
|                            |      |         |   | <ul> <li>Advises and monitors identification, assessment and</li> </ul>   | - |
|                            |      |         |   | documents.  |   |
|                            |      |         | - | <ul> <li>Conducts functional analysis assessments and prepares</li> </ul>   |   |
|                            |      |         |   | development of Positive Behavioral Intervention Plans.  |   |
|                            |      |         |   | <ul> <li>Develops and coordinates and assists in the</li> </ul>   |   |
|                            |      |         |   | Programs (IEPs) in relation to behavior.  |   |
|                            |      |         |   | <ul> <li>Evaluates effectiveness of Individual Educational</li> </ul>   |   |
|                            |      |         |   |   |   |
|                            |      |         |   | <ul> <li>Assesses and responds appropriately to crisis</li> </ul>   |   |
|                            |      |         |   | reports as needed.  |   |
|                            |      |         |   | <ul> <li>Develops appropriate, organized and clearly written</li> </ul>   |   |
|                            |      |         |   | recommendations in relation to behavior needs.  |   |
|                            |      |         | _ | goals/objectives and program and service  | _ |
|                            |      |         |   |   |   |
|                            |      |         |   | <ul> <li>Uses information regarding present levels of student</li> </ul>  |   |
|                            | O NA | A       | Z | Overall rating:   Satisfactory   Unsatisfactory   |   |
|                            | 36   | Kating  |   |   |   |
| Comments, evidence, notes: | ent  | Element |   | STANDARD 1 - Assessment and Intervention  |   |
|                            |      |         | - |   | 7 |

|      |  | 1    |                   |     |    |                            |
|------|--|------|-------------------|-----|----|----------------------------|
| and  | STANDARD 2 – Advocating for Children, Families and the Adherence to State and Federal Law and        | Ī    | Element<br>Rating | ent |    | Comments, evidence, notes: |
| Dist | District Policies and Procedures   | X    | A                 | ש   | AN |                            |
| Over | Overall rating:   Satisfactory   Unsatisfactory  |      |                   |     |    |                            |
|      | 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.  |      |                   |     |    |                            |
| STA  | STANDARD 3 – Consultation Services   | lat. | Element           | ent |    | Comments, evidence, notes: |
|      |  |      | Rating            | ing |    |                            |
| Over | Overall rating:   Satisfactory   Unsatisfactory  | M    | Α                 | ם   | NA |                            |
|      | Consults with staff and parents regarding classroom  |      |                   |     |    |                            |
|      | management, behavioral, mental health and social-  |      |                   |     |    |                            |
|      | Facilitates parent conferences IFP and SST meeting as  |      |                   |     |    |                            |
|      | appropriate.   |      |                   |     |    |                            |
| 0    | Coordinates, actively participates and communicates  |      |                   |     |    |                            |
|      | 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   |      |                   |     |    |                            |
|      | 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 Rehavior |      |                   |     |    |                            |
|      | Intervention Plans.  |      |                   |     |    |                            |
|      | Represents the Director of Special Services, as  |      |                   |     |    |                            |
|      | requested, at District, SELPA, community, agency and   |      |                   |     |    |                            |
|      | professional meetings.   |      |                   |     |    |                            |

|                            |                   |          | <ul> <li>Balances professional responsibilities and maintains<br/>motivation.</li> </ul>   |
|----------------------------|-------------------|----------|--|
|                            |                   |          | <ul> <li>Consults with colleagues to improve professional<br/>practice.</li> </ul>   |
|                            |                   |          | <ul> <li>Establishes professional goals and pursues<br/>opportunities to grow professionally.</li> </ul>                           |
|                            | A D NA            | M A      | Overall rating:   Satisfactory   Unsatisfactory  |
|                            | Rating            | 77       | Educator   |
| Comments, evidence, notes: | Element           | 臣        | STANDARD 7 – Developing as a Professional  |
|                            |                   |          | <ul> <li>Provides consultation services to staff and<br/>parents/guardians.</li> </ul>   |
|                            |                   |          | <ul> <li>Monitors student progress and IEP timelines.</li> </ul>   |
|                            |                   |          | □ Schedules and conducts IEP meetings.   |
|                            |                   |          | □ Assesses students as appropriate.  |
|                            |                   |          | treatment programs) and other designated students:   |
|                            |                   |          | For specifically assigned programs (students in day  |
|                            | A D NA            | M A      | Overall rating:   Satisfactory   Unsatisfactory  |
| ,                          | Rating            | 7J       | specific students and programs   |
| Comments, evidence, notes: | Element           | 豆        | STANDARD 6 – Functioning as a case manager for   |
|                            |                   |          | <ul> <li>Establishes procedures to properly safeguard student<br/>confidentiality (verbal and written).</li> </ul>                 |
|                            |                   |          | Protective Services (CPS) reporting procedures.  |
|                            |                   |          | <ul> <li>Demonstrates knowledge of and follows State laws and</li> <li>District policies and procedures regarding Child</li> </ul> |
|                            | D NA              | M A      | bi   |
|                            | (JQ               | 1        |  |
| Comments, evidence, notes: | Element           | E1       | STANDARD 5 - Ethics  |
|                            |                   |          | <ul> <li>Keeps appropriate records, makes reports as required<br/>and meets deadlines.</li> </ul>                                  |
|                            |                   |          | meetings, consultations and other duties as assigned.  |
|                            |                   |          | performance of duties, including assessments, reports.   |
|                            |                   |          |  |
|                            | -                 | 2        | ع  |
|                            | NA NA             |          | Overall rating: Destisfactor: DIPartiafoctor:  |
| Comments, evidence, notes: | Element<br>Rating | <br>zı ⊑ | STANDARD 4 – Planning and Organization   |
| , ,                        |                   |          |  |

**Evaluator Signature** 

Date

# San Leandro Unified School District BEHAVIOR SPECIALIST OBSERVATION For 20\_- 20\_\_

| Evaluatee:   | Evaluator:  | it.   |
|--|---|---|
| School:  |   |   |
| Date of Pre-Observation Meeting: Date of (   | Date of Observation:  | Date of Post-Observation Meeting:   |
| Status (check where applicable):  Provisional and Temporary  O. 1. or 2)   |   |   |
| Permanent Peer Assistance and Re Beginning Teacher Sup Five year Evaluation Cy   | ipant<br>A) Participant<br>employees only   |   |
| Element Ratings: $M = Meets$ or Exceeds Standards, $A = Approaching Standards, D = Does not meet standards, N = No evidence of standard, N/A = Not Applicable to this position$  | Approaching S is position   | tandards, D= Does not meet standards,   |
| <ol> <li>The No evidence of standard rating may not be used on a Final Summative or Interim Evaluation.</li> <li>If on one Standard a behavior specialist receives two or more Does Not Meet Standards ratings, or at least half of the rated element Approaching Standards and/or Does not Meet Standards, s/he shall be rated as Unsatisfactory in that Standard.</li> <li>In order to receive an overall Unsatisfactory evaluation, a behavior specialist must receive a minimum of three (3) Unsatisfactory ratings in the six (6) Standards for the Behavior specialist Profession.</li> <li>Certificated staff is not responsible for providing physical resources and supplies beyond those provided by the District.</li> <li>Elements are rated for every observation as well as final or interim evaluations.</li> <li>Overall ratings are only completed for Final or Interim evaluations.</li> </ol> | Final Summative re <b>Does Not Meet</b> ds, s/he shall be the behavior specialist of ession.  sources and suppinterim evaluation ons. | The No evidence of standard rating may not be used on a Final Summative or Interim Evaluation.  If on one Standard a behavior 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.  In order to receive an overall Unsatisfactory evaluation, a behavior specialist must receive a minimum of three (3) Unsatisfactory ratings in the six (6) Standards for the Behavior specialist Profession.  Certificated staff is not responsible for providing physical resources and supplies beyond those provided by the District.  Elements are rated for every observation as well as final or interim evaluations.  Prall ratings are only completed for Final or Interim evaluations. |
| STANDARD 1 – Assessment and Intervention   | Element Rating  | Comments, evidence, notes:  |
| <ul> <li>Demonstrates knowledge of educational and psycho-<br/>educational assessment instruments and reports such<br/>that is able to use that information to coordinate IEP<br/>and program development in relation to behavior needs.</li> </ul>  |   |   |

