Gridley Unified School District

2023 - 2024
Professional Growth System
The GUSD Evaluation Process for
Teachers, Counselors, Speech Pathologist, School Psychologists, and School Nurses

Handbook

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SECTION 1 - INTRODUCTION

This handbook is designed to facilitate the **Professional Growth System** (PGS) process. This handbook does not take the place of the Master Contract between the Gridley Teachers Association (CTA/NEA) and the Gridley Unified School District. For further information, consult the Master Contract, Article 14: Evaluation Calendar/Procedures and Article 20: Peer Assistance and Review. The PGS process is utilized by both teaching and non-teaching certificated employees. These include the following: Teachers, Counselors, Speech Pathologist, School Psychologists, and School Nurses

GUSD Professional Growth System - *Philosophy:*

The philosophy of the Gridley Unified School District (GUSD) Professional Growth System is the belief that collaboration between the employee and the administrator will improve performance and stimulate professional growth. The process is designed to be meaningful and beneficial to the interest of students, employees and administrators. Evaluation of professional practices is interconnected with professional growth.

In recognition of employees' individual needs, the GUSD Professional Growth System is designed to support, encourage, and evaluate the success of employees who have received overall ratings of "satisfactory" on prior evaluations. It also provides non-tenured employees and employees on Assistance Plans with the additional guidance and support they deserve, as they progress in their professional development. In all cases, employees and evaluators collaborate to establish a Professional Growth Plan (PGP) that meets the individual needs of the employee.

Part of the PGS process includes observations and visitations. Observations and visitations allow administrators to observe the activities taking place in support of student progress. In addition, observations ensure that employees will have many opportunities to demonstrate their development toward aligning their practice with their professional standards.

Professional Growth System Overview

The following are the steps of GUSD's Professional Growth System. Please note, regardless of goal selected, employees are evaluated against all of their professional standards. All due dates are on the **Timeline** (page 5).

Step 1: Information Meeting: The evaluatee meets with their evaluator to learn about the Professional Growth System and to preview forms and due dates.

Step 2: Goal Setting Conference : The evaluatee and their evaluator meet to discuss and establish a professional development plan. Meeting to occur by the sixth week of school year starting.

Step 3: Classroom Visitations and Observations : Either the evaluator or evaluatee may initiate a classroom visitation or observation. Observations require a minimum of 30 minutes and a post-observation conference (Master Contract, Article14.6).

Step 4: End-of-Year Goal Reflection and Summative Evaluation: The evaluatee completes End-of-Year Goal and Reflection and gives it to the evaluator 10 working days before Summative Evaluation due date. The evaluator must prepare the Summative Evaluation prior to 30 days before the end of school. Evaluator and evaluatee meet to review the Summative Evaluation by May 1 for all certificated staff with the exception of Probationary 2 staff that will meet by February 15 consistent with the contract.

Copies of all PGS forms, without support documents, are to be sent to Certificated Human Resources by the evaluator. This includes:
- Observations
- Summative Evaluations
- Assistance Plans
- Memos terminating Assistance Plans

GUSD Professional Growth System - *Timeline 2023-24*

TIMEFRAME	ACTION	DUE DATE
By 2nd week of school	**STEP 1: INFORMATION MEETING**	**September 15**
By the end of the 6th week	**STEP 2: GOAL SETTING CONFERENCE** • Professional Growth form should be turned in to evaluator with the 2 standards agreed upon • Evaluator submits final Professional Growth form to HR by November 1	**October 15**
August - April	**STEP 3: CLASSROOM VISITATIONS AND OBSERVATIONS** • Temporary & Probationary: First Formal Due by 12/1 • Permanent: First Formal Due by 12/15 • Pre-Conference will be held prior to each formal observation • Certificated staff will provide detailed plan of lesson/activity • Minimum of 2 Formal Observations of a least 30 minutes each; 2nd formal may be waived for permanent employees by admin recommendation • Post observation conferences must be completed within 10 days after formal observations. • Informal visitations will be conducted each evaluation year as needed.	**1st Observation due prior to December 15**
Two weeks before Summative Meeting	**STEP 4: END-OF-YEAR GOAL REFLECTION**	**April 14 (February 1 for Probationary 2)**
At least 30 days before last student day	**STEP 5: SUMMATIVE EVALUATION** Individual Meetings	**May 1 (February 15 for Prob 2 staff)**

Step 1: Information Meeting

The Informational meeting is to be held prior to the first student day. Evaluator should meet with employees hired after the first day of school within two weeks of the date of hire.

The Informational Meeting is held with the evaluator and the evaluatee to familiarize the evaluatee with the Professional Growth System (PGS) and to establish timelines for the process. The evaluator provides orientation materials and all associated procedures and forms. Evaluator and evaluatee review together the Summative Evaluation Form and confirm that the evaluator will evaluate the employee on the selected goal **as well as all professional standards**. The evaluatee may ask questions, review the forms and begin to consider a professional growth goal for the year utilizing their professional standards (see Section III). This may be conducted as a group meeting.

The **Master Contract (Article 14)** states that all certificated employees must be evaluated as defined in Article 11 of the **Education Code 44664 (a).** This article reads:
Evaluation and assessment of the performance of each certificated employee shall be made on a continuing basis as follows:
  1. *At least once each school year for probationary personnel.*
  2. *At least every other year for personnel with permanent status.*
  3. *At least every five years for personnel with permanent status who have been employed at least 10 years with the school district, are highly qualified, if those personnel occupy positions that are required to be filled by a highly qualified professional by the federal No Child Left Behind Act of 2001 (20 U.S.C. Sec. 6301, et seq.), as defined in 20 U.S.C. Sec. 7801, and whose previous evaluation rated the employee as meeting or exceeding standards, if the evaluator and certificated employee being evaluated agree. The certificated employee or the evaluator may withdraw consent at any time.*

The Request for Additional Information, the Observation, the Assistance Plan, and the Summative Evaluation may be used with "off-year" as well as "on-year" certificated employees.

TIPS FOR BEST PRACTICE
- Evaluator schedules approximately 30 minutes for the required overview meeting, either as a group or individually (see **Timeline,** page 5)
- Evaluator discusses the philosophy, describes the process, and reviews all forms with the evaluatee.
- Evaluator describes how the PGS process differentiates for non-permanent, permanent, and permanent teachers with Assistance Plans.
- Evaluator has a working knowledge of the professional standards and knows how to gather evidence for each standard.
- Evaluatee begins to draft professional growth goal in preparation for the goal setting conference.
- Evaluator and evaluatee review together the difference between classroom visitations and observations.

Step 2: Goal(s) Setting Conference

By the sixth week of school, the evaluator and evaluatee meet to discuss and establish a professional growth goal aligned with their professional standards that promotes professional growth, collaboration, and student learning.

Prior to this conference, the evaluatee writes a proposed professional development goal and plan. Employees with similar goals may meet with the evaluator as a cohort to facilitate teamwork and collaboration. During the conference, the evaluatee and evaluator discuss and mutually agree upon the plan. The Professional Growth Plan (PGP) must be finalized by the end of the sixth week.

Mutually agreed upon visitations, and/or observations are recorded in the visitations section. A Professional Growth Plan goal is all of these:
- A statement of desired end results for which an effort will be made.
- A statement wherein the focus is on *what* the improvement of one's practice will be, rather than on *how* that practice will be improved.
- A statement about professional practice that is
  - both relevant and possible,
  - broad enough to allow varied steps, options, and approaches, and
  - specific enough to measure both progress toward the goal and achievement of the goal by using information that can be seen, heard, felt, or noticed.

At the Goal Setting Conference, the evaluator and evaluatee schedule the Mid-Year Goal Reflection Conference date. Should circumstances change and the established goal needs to be modified, it is the responsibility of the evaluatee to notify the evaluator. At that time, a new/revised goal should be established. This is an appropriate time for the evaluator to express any performance concerns and address them in the context of the Professional Growth Plan. *Please note, in addition to established goal, employees are evaluated against all of their professional standards.*

TIPS FOR BEST PRACTICE
- Evaluatee prepares a draft Professional Growth Plan (PGP) to use in the conference. The intent of the PGS is to provide the employee with the opportunity to develop his/her own professional goal whenever possible. However, it is the responsibility of the evaluator to guide the evaluatee toward a goal that improves teaching practice and increases student achievement.
- The Goal Setting Conference is held by the end of the sixth week of school. The evaluator assists evaluatee in connecting teacher performance goal and student goals.

How to Complete the Professional Growth Plan (SAMPLE)

PROFESSIONAL GROWTH PLAN

Evaluatee: _____ Site: _____

Assignment: _____ School Year: _____

Note: Evaluatees are accountable for implementing each of their professional standards in their daily practice as reflected in the Summative Evaluation form.

GOALS:
Professional Growth Plan Goal(s): Participants enter a goal directly related to improving professional practice.
On which of your professional standards will you focus? Evaluatees identify a standard and the appropriate element(s) related to that goal.
How will your students benefit from your professional growth goal? Evaluatees describe how their professional growth goal will influence student achievement.

ACTION PLAN:		
Steps: The evaluatee describes the things he/she will do to meet goal. Things may include but not limited to: implementing a teaching strategy; reading professional literature; collaboration with colleagues; workshops to attend; monitoring and assessing student progress; developing formative assessment tools; etc.	**Timeline:** The evaluatee establishes a timeline for all the steps he/she plans to take to meet his/her goal. Evaluatee and evaluator will use these dates to measure progress toward his/her goal.	**Resources:** The evaluatee specifies the materials, workshops, books, time, and collaborators that will be necessary to complete the Professional Growth Plan.

ASSESSMENT:
Identify at least two sources (data, student work sample, etc.) that you will use to demonstrate how your professional growth goal has benefited students. The evaluatee describes the measures he/she will use to determine how students will benefit from his/her professional growth. This might include administering pre and post tests, interviews, student work, data collection, etc.
Schedule proposed observation and visitation dates here: The evaluatee and evaluator may schedule dates for classroom visitations or observations in this box or identify the focus of the visitations.

_____   _____
Evaluatee   Date   Evaluator   Date

Attachments   yes ❑ no ❑   **COPY: Evaluator ; Personnel file**

STEP 3: Visitations and Observations:

Visitations: The purpose of these visitations is to provide opportunities for the evaluatee and evaluator to reflect on the professional growth process. Evaluator makes frequent visitations related to the progress of evaluatee's Professional Growth Plan (PGP) and the employee's professional standards. Visitations may or may not include written or verbal feedback from the evaluator. Visitations will be conducted as needed at the discretion of the site administrator. The evaluatee may initiate a follow-up conversation, if desired.

Observations: Observations and visitations serve to allow administrators to observe the activities taking place in support of student achievement. In addition, observations and visitations ensure that employees will have many opportunities to demonstrate their development toward aligning their practice with their professional standards.

Evaluations will include at least two formal classroom/assignment observations of 30 minutes each with one completed **on or before December 1 for temporary and probationary employees and December 15 for permanent staff.** Permanent employees and evaluators may request an observation at any time. **Assistance Plans require three observations prior to being written**.

Observations require a minimum of 30 minutes and a post-observation conference (Master Contract, Article 14.6).

Either the evaluator or evaluatee may initiate a classroom visitation or observation. If an evaluator has concerns about **any** area of the employee's professional standards, the evaluator may request additional information. (See page 11, Evaluator's Request for Additional Information).

TIPS FOR BEST PRACTICE

- The best practice for professional support in the observation process includes: the pre-conference, the observation, a post-observation conference, and the written report of observation.
- If circumstances interrupt the scheduled appointments for classroom visitations or classroom observations, the party changing the appointment notifies the other at least one day in advance.
- Evaluator may provide some form of immediate, relevant feedback to the evaluatee after a classroom visitation. This does not require a formal conference and may include a short note or a brief conversation at a time conducive to reflection.

How to Complete the Observation

<p align="center">(This form is used for all observations.)</p>

Evaluatee: _____ Site: _____ Assignment: _____ School Year: ____

PRE-CONFERENCE (Optional)   Date: _____ Time: _____
Anticipated Student Outcomes: The evaluatee records the expected student outcomes of the lesson being observed. **Professional Standards (specify standards and elements):** The evaluatee records the area of their professional standards and elements evidenced in the observation.
OBSERVATION **(Minimum of 30 minutes) Date: _____ Time: _____** ***Evaluatees are accountable for implementing each of the professional standards in their daily practice, including those not visible in an observation.*** The evaluator may record his/her observations of the lesson in this box. The evaluator documents evidence of teaching practice, student behavior and performance. The boxes will expand to accommodate details. It is appropriate to focus the observation on the professional standard(s) designated in the Pre-Conference section. This gives purpose to the observation and provides a comprehensive look at the standard. In addition, feedback and recommendations are manageable for the evaluatee.
POST-OBSERVATION CONFERENCE   Date: _____ Time: _____ This conference is held within **ten days** of the observation. It is an essential part of the professional growth process and should not be omitted. **Revisit Anticipated Student Outcomes:** The evaluator guides the evaluatee in conversations that link his/her professional growth to student outcomes. **Discussion of Observation and Alternate Sources of Data:** The evaluatee and evaluator discuss the observation and review other data/evidence brought to the conference by each of them. This may include, but is not limited to, student work samples, student surveys, records of student progress, lesson plans, reflections from peer collaboration, etc. The evaluator may also use the **Request for Additional Information** form to gather more data. This sampling of multiple sources provides additional information regarding the lesson observed. **Next steps:** Since professional growth is a continual process, the evaluatee and the evaluator determine the next steps in the evaluatee's development of his/her teaching practice based on this observation.

