



Fallbrook's Evaluation Handbook For Teachers Psychologists Speech-Language Pathologists Teachers on Special Assignment Counselors and Nurses

Fallbrook's Mission Statement

The Mission of the Fallbrook Union Elementary School District is to provide the pathway for all students to attain expertise and develop skills of academic excellence that will empower them to:

- Become lifelong active learners
- Perform successfully in their chosen field and in society
- Model respect for themselves and others in a diverse and global society
- Think and apply information in a critical manner

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The Fallbrook Union Elementary School District gratefully acknowledges the Evaluation Committee members for their dedication, commitment and time devoted to the development of the new evaluation systems and appreciates the collaborative work of the Committee and the Subcommittees:

Evaluation Committee Members

Teachers

Ann Brennan
Chuck Floto
Sarah Ellen James
Jennifer Mariucci
Marianne Polyascko
Teresa Rechnitzer

Administrators

Bill Billingsley
Dennis Bixler
Eric Forseth
Wendy Kerr
Joe Kniseley
Lilly Perez

Sub Committee Members

Robert Bray
Stephanie Flood
Pam Cline
Tara Etheridge
Barbara Hopkins
Sharon Frost

Liz Lewellen
Danielle Duarte
Megan LaBare
Marilyn Thompson
Laureen Henegar
Kathy O'Brien

Fallbrook's Certificated Evaluation Process

Background/Context

During the 2013-2014 school year, an Evaluation Committee composed of representatives from the Fallbrook Elementary Teachers' Association, District office and site level administrators met to develop an improved teacher evaluation system. Their work was built on the premise that a meaningful teacher evaluation system should reflect a set of core convictions about best practices that result in effective instruction and student learning. From the beginning, the Evaluation Committee sought to design a model evaluation system that would promote the growth of teachers through a process that included identifying multiple measures. The Committee believed it was important to allow teachers and administrators the opportunity to use a variety of measures that could serve as evidence to determine teacher performance when compared to a performance continuum. After the Evaluation Committee created a new teacher evaluation system, they enlisted the assistance of representatives from the psychologists, speech-language pathologists, teachers on special assignment (TOSA) counselors, and nurses to create frameworks and continuums of practice for these positions. These evaluation systems are included at the end of the handbook.

Goal of the Evaluation Committee: Improve the District's Principal and Teacher Evaluation Systems

Charge: Collaboratively improve evaluation systems so that they align with the criteria established by the Fallbrook Evaluation Committee and are consistent with District Goals, California Education Code and the District's Local Education Achievement Plan.

Overall Outcome: Develop evaluation systems and processes that continually grow principals and teachers by designing evaluation systems that are more meaningful and are aligned to District Goals and stay within the parameters of California Education Code (44661.5 and 44662)

Roadmap for the Design

At the first meeting, the Evaluation Committee members discussed their hopes and fears in designing a new system. This list served as a cornerstone at the beginning of each meeting in that once members began the creation process, they reflected on their progress in advancing the *Hopes* and eliminating the *Fears*. See **Appendix A** for the complete list.

Design Process

The committee members first began the development process by assessing the effectiveness of the current evaluation system. They completed a self-assessment and reflection survey independently, and then engaged in a discovery process to learn how the teachers on the committee rated the survey items in comparison to the administrators. This activity promoted a rich discussion about the purpose of evaluation and how the current system does not provide an adequate process to drive continuous improvement (skill development, career progression) and does not provide intervention, support, and coaching. In all, seven areas of need were identified on the survey and the Committee addressed these during the evaluation design process.

Key Characteristics of an Effective Evaluation System

In order to acquire knowledge about designing effective evaluation systems, the Committee became familiar with nationally recognized researchers in the field and analyzed several key articles about designing effective systems and deliberated about the key characteristics that must be included in the design. They read and discussed:

- Widget Effect - by The New Teacher Project
- Greatness by Design – researched and written by Torlakson's Task Force

- Getting it Right – by the National Board for Professional Teaching Standards Guide
- A Quality Teacher in Every Classroom – Report by Accomplished California Teachers
- Creating a Comprehensive System for Evaluating and Supporting Effective Teaching - by Linda Darling-Hammond
- The Two Purposes of Teacher Evaluation – by Association for Supervision and Curriculum Development
- Briefs by California Teachers Association, National Education Association, and Association of California Administrators, American Federation of Teachers
- Measuring Teacher Effectiveness – Measures of Effective Teaching - Bill Gates Project
- Fixing Classroom Observations – by The New Teacher Project

After analyzing these resources on the merits of what constitutes designing an effective evaluation system, the Committee looked for reoccurring themes to guide them in deciding the most important or key characteristics relevant in creating Fallbrook's new evaluation system. The Committee identified these key characteristics:

1. The goal of the FUESD evaluation system is to strengthen the knowledge, skills and practices of teachers in order to improve student learning.
2. Assess teacher competence by defined multiple measures looking at a wide variety of multiple measures which may include any of the following:
 - a. Contributions to the profession, school and school community
 - b. Evidence of student learning and growth through classroom, school, and District standards-based assessments
 - c. Classroom artifacts
 - d. Analysis of student work
 - e. Observations and feedback, both formal and informal
 - f. Ongoing reflection and observation dialogue
 - g. Teacher created portfolios
 - h. Professional growth activities
 - i. Teacher set objectives and goals
3. A system that provides continuous differentiated support for the growth of all teachers throughout all stages of their career.
4. The evaluation system is researched-base, validated regularly, monitored, and consistent with its purpose.
5. Teaching evaluations should be based on clear and agreed upon professional standards.
6. The evaluation system must address the varying assignments of individual certificated staff both classroom and non-classroom personnel.
7. The evaluation system must recognize the different purposes of evaluation and be comprised of both formative and summative methods.
8. The evaluation system must provide relevant and constructive feedback and support that informs teaching practices.
9. Feedback must be coordinated with continuous, differentiated, and high quality professional development.
10. All evaluators must have extensive training and regular calibration in all evaluation procedures and instruments.
11. The evaluation system needs to reflect the District's current goals and priorities for student success.
12. All evaluation components and procedures must be clearly defined, explained, and transparent to all educators.
13. The evaluation and improvement processes promote trust and are kept confidential.
14. The evaluation system supports professional learning and requires an ongoing commitment of financial resources, training, and time.

These key characteristics served as the foundation in creating the new and improved evaluation system.

Guiding Principles

The committee worked diligently to design a system that would make a difference for teachers, students and administrators. After completing the research phase, the committee realized these guiding principles:

Hiring and retaining effective teachers is the most important factor in creating a successful school experience for students. The committee read various research articles that reinforced this statement. The Evaluation Committee believed an improved evaluation system needs to be developed because the most important role of the District is to support teachers so they can do their best work, because when they succeed, Fallbrook's students succeed. Without effective evaluation systems, the District can't identify and retain highly effective teachers, provide useful feedback and support professional development or intervene when teachers are not meeting performance standards.

Teachers are professionals. The committee learned that many evaluation systems treat teachers like interchangeable parts - rating almost all teachers the same and failing to give teachers the accurate, useful feedback they need to do their best work in the classroom. The need is apparent - create an evaluation system that gives teachers regular feedback on their performance, opportunities for professional growth, and recognition when they do exceptional work. The Evaluation Committee was committed to creating evaluations that are fair, accurate and consistent, based on multiple factors that paint a complete picture of each teacher's success in helping students learn.