| TPAC | Svaruatec  | 70 -20    | Date of Observation        |
|------|--|-----------|----------------------------|
| STA  | STANDARD 4 – Planning and Organization                                   | Element   | Comments, evidence, notes: |
|      |  | Rating    |                            |
|      |  | M A D N N |                            |
|      |  | Α         |                            |
|      | □ 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.                    |           |                            |
|      | <ul> <li>Keeps appropriate records, makes reports as required</li> </ul> |           |                            |
|      | and meets deadlines.   |           |                            |
|      |  |           |                            |

| STANDARD 5 – Ethics  | Element<br>Rating | Comments, evidence, notes: |
|--|-------------------|----------------------------|
|  |                   |                            |
|  | MADNN             |                            |
|  | A                 |                            |
| <ul> <li>Demonstrates knowledge of and follows State laws and</li> </ul> |                   |                            |
| District policies and procedures regarding Child                         |                   |                            |
| Protective Services (CPS) reporting procedures.                          |                   |                            |
| <ul> <li>Establishes procedures to properly safeguard student</li> </ul> |                   |                            |
| confidentiality (verbal and written).                                    |                   |                            |

| STANDARD 6 – Functioning as a case manager for specific students and programs  For specifically assigned programs (students in day  Element  Rating  M A D N N  A |
|---|
| For specifically assigned programs (students in day   |
| Assesses students as appropriate.   |
| ☐ Schedules and conducts IEP meetings.  |
| ☐ Monitors student progress and IEP timelines.  |
| □ Provides consultation services to staff and   |
| parents/guardians.  |

| Additional Evaluatee Comments:   |          |      | Additional Evaluator Comments: |      |
|--|----------|------|--------------------------------|------|
| € Interim Evaluation Required  | Reasons: | ons: |                                |      |
|  |          |      |                                |      |
|  |          |      |                                |      |
| Evaluatee Signature (signature does not signify agreement) Evaluatee has 15 days to respond in writing | Date     |      | Evaluator Signature            | Date |

### San Leandro Unified School District COUNSELOR EVALUATION For 20\_-20\_

| Evaluatee:   | Evaluator:   |  |   |
|--|--|--|---|
| School:  |  |  |   |
| Date of Evaluation Meeting:  | ☐ Interim Evaluation   | luation [  | ] Final Evaluation  |
| Overall Rating:   Satisfactory Unsatisfactory  |  |  |   |
| Status (check where applicable):  Provisional and Temporary Probationary (1 or 2) Permanent  |  |  |   |
| <ul> <li>Permanent</li> <li>Peer Assistance and Review (PAR) Program Participant</li> <li>Five year Evaluation Cycle (Qualified permanent employees only)</li> </ul>   | ipant<br>employees only)   |  |   |
| Element Ratings: M = Meets or Exceeds Standards, A = Approaching Standards, D= Does not meet standards,  | proaching Standar  | ds, D= Does 1  | not meet standards,   |
| <ol> <li>The No evidence of standard rating may not be used on a Final Summative or Interim Evaluation.</li> <li>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.</li> <li>In order to receive an overall Unsatisfactory evaluation, a counselor must receive a minimum of three (3) Unsatisfactory ratings in the Standards</li> </ol> | Final Summative or Int<br>ot Meet Standards rat<br>s/he shall be rated as I<br>ounselor must receive | erim Evaluatior<br>ings, or at least<br><i>Insatisfactory</i><br>a minimum of <b>t</b> | <ul><li>half of the rated elements are in that Standard.</li><li>hree (3) Unsatisfactory ratings in</li></ul> |
| 4. Certificated staff are not responsible for providing physical resources and supplies beyond those provided by the District.   | esources and supplies  | beyond those p   | rovided by the District.  |
| <ol> <li>Elements are rated for every observation as well as final or interim evaluations.</li> <li>Overall ratings are only completed for Final or Interim evaluations.</li> </ol>  | interim evaluations.<br>ations.  |  |   |
| STANDARD 1 - Managing Academic Progress  | Element<br>Rating  | Comn   | Comments, evidence, notes:  |
| Overall rating:   Satisfactory   Unsatisfactory  | M A D N  |  |   |
|  |  |  |   |
| ☐ Coordinate with students and families regarding excessive absences and tardies that effect grades and/or discipline.   |  |  | -   |

| Comments, evidence, notes:  Comments, evidence, notes:  Comments, evidence, notes:  Comments, evidence, notes:  Additional Evaluator Comments:  Evaluator Signature  Date |
|---|
|   |

### San Leandro Unified School District COUNSELOR OBSERVATION For 20\_-20\_

|   | r   | -                                       | Í  |   |   | 1 .   | 1       | P          |
|---|-----|---|--|---|---|---|---------|------------|
| <ul> <li>Coordinate with students and families regarding excessive</li> <li>absences and tardies that effect grades and for discipline</li> </ul> |     | STANDARD 1 — Managing Academic Progress | <ol> <li>The No evidence of standard rating may not be used on a Final Summative or Interim Evaluation.</li> <li>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.</li> <li>In order to receive an overall Unsatisfactory evaluation, a counselor must receive a minimum of three (3) Unsatisfactory ratings in the Standards.</li> <li>Certificated staff are not responsible for providing physical resources and supplies beyond those provided by the District.</li> <li>Overall ratings are only completed for Final or Interim evaluations.</li> </ol> | Element Ratings: $M = Meets$ or Exceeds Standards, $A = Approaching Standards, D = Does not meet standards, N = No evidence of standard, N/A = Not Applicable to this position$ | 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) | Date of Pre-Observation Meeting: Date of Observation: | School: | Evaluatee: |
|   | ×   |   | Final Vot Me, s/he, s/he couns resour  | ppro<br>posi  | icipa:  | serva   |         |            |
|   | A   | R.E.                                    | Sun sha sha selor rces s.  | ach:<br>itior   | nt  | atio  |         | Eva        |
|   | ם   | Element<br>Rating                       | mat<br>tand<br>Il be<br>mus  | ing   | ees   | 15:   |         | Evaluator: |
|   | 2   | S E                                     | ive o<br><b>fard</b><br>ratec<br>t rec   | Star  | only  |   |         | or:        |
|   | Þ Z |   | r Int's rate as a rate of as eive  | ıdaı  | 2)  |   |         |            |
|   |     | Comments, evidence, notes:              | Interim Evaluation. ratings, or at least half of the rated elements are as <i>Unsatisfactory</i> in that Standard. ve a minimum of <b>three (3)</b> <i>Unsatisfactory</i> ratings in es beyond those provided by the District.   | rds, D= Does not meet standards,  |   | Date of Post-Observation Meeting:                     |         |            |

| Evaluatee20  | -20               | Date of Observation            |    |
|--|-------------------|--------------------------------|----|
| STANDARD 3 - Personal Growth Counseling  | Element<br>Rating | Comments, evidence, notes:     |    |
|  | M A D N N         |                                |    |
| ☐ 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           | Comments, evidence, notes:     |    |
|  | Rating            |                                |    |
|  | M A D N N         |                                |    |
| ☐ Consults with teachers, staff, students and parents with information regarding the educational program of the school.                          |                   |                                |    |
| <ul> <li>Provides information regarding the individual student's test</li> <li>scores and other academically related needs</li> </ul>            |                   |                                |    |
| <ul> <li>Coordinates the specific steps to be taken concerning referrals</li> <li>or specific services with the student's teacher(s).</li> </ul> |                   |                                |    |
| <ul> <li>Provides parents with information regarding appropriate<br/>community resources.</li> </ul>   |                   |                                | D  |
| Additional Evaluatee Comments:   | Additional Eval   | Additional Evaluator Comments: | 3  |
|  |                   |                                |    |
| € Interim Evaluation Required Re   | Reasons:          |                                |    |
|  |                   |                                |    |
|  |                   |                                |    |
|  |                   |                                | 25 |
| Evaluatee Signature Date   | Evz               | Evaluator Signature Date       | 1  |
| (signature does not signify agreement)  Evaluatee has 15 days to respond in writing  |                   |                                |    |