Using all evidence/data collected from the pre-conference, the observation and the post-conference, the evaluator completes the observation and returns it to the evaluatee within fifteen days of the observation.

Signing below indicates that the observation was discussed:

_____   _____
Evaluatee   Date   Evaluator   Date
COPY: Evaluator; Evaluatee; Personnel File

How to Complete the Evaluator Request for Additional Information:

This form may be used any time an evaluator has a concern regarding teacher performance in any of the professional standards. The intention of this component of the PGS process is to assure mutual understanding of any concerns well in advance of the End-of-Year Goal Reflection conference and Summative Evaluation.

Part I: To be completed by evaluator and shared with evaluatee during a meeting.

Step One: Evaluator identifies specific professional standards and element(s)

Refer to the complete list of standards in Section III. The evaluator may find concerns in more than one standard and/or element. In this case, the evaluator may want to consider using multiple copies of this form.

Step Two: Evaluator describes specific concern (what has or needs to be observed, samples of student work, data, etc.).

An evaluator may have a concern based on: (1) lack of evidence, (2) evidence that practice is contrary to the standard, and/or (3) frequency of teacher practice exemplifying the standard.

Step Three: Evaluator describes specific expectations to be met by employee to alleviate concerns described in step two (ex: timelines, observation opportunities, lesson plans, student work, etc.)

Evaluatee and evaluator sign in step 3 to confirm mutual understanding of the expectation. Refer to the complete professional standards in the appendix of this handbook for language to communicate expectations.

_____	_____	_____	_____
Evaluatee	Date	Evaluator	Date

Part II: To be completed by evaluatee.

After a mutually agreed upon period of time the evaluatee provides requested information as specified in step three.

Step Four: Summary of evaluator's assessment of employee's response and next steps.

Evaluator provides written remarks indicating whether or not the evaluatee has provided enough information to alleviate the concern identified in step one.

If the evaluator remains concerned, specific future steps such as an observation with a pre-conference, and/or Assistance Plan could occur. These are described in this section.

Assistance Plan attached: ☐ Yes ☐ No	**Written Response:** ☐ Yes ☐ No
The evaluator/evaluatee indicates in this section if there is an Assistance Plan attached.	The evaluatee/evaluator indicates in this section if there is a written response attached.

_____	_____	_____	_____
Evaluatee	Date	Evaluator	Date

COPY: Evaluator; Evaluatee; Personnel File

Step 4: End-of-Year Goal Reflection and Summative Evaluation

The evaluatee completes the **End-of-Year Reflection** independent of the evaluator and gives it to the evaluator two weeks before the **Summative Evaluation Conference.**

Prior to 30 days before the end of school, the evaluator prepares the **Summative Evaluation.** Using all data collected from classroom visitations, written reflections, the goal review conference, and other sources of data, the evaluator and evaluatee discuss progress toward completion of goal, the various evidence, and future goal setting.

The **Summative Evaluation** is reviewed and signed during this conference. When agreement cannot be reached, the evaluator maintains final responsibility for evaluation. The evaluatee may submit a written response to the evaluation. Any such response is attached to the Summative Evaluation prior to placement in the evaluatee's personnel file. If there are areas of concern, evaluatees are notified in the Summative Evaluation and an Assistance Plan (see page 21) may be developed with the evaluatee.

If the evaluatee receives an overall "unsatisfactory" performance evaluation ("does not meet" in four or more areas) or a "does not meet" rating in any of the professional standards areas, the evaluator prepares a written Assistance Plan. Evaluators may also use this opportunity to address any areas of concern regarding the evaluatee's performance.

TIPS FOR BEST PRACTICE
- Evaluator completes Summative Evaluation conferences no later than 30 days before the end of school.   - The evaluatee may bring multiple sources of evidence/data to the summative conference.   - The evaluator may bring notes from classroom visitations or observations that support the use of their professional standards in the evaluatee's daily practice. Evaluators may have some evidence/data of the use of these standards in order to determine whether or not an evaluatee meets each standard.   - The evaluator and evaluatee review the evidence/data each brings to the summative conference and discuss the evaluatee's progress toward completion of the goal and the implementation of their professional standards.   - The Summative Evaluation is finalized, signed and sent to Certificated Human Resources no later than one month before the last day of school.

How to Complete the End-of-Year Goal Reflection:

Note: Evaluatees are accountable for implementing each of their professional standards in their daily practice as reflected in the Summative Evaluation form.

Professional-Growth-Plan Goal:
The evaluatee restates the professional goal(s) in the Professional Growth Plan (PGP). The goal is stated on all forms to reiterate the focus of the PGP. Participants may copy and paste the goal on all forms at the beginning of the process.

What progress have you made towards accomplishing your goal? Reference professional standards selected on Professional Growth Plan.

Using the steps and timeline sections of the PGP, assess the tasks completed to date and compare the progress with the timeline expectations. Reflect on the experience and enter the evaluation of progress in this box.

What data/evidence shows that your Professional Growth Plan has benefited student learning? Reference Assessment section from Professional Growth Plan.

Using the data/evidence noted in the assessment section of the Professional Growth, describe the results you have at this time.

How will your Professional Growth Plan influence your teaching and learning in the future?

These are your next steps. The evaluatee assesses how this professional growth experience will influence his/her future professional practices and learning. The evaluatee may consider whether this process motivates him/her to plan independent professional growth goals for next year using this same process.

This End-of-Year Reflection form was reviewed in a conference between evaluator and evaluatee.

Evaluatee	Date	Evaluator	Date

COPY: Evaluator, Evaluatee, Personnel File

How to Complete the Summative Evaluation:

Print Name: **SAMPLE**   Status: Permanent   Non-Permanent

Assignment: _____ Site:_____ School Year: _____

Professional-Growth-Plan Goal or attach Assistance Plan: The evaluatee's professional growth goes in this section.	Professional Standards: The professional standards and element(s) that guided the Professional Growth Plan are listed in this section.
Professional Growth Plan Accomplishments	
Evaluator's Comments: The evaluator assesses the evaluatee's Professional Growth Plan. This appraisal is based on evidence gathered by the evaluator and multiple sources of data presented by the evaluatee. The evaluator reviews the End-of-Year Reflection, prior to the Summative Evaluation Conference and makes comments in this section.	

EACH CERTIFICATED EMPLOYEE HAS THEIR OWN SUMMATIVE EVALUATION FORM THAT REFLECTS THEIR PROFESSIONAL STANDARDS	Meets Standard	Progress Evident	Does Not Meet Standard
	☐	☐	☐
Each set of standards requires the evaluator to determine if the employee has met this standard throughout their work for the year. Some standards will be observable. That means that the evaluator can go into the employee's work setting and actually see or hear these standards in practice. Other standards require closer scrutiny of supporting data, i.e. lesson plans, assessment data, review of individual education plans, etc. Evaluators need a working knowledge of the employee's professional standards to adequately assess the evaluatee in each area.	☐	☐	☐
	☐	☐	☐
	☐	☐	☐
	☐	☐	☐
	☐	☐	☐

Evaluator's Comments: The evaluator writes comments regarding the teacher's use of the professional standards in daily practice. This assessment is based on evidence gathered by the evaluator and multiple sources of data presented by the evaluatee throughout the year. This data may be observed during classroom visitations and/or classroom observations; it does not have to be collected in portfolio fashion.

OVERALL PERFORMANCE EVALUATION The administrator evaluates the employee on all standards. A "Does Not Meet Standard" in four or more areas is an overall unsatisfactory. For further information, consult the Master Contract, Article 14.	Satisfactory ☐		Unsatisfactory ☐

Assistance Plan required if one or more of the standards are marked "Does Not Meet Standard" or if Overall Performance is "Unsatisfactory."
Written Response Attached: Yes ☐   No ☐ The evaluatee may attach a written response to the evaluation.

There are separate Summative Evaluation forms for each Certificated employee group (School Counselors, School Nurses, School Psychologists, Speech and Language Pathologists, Teachers).

GRIDLEY UNIFIED SCHOOL DISTRICT PROFESSIONAL GROWTH SYSTEM
SUMMATIVE EVALUATION – SEL SCHOOL COUNSELORS

Print Name: _____   Status: Permanent   Non-Permanent

Assignment: _____ Site:_____ School Year: _____

Professional-Growth-Plan Goal or attach Assistance Plan:	Professional Standards:
Professional Growth Plan Accomplishments	
Evaluator's Comments:	

CASC CALIFORNIA STANDARDS FOR THE SCHOOL COUNSELING PROFESSION	Meets Standard	Progress Evident	Does Not Meet Standard
Standard 1: Engage, advocate for and support all students in learning.	☐	☐	☐
Standard 2: Plan, implement and evaluate programs to promote academic, career, personal, and social development of all students.	☐	☐	☐
Standard 3: Utilize multiple sources of information to monitor and improve student behavior and achievement.	☐	☐	☐
Standard 4: Collaborate and coordinate with school and community resources.	☐	☐	☐
Standard 5: Promote and maintain a safe learning environment for all students.	☐	☐	☐
Standard 6: Develop as a professional school counselor.	☐	☐	☐
Evaluator's Comments:			

OVERALL PERFORMANCE EVALUATION	Satisfactory ☐		Unsatisfactory ☐
Assistance Plan required if one or more of the standards are marked "Does Not Meet Standard" or if Overall Performance is "Unsatisfactory."			
Written Response Attached: Yes ☐ No ☐			

_____   _____
Evaluatee   Date   Evaluator   Date
COPY: Evaluator, Evaluatee, Personnel File

GRIDLEY UNIFIED SCHOOL DISTRICT PROFESSIONAL GROWTH SYSTEM
SUMMATIVE EVALUATION – ACADEMIC COUNSELORS

Print Name: _____   Status: Permanent   Non-Permanent

Assignment: _____ Site: _____   School Year: _____

Professional-Growth-Plan Goal or attach Assistance Plan:	Professional Standards:
Professional Growth Plan Accomplishments	
Evaluator's Comments:	

DOMAINS INCORPORATING STANDARDS FOR THE SCHOOL COUNSELING PROFESSION	Meets Standard	Progress Evident	Does Not Meet Standard
Domain I: Academic Achievement	☐	☐	☐
Domain II: Student Assistance Services	☐	☐	☐
Domain III: Career/Student Development	☐	☐	☐
Domain IV: Leadership Level of Performance	☐	☐	☐
Evaluator's Comments:			
OVERALL PERFORMANCE EVALUATION	Satisfactory ☐		Unsatisfactory ☐

Assistance Plan required if one or more of the standards are marked "Does Not Meet Standard" or if Overall Performance is "Unsatisfactory."

Written Response Attached: Yes ☐   No ☐

_____   Date   _____   Date
Evaluatee   Evaluator
COPY: Evaluator, Evaluatee, Personnel File

GRIDLEY UNIFIED SCHOOL DISTRICT PROFESSIONAL GROWTH SYSTEM
SUMMATIVE EVALUATION - SCHOOL NURSES

Print Name:_____   Status: Permanent   Non-Permanent

Assignment: _____ Site:_____ School Year: _____

Professional-Growth-Plan Goal or attach Assistance Plan:	Professional Standards:
Professional Growth Plan Accomplishments	
Evaluator's Comments:	

PRINCIPLES OF SCHOOL NURSING PRACTICE	Meets Standard	Progress Evident	Does Not Meet Standard
Standards of Practice	☐	☐	☐
Care Coordination	☐	☐	☐
Leadership	☐	☐	☐
Quality Improvement	☐	☐	☐
Community/Public Health	☐	☐	☐
Evaluator's Comments:			

OVERALL PERFORMANCE EVALUATION	Satisfactory ☐	Unsatisfactory ☐
Assistance Plan required if one or more of the standards are marked "Does Not Meet Standard" or if Overall Performance is "Unsatisfactory."		
Written Response Attached: Yes ☐ No ☐		

_____   _____
Evaluate   Date   Evaluator   Date
COPY: Evaluator, Evaluatee, Personnel File

GRIDLEY UNIFIED SCHOOL DISTRICT PROFESSIONAL GROWTH SYSTEM
SUMMATIVE EVALUATION - SCHOOL PSYCHOLOGISTS

Print Name:_____   Status: Permanent   Non-Permanent

Assignment: _____ Site:_____ School Year: _____

Professional-Growth-Plan Goal or attach Assistance Plan:	Professional Standards:
Professional Growth Plan Accomplishments	
Evaluator's Comments:	

NASP Practice Model Domains	Meets Standard	Progress Evident	Does Not Meet Standard
Domain 1: Data-Based Decision Making	☐	☐	☐
Domain 2: Consultation and Collaboration	☐	☐	☐
Domain 3: Academic Interventions and Instructional Supports	☐	☐	☐
Domain 4: Mental and Behavioral Health Services and Interventions	☐	☐	☐
Domain 5: School-Wide Practices to Promote Learning	☐	☐	☐
Domain 6: Services to Promote Safe and Supportive Schools	☐	☐	☐
Domain 7: Family, School, and Community Collaboration	☐	☐	☐
Domain 8: Equitable Practices for Diverse Student Populations	☐	☐	☐
Domain 9: Research and Evidence-Based Practice	☐	☐	☐
Domain 10: Legal, Ethical, and Professional Practice	☐	☐	☐

Evaluator's Comments:

OVERALL PERFORMANCE EVALUATION	**Satisfactory** ☐		**Unsatisfactory** ☐

Assistance Plan required if one or more of the standards are marked "Does Not Meet Standard" or if Overall Performance is "Unsatisfactory."