A new evaluation system will make a positive difference in teachers' everyday lives. Novice and veteran teachers alike can look forward to detailed, constructive feedback, tailored to the individual needs of their classrooms and students. In addition to acquiring feedback on their direct instructional practices, teachers need to receive feedback on agreed upon standards so that the measure tool is uniformed and specific in identifying growth areas. While the formal observation process provides an opportunity for evaluators to give feedback on student learning and lesson delivery, a continuum of practices needs to be developed that serves as a guide to assist evaluators and employees assess performance, based on multiple measures, that can't always be seen during classroom observations.

Framework and Continuum Development

The Evaluation Committee made a conscious effort to design a continuum for three purposes:

1. **To shine a spotlight on great teaching:** The continuum is designed to assist evaluators in their efforts to increase teacher effectiveness, recognize teaching quality, and ensure that all students have access to exemplary teachers.
2. **To provide clear expectations for teachers:** The continuum defines and prioritizes the actions that effective teachers use to make gains in student achievement.
3. **To support a fair and transparent evaluation of effectiveness:** The continuum provides the foundation for accurately assessing teacher effectiveness along four discrete ratings: ineffective, developing, effective and highly effective.

While drafting the new framework and rubric, the development team examined and compared frameworks from the leading experts in the evaluation arena today:

- Charlotte Danielson's *Framework for Teachers*
- Robert Marzano's *Classroom Instruction that Works*
- Kim Marshall's *Teacher Evaluation Rubrics*
- Stronge's *Teaching Framework*
- McCrel's *Teaching Framework*

The Committee also closely assessed the California Standards for the Teaching Profession (CSTP) against the above frameworks and decided that the CSTPs would serve as the cornerstone document in evaluation. The six Standards listed on the CSTPs became the framework for the Committee and the elements listed under each Standard became the major performance indicators. **See Appendix B**

Creating Well-Defined Continuums

Next, the Evaluation Committee used the CSTP Continuum of Teaching Practices as a foundation and then created additional descriptions in each column to further identify performance practices that could be rated from ineffective to highly effective. The descriptions actually identify what achievement at each performance level might look like. The goal of the Teachers' Continuum is to create an instrument that is used to place teacher performance on a continuum of quality. The Continuum should also enable teachers and evaluators to view the performance in the same way. After the Committee developed the teachers Continuum of Practices, they believed it was important to develop continuums for the other non-classroom certificated employees. Representatives from these groups joined the Committee and developed their frameworks and continuums that will be explained later in this Handbook.

The premise of the Fallbrook's Employee Continuums is to serve as a guide to assist employees in growing and improving their practices on a developmental spectrum. The continuums will serve as tools for self-reflection, goal setting, and inquiry into practice. They will provide common language about teaching, supporting, and learning, and can be used to promote professional growth within an environment of collegial support. **See Appendix C**

Effective Teacher

In order to guide the discussion about what constitutes an effective teacher, the committee drew upon the definitions provided by the research experts and identified effective teaching as follows:

The Fallbrook Union Elementary School District (FUESD) believes highly effective teachers are reflective, research driven practitioners. They construct and use an array of assessments, data results, and instructional resources to structure engaging learning opportunities for a diverse population of students in a respectful environment. Highly effective teachers are life-long learners that secure mastery of content, skill development, and pedagogical strategies. They take responsibility for collaborating with other teachers, administrators, parents, and education professionals to ensure student growth by setting high expectations for *all students*. All students are held accountable and a "growth mindset" is promoted, where teachers and students, collectively, are responsible for student advancement and learning. Highly effective teachers focus on preparing all students for graduation from high school, while being globally competitive, technologically accomplished, and fully prepared for college and career.

New Evaluation Process

Purpose

As stated in the FETA contract, "The purpose of evaluation is to provide meaningful feedback to

employees to enable them to continually grow and improve in their professional practices, to guide individual professional growth, and lead to improve academic performance of students.” With this in mind, “the process is intended to assist educators new to the profession in acquiring skills necessary to be effective and to guide veteran educators in their career-long pursuit of excellence. The parties expect educational professionals to engage in ongoing reflection and improvement throughout their careers.”

Process

The Committee was concerned that the process of evaluating teachers actually includes more than classroom observations. The development of the Key Characteristics of Effective Evaluation Systems identified important multiple measures so evaluators are able to assess performance beyond the two classroom observations. The new process will be outlined next, however for a more detailed description, please refer to the Evaluation Article in the Fallbrook Elementary Teachers’ Association Contract.

Calibration

One of the key characteristics that was continuously identified and discussed was the calibration of the new evaluation system. The Committee believes that since this is a new process for all, training and calibration of expectations across the District will be essential for the overall successful implementation of the evaluation process. This will be accomplished by ongoing training of evaluators and will be a District responsibility.

Initial Conference and Evaluation Objectives - Goal Setting for Permanent Employees

By the end of the sixth week of school, the employee and evaluator will meet to select standards that will serve as the goals for the year. The permanent employee will select one standard and the evaluator will select one standard which will serve as the basis for the evaluation. They will identify the types of multiple measures and various examples of evidence that will assist the evaluator in evaluating the employee on the elements within the two standards. They will decide upon the types of evidence that needs to be observed or collected by looking at the matrix on the Standard Selection/Mid-Year Feedback Form and indicating which types of evidence will be helpful to demonstrate proficiency levels. Once the multiple measures are identified, the evaluator will assess the employee’s practices during the year and use evidence collected to help determine progress and feedback at the midyear meeting and for the summary conference.

After determining the two standards, the employee and evaluator will review the Fallbrook’s Continuum for the two standards so there is a clear understanding of the practices that constitute the levels of performance for each element under the two standards selected. **See Appendix D**

Initial Conference and Evaluation Objectives - Goal Setting for Non-Permanent Employees

At the beginning of school year, the non-permanent employee and evaluator will meet to discuss the six standards and the continuum as this teacher will be evaluated on all standards. They will identify the types of multiple measures and various examples of evidence that will assist the evaluator in evaluating the elements on all standards. They will decide upon the types of evidence that needs to be observed or collected by looking at the matrix on the Standard Selection/Mid-Year Feedback Form. **See Appendix D**

Mid-Year Checkpoint for Permanent Employees

The District will make a good faith effort to meet with permanent employees prior to February 1st. At this time, the evaluator will meet with the employee to share insights on the practices that have been

observed and evidence collected during the year for the two standards. The employee may choose to bring additional artifacts to the meeting. During the discussion, the evaluator will determine the degree to which an employee's performance meets a defined level on the Fallbrook Continuum. The Continuum will be reviewed so that the employee can see which practices need to be refined and extended in order to obtain growth in the elements being assessed.

Progress will be noted on the Standard Selection/Mid-Year Feedback Form that was discussed during the goal setting meeting and the element ratings for the two standards may be completed during the conference or after the conference. This is the time that professional development goals can be identified and other resources discussed to enable the teacher to pursue avenues for growth.