# San Leandro Unified School District LIBRARIAN EVALUATION For 20\_-20\_

|  |          |                   |                        |               | <ul> <li>Demonstrates understanding of the library media<br/>needs of the school.</li> </ul>   |
|--|----------|-------------------|------------------------|---------------|--|
|  | Þ Z      | D                 | <b>A</b>               | Z             | Overall rating:   Satisfactory   Unsatisfactory  |
| Comments, evidence, notes:   |          | Element<br>Rating | Ele <sub>1</sub><br>Ra |               | STANDARD 1 – Library Collection Development  |
|  |          | ns.               | luatio                 | n eva         | 6. Overall ratings are only completed for Final or Interim evaluations   |
| ns.  | aluation | im ev             | r inter                | nal o         |  |
| pplies bevond those provided by the District.  | and sur  | urces             | l resoi                | lvsica        | the <i>Standards.</i> 4 Certificated staff are not responsible for providing physical resources and supplies beyond those provided by the District.  |
| In order to receive an overall <i>Unsatisfactory</i> evaluation, a librarian must receive a minimum of <b>three (3) <i>Unsatisfactory</i></b> ratings in | nust rec | rian r            | a libra                | tion,         | 3. In order to receive an overall <i>Unsatisfactory</i> evaluation, a librarian must receive a minimum of <b>three (3)</b> <i>Unsatisfact</i>  |
| Interim Evaluation.  ds ratings, or at least half of the rated elements are  | ative or | umm<br>eet St     | inal S                 | on a I        | 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 <b>Does Not Meet Standards</b> ratings, or at least half of the rated elements are |
| dards, D= Does not meet standards,   | g Stano  | ching             | proac                  | = Ap          | Element Ratings: M = Meets or Exceeds Standards, A = Approaching Standards, D= Does not meet standards,  |
|  | s only)  | t<br>oyee:        | ipant<br>empl          | artic<br>lent | <ul> <li>Peer Assistance and Review (PAR) Program Participant</li> <li>Five year Evaluation Cycle (Qualified permanent employees only)</li> </ul>  |
|  |          |                   |                        |               | <u>(C.</u>   |
|  |          |                   |                        |               | Overall Rating:   Satisfactory   Unsatisfactory  |
| ☐ Interim Evaluation ☐ Final Evaluation  | erim E   | ] Int             |                        |               | Date of Evaluation Meeting:  |
|  |          |                   |                        |               | School:  |
|  | ator:    | Evaluator:        | Ħ                      |               | Evaluatee:   |
|  |          | 1                 |                        |               |  |

STANDARD 1 - Library Collection Development STANDARD 2 – Strengthening and Supporting Evaluatee Overall rating: 

Satisfactory 

Unsatisfactory Management STANDARD 3 -Technical Processing and Textbook Overall rating: 

Satisfactory 

Unsatisfactory District and School Curriculum Overall rating: 

Satisfactory 

Unsatisfactory Evaluates web, print, and requested resources for Conducts annual review of school research databases Builds print and web collection aligned to the Uses data-driven collection analysis tools to inform Evaluates and purchases supplemental materials Collection reflects the demographics and reading administrators (i.e., usage statistics, collections) Manages library and textbook administrative Promotes students' research skills and provides aligned to the curriculum. web research, database skills) Promotes information literacy skills (i.e., reading and information needs, skills and interests of Demonstrates familiarity with information literacy curriculum. collections. budget allocations and to improve and plan library operations as needed. software. support for research projects. Manages all technical library and textbook materials Oversees purchasing and processing of new library Provides related reports for teachers and inclusion into the library collection levels of the school. 20 Z Z Z Element Element Element Rating Rating Rating - 20 Þ ⋗ U U U D Z p Z Comments, evidence, notes: Comments, evidence, notes Comments, evidence, notes

**Educator** STANDARD 4 - Developing User/Patron Services Evaluatee STANDARD 6 -Developing as a Professional STANDARD 5 - Managing Library Services Overall rating: 

Satisfactory 

Unsatisfactory Overall rating: 

Satisfactory 

Unsatisfactory Overall rating: 

Satisfactory 

Unsatisfactory Supports, nurtures, and builds media literacy and an Provides reference services. Works with colleagues to improve professional practice. Collaborates with teachers and administrators to Develops and implements District Library Plan. Develops and maintains library policies and Operates within library budget and maximizes Coordinates the work of the Library Assistant(s). Works with parent volunteers and/or student helpers. Ensures a safe, welcoming and user-friendly appreciation for literature. Provides staff development for teachers as appropriate Develops and maintains an efficient circulation system Serves on site Leadership Team/Curriculum Council to environment. provide leadership on policies and procedures. learning outcomes improve library services that result in positive student (i.e., booktalks, database training, orientation) 20 z Z Z Element Element Element - 20 Rating Rating Rating Þ Þ U D U p Z Comments, evidence, notes: Comments, evidence, notes: Comments, evidence, notes:

Date

**Evaluator Signature** 

#### San Leandro Unified School District LIBRARIAN OBSERVATION For 20\_-20\_

| Evaluatee:  |                  | Eva               | Evaluator: | or:                   |   |
|---|------------------|-------------------|------------|-----------------------|---|
| Date of Pre-Observation Meeting:  Date of Observation:  | Obser            | vati              | on:        |                       | Date of Post-Observation Meeting:   |
|   |                  |                   |            |                       |   |
| Provisional and Temporary   |                  |                   |            |                       |   |
| Probationary (1 or 2)   |                  |                   |            |                       |   |
| ☐ Permanent☐ Peer Assistance and Review (PAR) Program Participant   | ticipa           | nt                |            |                       |   |
| ☐ Five year Evaluation Cycle (Qualified permanent employees only)   | nt em            | ploy              | ees o      | only                  | )   |
| Element Ratings: $M = Meets$ or Exceeds Standards, $A = Approaching Standards, D = Does not meet standards, N = No evidence of standard, N/A = Not Applicable to this position$   | Approis pos      | oach<br>sitio     | ing (      | Stan                  | ıdards, D= Does not meet standards,   |
| 1. The No evidence of standard rating may not be used on a Final Summative or Interim Evaluation.   | a Fina           | ıl Suı            | nmat       | ive o                 | r Interim Evaluation.   |
| <ol> <li>If on one Standard a librarian receives two or more Does Not Meet Standards ratings, or at least half of the rated elements are<br/>Approaching Standards and/or Does not Meet Standards, s/he shall be rated as Unsatisfactory in that Standard.</li> </ol> | es Not<br>Idards | Mee:              | t Sta      | <i>ndar</i><br>all be | "ds ratings, or at least half of the rated elements are rated as Unsatisfactory in that Standard.   |
| <ol> <li>In order to receive an overall Unsatisfactory evaluation<br/>the Standards.</li> </ol>   | n, a lit         | oraria            | n mı       | ıst re                | In order to receive an overall <i>Unsatisfactory</i> evaluation, a librarian must receive a minimum of <b>three (3) <i>Unsatisfactory</i></b> ratings in the <i>Standards</i> . |
| 4. Certificated staff are not responsible for providing physical resources and supplies beyond those provided by the District.  | ical re          | sour              | ces ai     | nd su                 | pplies beyond those provided by the District.   |
| 5. Elements are rated for every observation as well as final or interim evaluations   | d or in          | terim             | ı eval     | uatio                 | ns.   |
| <ol><li>Overall ratings are only completed for Final or Interim evaluations</li></ol>   | evalua:          | tions             | •          |                       |   |
| STANDARD 1 - Library Collection Development   | # 된              | Element<br>Rating | ent<br>ng  |                       | Comments, evidence, notes:  |
|   | A M              | ם                 | Z          | Þ Z                   |   |
| ☐ Demonstrates understanding of the library media needs of the school.  |                  |                   |            |                       |   |

35

| Evaluatee  | ee   | 20_ | 20                |     |     | Date of Observation        |
|------------|--|-----|-------------------|-----|-----|----------------------------|
| STANDARD   | ARD 1 – Library Collection Development   |     | Element<br>Rating | ent |     | Comments, evidence, notes: |
|            |  | X   | A D               | Z   | Þ Z |                            |
|            | 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.                             |     |                   |     |     |                            |
| STAND      | STANDARD 2 - Strengthening and Supporting  |     | Element           | ent |     | Comments, evidence, notes: |
| District   | District and School Curriculum   |     | Rating            | ng  |     |                            |
|            |  | X   | A D               | Z   | ÞZ  |                            |
|            | 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  |     |                   |     |     |                            |
| STAND!     | STANDARD 3 -Technical Processing and Textbook  |     | Element           | ent |     | Comments, evidence, notes: |
| Management | ment   |     | Rating            | Be  |     | `                          |
|            |  | ×   | A                 | 2   | > 2 |                            |
|            | Manages library and textbook administrative software.  |     |                   |     |     |                            |
| 0          | 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   |     |                   |     |     |                            |