Written Response Attached: **Yes** ☐   **No** ☐

_____   Date _____   Evaluator _____   Date _____
Evaluatee
COPY: Evaluator, Evaluatee, Personnel File

SUMMATIVE EVALUATION FOR SPEECH AND LANGUAGE PATHOLOGISTS

Print Name:_____   Status: Permanent   Non-Permanent

Assignment: _____ Site:_____   School Year: _____

Professional-Growth-Plan Goal or attach Assistance Plan:	Professional Standards:
Professional Growth Plan Accomplishments	
Evaluator's Comments:	

NATIONAL SPEECH-LANGUAGE PATHOLOGISTS PROFESSIONAL STANDARDS	Meets Standard	Progress Evident	Does Not Meet Standard
Standard: Evaluation	☐	☐	☐
Standard: Intervention	☐	☐	☐
Standard: Interactions and Personal Qualities	☐	☐	☐
Evaluator's Comments:			

OVERALL PERFORMANCE EVALUATION	Satisfactory ☐		Unsatisfactory ☐
Assistance Plan required if one or more of the standards are marked "Does Not Meet Standard" or if Overall Performance is "Unsatisfactory."			
Written Response Attached: Yes ☐ No ☐			

_____   _____
Evaluatee   Date   Evaluator   Date
COPY: Evaluator, Evaluatee, Personnel File

SUMMATIVE EVALUATION - TEACHERS

Print Name: _____   Status: Permanent   Non-Permanent

Assignment: _____ Site:_____ School Year: _____

Professional-Growth-Plan Goal or attach Assistance Plan:	Professional standards:
Professional Growth Plan Accomplishments	
Evaluator's Comments:	

CALIFORNIA STANDARDS FOR THE TEACHING PROFESSION	Meets Standard	Progress Evident	Does Not Meet Standard
Standard 1: Engaging and Supporting All Students Learning	☐	☐	☐
Standard 2: Creating and Maintaining Effective Environments for Student Learning	☐	☐	☐
Standard 3: Understanding and Organizing Subject Matter for Student Learning	☐	☐	☐
Standard 4: Planning Instruction & Design Learning Experiences for All Students	☐	☐	☐
Standard 5: Assessing Student Learning	☐	☐	☐
Standard 6: Developing as a Professional Educator	☐	☐	☐
Evaluator's Comments:			

OVERALL PERFORMANCE EVALUATION	Satisfactory ☐	Unsatisfactory ☐

Assistance Plan required if one or more of the standards are marked "Does Not Meet Standard" or if Overall Performance is "Unsatisfactory."

Written Response Attached: Yes ☐   No ☐

_____   Date   _____   Date
Evaluatee   Evaluator
COPY: Evaluator, Evaluatee, Personnel File

Assistance Plans: Assistance Plans are written plans, with timelines, for whom remediation is recommended by their evaluator. Employees may also voluntarily request assistance. Employee Assistance Plans will not be required in instances of egregious behavior by employees or when notices of unprofessional conduct have been issued.

- All Assistance Plans must be **preceded by three observations**. In the case of an unscheduled observation, a pre-conference is not required.
- An evaluator may write an Assistance Plan for an evaluatee any time there is a concern with their performance, including those not "on-year."
- Assigning an Assistance Plan does not automatically put one "on-year."

- **When does an Assistance Plan come into effect?**

    ✓ **If the evaluator has an area of concern with the evaluatee's performance,** s/he **may** write an Assistance Plan, provided it is preceded by three observations.
    ✓ **If an "on-year" evaluatee "Does Not Meet" one or more standards,** the evaluator **must** write an Assistance Plan. If any areas of the evaluatee's Summative Evaluation are marked "Does Not Meet Standard", a Performance Evaluation Addendum-Assistance Plan must be completed and attached to the Summative Evaluation.

- **An Assistance Plan is terminated when an evaluatee successfully completes all the goals of the plan.**

    ✓ The evaluator **completes three observations** prior to terminating an assistance plan.
    ✓ The evaluator terminates an Assistance Plan by indicating completion on the assistance plan form with signatures.
    ✓ Evaluators will also provide a letter to the evaluatee indicating that they are returning to the traditional evaluation cycle. All Assistance Plans and termination of plans will be copied to personnel files.

- **Overall Unsatisfactory:** the evaluatee "Does Not Meet Standard" in four or more domains.

Assistance Plan Scenarios

A. **An evaluatee is in their "on-year" and an Assistance Plan is assigned**. All contractually agreed upon Professional Growth System timelines must be met and components must be completed. If an "on-year" evaluatee's Assistance Plan does not align with their already initiated Professional Growth Plan, the Assistance Plan becomes the guiding document. The evaluator may choose to terminate the Assistance Plan at the end of the year or continue it to the following school year.

B. **An evaluatee is in their "off-year" and an Assistance Plan is assigned.** In this case, all contractually agreed upon Professional Growth System timelines need not be met and components need not be completed. The evaluator may choose to terminate the Assistance Plan when the goals have been met or continue it to the following school year.

C. **An evaluator may move an evaluatee on an Assistance Plan to "on-year" status**, provided all steps of the contractually agreed upon Professional Growth System timelines are met and all components are completed.

D. **At the end of the school year, the evaluator determines whether or not the evaluatee remains on the Assistance Plan for the next school year.** The evaluator terminates an Assistance Plan by indicating completion on the assistance plan form with signatures. All assistance plans and termination plans will be copied to personnel files. Remaining on an Assistance Plan does not require one to be "on-year."

GRIDLEY UNIFIED SCHOOL DISTRICT PROFESSIONAL GROWTH SYSTEM
Certificated Employee Performance Evaluation Addendum: Assistance Plan

Specific deficiencies: Identify Professional Standards and element(s)
Detailed outline of assistance:
Specific expectations:
Date(s) by which deficiencies must be corrected: **Timelines for reassessment:**
Method for reassessment:

An opportunity has been given for review and discussion by evaluatee.

_____   _____
Evaluatee   Date   Evaluator   Date

❑ The Assistance Plan has been successfully completed

Attachments   Yes ❑ No ❑

COPY: Evaluator, Evalutaee, Personnel File

PROFESSIONAL GROWTH SYSTEM TASK FORCE

The Gridley Unified Professional Growth System was developed through the collaboration of many GUSD employees.

Pam Spaulding, Teacher Wilson Elementary
Samantha Stone, Counselor Wilson Elementary
Gabriela Tinoco, SLP Wilson Elementary
Anita Oberle, District Nurse
Emily Peery, District TOSA
Jodie Tull, Counselor Gridley High School
Joan Schumann, Principal Wilson Elementary
Kim Kemmis, Principal McKinley Primary
Rikki-Lee Burresch, Principal Gridley High School
Julie Vang, Director Human Resources
Justin Kern, Superintendent

APPENDIX A

TEACHERS

STANDARDS & FORMS

California Standards for
the Teaching Profession

Gridley Unified School District's

Rubric for Professional Growth & Evaluation

Engaging and Supporting All Students in Learning

Creating and Maintaining an Effective Environment for Learning

Understanding and Organizing Subject Matter Knowledge

Planning, Designing & Delivering Learning Experiences for All Students

Assessing Student Learning

Developing As a Professional Educator

Revised July 1, 2023

Did you know?

- The California Standards for the Teaching Profession (CSTP) were adopted by the State in 1996, and are currently used as the basis for teacher preparation, professional development, and evaluation throughout California.

- GUSD did not currently have a rubric or guide by which the elements and standards of the CSTP are measured related to teacher performance.

- A joint committee of the Gridley Teachers Association (GTA) and the District used the CSTP to develop the attached rubric for standards-based teacher evaluation. This process was also done to ensure that nurses, counselors, speech and language pathologists, and school psychologists also had a relevant tool for professional growth specific to them.

- GTA and the District have worked collaboratively on the design of a standards-based evaluation system in the GUSD.

How Should I use this Rubric?

- Read through the six Standards. Pick out two elements that interest you from two separate standards or domains.

- Read the rubric for those Elements. Highlight where you think your performance level currently is.

- Set some professional growth goals, (i.e. where would I like to be on the rubric by end of evaluation period)

- Discuss your goals with your administrator as the focus for your professional development and evaluation process for the current year. Write those goals on your Professional Growth Plan.

- Evaluator and evalutee can utilize descriptors across the standards to engage in conversations leading to effective educational strategies.

Overview of the California Standards for the Teaching Profession

Standard 1: Engaging and Supporting All Students in Learning
Teachers...
1.1 Connect students' prior knowledge, life experience and interests with classroom learning.

1.2 Use a variety of instructional strategies to respond to students' diverse needs.

1.3 Facilitate learning experiences that promote autonomy, interaction and choice.

1.4 Engage students in problem solving, critical thinking and other activities that make subject matter meaningful.

1.5 Promote self-directed, reflective learning of all students.

Standard 2: Creating and Maintaining an Effective Environment for Learning
Teachers...
2.1 Create a physical environment that engages all students.

2.2 Establish a learning environment that promotes fairness and respect.

2.3 Promote social development and group responsibility.

2.4 Establish and maintain standards for student behavior.

2.5 Plan and implement classroom procedures and routines that support student learning.

Standard 3: Understanding and Organizing Subject Matter Knowledge
Teachers...
3.1 Demonstrate knowledge of subject matter.

3.2 Organize curriculum to support student understanding of subject matter based on *Content and Performance Standards* and *Core Curriculum.*

3.3 Interrelate ideas and information within and across subject matter areas.

3.4 Develop student understanding through instructional strategies that are appropriate to the subject.

3.5 Use materials, resources, and technologies to make subject matter accessible and engaging to students.

Standard 4: Planning, Designing and Delivering Learning Experiences for All Students
Teachers...
4.1 Design long-term and individual lesson plans to foster and support student learning.

4.2 Value students' backgrounds, interests, languages, and developmental needs.

4.3 Establish and articulate student learning outcomes, consistent with *Content and Performance Standards.*

4.4 Sequence and use instructional time effectively.

4.5 Modify instructional plans to adjust for student needs.

Standard 5: Assessing Student Learning
Teachers...
5.1 Establish and communicate learning outcomes for students.

5.2 Use multiple sources of information to assess learning.

5.3 Involve and guide students in assessing their own learning.

5.4 Use results of assessment to guide instruction.

5.5 Communicate with students and families about progress.

Standard 6: Developing as a Professional Educator
Teachers...
6.1 Reflect on teaching practices.