Mid-Year Check Point for Non-Permanent Employees

The District will make a good faith effort to meet with non-permanent employees prior to the winter break. At this time, the evaluator will meet with the employee to share insights on the practices that have been observed and evidence collected during the year for all standards. The employee may choose to bring additional artifacts to the meeting. During the discussion, the evaluator will determine the degree to which an employee's performance meets a defined level on the Fallbrook Continuum. The Continuum will be reviewed so that the employee can see which practices need to be refined and extended in order to obtain growth in the elements being assessed.

Progress will be noted on the Standard Selection/Mid-Year Feedback Form that was discussed during the goal setting meeting and the element ratings may be completed during the conference or after the conference. This is the time that professional development goals can be identified and other resources discussed to enable the teacher to pursue avenues for growth.

Observation Process

While all employees will be observed during the year in meeting their roles and responsibilities as described in their respective continuums, teachers will also be formally observed in the classroom setting. Evaluators will collect data on the instructional techniques used by the teacher to structure and sequence the lesson while watching the delivery. Evaluators will use the Instructional Conference Summary to summarize teaching and learning during the observation. After the observation, teachers will attend a conference within five working days to obtain feedback. **See Appendix E**

Performance Level Ratings

Summary Rating Form

Next, the Committee set out to create a format for designing specific instruments. The Committee rated evaluation formats from thirteen state and District adopted frameworks and continuums.

While teachers will not be rated during observations, permanent teachers will be rated on the elements for the two CSTP Standards that were selected during the goal setting meeting and non-permanent teachers will be rated on all standards. During the year, as the evaluator uses multiple measures to assess teacher performance on the rubrics, the teacher will receive a rating during the mid-year check and at the end of the school year on the Summary Rating Form in one of four performance levels. Non-permanent teachers will receive a rating on all elements. An overall rating will be given and an overall description of each rating is provided for clarity. The descriptions are:

Highly Effective: A *highly effective* teacher consistently performs at a level higher than the effective rating. This professional performs at a level that consistently models initiative raises performance through expanding knowledge, and improves individual and/or school effectiveness in a manner that exceeds expectations. This professional applies new skills on an ongoing basis.

Effective: An *effective* teacher consistently meets expectations. This professional performs in a manner that demonstrates competence and expertise in meeting the standards and aligned elements that is consistent of the expectations of an effective teacher. This professional demonstrates a willingness to learn and apply new skills.

Developing: A *developing* teacher performs at a level that demonstrates the beginning stages of development in meeting the standards and aligned elements. This professional needs additional support and guidance while applying recommendations made during formative assessments.

Ineffective: An *ineffective* teacher consistently fails to meet expectations. This professional performs below the established standards in most of the elements as described in the continuum or in a manner that is inconsistent with the expectations of an effective or developing teacher. Support has been provided, but the teacher did not make a concerted effort to improve or the improvement was not sustained. **See Appendix F**

Non-Classroom Certificated Evaluation Process

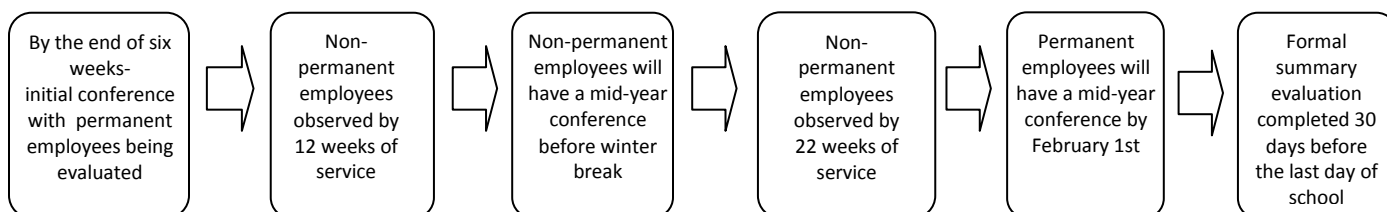
In addition to defining a new teacher evaluation process, the Committee collaborated with District administrators responsible for evaluating non-classroom certificated personnel and the respective representatives to design frameworks, continuums, standard selection/Mid-Year feedback forms and summary evaluations. Since the Evaluation Committee had become leading experts in the design process, they served as facilitators during the meetings with the non-classroom certificated representatives and the following documents were created:

- Psychologists' Framework and Continuum
- Speech-Language Pathologists Framework and Continuum; Standard Selection/Goal Setting Form; Summary Evaluation Form
- Teachers on Special Assignment Framework and Continuum; Standard Selection/Goal Setting Form; Summary Evaluation Form
- Counselors' Framework and Continuum
- Nurses Framework and Continuum

These can be found in **Appendices G – K**

Timeline

Per the FETA contract, the timelines for the evaluation are included here. The new evaluation process will be implemented in the 2014-2015 school year and the Evaluation Committee will meet twice to consider and review the evaluation implementation. All employees and evaluators will receive an overview of the new system in the fall of 2014-2015. Thereafter, newly hired employees and administrators will be trained as needed. While teachers will receive a specific instructional conference summary, other employees will receive feedback from evaluators using other avenues discussed at the initial conference.



Permanent and Non-permanent teachers observed anytime during the year with feedback on Instructional Conference Summary

Fallbrook Teacher Evaluation Committee

November 21, 2013

HOPES	FEARS
<ul style="list-style-type: none"> *Eval is connected to specific feedback and linked to PD (opportunity across the spectrum for all teachers to engage in PD i.e. Unsatisfactory to Advanced) *Everyone can grow and we capitalize on that *Our Eval allows people to feel supported to take risks *An Eval system is clear and specific *Our Eval system includes an overall ranking summary *Our Eval system needs to be honest *It has a self-reflection process – look at action research and look at data and reflect *It allows risk taking *We look at special education and EL components *Hope we define a growth model *We calibrate the evaluation process *However the Eval is calibrated – the evaluators are highly trained *Possibly a teacher/admin. team to evaluate *We develop an Eval system that can be showcased as a hallmark system nationally 	<ul style="list-style-type: none"> *It becomes a “gotcha” *Lack of training and support for evaluators *Lack of reliable data and which data will be used *Feedback won’t be specific enough across the board *Getting over past practice – a fear that trust will not be developed *Making a culture change and it will block us from going forward *Lack of expertise in the content area or instructional practices *Evaluated by someone who does not walk in “your shoes” *Lack of support – District, site, team levels *Create something good but we will truncate it and the time constraints may limit full implementation *Process is seen as negative *Constrains principal creativity *The fear of balancing calibration with creativity *People will lose their “will” when confronted with different situations

HOPES	FEARS
<ul style="list-style-type: none"> *We develop a system that is sound proven researched based *People outside the room know about our development process *Everyone sees the process as important to student learning and development *It is also focused on teacher/admin. growth *Data is a component of the Eval process - need to define data *Consequences are tangible, real life and thoughtful *Some kind of two-way feedback – look at surveys *Distinguish between probationary and permanent *Hope Eval is used consistently *Our process becomes more collaborative *Time frame is identified *It is realistic and feasible *The implementation is thorough *Our professionalism is valued *This process is reflective *We’re creating a culture of continuous improvement 	<ul style="list-style-type: none"> *Time constraints *Concern that it boils down to single data for evaluation *Seen as punitive in nature and not seen as a growth process *I’m my worst critic, don’t want my thoughts on the evaluation” *We “do” implement this process at a given point *We get “bogged” down *Teachers think it’s a hoop to jump through *Not a check-off form

California Standards for the Teaching Profession



1. Engaging and Supporting All Students in Learning

- 1.1 Using knowledge of students to engage them in learning.
- 1.2 Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests.
- 1.3 Connecting subject matter to meaningful, real-life contexts.
- 1.4 Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs.
- 1.5 Promoting critical thinking through inquiry, problem solving and reflection.
- 1.6 Monitoring student learning and adjusting instruction while teaching.