| Evaluatee  | 20       | 20                | Ö          | l         | Date of Observation        |       |
|--|----------|-------------------|------------|-----------|----------------------------|-------|
| STANDARD 4 - Developing User/Patron Services   | Ħ        | Element<br>Rating | ent<br>ng  |           | Comments, evidence, notes: | otes: |
|  | M A      | ש                 | 2          | > Z       |                            |       |
| <ul> <li>Develops and maintains an efficient circulation<br/>system.</li> </ul>                          |          |                   |            |           |                            |       |
| ☐ 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   | H        | Element           | ent        | ŀ         | Comments evidence notes:   | otes: |
|  |          | Rating            | ng         |           |                            |       |
|  | M A      | D A               | N          | AN        |                            |       |
| Ensures a safe, welcoming and user-friendly environment.   |          |                   |            |           |                            |       |
| Works with parent volunteers and/or student<br>helpers.  |          |                   |            |           |                            |       |
| ☐ Coordinates the work of the Library Assistant(s).  |          |                   | _          |           |                            |       |
| <ul> <li>Operates within library budget and maximizes resources.</li> </ul>                              |          |                   |            |           |                            |       |
| Develops and maintains library policies and procedures.  |          |                   |            |           |                            |       |
| Additional Evaluatee Comments:   |          | Α                 | Additional | ione      | l Evaluator Comments:      |       |
| € Interim Evaluation Required Rea  | Reasons: |                   |            |           |                            |       |
|  |          |                   |            |           |                            |       |
|  |          |                   |            |           |                            |       |
| Evaluatee Signature  (signature does not signify agreement)  Evaluatee has 15 days to respond in writing | .j       |                   |            | <u></u> [ | Evaluator Signature        | Date  |

#### San Leandro Unified School District NURSE EVALUATION For 20\_\_\_-20\_\_\_

| Evaluatee: School: Date of Evaluation Meeting:  |                        | Eval                                | Evaluator:              | uator: 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)   | articip                | )<br>ant<br>nploy                   | ees on                  | (y)   |  |
| Element Ratings: M = Meets or Exceeds Standards, A = Approaching Standards, D= Does not meet standards,   | = Appr                 | oachi                               | ng Sta                  | ndards, D= Does r                             | not meet standards,  |
| <ol> <li>The No evidence of standard rating may not be used on a Final Summative or Interim Evaluation.</li> <li>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.</li> </ol> | used<br>s Not M        | on a F<br><i>eet Sta</i><br>s. s/he | inal S<br><i>Indard</i> | ummative or Inter<br>s ratings, or at least h | rim Evaluation.  alf of the rated elements are  toru in that Standard. |
| 3. In order to receive an overall <i>Unsatisfactory</i> evaluation, a nurse must receive a minimum of <b>three (3)</b> <i>Unsatisfactory</i> ratings in the <i>Standards</i> .  | ion, a n               | urse m                              | ust rec                 | eive a minimum of <b>th</b> ı                 | ree (3) Unsatisfactory ratings in                                      |
| <ol> <li>Certificated staff are not responsible for providing physical resources and supplies beyond those provided by the District.</li> <li>Elements are rated for every observation as well as final or interim evaluations.</li> </ol>  | ysical re<br>nal or ir | esource<br>nterim e                 | s and s                 | supplies beyond those ons.                    | provided by the District.  |
| 6. Overall ratings are only completed for Final or Interim evaluations  | n evalua               | ations.                             |                         |   |  |
| STANDARD 1 – Health Records and Compliance  | Elem                   | Element Rating                      | ating                   | Comme   | Comments, evidence, notes:   |
| Overall rating:   Satisfactory Unsatisfactory   | M                      | A                                   | D N                     |   |  |
| Reviews student health records in accordance with<br>state and federal regulations.   |                        |                                     |                         |   |  |

#### San Leandro Unified School District NURSE OBSERVATION For 20\_\_-20\_\_\_

| Evaluatee:             | Ċ.   | Evaluator:  |  |
|------------------------|--|---|--|
| School:                |  |   |  |
| Date of                | Date of Pre-Observation Meeting:   | Date of Observation:  | Date of Post-Observation Meeting:  |
|                        | C  |   |  |
| Status (ch             | Status (check where applicable):  Provisional and Temporary  |   |  |
| 0 0                    | Probationary (1 or 2) Permanent  |   |  |
|                        | Peer Assistance and Review (PAR) Program Participant<br>Five year Evaluation Cycle (Qualified permanent employees only)                                | ) Program Participant<br>fied permanent employees onl                 | y)   |
| Element I<br>N = No ev | Element Ratings: $M = Meets$ or Exceeds Standards, $A = Approaching N = No evidence of standard, N/A = Not Applicable to this position$                | andards, A = Approaching Star<br>plicable to this position            | Element Ratings: $M = Meets$ or Exceeds Standards, $A = Approaching Standards, D = Does not meet standards, N = No evidence of standard, N = No and N = No are the standards of N = No and N = No and N = No are the standards of$ |
| i.                     | The No evidence of standard rating may not be used on a Final Summative or Interim Evaluation.   | may not be used on a Final Su   | ımmative or Interim Evaluation.  |
| ώ <i>κ</i>             | Approaching Standards and/or Does not Meet Standards, s/he shall be rat In order to receive an overall Unsatisfactory evaluation, a nurse must receive | not Meet Standards, s/he shall be ctory evaluation, a nurse must rece | Approaching Standards and secreties two or more boes wot meet standards ratings, or at least had of the rated elements are Approaching Standards and/or Does not Meet Standards, s/he shall be rated as Unsatisfactory in that Standard. In order to receive an overall Unsatisfactory evaluation, a nurse must receive a minimum of three (3) Unsatisfactory ratings in   |
| 4.                     | the Standards.  Certificated staff are not responsible for providing physical resources and suppl  | providing physical resources and su                                   | applies beyond those provided by the District.   |
| v ?ı                   | Elements are rated for every observation as well as final or interim evaluations.  | n as well as final or interim evaluations                             | ons.   |
| o.                     | Overan racings are only completed tor rillar or inferim evaluations  | IIIai oi iiileiiiii evaihahoiis.                                      |  |
| STANDA                 | STANDARD 1 – Health Records and Compliance   | pliance Element Rating  | Comments, evidence, notes:   |
|                        |  | M A D N A   |  |
|                        | Reviews student health records in accordance with state and federal regulations.   | lance with  |  |

| Evaluatee  | 2020           | Date of Observation        |
|--|----------------|----------------------------|
| STANDARD 1 - Health Records and Compliance   | Element Rating | Comments, evidence, notes: |
| Overall rating:   Satisfactory   Unsatisfactory  | 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  |                |                            |
| 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 A      |                            |
| Contacts teachers regarding students with specific<br>health problems as necessary.  |                |                            |
| ☐ Assesses, refers, follows-up on and counsels   |                |                            |
| students, parents, and staff regarding health,   |                |                            |
| diseases, child abuse, physical handicaps,   |                |                            |
|  |                |                            |
| ☐ Makes appropriate referrals for students needing special services and attends IEP meetings as needed.                            |                |                            |
| STANDARD 3 -Ensures compliance with  | Element Rating | Comments, evidence, notes: |
| mandated screening and reporting requirements  | 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.       |                |                            |
| <ul> <li>Provides follow-up on students referred for care.</li> <li>Reviews medical findings and records appropriately.</li> </ul> |                |                            |
| ☐ Compiles and submits annual hearing and scoliosis reports to the state as required.  |                |                            |

| Evaluatee  | 20_            |      | -20_      |      | Date of Observation            |    |
|--|----------------|------|-----------|------|--------------------------------|----|
| STANDARD 3 -Ensures compliance with  | Element Rating | lent | Ra        | ting | Comments, evidence, notes:     |    |
| mandated screening and reporting requirements  | M              | ۵    | z         | A M  |                                |    |
| 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  | H              | len  | Element   |      | Comments, evidence, notes:     |    |
|  |                | Rat  | <b>E.</b> | z    |                                |    |
|  | M              | D D  | z         | 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.   |                |      |           |      |                                | 3  |
| Additional Evaluatee Comments:   |                |      |           | Ad   | Additional Evaluator Comments: | 4: |
| ☐ Interim Evaluation Required  |                |      |           | Re   | Reasons:                       |    |
|  |                |      |           |      |                                | _  |
|  |                |      |           | Ī    |                                |    |
| Evaluatee Signature  (signature does not signify agreement)  Evaluatee has 15 days to respond in writing                                 |                |      |           | Eva  | Evaluator Signature Date       | ļ  |