6.2 Work with families to foster collaboration and ensure student success.

6.3 Work with communities to foster collaboration and ensure student success.

6.4 Establish professional goals and pursue growth opportunities.

6.5 Work with colleagues to improve professional practice.

6.6 Share in responsibility for implementing school expectations, priorities, policies, and procedures.

Standard 1: Engaging and Supporting All Students in Learning

Does Not Meet Standard	Progress Evident		Meets Standard
Element 1.1: Connect students' prior knowledge, life experience, and interests with classroom learning.			
The teacher makes few or no connections between the classroom learning and the students' prior knowledge, experiences, backgrounds, and perspectives. The teacher rarely elicits relevant student questions or comments during a lesson.	The teacher makes some connections between classroom learning and students' prior knowledge, experiences, or interests. The teacher elicits some questions from students during a lesson to monitor their understanding.	The teacher makes substantial connections between classroom learning and students' prior knowledge, experiences, and interests. Teacher elicits students' cultural, class, and ethnic perspectives, and uses students' questions and comments during a lesson to extend their understanding.	The teacher helps *students* make connections between classroom learning and their own prior knowledge and experiences. The teacher facilitates activities that focus on students' interests, experiences and diverse individual perspectives. The teacher adjusts instruction to enhance student voice.
Element 1.2: Use a variety of instructional strategies to respond to students' diverse needs.			
The teacher uses instructional strategies, but they lack variety, and are sometimes inappropriate to the students' learning needs. Few or no modifications are made to respond to students' individual needs.	The teacher uses 2-3 alternate instructional strategies that are appropriate to address the students' developmental needs, learning styles, and language needs. The teacher sometimes makes modifications through scaffolding to respond to students' individual needs	The teacher uses a variety of instructional strategies to effectively address the students' developmental needs, learning styles, and language needs. The teacher consistently makes modifications to respond to students' individual needs	The teacher engages students in a variety of learning experiences that accommodate different learning styles. Instructional strategies consistently address students' diverse needs and include adaptations, modifications and differentiations to meet students' individual needs. Students identify optimal strategies for their learning.
Element 1.3: Facilitate learning experiences that promote autonomy, interaction, and choice.			
The teacher directs the learning experiences, and student interactions are infrequent and limited. Student autonomy or choice is rarely encouraged.	The teacher usually directs the learning experiences, although s/he permits some student interaction. The teacher sometimes encourages student independence or choice.	The teacher facilitates the learning experiences to promote constructive student interactions, and to develop student decision-making responsibility through choices about learning, and the use of time and materials.	The teacher uses a variety of collaborative structures to promote interaction and student leadership in support of learning. Students regularly work independently and collaboratively, and manage their learning, time and materials.
Element 1.4: Engage students in problem solving, critical thinking, and other activities that make subject matter meaningful.			
The teacher provides few opportunities for students to problem solve, analyze, or investigate in lessons. Teacher encourages student questioning, but most are low order, fact based.	The teacher models and encourages open ended, higher order questions, and provides opportunities for students to ask questions and solve problems within a subject, but seldom directly develops students' questioning skills. Teachers and students ask higher order questions.	The teacher regularly provides opportunities and support for students to engage in problem solving, and to explore diverse perspectives of concepts within a subject matter area. Students' questions are half higher order. Teacher scaffolds skill building for these activities.	The teacher frequently engages students in problem solving and higher–order question posing, and the investigation and critical analysis of diverse perspectives of concepts within a subject area. Students identify and explore their own interests to extend understanding of content.
Element 1.5: Promote self-directed, reflective learning in all students.			
The teacher provides few or no opportunities for students to initiate, make decisions about, or reflect upon their own learning.	The teacher usually directs the learning activities and provides some choices for student learning. S/he monitors student learning, and provides some opportunities for students to reflect individually on their learning.	The teacher supports students in developing the skills needed to monitor their own learning and make decisions during activities. Students use *Content & Performance Standards* and other criteria to assess their learning and discuss it with peers.	The teacher creates opportunities for all students to initiate their own learning and to monitor and describe their learning process and progress. Students use *Content & Performance Standards* and other criteria to assess their own and their peers' learning, and to set new learning and improvement goals.

California Standards for the Teaching Profession

Standard 2: Creating and Maintaining an Effective Environment for Learning

Does Not Meet Standard	Progress Evident		Meets Standard

Element 2.1: Create a physical environment that engages all students.

Does Not Meet Standard	Progress Evident		Meets Standard
The physical environment may have one or more safety hazards, and materials are difficult to access by students with special needs. There are few or no room displays and few or no student work products are observed.	The physical environment is clean and arranged for safety and accessibility for *all* students in the classroom. It facilitates individual student engagement in learning and access to necessary instructional materials. The teacher creates room displays which include some student work and are related to current topics of study.	The physical environment allows for group interaction and movement between activities, or different simultaneous activities. The teacher creates room displays, which contain key information, are used in learning activities and represent current topics of study. A variety of student work is regularly displayed and related to current topics of study.	The physical environment reflects, promotes, and supports student learning and responsibility. The teacher manages materials, technology, and resources to accommodate individual student needs, and promote positive interactions. Students help create room displays used in learning activities that represent current study topics. A variety of student work is regularly displayed, related to current study topics, and representative of all students.

Element 2.2: Establish a climate that promotes fairness and respect.

Teacher has not established a classroom environment that promotes fairness or respect with regard to race, class, culture, language, sexual orientation, religion, or gender. Teacher responses to student behaviors are often unfair, inconsistent, or inequitable.	Teacher establishes a climate of caring, equity and respect. Teacher has developed relationships and rapport with students. The pattern of teacher response to students is usually fair, consistent, and equitable. Teacher acknowledges and shows respect for student race, class, sexual orientation, religion, culture, language, and/or gender.	The teacher models and promotes fairness, caring, equity, and respect. Teacher acknowledges and shows respect for student race, class, sexual orientation, religion, culture, language, and/or gender. The teacher encourages students to take risks and be creative.	The teacher actively responds to and respects diversity. S/he encourages, supports, and recognizes creativity, risk-taking and unique contributions of all. The teacher's response to student behavior also demonstrates flexibility and adaptations as needed.

Element 2.3: Promote social development and group responsibility.

The teacher does not actively support students' social development, self-esteem, or diversity. Students have little or no sense of responsibility for one another. Teacher rarely provides opportunities for students to work collaboratively.	Students respect each other's differences most of the time and work together fairly well. The teacher provides some opportunities for students to assume individual responsibility. The teacher sometimes provides opportunities for students to work collaboratively.	Students respect each other's differences and points of view. The teacher regularly provides opportunities for students to work independently and collaboratively, and to take responsibility for themselves and their peers.	The students effectively communicate and collaborate. Teacher helps students to develop and practice leadership skills, demonstrate responsibility, and to understand differences in experiences, feelings, and points of view.

Element 2.4: Establish and maintain standards for student behavior.

Few or no standards for behavior appear to have been established or enforced. The teacher's response to student behavior is inconsistent and often inappropriate.	The teacher has established and consistently enforces standards for behavior that are aligned with the school and district standards. The patterns of teacher responses to student behavior are generally appropriate, if limited in variety.	The teacher consistently models and maintains standards for behavior. The teacher's response to student behavior reflects a range of appropriate and effective responses.	The teacher establishes/maintains opportunities for students to share in decision-making, establishment of rules and conflict resolution. Teacher's response to student behavior reflects students' developmental and personal needs.

Element 2.5: Plan and implement classroom procedures and routines that support student learning.

Classroom procedures and routines are not clearly established or effectively enforced, resulting in teacher and student confusion and loss of instructional time. Teacher rarely monitors or holds students accountable for being ready and on task.	Classroom and routines work moderately well. Teacher periodically clarifies or reinforces a procedure or timeline, with little loss of instructional time. Teacher sometimes monitors student readiness and time on task.	Procedures and routines work smoothly. Students can explain and follow classroom procedures and routines with no loss of instructional time. Students understand and follow directions with no loss of instructional time. Teacher holds all students accountable for time on task.	The teacher implements reasonable and flexible schedules and routines that promote student self-sufficiency. S/he modifies procedures and rules to support student learning.

Standard 3: Understanding and Organizing Subject Matter Knowledge

Does Not Meet Standard	Progress Evident		Meets Standard
Element 3.1: Demonstrate knowledge of subject matter.			
The teacher's lack of knowledge of subject matter is frequently evident. Student learning outcomes are rarely evident, or rarely linked to subject knowledge.	The teacher has a clear, basic knowledge of subject matter and understands which skills and key concepts to teach. The teacher sometimes makes direct connections between subject knowledge and expected student outcomes.	The teacher's knowledge of subject matter has breadth and depth and incorporates key concepts and different perspectives. Teacher consistently and directly connects subject knowledge to student learning outcomes.	Teacher knowledge of content has depth, is current and consistently incorporates key concepts, themes, connections, and student learning outcomes. Teacher actively has students address a variety of perspectives in demonstrating depth of knowledge.
Element 3.2: Organize curriculum to support student understanding of subject matter based on the *California Academic Content and Performance Standards*.			
The teacher rarely organizes the curriculum or incorporates key concepts, themes or skills; curriculum is often not directly connected to the Content and Performance Standards. Teacher may not encourage students to think critically.	The teacher organizes and designs curriculum based on essential, grade level appropriate CA Academic Content and Performance Standards, which results in students demonstrating understanding of key concepts within those standards. Teacher encourages critical thinking about standards.	The teacher clearly organizes and aligns curriculum to the CA Academic Content and Performance Standards. The curriculum design clearly focuses on key themes and concepts and facilities standards based achievement. Teacher frequently engages students in critical thinking about standards.	The teacher builds curriculum that is developmental, demonstrates depth, and connects various concepts and themes. The CA Content and Performance Standards are used to plan and adapt instruction, and to create specific outcomes for all students, which include demonstrating critical, higher order thinking about the subject matter.
Element 3.3: Interrelate ideas and information within and across subject matter areas.			
The teacher rarely identifies or integrates key concepts and information when presenting curriculum. S/he rarely relates content to previous learning to enhance understanding.	The teacher usually identifies and connects the key concepts within the content being taught. S/he sometimes relates content to previous or future learning, other subject areas, and students' needs and experiences.	The teacher identifies and integrates for students the key concepts and information within the *Core Curriculum*, routinely makes connections to other subjects and routinely relates content to students' lives, previous and future learning.	The teacher routinely uses strategies and activities that integrate concepts and information within and across subject areas and *Standards*. S/he challenges students to make their own connections and extend and apply knowledge.
Element 3.4: Develop student understanding through instructional strategies that are appropriate to the subject.			
Instructional strategies are rarely matched appropriately to subject matter content or concepts and may not encourage students to think critically.	The teacher uses at least one appropriate instructional strategy from a larger repertoire to make content accessible to students. S/he encourages students to think critically and to extend their knowledge of the subject matter.	The teacher uses a variety of appropriate instructional strategies to make content accessible to students and develop understanding. S/he challenges and supports students to think critically and to extend their knowledge of subject matter.	The teacher selects from a wide variety of appropriate instructional strategies to address individual learning styles and needs so all students understand. S/he challenges and supports students to construct their own knowledge, think critically, and see relationships.
Element 3.5: Use materials, resources, and technologies to make subject matter accessible and engaging to students.			
Instructional materials, resources and technologies are either not adequately used, or may be inaccessible to some students. Teacher makes little effort to locate supplementary materials, to reflect diverse perspectives or to relate to cultural or linguistic backgrounds of students.	The teacher sometimes uses varied instructional materials, resources, and technologies to convey key subject matter concepts, and sometimes provides opportunities for student use. Teacher locates or adapts some supplementary materials to reflect diverse perspectives, or to relate to cultural and linguistic backgrounds of students.	The teacher consistently uses varied instructional materials, resources, and technologies, including adaptive technologies if needed, to promote students' understanding of core content and standards. A rich variety of resources is consistently available to students and reflects diverse perspectives, experiences, and cultural and linguistic needs of students.	The teacher selects and uses a variety of instructional resources to organize curriculum, address learning styles, and promote student understanding. Students can independently access a variety of materials, resources, and technologies that reflect the diversity of the classroom and support students' learning needs and styles.

Standard 4: Planning, Designing and Delivering Learning Experiences for All Students

Does Not Meet Standard	Progress Evident		Meets Standard
Element 4.1: Design long-term and individual lesson plans to foster and support student learning.			
Individual lesson plans rarely have effective structure or often lack some elements necessary for student learning. They rarely relate to a continuum of learning outcomes in a unit or long-range plan or make connections to other learning or content areas.	Individual lesson plans have a structure with pertinent lesson plan elements that will develop students' conceptual understanding and application of content knowledge. They fit within a unit or long-range context. Provision for review and assessment may be inconsistently evident.	Individual lesson plans have all pertinent components, are well-sequenced, and build upon previous learning to promote understanding of content area concepts, and provide for review and assessment. Long-term plans are organized, coherent, and developmental	Individual, weekly, unit, and long-term curriculum plans are organized, developmental in nature, and provide for review and assessment. They include opportunities for all students to access challenging and diverse content and apply learning in a variety of contexts.
Element 4.2: Value students' backgrounds, interests, languages, and developmental needs.			
The teacher's instructional plans show limited reflection of students' backgrounds, experiences, interests, and developmental needs.	The teacher's lesson design uses information about students' backgrounds, experiences, language, and developmental needs.	The teacher's lesson design and instructional strategies consistently reflect backgrounds, experiences, interests, language, and developmental needs. The teacher utilizes appropriate adopted and supplementary instructional materials to address these needs.	The teacher solicits students' input for curriculum design which reflects their backgrounds, experiences, interests, and languages. Lessons challenge and extend students at their own physical, social, and academic developmental levels.
Element 4.3: Establish and articulate student learning outcomes, consistent with *Content* and *Performance Standards*.			
The teacher rarely establishes clear instructional learning outcomes, or aligns outcomes with standards. Expectations for students are usually low or unrealistic.	The teacher sometimes articulates student learning outcomes. Expectations for most students that are generally high and realistic.	The teacher clearly articulates short-term and long-term student learning outcomes that are challenging and represent *Content and Performance Standards*. Expectations for students are generally high and realistic.	The teacher consistently articulates how instructional activities are related to student learning outcomes and *Standards*. Expectations promote achievement by all students at high levels.
Element 4.4: Sequence and use instructional time effectively.			
Pacing and time spent on learning activities is either rushed or too long. Transitions are rough or confusing, resulting in a loss of instructional time. There is rarely an effective opening or closing to the lessons.	Instructional time is paced so that most students complete the learning activities. Transitions are used to move students into activities with little or no loss of instructional time. Lessons have a clear opening and closing.	Pacing and the time spent on lesson are appropriate to the activities and enable all students to engage successfully with the content. Transitions are efficient and smooth. Students have time to complete learning activities. Lesson opening and closing effectively engage students in learning.	Individual, weekly, unit, and long-term curriculum plans are paced so that all students have adequate time for learning, remain engaged, and have time for reflection and assessment. Beginning and closing activities make connections to previous make connections to previous and future learning.
Element 4.5: Modify instructional plans to adjust for student needs.			
Instructional plans are rarely modified, adapted or differentiated in spite of evidence that modifications would improve student learning.	The teacher sometimes adapts instructional plans to address aspects of the lesson that were ineffective and some of the individual learning needs of the students.	The teacher adapts and modifies instruction to enhance student learning based on formal and informal assessment. The teacher uses strategies identified in pertinent assessment resources.(IEP, CELT, Standardized Tests, etc.)	The teacher adapts plans, and modifies and differentiates instruction, to ensure opportunities for ALL students to successfully participate in learning activities. Teacher revises plans and instructional practices based upon on-going assessment.