2. Creating and Maintaining Effective Environments for Student Learning

- 2.1 Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully.
- 2.2 Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students.
- 2.3 Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe.
- 2.4 Creating a rigorous learning environment with high expectations and appropriate support for all students.
- 2.5 Developing, communicating, and maintaining high standards for individual and group behavior.
- 2.6 Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn.
- 2.7 Using instructional time to optimize learning.

3. Understanding and Organizing Subject Matter for Student Learning

- 3.1 Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks.
- 3.2 Applying knowledge of student development and proficiencies to ensure student understanding of subject matter.
- 3.3 Organizing curriculum to facilitate student understanding of the subject matter.
- 3.4 Utilizing instructional strategies that are appropriate to the subject matter.
- 3.5 Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students.
- 3.6 Addressing the needs of English learners and students with special needs to provide equitable access to the content.

4. Planning Instruction and Designing Learning Experiences for All Students

- 4.1 Using background knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction.
- 4.2 Establishing and articulating goals for student learning.
- 4.3 Developing and sequencing long-term and short-term instructional plans to support student learning.
- 4.4 Planning instruction that incorporates appropriate strategies to meet the learning needs of all students.
- 4.5 Adapting instructional plans and curricular materials to meet the assessed learning needs of all students.

5. Assessing Students for Learning

- 5.1 Applying knowledge of the purposes, characteristics, and uses of different types of assessments.
- 5.2 Collecting and analyzing assessment data from a variety of sources to inform instruction.
- 5.3 Reviewing data, both individually and with colleagues, to monitor student learning.
- 5.4 Using assessment data to establish learning goals and to plan, differentiate, and modify instruction.
- 5.5 Involving all students in self-assessment, goal setting, and monitoring progress.
- 5.6 Using available technologies to assist in assessment, analysis, and communication of student learning.
- 5.7 Using assessment information to share timely and comprehensible feedback with students and their families.

6. Developing as a Professional Educator

- 6.1 Reflecting on teaching practice in support of student learning.
- 6.2 Establishing professional goals and engaging in continuous and purposeful professional growth and development.
- 6.3 Collaborating with colleagues and the broader professional community to support teacher and student learning.
- 6.4 Working with families to support student learning.
- 6.5 Engaging local communities in support of the instructional program.
- 6.6 Managing professional responsibilities to maintain motivation and commitment to all students.
- 6.7 Demonstrating professional responsibility, integrity, and ethical conduct.

FALLBROOK CONTINUUM OF STANDARDS FOR THE TEACHING PROFESSION

STANDARD 1: Engaging and Supporting All Students In Learning			
ELEMENT 1: Uses knowledge of students to engage them in learning			
DOES NOT MEET STANDARDS	MEETS STANDARDS		
<i>Ineffective</i>	<i>Developing</i>	<i>Effective</i>	<i>Highly Effective</i>
<p>An ineffective teacher... Rarely seeks out, builds trust, or fosters relationships with students</p> <p>Rarely uses multiple measures to make adjustments and accommodations to instruction</p> <p>Rarely differentiates instruction based on students' interests and needs</p>	<p>A developing teacher... Builds trust with students and fosters some relationships with students</p> <p>Gathers required information sources to adjust instruction</p> <p>Differentiates instruction based on students' strengths, interests, and/or needs</p>	<p>An effective teacher... Builds trust and fosters relationships with most students so students can thrive academically</p> <p>Uses multiple measures to make adjustments and accommodations to instruction</p> <p>Differentiates instruction based on students' strengths, interests, and needs and adjusts instruction</p>	<p>A highly effective teacher... Consistently seeks out, builds trust, and fosters relationships with all students so students can thrive academically and emotionally</p> <p>Consistently uses a variety of multiple measures to make adjustments and accommodations to instructional delivery and content</p> <p>Consistently knows students as people and learners and therefore can differentiate instruction based on students' strengths, interests, and needs and seeks to make adjustments and accommodations in instruction</p>

STANDARD 1: Engaging and Supporting All Students In Learning			
ELEMENT 2: Connects learning to students' prior knowledge, backgrounds, life experiences and interests			
DOES NOT MEET STANDARDS	MEETS STANDARDS		
<i>Ineffective</i>	<i>Developing</i>	<i>Effective</i>	<i>Highly Effective</i>
<p>An ineffective teacher... Rarely uses information regarding students' cultural backgrounds, prior knowledge, life experiences, and interests</p> <p>Rarely ensures that students see the connection between what they already know and the new material</p> <p>Rarely builds upon students' comments and questions during a lesson or adjusts instruction pacing and checking for understanding</p>	<p>A developing teacher... Gathers information regarding students' cultural backgrounds, prior knowledge, life experiences, and interests</p> <p>Helps to highlight the connection between what students already know and the new material</p> <p>Responds to students' comments and questions during a lesson and attempts to adjust instruction to ensure students have understanding of the learning objectives of the lesson</p>	<p>An effective teacher... Uses information regarding students' cultural backgrounds, prior knowledge, life experiences, and interests to inform instruction</p> <p>Ensures that students see the connection between what they already know and the new material</p> <p>Builds upon students' comments and questions during a lesson and adjusts instruction to ensure students have full understanding of the learning objectives of the lesson</p>	<p>A highly effective teacher... Consistently develops and systematically plans to use extensive information regarding students' cultural backgrounds, prior knowledge, life experiences, and interest to inform instruction</p> <p>Consistently seeks out different ways to ensure that students see the connection between what they already know and the new material</p> <p>Consistently creates an environment that builds upon students' comments and questions during a lesson and adjusts instruction to ensure students have full understanding of the learning objectives of the lesson</p>