### San Leandro Unified School District PROGRAM SPECIALIST EVALUATION For 20\_- 20\_\_

| Evaluatee: Evaluator:   | or:  |  |   |
|---|--|--|---|
| School:   |  |  |   |
| Date of Evaluation Meeting:   | ☐ Interim Evaluation   | aluation 🛛   | Final Evaluation  |
| Overall Rating:   Satisfactory Unsatisfactory   |  |  |   |
| us (check where applicable Provisional and Tempor   |  |  |   |
|   | cipant   |  |   |
| <ul> <li>Beginning Teacher Support and Assessment (BTSA) Participant</li> <li>Five year Evaluation Cycle (Qualified permanent employees only)</li> </ul>  | SA) Participant employees only)  |  |   |
| Element Ratings: M = Meets or Exceeds Standards, A = Approaching Standards, D= Does not meet standards,   | = Approaching St   | andards, D=  | Does not meet standards,  |
| <ol> <li>The No evidence of standard rating may not be used on a Final Summative or Interim Evaluation.</li> <li>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.</li> <li>In order to receive an overall Unsatisfactory evaluation, a program specialist must receive a minimum of three (3) Unsatisfactory</li> </ol> | a Final Summative of Does Not Meet Sort Meet Sort Meet Sort Meet Sort Not Meet Sort Not Not Not Not Not Not Not Not Not No | or Interim Evalu<br>Standards ratin<br>ated as Unsatis<br>must receive a 1 | ation.<br>gs, or at least half of the rated elements are<br><b>factory</b> in that Standard.<br>minimum of <b>three (3) <i>Unsatisfactory</i></b> |
|   | resources and suppl  | lies beyond thos   | e provided by the District.   |
| 6. Overall ratings are only completed for Final or Interim evaluations.   | luations.  | ,  |   |
| STANDARD 1 - Assessment and Intervention  | <u>C.</u> B  | Con  | Comments, evidence, notes:  |
| Demonstrates knowledge of educational and psycho-  advectional accessment instruments and reports such  | :  |  |   |
|   |  |  |   |

|                            |         |      | <ul> <li>Provides support in the implementation of response to<br/>due process complaints.</li> </ul>   |              |
|----------------------------|---------|------|---|--------------|
|                            |         |      | <ul> <li>Promotes district awareness by advocating for<br/>placement in the least restrictive environment (LRE)for<br/>all students.</li> </ul>     | ,            |
|                            |         |      | ☐ Knowledgeable regarding outside agencies serving children and able to recommend and arrange appropriate referrals for students and families.      |              |
|                            |         |      | ☐ Demonstrates knowledge of school resources and interventions.   |              |
|                            |         |      | <ul> <li>Facilitates the implementation of Federal and State<br/>laws, District policies and procedures and due process<br/>regulations.</li> </ul> |              |
|                            |         |      | Demonstrates knowledge of and adherence to District Policies and Procedures regarding Special Education.  |              |
|                            |         |      | <ul> <li>Demonstrates knowledge of and adherence to State and<br/>Federal laws governing Special Education.</li> </ul>                              |              |
|                            |         |      | Overall rating:   Satisfactory Unsatisfactory   |              |
|                            | D NA    | MA   | District Policies and Procedures  | $\mathbf{H}$ |
|                            | Rating  | Ra   | and the Adherence to State and Federal Law and  | 00           |
| Comments, evidence, notes: | Element | Elei | STANDARD 2 - Advocating for Children, Families  | 70           |
|                            |         |      | Coordinates the placement of special education students.  |              |
|                            |         |      | <ul> <li>Advises and monitors identification, assessment and<br/>placement of new referrals and transfer students.</li> </ul>                       |              |
|                            |         |      | <ul> <li>Coordinates and assists in the development of Positive<br/>Behavioral Intervention Plans.</li> </ul>                                       |              |
|                            |         |      | <ul> <li>Evaluates effectiveness of Individual Educational<br/>Programs (IEPs).</li> </ul>  |              |
|                            |         |      | <ul> <li>Assesses and responds appropriately to crisis<br/>situations.</li> </ul>   |              |
|                            |         |      | <ul> <li>Develops appropriate, organized and clearly written<br/>reports as needed.</li> </ul>  |              |
|                            |         |      | recommendations.  |              |
|                            |         |      | functioning in coordinating the development of IEP goals /objectives and program and service  |              |
|                            |         |      | □ Uses information regarding present levels of student  |              |
|                            | D NA    | M A  | Overall rating:   Satisfactory   Unsatisfactory   |              |
|                            | Rating  | Rat  |   |              |
| Comments, evidence, notes: | Element | Eler | STANDARD 1 - Assessment and Intervention  | m            |
|                            |         | 1    | Evaluated 20 - 20   | l H          |

|                            |         |                                       | and meets deadlines.  |
|----------------------------|---------|---------------------------------------|---|
|                            |         |                                       | <ul> <li>Keeps appropriate records, makes reports as required</li> </ul>    |
|                            |         |                                       | meetings, consultations and other duties as assigned.                       |
|                            |         |                                       | performance of duties, including assessments, reports,                      |
|                            |         |                                       | <ul> <li>Is prompt, efficient, accurate and faithful in</li> </ul>          |
|                            |         |                                       | written reports per legal timeline.   |
|                            |         |                                       | ☐ Completes assessments as requested and submits well                       |
|                            | 5       |                                       |   |
|                            | A NA    | 4                                     | C. C. m. Tum. P Sumproport - Cripational                                    |
|                            | Rating  | <b>7</b>                              | Overall rating:   Satisfactory   Unsatisfactory                             |
| Comments, evidence, notes: | Element | 臣                                     | STANDARD 4 - Planning and Organization                                      |
|                            |         |                                       | professional meetings.  |
|                            |         |                                       | requested, at District, SELPA, community, agency and                        |
|                            |         |                                       | <ul> <li>Represents the Director of Special Services, as</li> </ul>         |
|                            |         |                                       | <ul> <li>Assists in providing staff development opportunities.</li> </ul>   |
|                            |         |                                       | program design.   |
|                            |         |                                       | Acts as a resource to staff in matters of curriculum and                    |
|                            |         |                                       |   |
|                            |         |                                       | Trains and supports new certificated and classified                         |
|                            |         |                                       | classroom visits as appropriate.  |
|                            |         |                                       | □ Acts as a haison to parents and coordinates parent                        |
|                            |         |                                       |   |
|                            |         |                                       | resolutoes  |
|                            |         |                                       | strategies and knowledge of District and community                          |
|                            |         |                                       | student success (i.e. specific behavior and learning                        |
|                            |         |                                       | about a variety of interventions available to support                       |
|                            |         |                                       | <ul> <li>Demonstrates knowledge and communicates effectively</li> </ul>     |
|                            |         |                                       | District and SELPA teams.   |
|                            |         |                                       | effectively and cooperatively as a member of IEP, school,                   |
|                            |         |                                       | <ul> <li>Coordinates, actively participates and communicates</li> </ul>     |
|                            |         | E                                     | appropriate.  |
|                            |         |                                       | <ul> <li>Facilitates parent conferences, IEP and SST meeting as</li> </ul>  |
|                            |         |                                       | social-emotional issues and academic interventions.                         |
|                            |         |                                       | classroom management, behavioral, mental health and                         |
|                            |         | 1                                     | <ul> <li>Consults with staff and parents regarding test results,</li> </ul> |
|                            |         |                                       |   |
|                            | A D NA  | M V                                   |   |
|                            | Rating  | \\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\ | Overall rating:  Satisfactory Unsatisfactory                                |
| Comments, evidence, notes: | Element | EI                                    | STANDARD 3 - Consultation Services  |