Standard 5: Assessing Student Learning

Does Not Meet Standard	Progress Evident		Meets Standard
Element 5.1: Establish and communicate learning outcomes for students.			
There are few or no student learning outcomes established or clearly communicated to students or families.	The teacher establishes expected learning outcomes for students based on *Core Curriculum* and *Standards*. Teacher communicates student learning outcomes and a clearly defined grading system to all students and families.	The teacher establishes student learning outcomes based on the *Core Curriculum* and *Standards*. Teacher communicates the outcomes to students and their families, and revises them as needed. The grading system is aligned with the outcomes and relevant *Standards* and clearly described to students and families.	The teacher uses *the CA Academic Standards* to guide and modify specific student learning outcomes, ensuring that outcomes are appropriate to students' developmental, language, or other special needs. The grading system is designed to provide ongoing feedback on student progress toward achievement of outcomes and *Standards*.
Element 5.2: Use multiple sources of information to assess learning.			
The teacher does not regularly use appropriate data or strategies to monitor and assess student learning and achievements.	The teacher regularly uses one or two appropriate sources of information and strategies to monitor student progress and assess student learning.	The teacher uses a variety appropriate assessment strategies to monitor and assess student progress on an ongoing basis, including formative and summative assessment. Assessment strategies are aligned to *CA Academic Standards*.	The teacher uses a wide variety of assessment strategies aligned with *CA Academic Standards*. The teacher uses student work to reflect upon and modify assessment strategies and adapt instruction.
Element 5.3: Involve and guide students in assessing their own learning.			
The teacher rarely provides opportunities for students to reflect on or assess their own work.	The teacher encourages and guides student reflection during some learning activities. The teacher provides some opportunities for students to discuss and assess their work with peers.	The teacher includes student reflection and self-assessment in most learning activities. The teacher has established *Performance Standards,* and teaches a variety of tools to help students assess and reflect upon their own work as well as discuss it with their peers.	The teacher uses assessment to help students understand and articulate their learning process. S/he uses reflective tools including rubrics and portfolios, that help students assess, monitor, and reflect upon their own work as well as discuss work with peers.
Element 5.4: Use results of assessment to guide instruction.			
The teacher rarely uses results of assessment to plan, guide, or adjust instruction.	The teacher uses information from one or two assessment sources to plan learning activities, but not necessarily to adjust instruction during a lesson.	The teacher uses information from more than two sources of assessment to plan and modify learning activities as well as to adjust instruction during a lesson to meet class and individual needs.	The teacher uses ongoing formal and informal assessments to guide planning and adjust instruction. Assessment data is used to address individual student needs and prepare individual education plans.
Element 5.5: Communicate with students and families about progress.			
The teacher provides little or no information about student progress to students and their families, aside from report card grades.	The teacher provides information about student learning to students and families to promote understanding and academic progress. This information may be at the end of the grading period or in response to learning difficulties exhibited by the student.	The teacher regularly provides all students with information about their learning. The teacher regularly exchanges information about student learning with students and families, using more than one method of communication. This communication may occur as ongoing progress reports or reviews of student work.	The teacher provides all students, and their families with ongoing information about their progress towards learning outcomes and relevant *Standards*. Students and their families frequently discuss academic and social progress with the teacher, based on a variety of assessments.

California Standards for the Teaching Profession

Standard 6: Developing as a Professional Educator

Does Not Meet Standard	Progress Evident		Meets Standard
Element 6.1: Reflect upon teaching practices.			
The teacher does not demonstrate reflection on his/her practices. The teacher does not make professional development growth plans based on analysis of school priorities and objectives and student needs.	The teacher reviews student work and examines the results of his/her teaching in relation to student achievement and performance. Professional development growth plans may not be related to the review of teacher's own practices.	The teacher reflects on student work and achievement in designing his/her professional growth plans. The Professional Growth Plan is related to the teacher's instructional practices and content expertise.	The teacher assesses own growth over time by analyzing his/her practices related to student learning. The teacher makes Professional Growth Plans and decisions based on individual and collaborative reflection and analysis of student work.
Element 6.2: Work with families to foster collaboration and ensure student success.			
The teacher does not use families as a source of information about students, actively communicate with families, or involve them in opportunities for student learning.	The teacher provides periodic communication to families about student learning and achievement. The teacher does not engage families in learning opportunities at school.	The teacher engages families in two-way communication as a source of information related to student needs. Families are engaged in school activities for students and to enhance their own learning to support students.	The teacher promotes interactions with all families, and responds to their concerns about student progress. S/he provides opportunities for all families to participate in classroom and school activities and learning opportunities.
Element 6.3: Work with communities to foster collaboration and ensure student success.			
The teacher does not actively utilize or work with community services, businesses, agencies or universities to enhance student learning or improve his/her own professional knowledge.	The teacher uses 1-2 community services or agencies to provide support to students in identified areas. The teacher seeks greater understanding of students' community and life experiences.	The teacher uses a variety of school and community services to support student learning and personal areas of need. The teacher seeks greater understanding of students personal, cultural, language and learning strengths, and individual areas of need.	The teacher promotes school/community collaboration. S/he identifies and uses community services and resources to benefit students and families. The teacher uses community-based experiences to support student learning and help address their needs.
Element 6.4: Establish professional goals and pursue growth opportunities.			
The teacher does not engage in ongoing learning opportunities or participate in school or district professional development opportunities.	The teacher participates in school-based and/or district offered professional development activities. The teacher may participate in professional growth opportunities through universities, professional organizations, or community agencies.	The teacher participates in a variety of school and district professional development activities aligned with school priorities, personal growth goals, and the identified needs of students.	The teacher establishes professional goals and pursues continuous professional growth. S/he refines skills and strategies, uses research, resources and engages in opportunities such as peer support, coaching, or mentoring to increase understanding of teaching and learning.
Element 6.5: Work with colleagues to improve professional practice.			
The teacher rarely collaborates with colleagues in meeting to improve professional practice, or to implement school, department, or grade level activities.	The teacher collaborates and actively works with colleagues in grade level and/or content areas to ensure that all students' diverse learning needs are met.	The teacher also actively collaborates with colleagues in school-wide activities to promote student learning. S/he works with others to solve problems and address school goals and objectives.	The teacher maintains positive relationships with others, takes leadership roles in the school, district or professional organizations. S/he actively seeks to solve problems, resolve conflicts, and advance common school goals.
Element 6.6: Share in responsibility for implementing school expectations, priorities, policies, and procedures.			
The teacher does not meet basic professional expectations to follow procedures or participate in required teacher activities.	The teacher participates in most school-wide activities, meets basic professional expectations, and follows procedures and policies including timely record keeping, attendance, grading, and enforcement of school regulations.	The teacher consistently participates in all school-wide activities, follows policies and procedures, meets professional expectations including accurate reflection of student progress, and actively supports school expectations for students and staff.	The teacher regularly exhibits leadership in support of school and student needs. The teacher models professional expectations including active contributions to school planning, and school programs.

CALIFORNIA STANDARDS FOR THE TEACHING PROFESSION - FOR TOSA

Standard One Engaging and Supporting All Students in Learning	Standard Two Creating and Maintaining Effective Environments for Student Learning	Standard Three Understanding and Organizing Subject Matter for Student Learning
Element 1.1 Using knowledge of adult learners to engage them in learning **Element 1.2** Connecting learning to adult learners' prior knowledge, backgrounds, life experiences, and interests **Element 1.3** Connecting subject matter to meaningful, real-life contexts **Element 1.4** Using a variety of instructional strategies, resources, and technologies to meet adult learners' diverse needs **Element 1.5** Promoting critical thinking through inquiry, problem solving, and reflection **Element 1.6** Monitoring and adjusting instruction while teaching adult learners	**Element 2.1** Promoting social development and responsibility within a caring community where each adult learners is treated fairly and respectfully **Element 2.2** Creating physical or virtual learning environments that promote adult learners learning, reflect diversity, and encourage constructive and productive interactions among adult learners **Element 2.3** Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe **Element 2.4** Creating a rigorous learning environment with high expectations and appropriate support for all adult learners **Element 2.5** Developing, communicating, and maintaining high standards for individual and group behavior **Element 2.6** Employing routines, procedures, norms and supports for positive behavior to ensure a productive climate **Element 2.7** Using instructional time to optimize learning	**Element 3.1** Demonstrating knowledge of subject matter, academic content standards, and curriculum framework **Element 3.2** Applying knowledge of adult learners development and proficiencies to ensure their understanding of subject matter **Element 3.3** Organizing curriculum to facilitate adult learners understanding of subject matter **Element 3.4** Utilizing instructional strategies that are appropriate to the subject matter **Element 3.5** Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all adult learners **Element 3.6** Addressing the needs of adult learners to provide equitable access to the content
Standard Four Planning Instruction and Designing Learning Experiences for All Students	Standard Five Assessing Students for Learning	Standard Six Developing as a Professional Educator
Element 4.1 Using knowledge of adult learners' academic readiness, language proficiency, cultural background, and individual development to plan instruction **Element 4.2** Establishing and articulating goals for adult learners **Element 4.3** Developing and sequencing long-term and short-term instructional plans to support adult learners **Element 4.4** Planning instruction that incorporates appropriate strategies to meet the learning needs of all adult learners **Element 4.5** Adapting instructional plans and curricular materials to meet the assessed learning needs of all adult learners	**Element 5.1** Applying knowledge of the purposes, characteristics, and uses of different types of assessments **Element 5.2** Collecting and analyzing assessment data from a variety of sources to inform instruction **Element 5.3** Reviewing data, both individually and with colleagues, to monitor learning **Element 5.4** Using assessment data to establish learning goals and to plan, differentiate, and modify instruction **Element 5.5** Involving all adult learners in self-assessment, goal setting, and monitoring progress **Element 5.6** Using available technologies to assist in assessment, analysis, and communication of adult learning **Element 5.7** Using assessment information to share timely and comprehensible feedback with adult learners and their families	**Element 6.1** Reflecting on teaching practice in support of adult learners **Element 6.2** Establishing professional goals and engaging in continuous and purposeful professional growth and development **Element 6.3** Collaborating with colleagues and the broader professional community to support adult learners **Element 6.4** Working with adult learners on how to communicate with families **Element 6.5** Engaging local communities in support of the instructional program **Element 6.6** Managing professional responsibilities to maintain motivation and commitment to all adult learners **Element 6.7** Demonstrating professional responsibility, integrity, and ethical conduct

Professional Growth Plan

PROFESSIONAL GROWTH PLAN

Evaluatee: _____ Site: _____

Assignment: _____ School Year: _____

GOALS:
Professional Growth Plan Goal(s):
On which of your professional standards will you focus?
How will your students benefit from your professional growth goal?

ACTION PLAN:		
Steps:	**Timeline:**	**Resources:**

ASSESSMENT:
Identify at least two sources (data, student work sample, etc.) that you will use to demonstrate how your professional growth goal has benefited students.
Schedule proposed observation and visitation dates here:

_____   _____   _____   _____
Evaluatee   Date   Evaluator   Date

Attachments   yes ❑ no ❑   **COPY: Evaluator ; Personnel file**

Observation Form

(This form is used for all observations.)

Evaluatee: _____ Site: _____ Assignment: _____ School Year: ___

PRE-CONFERENCE (Optional) **Anticipated Student Outcomes:**	**Date:** _____ **Time:** _____

Professional Standards (specify standards and elements):

OBSERVATION (Minimum of 30 minutes)	**Date:** _____ **Time:** _____

POST-OBSERVATION CONFERENCE	**Date:** _____ **Time:** _____

Signing below indicates that the observation was discussed:

_____   _____

Evaluatee   Date   Evaluator   Date

COPY: Evaluator; Evaluatee; Personnel File

End-of-Year Goal Reflection:

Note: Evaluatees are accountable for implementing each of their professional standards in their daily practice as reflected in the Summative Evaluation form.

Professional-Growth-Plan Goal:
What progress have you made towards accomplishing your goal?
What data/evidence shows that your Professional Growth Plan has benefited student learning?
How will your Professional Growth Plan influence your teaching and learning in the future?

This End-of-Year Reflection form was reviewed in a conference between evaluator and evaluatee.