STANDARD 1: Engaging and Supporting All Students In Learning

ELEMENT 3: Connects subject matter to meaningful, real-life contexts

DOES NOT MEET STANDARDS	MEETS STANDARDS		
<i>Ineffective</i>	<i>Developing</i>	<i>Effective</i>	<i>Highly Effective</i>
<p>An ineffective teacher... Does not engage students in actively making connections to relevant, meaningful, and real-life contexts and purposes for learning</p> <p>Does not design opportunities to seek feedback from students regarding relevance of subject matter to their lives</p> <p>Rarely models how to integrate subject matter into students' own thinking or how to make relevant applications of subject matter during learning activities</p> <p>Rarely develops or monitors effective ways to engage all students in a variety of learning experiences</p>	<p>A developing teacher... Engages students in making connections to personal contexts and purposes for learning as agreed to by the grade level/subject area team</p> <p>Gets feedback from students regarding relevance of subject matter to their lives as initiated by students</p> <p>Provides opportunities for students to actively participate in subject matter thinking</p> <p>Attempts to address the most common learning styles of the student population</p>	<p>An effective teacher... Makes connections to relevant, meaningful, and real-life contexts and purposes for learning throughout subject matter instruction to acquire and practice skills to proficiency level</p> <p>Seeks feedback from students regarding relevance of subject matter to their lives</p> <p>Models how to integrate subject matter into students' own thinking and makes relevant applications of subject matter during learning activities; provides opportunities and adjusts instructional delivery for student involvement</p> <p>Engages all students in a variety of learning experiences that address the multiple learning styles within the student population</p>	<p>A highly effective teacher... Consistently engages students to actively make connections to relevant, meaningful, and real-life contexts and purposes for learning throughout subject matter instruction to acquire and practice skills to mastery level</p> <p>Consistently designs opportunities to seek feedback from students regarding relevance of subject matter to their lives</p> <p>Consistently models how to integrate subject matter into students' own thinking and makes relevant applications of subject matter during learning activities; provides opportunities for active participation during the lesson and adjusts instructional delivery to maintain high levels of student involvement</p> <p>Consistently develops and monitors effective ways to engage all students in a variety of learning experiences that accommodate the multiple learning styles within the student population</p>

STANDARD 1: Engaging and Supporting All Students In Learning

ELEMENT 4: Uses a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs

DOES NOT MEET STANDARDS	MEETS STANDARDS		
<i>Ineffective</i>	<i>Developing</i>	<i>Effective</i>	<i>Highly Effective</i>
<p>An ineffective teacher... Rarely creates, adapts, or integrates available strategies, resources, and technologies into instruction designed to meet students' diverse learning needs</p> <p>Rarely uses or refines instructional approaches or strategies, as a result, all students do not demonstrate understanding or engage in learning</p> <p>Rarely uses differentiated instruction to meet the assessed learning needs and interests of all students</p> <p>Rarely uses core materials and resources, assistive equipment or other technologies to effectively support students' diverse learning needs</p> <p>Does not adequately use technology to meet student needs</p>	<p>A developing teacher... Integrates strategies, resources, and technologies into instruction designed to meet students' learning needs</p> <p>Uses some instructional approaches and strategies so students demonstrate understanding and engage in learning</p> <p>Uses one or more differentiated instructional strategies to meet the needs of students</p> <p>Uses core materials and resources; makes some accommodations for students with diverse learning needs</p> <p>Uses technology to meet diverse student needs</p>	<p>An effective teacher... Adapts and integrates a range of strategies, resources, and technologies into instruction designed to meet students' diverse learning needs</p> <p>Uses a variety of instructional approaches and strategies to introduce, explain, and restate subject matter so all students demonstrate understanding and engage in learning</p> <p>Differentiates instruction to meet the assessed learning needs of students with diverse learning needs</p> <p>Adapts core materials and resources and makes accommodations for students with diverse student needs</p> <p>Uses a variety of technology resources to meet diverse student needs</p>	<p>A highly effective teacher... Consistently creates, adapts, and integrates a broad range of strategies, resources, and technologies into instruction designed to meet students' diverse learning needs</p> <p>Consistently uses and refines an extensive repertoire of instructional approaches and strategies to introduce, explain, and restate subject matter so all students demonstrate understanding and engage in learning</p> <p>Consistently differentiates instruction to meet the assessed learning needs across the curriculum</p> <p>Consistently adapts core materials and resources, makes accommodations, and adjusts instruction to support students with diverse learning needs</p> <p>Consistently creates, uses, and adapts technology resources to meet diverse needs of all students</p>

STANDARD 1: Engaging and Supporting All Students In Learning

ELEMENT 5: Promotes critical thinking through inquiry, problem solving, and reflection

DOES NOT MEET STANDARDS	MEETS STANDARDS		
<i>Ineffective</i>	<i>Developing</i>	<i>Effective</i>	<i>Highly Effective</i>
<p>An ineffective teacher... Accepts student responses which do not pose or answer a wide-range of higher level questions and problems</p> <p>Rarely encourages students to use multiple approaches and solutions to solve problems, or to ask critical questions and consider diverse perspectives about subject matter</p> <p>Provides little or no opportunities for students to think about, discuss, or evaluate content</p> <p>Rarely asks questions to facilitate discussion, clarify, or extend students' thinking</p>	<p>A developing teacher... On occasion, asks higher level questions and students answer questions and problems, reflect, and communicate understandings of content learning</p> <p>Asks students to use some various approaches and solutions to solve problems and may consider diverse perspectives about subject matter</p> <p>Provides opportunities for students to think about and discuss content</p> <p>Asks lower level questions during discussion and/or to clarify</p>	<p>An effective teacher... Poses, and students answer, complex questions and problems, reflect, and communicate understandings based on in-depth analysis of content learning</p> <p>Encourages students to use multiple approaches and solutions to solve problems, and most of the time asks higher level questions and considers diverse perspectives about subject matter</p> <p>Provides opportunities for students to think about, discuss, and evaluate content</p> <p>Asks questions to facilitate discussion, clarify, and extend students' thinking</p>	<p>A highly effective teacher... Consistently creates an environment where students pose and answer a wide-range of complex questions and problems, reflect, and communicate understandings based on in-depth analysis of content learning</p> <p>Consistently expects and monitors students' use of multiple approaches and solutions to solve problems; asks higher level questions and consider diverse perspectives about subject matter and encourages students to develop their own higher level questions</p> <p>Consistently provides opportunities for students to think about, discuss, and evaluate content for student self-reflection</p> <p>Consistently asks high-level questions to facilitate discussion, clarify, and extend students' thinking</p>

STANDARD 1: Engaging and Supporting All Students In Learning

ELEMENT 6: Monitors student learning and adjusts instruction while teaching

DOES NOT MEET STANDARDS	MEETS STANDARDS		
<i>Ineffective</i>	<i>Developing</i>	<i>Effective</i>	<i>Highly Effective</i>
<p>An ineffective teacher... Rarely makes appropriate instructional adjustments</p> <p>Rarely incorporates a variety of strategies to systematically check for student understanding</p> <p>Rarely adjusts strategies and pace during instruction</p>	<p>A developing teacher... Makes appropriate instructional adjustments</p> <p>Incorporates strategies to check for some student understanding and sometimes revises plans accordingly</p> <p>Alters strategies and pace during instruction</p>	<p>An effective teacher... Makes instructional adjustments to extend learning opportunities and provides assistance to students in mastering the content</p> <p>Incorporates a variety of strategies to systematically check for most student understanding and revises plans accordingly</p> <p>Adjusts strategies and pace during instruction based on the ongoing monitoring of individual student needs for assistance, support, or challenge</p>	<p>A highly effective teacher... Consistently makes adjustments to extend learning opportunities and provides assistance to students in mastering the content flexibly and effectively</p> <p>Consistently incorporates a variety of strategies to systematically check for student understanding and revises plans accordingly to accommodate all students who have mastered lesson objective and others who have not</p> <p>Consistently adapts a variety of strategies and alters pace during instruction based on the ongoing monitoring of individual student needs for assistance, support, or challenge</p>

STANDARD 2: Creating and Maintaining Effective Environments for Student Learning

ELEMENT 1: Promotes social development and responsibility within a caring community where each student is treated fairly and respectfully