| Evaluatee 20 - 20  |          |                                |                  |
|--|----------|--------------------------------|------------------|
| 2D 5 - Ethics  | Element  | Comments, evidence             | evidence, notes: |
| Overall rating:   Satisfactory   Unsatisfactory  | Rating   |                                |                  |
| ☐ Demonstrates knowledge of and follows State laws and   |          |                                |                  |
|  |          |                                |                  |
| Protective Services (CPS) reporting procedures.  |          |                                |                  |
| <ul> <li>Establishes procedures to properly safeguard student<br/>confidentiality (verbal and written).</li> </ul> |          |                                |                  |
| STANDARD 6 - Functioning as a case manager for   | Element  | Comments, evidence, notes:     | e, notes:        |
| specific students and programs   | Rating   |                                |                  |
| Overall rating:   Satisfactory   Unsatisfactory  | M A D NA |                                |                  |
| For specifically assigned programs and students:  Assesses students as appropriate.                                |          |                                |                  |
|  |          |                                |                  |
| Monitors student progress and IEP timelines.   |          |                                |                  |
| Provides consultation services to staff and parents/guardians.   |          |                                |                  |
| STANDARD 7 - Developing as a Professional  | Element  | Comments, evidence, notes:     | e, notes:        |
| Educator   | Rating   |                                |                  |
| Overall rating:   Satisfactory   Unsatisfactory  | M A D NA |                                |                  |
| <ul> <li>Establishes professional goals and pursues<br/>opportunities to grow professionally.</li> </ul>           |          |                                |                  |
| <ul> <li>Consults with colleagues to improve professional practice.</li> </ul>                                     |          |                                |                  |
| <ul> <li>Balances professional responsibilities and maintains<br/>motivation.</li> </ul>                           |          |                                |                  |
| Additional Evaluatee Comments:   | Add      | Additional Evaluator Comments: |                  |
| Evaluatee Signature  (signature does not signify agreement)  Evaluatee has 15 days to respond in writing           | 130      | 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 Re Beginning Teacher Sup Five year Evaluation C  | n Participant<br>ent (BTSA) Participant<br>nanent 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  | rds, A = Approaching St<br>ble to this position   | andards, D= Does not meet standards,   |
| <ol> <li>The No evidence of standard rating may not be used on a Final Summative or Interim Evaluation.</li> <li>If on one Standard a program specialist receives two or more Does Not Meet Standards ratings, or at least half of the 1 Approaching Standards and/or Does not Meet Standards, s/he shall be rated as Unsatisfactory in that Standard.</li> <li>In order to receive an overall Unsatisfactory evaluation, a program specialist must receive a minimum of three (3) Unratings in the six (6) Standards for the Program Specialist Profession.</li> <li>Certificated staff is not responsible for providing physical resources and supplies beyond those provided by the District.</li> <li>Elements are rated for every observation as well as final or interim evaluations.</li> <li>Overall ratings are only completed for Final or Interim evaluations.</li> </ol> | used on a Final Summative wo or more <i>Does Not Meet</i> ? Standards, s/he shall be ruation, a program specialist <i>Profession</i> . Shysical resources and supples final or interim evaluation erim evaluations. | The No evidence of standard rating may not be used on a Final Summative or Interim Evaluation.  If on one Standard a program specialist receives two or more Does Not Neet Standards ratings, or at least half of the rated elements are Approaching Standards and/or Does not Neet Standards, s/he shall be rated as Unsatisfactory in that Standard. 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.  Certificated staff is not responsible for providing physical resources and supplies beyond those provided by the District. 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<br>Rating   | Comments, evidence, notes:   |
|  | M A D N A   |  |
| <ul> <li>Demonstrates knowledge of educational and psycho-<br/>educational assessment instruments and reports such<br/>that is able to use that information to coordinate IEP<br/>and program development.</li> </ul>  | ho-<br>such<br>IEP  |  |

| Evaluatee Signature  (signature does not signify agreement) |  | € Interim Evaluation Required | Additional Evaluatee Comments: | <ul><li>Provides consultation services to staff and<br/>parents/guardians.</li></ul> | ☐ Monitors student progress and IEP timelines. | □ Schedules and conducts IEP meetings. | For specifically assigned programs and students:  Assesses students as appropriate. | М | specific students and programs | STANDARD 6 - Functioning as a case manager for | <ul> <li>Establishes procedures to properly safeguard student<br/>confidentiality (verbal and written).</li> </ul> | <ul> <li>Demonstrates knowledge of and follows State laws and</li> <li>District policies and procedures regarding Child</li> <li>Protective Services (CPS) reporting procedures.</li> </ul> | М | STANDARD 5 – Ethics        | Evaluatee 20        |
|---|--|-------------------------------|--------------------------------|--|--|--|---|---|--------------------------------|--|--|---|---|----------------------------|---------------------|
|   |  | Reasons:                      | Additional E                   |  |  |  |   |   | Rating                         | Element  |  |   |   | Element<br>Rating          | -20                 |
| Evaluator Signature   |  |                               | Additional Evaluator Comments: |  |  |  |   |   |                                | Comments, evidence, notes:                     |  |   |   | Comments, evidence, notes: | Date of Observation |
| Date  |  |                               |                                |  |  |  |   |   |                                | æ, notes:                                      |  |   |   | e, notes:                  |                     |

## San Leandro Unified School District SCHOOL PSYCHOLOGIST EVALUATION For 20\_- 20\_\_

| School:    Date of Evaluation Meeting:   Unsatisfactory   Unsatisfactory | Interim Evaluation  Interim Evaluation  ipant  SA) Participant employees only  Approaching Stand employees Not Meet Stand a Final Summative or Interiore Does Not Meet Stand as School psychologist mu   | Evaluation Meeting:   |
|--|--|---|
| 18   | ipant<br>SA) Participant<br>employees only   |   |
| Element Ratings: M = Meets or Exceeds Standards, A = Approaching Standards, D= Does not meet standards,  | Approaching S  | Standards, D= Does not meet standards,  |
|  | a Final Summative ore <b>Does Not Meerds</b> , s/he shall be school psychologies of school psychologies or school psycho | e or Interim Evaluation.  **Estandards** ratings, or at least half of the rated elements are rated as **Unsatisfactory** in that Standard.** ist must receive a minimum of *three** (3) **Unsatisfactory** plies beyond those provided by the District.** ns. |
| STANDARD 1 – Assessment and Intervention   | Element<br>Rating  | Comments, evidence, notes:  |
| Overall rating:   Satisfactory Unsatisfactory  Demonstrates knowledge of psychometric instruments and other assessment techniques, choosing up-to-date   | M A D NA   |   |
|  |  |   |

|  | 1    |         |    |                            |
|--|------|---------|----|----------------------------|
| STANDARD 1 – Assessment and Intervention   | Eler | Element |    | Comments, evidence, notes: |
| Overall rating:   Satisfactory Unsatisfactory  | MA   | A D     | AN |                            |
| ☐ Uses multiple assessment methods such as   |      |         |    |                            |
|  | _    |         |    |                            |
| from parents and other professionals. Reaches  |      |         |    |                            |
| comprehensive conclusions.   |      |         |    |                            |
| ☐ Respects differences in age, gender, sexual orientation  |      |         |    |                            |
| and socioeconomic, cultural and ethnic backgrounds.  |      |         |    |                            |
| <ul> <li>Develops an appropriate and clearly written</li> </ul>  |      |         |    |                            |
| 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  |      |         |    |                            |
|  |      |         | _  |                            |
| language readily understood by families.   |      |         |    |                            |
| <ul> <li>Assists in the development of IEP goals/objective,</li> </ul>   |      |         |    |                            |
| program and service recommendations that are   |      |         |    |                            |
| appropriate in relation to present levels of student functioning.  |      |         |    |                            |
| <ul> <li>Assesses and responds appropriately to crisis</li> </ul>  |      |         | _  |                            |
| situations.  |      |         |    |                            |
| <ul> <li>Develops and implements counseling and other mental</li> </ul>  |      |         |    |                            |
| health interventions that are appropriate to the   |      |         |    |                            |
| presenting problems and are consistent with data collected.  |      |         |    |                            |
|  |      |         |    |                            |
| STANDARD 2 - Advocating for Children, Families   | Eleı | Element |    | Comments, evidence, notes: |
| and the Adherence to State and Federal Law and   | Ra   | Rating  |    |                            |
| District Policies and Procedures   | MA   | ט       | NA |                            |
| Overall rating:   Satisfactory   Unsatisfactory  |      |         |    |                            |
| <ul> <li>Demonstrates knowledge of and adherence to State and<br/>Federal laws governing Special Education.</li> </ul> |      |         |    |                            |
| Demonstrates knowledge of and adherence to District  |      |         |    |                            |
| Demonstrates knowledge of school resources and   |      |         |    |                            |
|  |      |         |    |                            |
|  |      |         |    |                            |

| Evaluatee 20 - 20   |          |                   |    |                            | 1       |
|---|----------|-------------------|----|----------------------------|---------|
| STANDARD 3 – Consultation Services  | EI       | Element<br>Pating | ıt | Comments, evidence, notes: |         |
| Overall rating:   Satisfactory   Unsatisfactory   | M        | 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   |          |                   |    |                            |         |
| Participates and communicates effectively as a member   |          |                   |    |                            |         |
|   |          |                   |    |                            |         |
| <ul> <li>Demonstrates knowledge and communicates effectively<br/>about a variety of interventions available to support</li> </ul>   |          |                   |    |                            |         |
| student success (specific behavior and learning strategies and knowledge of community resources).   |          |                   |    |                            | <u></u> |
| STANDARD 4 - Planning and Organization  | EI       | Element           | #  | Comments, evidence, notes: | J.      |
| Overall rating:   Satisfactory   Unsatisfactory   | <b>X</b> | A D               | NA |                            |         |
| □ Completes assessments and submits written reports per legal timeline.   |          |                   |    |                            |         |
| <ul> <li>Is prompt, efficient, accurate and faithful in<br/>performance of duties, including assessments, reports,<br/>meetings, consultations and other duties as assigned.</li> </ul> |          |                   |    |                            |         |
| <ul> <li>Keeps appropriate records, makes reports as required<br/>and meets deadlines.</li> </ul>   |          |                   |    |                            |         |
| STANDARD 5 – Ethics   | <u>E</u> | Element           | #  | Comments, evidence, notes: |         |
|   |          | <b>₽</b> .        | JQ |                            |         |
| Demonstrates knowledge of and follows State laws and District policies and procedures regarding Child Protective Services (CPS) reporting procedures.                                   | A .      | t                 |    |                            |         |
| ☐ Establishes procedures to properly safeguard student confidentiality (verbal and written).  |          |                   |    |                            |         |
|   |          |                   |    |                            | ı       |