_____   _____   _____   _____
Evaluatee   Date   Evaluator   Date
COPY: Evaluator, Evaluatee, Personnel File

APPENDIX B

SCHOOL COUNSELORS

STANDARDS & FORMS

CASC California Standards for the School Counseling Profession

STANDARD 1: ENGAGE, ADVOCATE FOR AND SUPPORT ALL STUDENTS IN LEARNING

1.1 Ensure all students are engaged in a system of support designed for learning and academic success

1.2 Advocate for educational opportunity, equity and access for all students

1.3 Advocate for the learning and academic success of all students

1.4 Identify student problems in their earliest stages and implement prevention and intervention strategies

STANDARD 2: PLAN, IMPLEMENT AND EVALUATE PROGRAMS TO PROMOTE ACADEMIC, CAREER, PERSONAL, AND SOCIAL DEVELOPMENT OF ALL STUDENTS

2.1 Demonstrate organizational skills

2.2 Develop outcome-based programs

2.3 Assess program outcomes and analyze data

2.4 Demonstrate leadership in program development

STANDARD 3: UTILIZE MULTIPLE SOURCES OF INFORMATION TO MONITOR AND IMPROVE STUDENT BEHAVIOR AND ACHIEVEMENT

3.1 Assess student characteristics and utilize the information to plan for individual student growth and achievement

3.2 Interpret and use student assessment data with students and parents/guardians in developing personal, academic, and career plans

3.3 Monitor student personal, academic, and career progress

STANDARD 4: COLLABORATE AND COORDINATE WITH SCHOOL AND COMMUNITY RESOURCES

4.1 Build and maintain student support teams for student achievement

4.2 Provide consultation and education for teachers and parents

4.3 Develop working relationships within the school that include school staff members, parents, and community members

4.4 Coordinate support from community agencies

STANDARD 5: PROMOTE AND MAINTAIN A SAFE LEARNING ENVIRONMENT FOR ALL STUDENTS

5.1 Promote a positive, safe, and supportive learning environment

5.2 Develop and implement programs that address the personal and social risk factors of students

5.3 Develop and implement programs that reduce the incidence of school site violence

5.4 Incorporate models of systemic school safety that address elements of prevention, intervention, and treatment into the school system

STANDARD 6: DEVELOP AS A PROFESSIONAL SCHOOL COUNSELOR

6.1 Establish professional goals and pursue opportunities to improve

6.2 Model effective practices and continuous progress in school counseling

6.3 Adhere to professional codes of ethics, legal mandates, and district policies

STANDARD 1: ENGAGE, ADVOCATE FOR AND SUPPORT ALL STUDENTS IN LEARNING

School counselors engage all students in a system of support programs, services, activities and opportunities to ensure their learning and academic success. School counselors assess the learning and academic needs of all students and develop interventions to address those needs. School counselors identify problems that impede learning at the earliest stages and implement strategies to address these problems. School counselors advocate for and support student achievement by promoting student motivation, positive interaction, and educational choice.

1.1 Ensure all students are engaged in a system of support designed for learning and academic success
1.2 Advocate for educational opportunity, equity and access for all students
1.3 Advocate for the learning and academic success of all students
1.4 Identify student problems in their earliest stages and implement prevention and intervention strategies

STANDARD 2: PLAN, IMPLEMENT AND EVALUATE PROGRAMS TO PROMOTE ACADEMIC, CAREER, PERSONAL, AND SOCIAL DEVELOPMENT OF ALL STUDENTS

School counselors utilize systems and organizational skills to design, plan, and implement student-support programs to benefit all students. School counselors apply multiple approaches to assess program outcomes and then use evaluation data for continuous improvement. School counselors employ accepted guidance models and current research findings to ensure effective leadership and accountability for program outcomes.

2.1 Demonstrate organizational skills
2.2 Develop outcome-based programs
2.3 Assess program outcomes and analyze data
2.4 Demonstrate leadership in program development

STANDARD 3: UTILIZE MULTIPLE SOURCES OF INFORMATION TO MONITOR AND IMPROVE STUDENT BEHAVIOR AND ACHIEVEMENT
School counselors assess and evaluate student attributes, behavior, and achievement using a variety of resources and methods. School counselors gather information to facilitate data-based decisions that promote student academic, career, personal, and social development. School counselors interpret and use data to work with individual students and their parents/guardians to develop plans for educational and personal success.
3.1 Assess student characteristics and utilize the information to plan for individual student
     growth and achievement
3.2 Interpret and use student assessment data with students and parents/guardians in
     developing personal, academic, and career plans
3.3 Monitor student personal, academic, and career progress

STANDARD 4: COLLABORATE AND COORDINATE WITH SCHOOL AND COMMUNITY RESOURCES

School counselors collaborate and coordinate with school staff, parents, local community agencies, municipalities, businesses, and service organizations to facilitate student development and ensure student success in school and in life. As student advocates, school counselors develop effective working teams with school staff, parents, and community members to eliminate personal, social, and institutional barriers to academic development.

4.1 Build and maintain student support teams for student achievement
4.2 Provide consultation and education for teachers and parents
4.3 Develop working relationships within the school that include school staff members, parents,
     and community members
4.4 Coordinate support from community agencies

STANDARD 5: PROMOTE AND MAINTAIN A SAFE LEARNING ENVIRONMENT FOR ALL STUDENTS

School counselors actively participate in systematic planning for school safety that includes school climate and crisis response plans. School counselors address elements of prevention, intervention, and treatment and contribute to establishing and maintaining a positive, safe, and secure school environment. School counselors develop and implement programs that reduce the incidence of school-site verbal, psychological, and physical intimidation and violence. School counselors provide support to witnesses and victims of violence and promote responsible behavior by the perpetrators of violence.

5.1 Promote a positive, safe, and supportive learning environment
5.2 Develop and implement programs that address the personal and social risk factors of
     students
5.3 Develop and implement programs that reduce the incidence of school site violence
5.4 Incorporate models of systemic school safety that address elements of prevention,
     intervention, and treatment into the school system

STANDARD 6: DEVELOP AS A PROFESSIONAL SCHOOL COUNSELOR
School counselors evaluate their professional contributions and actively engage in planning their professional development. School counselors establish professional goals, pursue opportunities to develop professional knowledge and skill, and participate in the extended professional community. School counselors follow professional codes of ethics and legal mandates while maintaining current knowledge of laws affecting the delivery of student services. School counselors contribute to school activities, promote school goals, and continually improve professional practice.
6.1 Establish professional goals and pursue opportunities to improve
6.2 Model effective practices and continuous progress in school counseling
6.3 Adhere to professional codes of ethics, legal mandates, and district policies

ASCA School Counselor Standards/Domains

DOMAIN I: Academic Achievement

Elements:
- 1.1 The school counselor utilizes data to monitor student achievement and works collaboratively with stakeholders to enhance student success. CASC 1.1-1.4
- 1.2 The school counselor demonstrates knowledge of current trends. CASC 5.2
- 1.3 The school counselor supports all students in making decisions, setting goals and taking appropriate action to achieve goals. CASC 5.2
- 1.4 The school counselor engages all students in problem solving, critical thinking, and other activities. CASC: 5.1/ 5.2
- 1.5 The school counselor utilizes and sequences guidance activities and materials to impact all students' academic achievement. CASC: 5.2
- 1.6 The school counselor supports all students in developmentally appropriate academic preparation essential for a wide variety of post-secondary options. CASC: 3.3/ 5.1

DOMAIN II: Student Assistance Services

Elements:
- 2.1 The school counselor assists all students in acquiring the attitudes, knowledge and interpersonal skills to help them understand and respect self and others. CASC: 3.1/ 5.3/ 6.2 (school counselor to model effective practices)
- 2.2 The school counselor facilitates all students' understanding of safety and survival skills and implements prevention programming to support students' healthy physical, social, emotional, and academic development including stakeholder collaboration. CASC: 3.1/ 5.4
- 2.3 The school counselor provides individual counseling, group counseling, classroom guidance, consultation, crisis intervention and referrals. CASC: 1.4/ 5.4
- 2.4 The school counselor provides services to all students, fostering a clear understanding of diversity, ethnicity, and culture. CASC: 5.1

DOMAIN III: Career/Student Development

Elements:
- 3.1 The school counselor facilitates a comprehensive program that is age appropriate and aligned with local, state, and national standards. CASC: 1.4
- 3.2 The school counselor facilitates all students' understanding of the relationship between academics, personal qualities, education and training, and the world of work. CASC: 3.1
- 3.3 The school counselor supports all students in the application of strategies to achieve future success and satisfaction. CASC: 1.3/ 3.1
- 3.4 The school counselor collaboratively analyzes data, utilizes research-based interventions and develops programming to assist students in acquiring the attitudes, knowledge, and skills necessary for lifelong learning and career readiness. CASC: 2.2/ 2.3/ 3.2

Domain IV: Leadership Level of Performance

Elements:
- 4.1 The school counselor establishes professional goals and pursues opportunities to grow professionally. CASC: 6.1
- 4.2 The school counselor takes a leadership role as an advocate within the counseling department, the school setting, and the community. CASC: 1.2/ 2.4
- 4.3 The school counselor collaborates with teachers, parents, and the community to advocate for the success of all students and increase awareness of students' needs. CASC: 1.2/ 3.2/ 4.4
- 4.4 The school counselor adheres to ethical standards of the counseling profession, respects student confidentiality, and follows the laws, policies, and procedures, which govern school programs. CASC: 6.3
- 4.5 The school counselor plans, organizes and delivers an effective comprehensive school counseling program (within the resources of the school). CASC: 2.1-2.4
- 4.6 The school counselor provides systems support by effectively managing the school counseling program, as well as supporting other educational programs and student services. Note: This may include other school duties assigned by the administration, provided these assignments do not interfere with the counseling program and services to students. CASC: 4.1/ 4.3

Professional Growth Plan

PROFESSIONAL GROWTH PLAN

Evaluatee: _____   Site: _____

Assignment: _____   School Year: _____

GOALS:
Professional Growth Plan Goal(s):
On which of your professional standards will you focus?
How will your students benefit from your professional growth goal?

ACTION PLAN:		
Steps:	**Timeline:**	**Resources:**

ASSESSMENT:
Identify at least two sources (data, student work sample, etc.) that you will use to demonstrate how your professional growth goal has benefited students.
Schedule proposed observation and visitation dates here:

_____   _____
Evaluatee   Date   Evaluator   Date

Attachments   yes ❏ no ❏   **COPY: Evaluator ; Personnel file**

Observation Form

(This form is used for all observations.)

Evaluatee: _____ Site: _____Assignment: _____ School Year: ____

PRE-CONFERENCE (Optional)　　　　　　　Date: _____ Time: _____
Anticipated Student Outcomes:

Professional Standards (specify standards and elements):

OBSERVATION (Minimum of 30 minutes)　　　Date: _____ Time: _____

POST-OBSERVATION CONFERENCE　　　　　Date: _____ Time: _____

Signing below indicates that the observation was discussed:

_____　　　　_____
Evaluatee　　　　　　　　　　　Date　　　　Evaluator　　　　　　　　　　Date

COPY: Evaluator; Evaluatee; Personnel File

End-of-Year Goal Reflection:

Note: Evaluatees are accountable for implementing each of their professional standards in their daily practice as reflected in the Summative Evaluation form.

Professional-Growth-Plan Goal:
What progress have you made towards accomplishing your goal?
What data/evidence shows that your Professional Growth Plan has benefited student learning?
How will your Professional Growth Plan influence your teaching and learning in the future?

This End-of-Year Reflection form was reviewed in a conference between evaluator and evaluatee.

_____   _____
Evaluatee   Date   Evaluator   Date
COPY: Evaluator, Evaluatee, Personnel File

GRIDLEY UNIFIED SCHOOL DISTRICT PROFESSIONAL GROWTH SYSTEM
SUMMATIVE EVALUATION – SEL SCHOOL COUNSELORS

Print Name: _____   Status: Permanent Non-Permanent

Assignment: _____ Site:_____ School Year: _____

Professional-Growth-Plan Goal or attach Assistance Plan:	Professional Standards:
Professional Growth Plan Accomplishments	
Evaluator's Comments:	

CASC CALIFORNIA STANDARDS FOR THE SCHOOL COUNSELING PROFESSION	Meets Standard	Progress Evident	Does Not Meet Standard
Standard 1: Engage, advocate for and support all students in learning.	☐	☐	☐
Standard 2: Plan, implement and evaluate programs to promote academic, career, personal, and social development of all students.	☐	☐	☐
Standard 3: Utilize multiple sources of information to monitor and improve student behavior and achievement.	☐	☐	☐
Standard 4: Collaborate and coordinate with school and community resources.	☐	☐	☐
Standard 5: Promote and maintain a safe learning environment for all students.	☐	☐	☐
Standard 6: Develop as a professional school counselor.	☐	☐	☐

Evaluator's Comments:

	Satisfactory		Unsatisfactory
OVERALL PERFORMANCE EVALUATION	☐		☐

Assistance Plan required if one or more of the standards are marked "Does Not Meet Standard" or if Overall Performance is "Unsatisfactory."