DOES NOT MEET STANDARDS	MEETS STANDARDS		
<i>Ineffective</i>	<i>Developing</i>	<i>Effective</i>	<i>Highly Effective</i>
<p>An ineffective teacher... Rarely takes leadership in resolving conflict or creates a fair and respectful classroom</p> <p>Rarely develops students' leadership skills or engages students in shared problem-solving and conflict resolution</p> <p>Rarely creates a classroom culture where students feel a sense of responsibility</p>	<p>A developing teacher... Resolves conflict and creates a fair and respectful classroom community</p> <p>Provides opportunities for students to apply and engage in shared problem-solving and conflict resolution</p> <p>Creates a classroom culture through activities that help students maintain positive relationships</p>	<p>An effective teacher... Resolves conflict and creates a fair and respectful classroom community that respects diversity and where students' home culture is included and valued; students communicate with empathy and understanding in interactions with one another</p> <p>Develops students' leadership skills and provides opportunities for students to engage in shared problem-solving and conflict resolution</p> <p>Creates a classroom culture where students feel a sense of responsibility with activities that help students maintain positive relationships</p>	<p>A highly effective teacher... Consistently creates an environment where students take leadership in resolving conflicts; consistently creates a fair and respectful classroom community that respects diversity and where students' home culture is included and valued; students communicate with empathy and understanding in interactions with one another</p> <p>Consistently develops students' leadership skills and provides opportunities for students to apply and engage in shared problem-solving and conflict resolution</p> <p>Consistently creates and monitors a classroom culture where students feel a sense of responsibility and develops activities that support positive interactions among students</p>

STANDARD 2: Creating and Maintaining Effective Environments for Student Learning

ELEMENT 2: Creates physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students

DOES NOT MEET STANDARDS	MEETS STANDARDS		
<i>Ineffective</i>	<i>Developing</i>	<i>Effective</i>	<i>Highly Effective</i>
<p>An ineffective teacher... Rarely adapts physical and/or virtual learning environments to facilitate access to a wide range of resources</p> <p>Does not or inappropriately arranges classroom seating</p> <p>Does not establish a stimulating, curriculum-rich learning environment</p> <p>Does not create an environment that promotes learning for each student or value diversity</p> <p>Does not provide adequate access to resources or technologies</p>	<p>A developing teacher... Adapts physical and/or virtual learning environments based on site or District requests</p> <p>Arranges classroom seating to accommodate student need</p> <p>Establishes a curriculum-rich learning environment that supports content learning</p> <p>Creates an environment that promotes student learning</p> <p>Provides students access to required site and District resources and technologies on a limited basis</p>	<p>An effective teacher... Adapts physical and/or virtual learning environments to facilitate access to a range of resources that engage students in learning</p> <p>Arranges classroom seating to accommodate individual and group learning needs</p> <p>Establishes and maintains a curriculum-rich learning environment that supports content learning and academic vocabulary development</p> <p>Creates an environment that promotes learning for each student while valuing diversity</p> <p>Provides students access to resources and technologies</p>	<p>A highly effective teacher... Consistently adapts physical and/or virtual learning environments to facilitate access to a wide range of resources that engage students in learning</p> <p>Consistently arranges and adapts classroom seating to accommodate individual and group learning needs</p> <p>Consistently establishes and maintains a stimulating, curriculum-rich learning environment that supports content learning and academic vocabulary development</p> <p>Consistently creates an environment that promotes optimal learning for each student and ensures that students develop an appreciation of diversity</p> <p>Consistently uses resources and technologies to engage students and provides access to resources and technologies that promote student learning</p>

STANDARD 2: Creating and Maintaining Effective Environments for Student Learning

ELEMENT 3: Establishes and maintains learning environments that are physically, intellectually, and emotionally safe

DOES NOT MEET STANDARDS	MEETS STANDARDS		
<i>Ineffective</i>	<i>Developing</i>	<i>Effective</i>	<i>Highly Effective</i>
<p>An ineffective teacher... Rarely establishes and maintains a safe physical and intellectual environment as required by school and District initiatives</p> <p>Rarely arranges the learning environment with the expectation of productive interactions</p> <p>Discourages or does not recognize the achievements and contributions of students</p> <p>Rarely encourages students to take risks in the classroom, and to express respectful opinions</p> <p>Does not create a safe, accessible learning environment for all students</p>	<p>A developing teacher... Establishes and maintains a safe physical and intellectual environment as required by school and District initiatives</p> <p>Arranges the learning environment with the expectation of productive interactions</p> <p>Recognizes the achievements and contributions of students</p> <p>Encourages students to take risks in the classroom, and to express respectful opinions</p> <p>Provides an accessible learning environment for all students</p>	<p>An effective teacher... Shares responsibility with the students for the establishment of a safe physical, intellectual, and emotional environment focused on high quality and rigorous learning</p> <p>Arranges the learning environment to facilitate positive and productive classroom interactions</p> <p>Encourages, supports, and recognizes the achievements and contributions of all students</p> <p>Incorporates opportunities for students to express thoughtful and respectful opinions</p> <p>Creates a safe, accessible learning environment for all students</p>	<p>A highly effective teacher... Consistently shares responsibility with the students for the establishment and maintenance of a safe physical, intellectual, and emotional environment focused on high quality and rigorous learning</p> <p>Consistently assesses and arranges the learning environment to facilitate positive and productive classroom interactions</p> <p>Consistently promotes, supports, and recognizes the achievements and contributions of all students</p> <p>Consistently models, supports, and incorporates opportunities for students to take risks and to express thoughtful and respectful opinions</p> <p>Consistently creates a safe, accessible learning environment for all students and fosters the development of each student's self-esteem</p>

STANDARD 2: Creating and Maintaining Effective Environments for Student Learning

ELEMENT 4: Creates a rigorous learning environment with high expectations and appropriate support for all students

DOES NOT MEET STANDARDS		MEETS STANDARDS	
<i>Ineffective</i>	<i>Developing</i>	<i>Effective</i>	<i>Highly Effective</i>
<p>An ineffective teacher... Does not facilitate a rigorous learning environment</p> <p>Does not set high expectations or motivate all students to initiate their own learning</p> <p>Does not provide opportunities for students to examine and evaluate their own work or to learn from the work of their peers</p> <p>Rarely provides opportunities for challenging and diverse academic content</p>	<p>A developing teacher... Facilitates a learning environment in which students may take leadership in learning</p> <p>Motivates students to initiate their own learning</p> <p>Provides some students opportunities to examine and evaluate their own work</p> <p>Provides challenging academic content for most students as part of site or District request</p>	<p>An effective teacher... Facilitates a learning environment in which students take leadership in learning; fosters extended studies and purposeful use of learning</p> <p>Sets high expectations for all students and motivates all students to initiate their own learning</p> <p>Provides all students opportunities to examine and evaluate their own work</p> <p>Ensures access to challenging and diverse academic content for all students</p>	<p>A highly effective teacher... Consistently facilitates a rigorous learning environment in which students take leadership in learning; fosters extended studies, research, analysis, and purposeful use of learning</p> <p>Consistently sets and models high expectations for all students and motivates all students to initiate their own learning and strive for challenging learning goals</p> <p>Consistently provides all students opportunities to examine and evaluate their own work and to learn from the work of their peers</p> <p>Consistently provides multiple opportunities to access challenging and diverse academic content for all students</p>