| Evaluatee 20 - 20  |   |         |      |    |                                |    |
|--|---|---------|------|----|--------------------------------|----|
| STANDARD 6 – Developing as a Professional  | н | Element | ient |    | Comments, evidence, notes:     |    |
| Overall rating:   Satisfactory   Unsatisfactory  | X | A D     | D    | AN |                                |    |
| <ul> <li>Establishes professional goals and pursues<br/>opportunities to grow professionally.</li> </ul>                 |   |         |      |    |                                |    |
| <ul> <li>Consults with colleagues to improve professional<br/>practice.</li> </ul>                                       |   |         |      |    |                                |    |
| <ul> <li>Balances professional responsibilities and maintains<br/>motivation.</li> </ul>                                 |   |         |      |    |                                |    |
| <ul> <li>Provides supervision and consultation to school<br/>psychologist pre-interns and interns, as needed.</li> </ul> |   |         |      |    |                                |    |
| Additional Evaluatee Comments:   |   |         |      | Ad | Additional Evaluator Comments: |    |
| Evaluatee Signature  (signature does not signify agreement)  Evaluatee has 15 days to respond in writing                 |   |         |      | 8  | Evaluator Signature Date       | ζυ |

### 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  | m Participant   |  |
| ☐ Beginning Teacher Support and Assessment (BTSA) Participant☐ Five year Evaluation Cycle (Qualified permanent employees only)   | ent (BTSA) Participant<br>manent 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  | rds, A = Approaching Stable to this position  | andards, D= Does not meet standards,   |
| <ol> <li>The No evidence of standard rating may not be used on a Final Summative or Interim Evaluation.</li> <li>If on one Standard a school psychologist receives two or more Does Not Meet Standards ratings, or at least half of the Approaching Standards and/or Does not Meet Standards, s/he shall be rated as Unsatisfactory in that Standard.</li> <li>In order to receive an overall Unsatisfactory evaluation, a school psychologist must receive a minimum of three (3) Unsatisfactory in the six (6) Standards for the School Psychologist Profession.</li> <li>Certificated staff is not responsible for providing physical resources and supplies beyond those provided by the District Elements are rated for every observation as well as final or interim evaluations.</li> <li>Overall ratings are only completed for Final or Interim evaluations.</li> </ol> | used on a Final Summative two or more <b>Does Not Meet</b> : <b>Standards</b> , s/he shall be reluation, a school psychologist chologist Profession.  physical resources and supples final or interim evaluation terim evaluations. | The No evidence of standard rating may not be used on a Final Summative or Interim Evaluation.  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.  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.  Certificated staff is not responsible for providing physical resources and supplies beyond those provided by the District. 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   | Rating M A D N A  | Comments, evidence, notes:   |
| Demonstrates knowledge of psychometric instruments<br>and other assessment techniques, choosing up-to-date<br>instruments. Knowledgeable about the validity and<br>reliability of their instruments and techniques.  | nents<br>o-date<br>1d   |  |

Date of Observation\_

| □ Demonstrates knowledge of and adherence to District □ Policies and Procedures regarding Special Education. □ Demonstrates knowledge of school resources and interventions. | Demonstrates knowledge of and adherence to State and     Federal laws governing Special Education | District Policies and Procedures  M A D | STANDARD 2 – Advocating for Children, Families  and the Adherence to State and Federal Law and  Rating | collected. | health interventions that are appropriate to the | Develops and implements counseling and other mental |  | <ul> <li>Assesses and responds appropriately to crisis</li> </ul> | functioning. | appropriate in relation to present levels of student | program and service recommendations that are | ☐ Assists in the development of IEP goals/objective, | <br>Communicates findings and recommendations in | information. Report addresses eligibility. | perceptual abilities and health and developmental | history, social-emotional functioning, intellectual skills, | psychoeducational report that covers all areas of | □ Develops an appropriate and clearly written | □ Respects differences in age, gender, sexual orientation | comprehensive conclusions. | from parents and other professionals. Reaches | observations, background information and information | M A D | Rating | STANDARD 1 - Assessment and Intervention Element |  |
|--|---|---|--|------------|--|---|--|---|--------------|--|--|--|--|--|---|---|---|---|---|----------------------------|---|--|-------|--------|--|--|
|  |   | N N                                     | ing Comments, evidence, notes:   |            |  |   |  |   |              |  |  |  |  |  |   |   |   |   |   |                            |   |  | N     |        | <b>cent</b> Comments, evidence, notes:           |  |

| Evaluatee 20  | ) -20             | Date of Observation        |
|---|-------------------|----------------------------|
| RD 3 – Consultation Services  |                   | Comments, evidence, notes: |
|   | M A D N N         |                            |
| ☐ Knowledgeable regarding outside agencies serving children and able to recommend and arrange   |                   |                            |
| appropriate referrals for students and families.  |                   |                            |
| <ul> <li>Consults with staff and parents regarding test results,</li> </ul>   |                   |                            |
| classroom management, behavioral, mental health and   |                   |                            |
| social-emotional issues and academic interventions.   |                   |                            |
| <ul> <li>Facilitates parent conferences, IEP and SST meeting as<br/>appropriate.</li> </ul>   |                   |                            |
| <ul> <li>Participates and communicates effectively as a member<br/>of IEP and SST meetings.</li> </ul>  |                   |                            |
| □ Demonstrates knowledge and communicates effectively   |                   |                            |
| about a variety of interventions available to support   |                   |                            |
| student success (specific behavior and learning   |                   |                            |
|   |                   |                            |
| STANDARD 4 - Planning and Organization  | Element<br>Rating | Comments, evidence, notes: |
|   | M A D N N         |                            |
| <ul> <li>Completes assessments and submits written reports per<br/>legal timeline.</li> </ul>   |                   |                            |
| ls prompt, efficient, accurate and faithful in  |                   |                            |
| meetings, consultations and other duties as assigned.   |                   |                            |
| <ul> <li>Keeps appropriate records, makes reports as required<br/>and meets deadlines</li> </ul>  |                   |                            |
|   | -                 |                            |
| STANDARD 5 – Ethics   | Element<br>Rating | Comments, evidence, notes: |
|   | M A D N N         |                            |
| <ul> <li>Demonstrates knowledge of and follows State laws and</li> <li>District policies and procedures regarding Child</li> <li>Protective Services (CPS) reporting procedures.</li> </ul> |                   |                            |
| Establishes procedures to properly safeguard student confidentiality (verbal and written)   |                   |                            |
| confidentiality (verbal and written).   |                   |                            |