Written Response Attached: Yes ☐   No ☐

_____   _____
Evaluator   Date   Evaluator   Date
COPY: Evaluator, Evaluatee, Personnel File

GRIDLEY UNIFIED SCHOOL DISTRICT PROFESSIONAL GROWTH SYSTEM
SUMMATIVE EVALUATION – ACADEMIC COUNSELORS

Print Name: _____   Status: Permanent   Non-Permanent

Assignment: _____ Site: _____   School Year: _____

Professional-Growth-Plan Goal or attach Assistance Plan:	Professional Standards:
Professional Growth Plan Accomplishments	
Evaluator's Comments:	

DOMAINS INCORPORATING STANDARDS FOR THE SCHOOL COUNSELING PROFESSION	**Meets Standard**	**Progress Evident**	**Does Not Meet Standard**
Domain I: Academic Achievement	☐	☐	☐
Domain II: Student Assistance Services	☐	☐	☐
Domain III: Career/Student Development	☐	☐	☐
Domain IV: Leadership Level of Performance	☐	☐	☐
Evaluator's Comments:			
OVERALL PERFORMANCE EVALUATION	**Satisfactory** ☐		**Unsatisfactory** ☐
Assistance Plan required if one or more of the standards are marked "Does Not Meet Standard" or if Overall Performance is "Unsatisfactory."			
Written Response Attached: Yes ☐ No ☐			

_____   _____
Evaluatee   Date   Evaluator   Date
COPY: Evaluator, Evaluatee, Personnel File

APPENDIX C

SPEECH & LANGUAGE PATHOLOGISTS

STANDARDS & FORMS

NATIONAL STANDARDS FOR SPEECH AND LANGUAGE PATHOLOGISTS
(From American Speech and Hearing Association)

Evaluation
- A. Conduct screening and prevention procedures (including prevention activities)
- B. Collect case history information and integrate information from clients/patients, family, caregivers, teachers, relevant others, and other professionals
- C. Select and administer appropriate evaluation procedures, such as behavioral observations, non-standardized and standardized tests, and instrumental procedures
- D. Adapt evaluation procedures to meet client/patient needs
- E. Interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention
- F. Complete administrative and reporting functions necessary to support evaluation
- G. Refer clients/patients for appropriate services

Intervention
- A. Develop setting appropriate intervention plans with measurable and achievable goals that meet clients'/patients' needs. Collaborate with clients/patients and relevant others in the planning process
- B. Implement intervention plans (involve clients/patients and relevant others in the intervention process
- C. Select or develop and use appropriate materials and instrumentation for prevention and intervention
- D. Measure and evaluate clients'/patients' performance and progress
- E. Modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients
- F. Complete administrative and reporting functions necessary to support intervention
- G. Identify and refer clients/patients for services as appropriate

Interactions and Personal Qualities
- A. Communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client/patient, family, caregivers, and relevant others
- B. Collaborate with other professionals in case management
- C. Provide counseling regarding communication and swallowing disorders to clients/patients, family, caregivers, and relevant others
- D. Adhere to the ASHA Code of Ethics and behave professionally

Clinical Skills Inventory for
Speech & Language Pathologists

A. Assessment Skills

1. Implements screening procedures	• Matches and/or adapts screening procedures to various populations • Selects screening criteria, administers and scores screening instrument(s), and/or educates others (e.g., Response to Intervention [RtI], swallowing/ hearing /cognitive /language /articulation screenings)
2. Interprets results of screening procedures	• Interprets results • Makes recommendations and referrals
3. Collects and integrates comprehensive case history information	• Collects case history • Collects and obtains additional information from various sources and records • Integrates information from all sources to identify etiologic and/or contributing factors
4. Selects and implements assessment procedures	• Selects assessments (e.g., non-standardized and standardized behavioral observations) • Adapts assessment procedures to various populations • Administers and scores assessment(s) accurately
5. Interprets and integrates assessment results	• Interprets and integrates all assessment results • Formulates diagnostic impressions • Synthesizes assessment results into treatment planning
6. Develops recommendations based on a comprehensive assessment	• Determines eligibility criteria for initiation of treatment • Determines eligibility criteria for discharge/dismissal • Clearly communicates assessment results to relevant individuals • Makes referrals

B. Treatment Skills

1. Designs and documents evidence-based client-/ patient-centered treatment plans	• Establishes treatment plans • Designs specific, measurable, attainable, realistic, timely, and functional goals • Determines the frequency and intensity of treatment, utilizing best practices
2. Selects and implements evidence-based treatment	• Selects and/or develops intervention strategies • Independently implements intervention strategies • Provides treatment that addresses goals
3. Selects and utilizes materials	• Selects and/or develops materials that are relevant to client/patient needs • Utilizes materials and/or instrumentation effectively

4. Adapts treatment components to meet individual client needs	• Recognizes need to adapt intervention procedures, strategies, materials, and/or instrumentation • Adapts treatment to culturally and linguistically diverse clients/patients
5. Collects data routinely to determine treatment efficacy and effectiveness	• Independently and accurately collects data • Utilizes treatment data to guide decisions and determine effectiveness of services
6. Determines criteria to initiate, modify, and terminate treatment	• Determines criteria for initiation of treatment • Determines criteria for modification of treatment • Determines criteria for discharge/dismissal • Clearly communicates treatment outcomes to relevant individuals

C. Professional Practice Skills

1. Adheres to ASHA and state codes of ethics, and federal, state, and local laws related to client/patient information	• Reviews and interprets the codes of ethics before taking actions • Acts in accordance with the codes of ethics • Maintains client/patient records in accordance with HIPAA/FERPA policies, including the appropriate, confidential, and ethical use of social media
2. Schedules and prioritizes direct and indirect service activities	• Prioritizes and coordinates various activities, including scheduling client contacts and meetings
3. Manages and documents client/patient records	• Maintains accurate, detailed client/patient records and completes documentation, including professional contacts (e.g., conversation with a physician, parent/caregiver contact, mailing reports, etc.) • Completes documentation in a timely manner
4. Complies with local, state, federal, and payer's regulations to determine eligibility and complete billing requirements for reimbursement	• Reviews and interprets the local, state, federal, and payer's regulations before taking actions • Acts in accordance with the local, state, federal, and payer's regulations • Completes billing requirements accurately and in a timely manner
5. Demonstrates competencies and adapts to individualized needs of culturally and linguistically diverse populations	• Acquires knowledge of best practices for culturally and linguistically diverse populations • Applies best practices for culturally and linguistically diverse Populations • Provides education and/or resources to promote best practices for culturally and linguistically diverse Populations

6. Provides education and/or resources	• Provides clear and meaningful education and/or resources to promote the knowledge, prevention, and treatment of communication and related disorders (e.g., swallowing, hearing, cognitive, and linguistic)

D. Interpersonal Skills

1. Adapts communication style to meet needs of all individuals	• Acknowledges and adapts personal nonverbal communications • Interprets and responds to nonverbal communications of others • Uses terminology and phrasing in oral and written communications (e.g., reports, correspondence, emails, text messages) that correspond to the semantic competency of the audience • Actively listens to client/patient and others, and responds accordingly • Includes information that is accurate and complete
2. Collaborates interprofessionally	• Maintain professional boundaries, utilizing the scope of practice of allied health and/or education professionals • Engages interprofessionally with allied health and/or education professionals to enhance client/patient outcomes
3. Counsels and educates clients/patients and relevant others	• Actively listens to clients/patients and others, and responds accordingly • Engages clients/patients and relevant others in problem solving • Educates and encourages client/patient self-advocacy • Provides information and resources that are specific to the needs of the client/patient

Professional Growth Plan

PROFESSIONAL GROWTH PLAN

Evaluatee: _____   Site: _____

Assignment: _____   School Year: _____

GOALS:
Professional Growth Plan Goal(s):
On which of your professional standards will you focus?
How will your students benefit from your professional growth goal?

ACTION PLAN:		
Steps:	Timeline:	Resources:

ASSESSMENT:
Identify at least two sources (data, student work sample, etc.) that you will use to demonstrate how your professional growth goal has benefited students.
Schedule proposed observation and visitation dates here:

_____   _____   _____   _____
Evaluatee   Date   Evaluator   Date

Attachments   yes ❑ no ❑   **COPY: Evaluator ; Personnel file**

Observation Form

(This form is used for all observations.)

Evaluatee: _____ Site: _____ Assignment: _____ School Year: ____

PRE-CONFERENCE (Optional) **Anticipated Student Outcomes:**	**Date:** _____ **Time:** _____
Professional Standards (specify standards and elements):	

OBSERVATION (Minimum of 30 minutes)	**Date:** _____ **Time:** _____

POST-OBSERVATION CONFERENCE	**Date:** _____ **Time:** _____

Signing below indicates that the observation was discussed:

_____   _____

Evaluatee   Date   Evaluator   Date

COPY: Evaluator; Evaluatee; Personnel File

End-of-Year Goal Reflection:

Note: Evaluatees are accountable for implementing each of their professional standards in their daily practice as reflected in the Summative Evaluation form.

Professional-Growth-Plan Goal:
What progress have you made towards accomplishing your goal?
What data/evidence shows that your Professional Growth Plan has benefited student learning?
How will your Professional Growth Plan influence your teaching and learning in the future?

This End-of-Year Reflection form was reviewed in a conference between evaluator and evaluatee.

_____   Date   _____   Date
Evaluatee   Evaluator
COPY: Evaluator, Evaluatee, Personnel File

GRIDLEY UNIFIED SCHOOL DISTRICT PROFESSIONAL GROWTH SYSTEM
SUMMATIVE EVALUATION FOR SPEECH AND LANGUAGE PATHOLOGISTS

Print Name:_____   Status: Permanent   Non-Permanent

Assignment: _____ Site:_____   School Year: _____

Professional-Growth-Plan Goal or attach Assistance Plan:	Professional Standards:
Professional Growth Plan Accomplishments	
Evaluator's Comments:	

NATIONAL SPEECH-LANGUAGE PATHOLOGISTS PROFESSIONAL STANDARDS	Meets Standard	Progress Evident	Does Not Meet Standard
Standard: Evaluation	☐	☐	☐
Standard: Intervention	☐	☐	☐
Standard: Interactions and Personal Qualities	☐	☐	☐
Evaluator's Comments:			

OVERALL PERFORMANCE EVALUATION	Satisfactory ☐		Unsatisfactory ☐
Assistance Plan required if one or more of the standards are marked "Does Not Meet Standard" or if Overall Performance is "Unsatisfactory."			
Written Response Attached: Yes ☐ No ☐			

_____   _____
Evaluatee   Date   Evaluator   Date
COPY: Evaluator, Evaluatee, Personnel File

APPENDIX D

SCHOOL PSYCHOLOGISTS

STANDARDS & FORMS

National Association of School Psychologists Practice Model Domains

Domain 1: Data-Based Decision Making
School psychologists understand and utilize assessment methods for identifying strengths and needs; developing effective interventions, services, and programs; and measuring progress and outcomes within a multitiered system of supports. School psychologists use a problem-solving framework as the basis for all professional activities. School psychologists systematically collect data from multiple sources as a foundation for decision-making at the individual, group, and systems levels, and they consider ecological factors (e.g., classroom, family, and community characteristics) as a context for assessment and intervention.

Domain 2: Consultation and Collaboration
School psychologists understand varied models and strategies of consultation and collaboration applicable to individuals, families, groups, and systems, as well as methods to promote effective implementation of services. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate effectively with others.

Domain 3: Academic Interventions and Instructional Supports
School psychologists understand the biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies. School psychologists, in collaboration with others, use assessment and data collection methods to implement and evaluate services that support academic skill development in children.

Domain 4: Mental and Behavioral Health Services and Interventions
School psychologists understand the biological, cultural, developmental, and social influences on mental and behavioral health, behavioral and emotional impacts on learning, and evidence-based strategies to promote social–emotional functioning. School psychologists, in collaboration with others, design, implement, and evaluate services that promote resilience and positive behavior, support socialization and adaptive skills, and enhance mental and behavioral health.

Domain 5: School-Wide Practices to Promote Learning
School psychologists understand systems structures, organization, and theory; general and special education programming; implementation science; and evidence-based, school-wide practices that promote learning, positive behavior, and mental health. School psychologists, in collaboration with others, develop and implement practices and strategies to create and maintain safe, effective, and supportive learning environments for students and school staff.

Domain 6: Services to Promote Safe and Supportive Schools
School psychologists understand principles and research related to social–emotional well-being, resilience and risk factors in learning, mental and behavioral health, services in schools and communities to support multitiered prevention and health promotion, and evidence-based strategies for creating safe and supportive schools. School psychologists, in collaboration with others, promote preventive and responsive services that enhance learning, mental and behavioral health, and psychological and physical safety and implement effective crisis prevention, protection, mitigation, response, and recovery.

Domain 7: Family, School, and Community Collaboration

School psychologists understand principles and research related to family systems, strengths, needs, and cultures; evidence-based strategies to support positive family influences on children's learning and mental health; and strategies to develop collaboration between families and schools. School psychologists, in collaboration with others, design, implement, and evaluate services that respond to culture and context. They facilitate family and school partnerships and interactions with community agencies to enhance academic and social–behavioral outcomes for children.