STANDARD 2: Creating and Maintaining Effective Environments for Student Learning

ELEMENT 5: Develops, communicates, and maintains high standards for individual and group behavior

DOES NOT MEET STANDARDS	MEETS STANDARDS		
<i>Ineffective</i>	<i>Developing</i>	<i>Effective</i>	<i>Highly Effective</i>
<p>An ineffective teacher... Does not actively engage, facilitate, or monitor student participation in classroom decision-making</p> <p>Does not create an environment where students demonstrate positive behavior</p> <p>Rarely supports appropriate student behavior or attempts to prevent behavioral issues</p> <p>Rarely maintains required collaboration with students and families to communicate standards for student behavior</p> <p>Rarely responds to inappropriate behaviors</p>	<p>A developing teacher... Facilitates student participation in classroom decision-making; students have opportunities to take responsibility for their own behavior and actions</p> <p>Creates an environment where students demonstrate positive behavior</p> <p>Supports appropriate student behavior and attempts to prevent behavioral issues</p> <p>Maintains required collaboration with students and families to communicate standards for student behavior</p> <p>Responds to inappropriate behaviors in an efficient, fair, and equitable way</p>	<p>An effective teacher... Facilitates student participation in classroom decision-making and encourages all students to take responsibility for their own behavior and actions</p> <p>Creates an environment where students demonstrate positive behavior and consistent participation</p> <p>Fosters appropriate student behavior and works proactively to prevent and respond quickly to minimize behavioral issues</p> <p>Engages in ongoing collaboration with students and families to communicate standards for student behavior</p> <p>Understands the causes of student behavior and responds to inappropriate behaviors in an efficient, fair, and equitable way</p>	<p>A highly effective teacher... Consistently and actively engages, facilitates, and monitors student participation in classroom decision-making and helps all students learn to take responsibility for their own behavior and actions</p> <p>Consistently creates an environment where students demonstrate positive behavior, consistent participation, and are valued for their unique identities</p> <p>Consistently fosters and supports appropriate student behavior and works proactively to prevent and respond quickly to minimize behavioral issues</p> <p>Consistently engages in ongoing collaboration with students and families to establish, maintain, and communicate standards for student behavior</p> <p>Consistently utilizes knowledge about student behavior to support positive classroom conduct and addresses inappropriate behaviors in an efficient, fair and equitable way</p>

STANDARD 2: Creating and Maintaining Effective Environments for Student Learning

ELEMENT 6: Employs classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn

DOES NOT MEET STANDARDS	MEETS STANDARDS		
<i>Ineffective</i>	<i>Developing</i>	<i>Effective</i>	<i>Highly Effective</i>
<p>An ineffective teacher... Rarely develops routines and procedures focused on student learning</p> <p>Rarely promotes positive behaviors or establishes preventions for disruptive behavior</p> <p>Does not create an environment where students share responsibility or take ownership with the teacher for managing and maintaining a positive classroom climate</p> <p>Rarely models or reinforces transitions through practice for students</p> <p>Provides little or no adaption to routines, procedures, and norms; success of students with special needs is not monitored or measured</p> <p>Applies little or no knowledge of students' physical, social, cognitive, and emotional development to support student learning</p>	<p>A developing teacher... Develops routines and procedures focused on student learning; classroom climate integrates school standards</p> <p>Promotes positive behaviors and a classroom climate that eliminates some disruptive behavior as required by site or District initiatives</p> <p>Creates an environment where students share some responsibility with teacher for managing and maintaining a positive classroom climate that promotes student learning</p> <p>Establishes daily schedules and classroom routines and helps students as they move from one instructional activity to the next</p> <p>Adapts some routines, procedures, and norms to promote the success of students with special needs</p> <p>Applies knowledge of students' physical, social, and cognitive development; adequate learning time and support are provided for students to attempt completion of learning activities</p>	<p>An effective teacher... Develops, monitors, and adjusts routines and procedures focused on student learning; classroom climate integrates school standards and norms</p> <p>Promotes positive behaviors and a positive classroom climate that eliminates most disruptive behaviors</p> <p>Creates an environment where students take ownership with teacher for managing and maintaining a positive classroom climate that promotes all student learning</p> <p>Models transitions for students to move from one instructional activity to the next</p> <p>Adapts necessary routines, procedures, and norms to ensure the success of students with special needs</p> <p>Applies knowledge of students' physical, social, cognitive, and emotional development to ensure that time and support are provided for students to complete learning activities</p>	<p>A highly effective teacher... Consistently facilitates student participation in developing, monitoring, adjusting routines, and procedures focused on maximizing student learning; classroom climate integrates school standards and norms</p> <p>Consistently promotes positive behaviors and establishes preventions and a positive classroom climate that eliminates most disruptive behavior</p> <p>Consistently creates an environment where students take ownership for managing and maintaining a positive classroom climate that promotes all student learning and transitions are seamless</p> <p>Consistently models and reinforces transitions through practice for students to smoothly and efficiently move from one instructional activity to the next</p> <p>Consistently adapts necessary routines, procedures, and norms to ensure the success of students with special needs and promotes fairness and respect for all students</p> <p>Consistently assesses and applies knowledge of students' physical, social, cognitive, and emotional development to ensure that adequate time and support are provided for students to complete learning activities</p>

STANDARD 2: Creating and Maintaining Effective Environments for Student Learning

ELEMENT 7: Uses instructional time to optimize learning

DOES NOT MEET STANDARDS	MEETS STANDARDS		
<i>Ineffective</i>	<i>Developing</i>	<i>Effective</i>	<i>Highly Effective</i>
<p>An ineffective teacher... Rarely engages students in setting learning goals</p> <p>Does not analyze, organize, and pace instruction to optimize learning time</p> <p>Does not or inappropriately adjusts instructional time</p> <p>Does not or inappropriately structures time for independent and collaborative learning</p>	<p>A developing teacher... Engages students in setting learning goals</p> <p>Organizes instruction to meet required learning time for students</p> <p>Makes attempts to adjust instructional time so that all students remain engaged and challenged</p> <p>Incorporates some independent and collaborative learning opportunities</p>	<p>An effective teacher... Creates an environment where students are engaged in accomplishing learning goals, and participate in reflection, self-assessment, and goal setting</p> <p>Organizes instruction to optimize learning time for students to accomplish learning goals</p> <p>Makes adjustments to instructional time so that all students remain engaged and challenged</p> <p>Plans and structures time for both independent and collaborative learning opportunities</p>	<p>A highly effective teacher... Consistently creates an environment where students monitor their own time, are engaged in accomplishing learning goals, and participate in reflection, self-assessment, and goal setting</p> <p>Consistently analyzes, organizes, and paces instruction to optimize learning time</p> <p>Consistently reflects and makes adjustments to instructional time so that all students remain engaged and challenged</p> <p>Consistently plans and structures time for both independent and collaborative learning opportunities for students utilizing all resources (colleagues, strategies, and structures)</p>

STANDARD 3: Understanding and Organizing Subject Matter for Student Learning

ELEMENT 1: Demonstrates knowledge of subject matter, academic content standards, and curriculum frameworks

DOES NOT MEET STANDARDS

MEETS STANDARDS

Ineffective

Developing

Effective

Highly Effective

An ineffective teacher...