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## San Leandro Unified School District SPEECH-LANGUAGE SPECIALIST EVALUATION For 20\_- 20\_\_

| Evaluatee:  | <b></b>                    | Evaluator:            | ator           | ••  |   |
|---|----------------------------|-----------------------|----------------|---|---|
| School:   |                            |                       |                |   |   |
| Date of Evaluation Meeting:   |                            |                       | nteri          | Interim Evaluation  | ☐ Final Evaluation  |
| Overall Rating:   Satisfactory Unsatisfactory   |                            |                       |                |   |   |
| Status (check where applicable):  |                            |                       |                |   |   |
| ☐ Provisional and Temporary ☐ Probationary(0, 1, or 2)  |                            |                       |                |   |   |
| <ul> <li>Permanent</li> <li>Peer Assistance and Review (PAR) Program Participant</li> <li>Beginning Teacher Support and Assessment (BTSA) Participant</li> </ul>  | ant                        |                       |                |   |   |
| en  | only)<br>g Stan            | dards                 | D= I           | Ooes not meet standards   | į.  |
|   | ore <b>Do</b><br>e shall l | ive or es Not be rate | Meet<br>d as l | n Evaluation. <b>Standards</b> ratings, or at le <b>Insatisfactory</b> in that Star | east half of the rated elements are ideard.  Ideard.  Ideard.  Insertisfactory ratings in |
|   | profess                    | ion.                  | ecialis        | t must receive a minimum  | of three (3) Unsattsjactory raungs in   |
| <ol> <li>Certificated stati is not responsible for providing physical resources and supplies beyond those provided by the District.</li> <li>Elements are rated for every observation as well as final or interim evaluations.</li> <li>Overall ratings are only completed for Final or Interim evaluations.</li> </ol> | s and si<br>evaluai        | uppnes<br>tions.      | beyo           | na mose provided by me in   | BUICL   |
| STANDARD 1 - Assessing Student Communication  | Ele                        | Element               |                | Commen  | Comments, evidence, notes:  |
| Skills  | Ra                         | Rating                |                |   |   |
| Overall rating:   Satisfactory Unsatisfactory   | M A                        | D                     | A              |   |   |
| □ Selects an appropriate assessment battery considering all relevant factors.   |                            |                       |                |   |   |
| <ul> <li>Adapts assessment procedures to accommodate student<br/>needs, including unique circumstances.</li> </ul>  |                            |                       |                |   |   |
| □ Administers and scores all assessments.   |                            |                       |                |   |   |
| <ul> <li>Obtains and reviews information from family, teachers<br/>and other professionals.</li> </ul>  |                            |                       |                |   |   |
| and other professionals.  |                            |                       |                |   |   |

STANDARD 1 - Assessing Student Communication support all identified students in the development of STANDARD 2 - Planning, organizing and Overall rating: 

Satisfactory 

Unsatisfactory Skills communication skills. implementing therapy and instruction to engage and Evaluatee STANDARD 3 - Creating and Maintaining Effective Overall rating: 

Satisfactory 

Unsatisfactory **Environments for Student Learning** Overall rating: 

Satisfactory Unsatisfactory ☐ Writes appropriate written reports as needed. Uses information regarding present levels of student Selects or develops materials and uses these materials Utilizes intervention strategies that meet student needs Develops diagnostic impressions and makes appropriate Involves and guides students in assessing and recommendations. functioning. observations to describe the student's communicative Interprets and integrates assessment results and Uses instructional time effectively. respect for all students. Establishes a climate that promotes fairness and Establishes and maintains standards for student Promotes social development and group responsibility Adapts a physical environment that, as allowed by the interaction and choice appropriate to the setting Facilitates learning experiences that promote autonomy, appropriate and adjusts goals and interventions as Monitors student progress in various settings as to enhance the treatment process. program and service recommendations and implementation. functioning in the development of IEP goals and objectives and monitoring their own learning. facility, engages all students. needed. - 20 z z z Element Element Element Rating Þ Þ Rating Rating A U U U NA AN NA Comments, evidence, notes: Comments, evidence, notes: Comments, evidence, notes:

| Evaluated  | ĺ   |         |    |                            |
|--|-----|---------|----|----------------------------|
| STANDARD 4 - Managing Caseload   | Ele | Element | t  | Comments, evidence, notes: |
|  | 1   | Rating  | -  |                            |
| Overall rating:   Satisfactory Unsatisfactory  | M   | U       | NA |                            |
| ☐ Schedules therapy and meetings and prioritizes   |     |         |    |                            |
|  |     |         |    |                            |
| ☐ Maintains records.   |     |         |    |                            |
| <ul> <li>Demonstrates knowledge of and adherence to state and</li> </ul>                           |     |         |    |                            |
| 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  |     |         |    | 352                        |
| 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   | 臣   | Element | 7  | Comments, evidence, notes: |
| other professionals and parents  | R   | Rating  |    |                            |
| Overall rating:   Satisfactory   Unsatisfactory  | M   | ט       | AN |                            |
| ☐ Develops written reports as needed.  |     |         |    |                            |
| ☐ Collaborates, participates and communicates as a member of IEP, school and District teams.       |     |         |    |                            |
| <ul> <li>Gives verbal explanation of assessment results and<br/>procedures to IEP team.</li> </ul> |     |         |    |                            |
| ☐ Makes referrals for consideration of additional  |     |         |    |                            |
| ☐ 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   |     |         |    |                            |
| acyciopinene wnien reducateu.  |     |         |    |                            |

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

**Evaluator Signature** 

Date

Date

# San Leandro Unified School District SPEECH-LANGUAGE SPECIALIST OBSERVATION For 20\_- 20\_\_

| Evaluatee:   | Evaluator:  |
|--|---|
| School:  |   |
| Date of Pre-Observation Meeting: Date of Observation:  | servation: 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   |   |
| lo en  | nt<br>nly)<br>Standards, D= Does not meet standards,  |
| <ol> <li>The No evidence of standard rating may not be used on a Final Summative or Interim Evaluation.</li> <li>If on one Standard a Speech-Language Specialist receives two or more Does Not Meet Standards ratings, or at least he Approaching Standards and/or Does not Meet Standards, s/he shall be rated as Unsatisfactory in that Standard.</li> <li>In order to receive an overall Unsatisfactory evaluation, a Speech-Language Specialist must receive a minimum of threst the six (6) California Standards for Speech and Language Specialist profession.</li> <li>Certificated staff is not responsible for providing physical resources and supplies beyond those provided by the District.</li> <li>Elements are rated for every observation as well as final or interim evaluations.</li> <li>Overall ratings are only completed for Final or Interim evaluations.</li> </ol> | The No evidence of standard rating may not be used on a Final Summative or Interim Evaluation.  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.  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.  Certificated staff is not responsible for providing physical resources and supplies beyond those provided by the District.  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 - Assessing Student Communication Skills  M   | Element Comments, evidence, notes:  Rating  A D N N A   |
| <ul> <li>Selects an appropriate assessment battery considering<br/>all relevant factors.</li> </ul>  |   |
| <ul> <li>Adapts assessment procedures to accommodate student<br/>needs, including unique circumstances.</li> </ul>   |   |
| Administers and scores all assessments.  Ohtoins and reviews information from family teachers.   |   |
|  |   |

| Evaluatee 20   | -20       | Date of Observation        |
|--|-----------|----------------------------|
| D 1 – Assessing Student Communication  |           | Comments, evidence, notes: |
|  | M A D N N |                            |
| □ Interprets and integrates assessment results and                                       |           |                            |
| functioning.   |           |                            |
| ☐ Develops diagnostic impressions and makes appropriate                                  |           |                            |
| recommendations.   |           |                            |
| <ul> <li>Involves and guides students in assessing and</li> </ul>                        |           |                            |
| monitoring their own learning.   |           |                            |
| Writes appropriate written reports as needed.  |           |                            |
| STANDARD 2 - Planning, organizing and  | Element   | Comments, evidence, notes: |
| implementing therapy and instruction to engage and                                       | Rating    |                            |
| support all identified students in the development of                                    | M A D N N |                            |
| COMMITTATION SEMS.   |           |                            |
| Uses information regarding present levels of student                                     |           |                            |
| 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.  |           |                            |
| <ul> <li>Monitors student progress in various settings as</li> </ul>                     |           |                            |
| 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  | Element   | Comments, evidence, notes: |
| Environments for Student Learning  | Rating    |                            |
|  | M A D N N |                            |
| Adapts a physical environment that, as allowed by the<br>facility, engages all students. |           |                            |
| <ul> <li>Promotes social development and group responsibility.</li> </ul>                |           |                            |
| <ul> <li>Establishes and maintains standards for student<br/>behavior.</li> </ul>        |           |                            |
| ☐ Establishes a climate that promotes fairness and                                       |           |                            |
| Uses instructional time effectively.   |           |                            |
| ı  |           |                            |

| □ 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 when requested. | due process complaints.  STANDARD 5 - Communicating and consulting with other professionals and parents Overall rating:  Satisfactory  Unsatisfactory  M 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 | Evaluatee 20 -20  STANDARD 4 - Managing Caseload Eler Overall rating:  Satisfactory Unsatisfactory  M A 1 |
|---|--|--|---|
|   | Element Comments, evidence, notes:  Rating A D N N N A   |  | Element Comments, evidence, notes:  Rating A D N N A  |

| Evaluatee Signature  (signature does not signify agreement)  Evaluatee has 15 days to respond in writing | € Interim Evaluation Required | Additional Evaluatee Comments: |
|--|-------------------------------|--------------------------------|
| Evaluator Signature Date   | Reasons:                      | Additional Evaluator Comments: |