Domain 8: Equitable Practices for Diverse Student Populations

School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics and the impact they have on development and learning. They also understand principles and research related to diversity in children, families, schools, and communities, including factors related to child development, religion, culture and cultural identity, race, sexual orientation, gender identity and expression, socioeconomic status, and other variables. School psychologists implement evidence-based strategies to enhance services in both general and special education and address potential influences related to diversity. School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds through an ecological lens across multiple contexts. School psychologists recognize that equitable practices for diverse student populations, respect for diversity in development and learning, and advocacy for social justice are foundational to effective service delivery. While equality ensures that all children have the same access to general and special educational opportunities, equity ensures that each student receives what they need to benefit from these opportunities.

Domain 9: Research and Evidence-Based Practice

School psychologists have knowledge of research design, statistics, measurement, and varied data collection and analysis techniques sufficient for understanding research, interpreting data, and evaluating programs in applied settings. As scientist practitioners, school psychologists evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, and analysis to support effective practices at the individual, group, and/or systems levels.

Domain 10: Legal, Ethical, and Professional Practice

School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists. School psychologists provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including effective interpersonal skills, responsibility, adaptability, initiative, dependability, technological competence, advocacy skills, respect for human diversity, and a commitment to social justice and equity.

Professional Standards for School Psychologists

To be effective, school psychologists:

- Keep learning/ achievement for all students as their primary focus.
- Use a data-based process to identify academic and behavior problems.
- Collaborate with other school team members about service delivery.
- Evaluate the outcomes of the service delivery.
- Use current literature, translate research into practice and use research design to conduct investigations.
- Select assessment methods that are validated for the problem area under consideration.
- Develop and implement effective interventions that are based upon the data collected.
- Evaluate interventions to determine their effectiveness, their need for modification or their need for redevelopment.
- Present and disseminate information to diverse communities, in a variety of contexts, in an organized and meaningful manner.
- Identify factors that facilitate the development of optimal learning environments.
- Use multiple theoretical perspectives and translate current scientific information to develop perspectives.
- Develop effective behavioral, affective, and/or adaptive goals for students, and monitor progress towards these goals.
- Assist parents and other adult caregivers in the development and implementation of behavior change programs to facilitate the learning and behavioral growth of their child.
- Incorporate their understanding of the influence of culture, background, and individual learning characteristics when designing and implementing interventions to achieve learning and behavioral outcomes.
- Promote practices that help children of all backgrounds feel welcome and appreciated in the school and community.
- Use knowledge of development, learning, family, and school systems to facilitate structure and public policies that create and maintain safe, caring, and inviting places for all persons in that system.
- Are aware of funding mechanisms that are available to school and community that support health and mental health services.
- Provide direct counseling and indirect consultation for students who experience mental health problems that impair learning and/or socialization.
- Collaborate with school personnel, parents, students and the community to provide competent mental health support during and after crises.
- Educate the school community regarding the influence of family involvement on school achievement.
- Create linkages between schools, families, and community agencies and help coordinate services.
- Are knowledgeable about the local system of care and related community services available to support students and their families.
- Are active participants in public policy by serving on committees, and participating in work groups and task forces.
- Provide services within the context of legal mandates, and relevant rules and regulations.
- Deliver services that provide the greatest benefit and give the most rights to students when federal and state rules are in conflict.

Professional Growth Plan

PROFESSIONAL GROWTH PLAN

Evaluatee: _____   Site: _____

Assignment: _____   School Year: _____

GOALS:
Professional Growth Plan Goal(s):
On which of your professional standards will you focus?
How will your students benefit from your professional growth goal?

ACTION PLAN:		
Steps:	**Timeline:**	**Resources:**

ASSESSMENT:
Identify at least two sources (data, student work sample, etc.) that you will use to demonstrate how your professional growth goal has benefited students.
Schedule proposed observation and visitation dates here:

_____   _____
Evaluatee   Date   Evaluator   Date

Attachments   yes ❑ no ❑   **COPY: Evaluator ; Personnel file**

Observation Form

(This form is used for all observations.)

Evaluatee: _____ Site: _____ Assignment: _____ School Year: ___

PRE-CONFERENCE (Optional) **Anticipated Student Outcomes:**	Date: _____ Time: _____

Professional Standards (specify standards and elements):

OBSERVATION (Minimum of 30 minutes)	Date: _____ Time: _____

POST-OBSERVATION CONFERENCE	Date: _____ Time: _____

Signing below indicates that the observation was discussed:

_____   _____

Evaluatee   Date   Evaluator   Date

COPY: Evaluator; Evaluatee; Personnel File

End-of-Year Goal Reflection:

Note: Evaluatees are accountable for implementing each of their professional standards in their daily practice as reflected in the Summative Evaluation form.

Professional-Growth-Plan Goal:
What progress have you made towards accomplishing your goal?
What data/evidence shows that your Professional Growth Plan has benefited student learning?
How will your Professional Growth Plan influence your teaching and learning in the future?

This End-of-Year Reflection form was reviewed in a conference between evaluator and evaluatee.

_____   _____
Evaluatee   Date   Evaluator   Date
COPY: Evaluator, Evaluatee, Personnel File

GRIDLEY UNIFIED SCHOOL DISTRICT PROFESSIONAL GROWTH SYSTEM
SUMMATIVE EVALUATION - SCHOOL PSYCHOLOGISTS

Print Name:_____ Status: Permanent Non-Permanent

Assignment: _____ Site:_____ School Year: _____

Professional-Growth-Plan Goal or attach Assistance Plan:	Professional Standards:
Professional Growth Plan Accomplishments	
Evaluator's Comments:	

NASP Practice Model Domains	Meets Standard	Progress Evident	Does Not Meet Standard
Domain 1: Data-Based Decision Making	☐	☐	☐
Domain 2: Consultation and Collaboration	☐	☐	☐
Domain 3: Academic Interventions and Instructional Supports	☐	☐	☐
Domain 4: Mental and Behavioral Health Services and Interventions	☐	☐	☐
Domain 5: School-Wide Practices to Promote Learning	☐	☐	☐
Domain 6: Services to Promote Safe and Supportive Schools	☐	☐	☐
Domain 7: Family, School, and Community Collaboration	☐	☐	☐
Domain 8: Equitable Practices for Diverse Student Populations	☐	☐	☐
Domain 9: Research and Evidence-Based Practice	☐	☐	☐
Domain 10: Legal, Ethical, and Professional Practice	☐	☐	☐

Evaluator's Comments:

	Satisfactory		Unsatisfactory
OVERALL PERFORMANCE EVALUATION	☐		☐

Assistance Plan required if one or more of the standards are marked "Does Not Meet Standard" or if Overall Performance is "Unsatisfactory."

Written Response Attached: Yes ☐   No ☐

_____   _____
Evaluatee   Date   Evaluator   Date
COPY: Evaluator, Evaluatee, Personnel File

APPENDIX E

SCHOOL NURSE

STANDARDS & FORMS

SCHOOL NURSING: PRINCIPLES OF SCHOOL NURSE PRACTICE
Taken from NASN's Framework for 21st Century School Nursing Practices

Standards of Practice
- Clinical Competence
- Clinical Guidelines
- Code of Ethics
- Critical Thinking
- Evidence-based Practice
- Nurse Practice Acts
- Scope and Standards of Practice

Care Coordination
- Case Management
- Chronic Disease Management
- Collaborative Communication
- Direct Care
- Education
- Interdisciplinary Teams
- Motivational Interviewing/Counseling
- Nursing Delegation
- Student Care Plans
- Student-centered Care
- Student Self-empowerment
- Transition Planning

Leadership
- Advocacy
- Change Agents
- Education Reform
- Funding and Reimbursement
- Healthcare Reform
- Lifelong Learner
- Models of Practice

- Technology
- Policy Development and Implementation
- Professionalism
- System-level Leadership

Quality Improvement
- Continuous Quality Improvement
- Documentation/Data Collection
- Evaluation
- Meaningful Health/Academic Outcomes
- Performance Appraisal
- Research
- Uniform Data Set

Community/Public Health
- Access to Care
- Cultural Competency
- Disease Prevention
- Environmental Health
- Health Education
- Health Equity
- Health Promotion
- Outreach
- Population-based Care
- Risk Reduction
- Screenings/Referral/Follow-up
- Social Determinants of Health
- Surveillance

Professional Growth Plan

PROFESSIONAL GROWTH PLAN

Evaluatee: _____   Site: _____

Assignment: _____   School Year: _____

GOALS:
Professional Growth Plan Goal(s):
On which of your professional standards will you focus?
How will your students benefit from your professional growth goal?

ACTION PLAN:		
Steps:	**Timeline:**	**Resources:**

ASSESSMENT:
Identify at least two sources (data, student work sample, etc.) that you will use to demonstrate how your professional growth goal has benefited students.
Schedule proposed observation and visitation dates here:

_____   _____   _____   _____
Evaluatee   Date   Evaluator   Date

Attachments   yes ❏ no ❏   **COPY: Evaluator ; Personnel file**

Observation Form

(This form is used for all observations.)

Evaluatee: _____ Site: _____Assignment: _____ School Year: ____

PRE-CONFERENCE (Optional) **Anticipated Student Outcomes:**	**Date:** _____ **Time:** _____

Professional Standards (specify standards and elements):

OBSERVATION (Minimum of 30 minutes)	**Date:** _____ **Time:** _____

POST-OBSERVATION CONFERENCE	**Date:** _____ **Time:** _____

Signing below indicates that the observation was discussed:

_____   _____

Evaluatee   Date   Evaluator   Date

COPY: Evaluator; Evaluatee; Personnel File

End-of-Year Goal Reflection:

Note: Evaluatees are accountable for implementing each of their professional standards in their daily practice as reflected in the Summative Evaluation form.

Professional-Growth-Plan Goal:
What progress have you made towards accomplishing your goal?
What data/evidence shows that your Professional Growth Plan has benefited student learning?
How will your Professional Growth Plan influence your teaching and learning in the future?

This End-of-Year Reflection form was reviewed in a conference between evaluator and evaluatee.

_____   _____

Evaluatee   Date   Evaluator   Date

COPY: Evaluator, Evaluatee, Personnel File

GRIDLEY UNIFIED SCHOOL DISTRICT PROFESSIONAL GROWTH SYSTEM
SUMMATIVE EVALUATION - SCHOOL NURSES

Print Name:_____   Status: Permanent   Non-Permanent

Assignment: _____ Site:_____   School Year: _____

Professional-Growth-Plan Goal or attach Assistance Plan:	Professional Standards:
Professional Growth Plan Accomplishments	
Evaluator's Comments:	

PRINCIPLES OF SCHOOL NURSING PRACTICE	Meets Standard	Progress Evident	Does Not Meet Standard
Standards of Practice	☐	☐	☐
Care Coordination	☐	☐	☐
Leadership	☐	☐	☐
Quality Improvement	☐	☐	☐
Community/Public Health	☐	☐	☐
Evaluator's Comments:			

OVERALL PERFORMANCE EVALUATION	Satisfactory ☐	Unsatisfactory ☐
Assistance Plan required if one or more of the standards are marked "Does Not Meet Standard" or if Overall Performance is "Unsatisfactory."		
Written Response Attached: Yes ☐ No ☐		

_____   _____
Evaluatee   Date   Evaluator   Date
COPY: Evaluator, Evaluatee, Personnel File

Professional Growth Plan

PROFESSIONAL GROWTH PLAN

Evaluatee: _____ Site: _____

Assignment: _____ School Year: _____

GOALS:
Professional Growth Plan Goal(s):
On which of your professional standards will you focus?
How will your students benefit from your professional growth goal?

ACTION PLAN:

Steps:	Timeline:	Resources:

ASSESSMENT:
Identify at least two sources (data, student work sample, etc.) that you will use to demonstrate how your professional growth goal has benefited students.
Schedule proposed observation and visitation dates here:

_____   _____
Evaluatee   Date   Evaluator   Date

Attachments   yes ❏ no ❏   **COPY: Evaluator ; Personnel file**

<u>Observation Form</u>

(This form is used for all observations.)

Evaluatee: _____ Site: _____ Assignment: _____ School Year: _____

PRE-CONFERENCE (Optional) **Anticipated Student Outcomes:** **Professional Standards (specify standards and elements):**	**Date:** _____ **Time:** _____
OBSERVATION (Minimum of 30 minutes)	**Date:** _____ **Time:** _____
POST-OBSERVATION CONFERENCE	**Date:** _____ **Time:** _____

Signing below indicates that the observation was discussed:

_____   _____
Evaluatee   Date   Evaluator   Date

COPY: Evaluator; Evaluatee; Personnel File

<u>End-of-Year Goal Reflection:</u>

Note: Evaluatees are accountable for implementing each of their professional standards in their daily practice as reflected in the Summative Evaluation form.

Professional-Growth-Plan Goal:
What progress have you made towards accomplishing your goal?
What data/evidence shows that your Professional Growth Plan has benefited student learning?
How will your Professional Growth Plan influence your teaching and learning in the future?

This End-of-Year Reflection form was reviewed in a conference between evaluator and evaluatee.

_____   _____
Evaluatee   Date   Evaluator   Date
COPY: Evaluator, Evaluatee, Personnel File