Does not have sufficient subject matter knowledge to support student learning

Rarely demonstrates subject matter knowledge

Rarely identifies, understands, and/or teaches the adopted state standards and curriculum frameworks

Rarely integrates key concepts, themes, and relationships to address student learning

Rarely utilizes current understanding of relevant adopted state standards and frameworks

A developing teacher...

Uses sufficient subject matter knowledge to support student learning

Demonstrates current subject matter knowledge

Teaches the adopted state standards and curriculum frameworks by identifying goals/objectives for each lesson

Uses key concepts, themes, and relationships to address student learning

Maintains current understanding of relevant adopted state standards and frameworks

An effective teacher...

Ensures that subject matter knowledge is sufficient to support student learning in various ways and incorporates different perspectives, appropriate to the discipline

Demonstrates current subject matter and enhances subject matter knowledge through a variety of ways

Understands and teaches the adopted state standards and curriculum frameworks by posting, orally reviewing, and revisiting objectives throughout a lesson

Integrates key concepts, themes, and relationships across subject matter to address student learning needs

Utilizes current understanding of relevant CCSS and frameworks through lesson plans

A highly effective teacher...

Consistently ensures that subject matter knowledge is sufficient to support student learning in various ways and incorporates different perspectives appropriate to the discipline; seeks out deeper content knowledge

Consistently demonstrates current subject matter knowledge and enhances subject matter knowledge through a variety of ways, including multi-media

Consistently understands, and teaches the adopted state standards and curriculum frameworks; encourages students to take ownership of learning goals and content standards by posting, orally reviewing, and revisiting objectives throughout a lesson

Consistently integrates key concepts, themes, and relationships in ways that ensure clear connections across subject matter to address student learning

Consistently utilizes and extends current understanding of relevant CCSS and frameworks through lesson plans

STANDARD 3: Understanding and Organizing Subject Matter for Student Learning

ELEMENT 2: Applies knowledge of student development and proficiencies to ensure student understanding of subject matter

DOES NOT MEET STANDARDS	MEETS STANDARDS		
<i>Ineffective</i>	<i>Developing</i>	<i>Effective</i>	<i>Highly Effective</i>
<p>An ineffective teacher... Rarely applies knowledge of student development or differentiates subject matter as needed</p>	<p>A developing teacher... Applies knowledge of student development and learning styles while differentiating subject matter as needed</p>	<p>An effective teacher... Applies knowledge of student development and learning styles to students by adapting instruction to ensure equitable access of subject matter</p>	<p>A highly effective teacher... Consistently applies knowledge of student development and learning styles by integrating explicit teaching strategies of specific academic language to ensure access of subject matter</p>

STANDARD 3: Understanding and Organizing Subject Matter for Student Learning

ELEMENT 3: Organizes curriculum to facilitate student understanding of the subject matter

DOES NOT MEET STANDARDS	MEETS STANDARDS		
<i>Ineffective</i>	<i>Developing</i>	<i>Effective</i>	<i>Highly Effective</i>
<p>An ineffective teacher... Rarely uses knowledge of student readiness to sequence the curriculum</p> <p>Rarely applies knowledge of the subject matter to organize lessons</p> <p>Rarely utilizes adopted state standards and/or adopted curriculum in ways that support student understanding</p>	<p>A developing teacher... Uses knowledge of student readiness to sequence the curriculum</p> <p>Applies knowledge of subject matter to plan lessons</p> <p>Utilizes adopted state standards and/or adopted curriculum that support student understanding</p>	<p>An effective teacher... Uses knowledge of student readiness to sequence the curriculum while incorporating subject or grade level expectations</p> <p>Applies knowledge of subject matter to organize curriculum, plan lessons, and design units</p> <p>Utilizes adopted state standards and/or adopted curriculum in ways that support student understanding and accesses additional support materials as needed</p>	<p>A highly effective teacher... Consistently uses knowledge of student readiness to organize, sequence, and enhance the curriculum while incorporating subject and grade level expectations</p> <p>Consistently applies knowledge of subject matter to organize curriculum, plan lessons, and design units and extensively utilizes instructional strategies</p> <p>Consistently utilizes adopted state standards and/or adopted curriculum in ways that support student understanding and accesses additional adopted/support materials for intervention and extension</p>

STANDARD 3: Understanding and Organizing Subject Matter for Student Learning

ELEMENT 4: Utilizes instructional strategies that are appropriate to the subject matter

DOES NOT MEET STANDARDS	MEETS STANDARDS		
<i>Ineffective</i>	<i>Developing</i>	<i>Effective</i>	<i>Highly Effective</i>
<p>An ineffective teacher... Rarely uses instructional strategies appropriate to the subject matter</p>	<p>A developing teacher... Uses instructional strategies appropriate to the subject matter</p>	<p>An effective teacher... Uses instructional strategies to illustrate a concept and its connections appropriate to subject matter</p>	<p>A highly effective teacher... Consistently uses effective instructional strategies to develop and support deeper knowledge of subject matter</p>
<p>Rarely uses instructional strategies that make subject matter understandable to all students</p>	<p>Uses instructional strategies that make subject matter understandable to all students</p>	<p>Uses effective instructional strategies that develop depth and complexity in understanding subject matter to all students</p>	<p>Consistently uses effective instructional strategies that develop depth and complexity in understanding subject matter to all students</p>

STANDARD 3: Understanding and Organizing Subject Matter for Student Learning

ELEMENT 5: Uses and adapts resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students

DOES NOT MEET STANDARDS	MEETS STANDARDS		
<i>Ineffective</i>	<i>Developing</i>	<i>Effective</i>	<i>Highly Effective</i>
<p>An ineffective teacher... Rarely adapts or utilizes materials, resources, and technologies provided by the school or District</p> <p>Rarely uses required materials, resources, and technologies to support differentiated student learning needs</p> <p>Rarely uses required instructional resources to support student learning</p>	<p>A developing teacher... Adapts and utilizes required materials, resources, and technologies provided by the school or District</p> <p>Uses standard-aligned materials, resources, and technologies that support student differentiated learning</p> <p>Uses required instructional resources to support students in the classroom</p>	<p>An effective teacher... Adapts and utilizes the materials, resources, and technologies provided by the school or District to make subject matter accessible to all students</p> <p>Uses standard-aligned instructional materials, resources, and technologies that support student differentiated learning</p> <p>Adapts and uses instructional resources and technology to support student learning</p>	<p>A highly effective teacher... Consistently adapts and utilizes the full range of materials, resources, and technologies provided by the school or District</p> <p>Consistently uses standards-based materials, resources, and technologies to support differentiated student learning needs in the classroom setting</p> <p>Consistently uses and adapts new instructional resources/technology to support student critical thinking</p>

STANDARD 3: Understanding and Organizing Subject Matter for Student Learning

ELEMENT 6.1: Addresses the needs of English Learners to provide equitable access to the content

DOES NOT MEET STANDARDS		MEETS STANDARDS	
<i>Ineffective</i>	<i>Developing</i>	<i>Effective</i>	<i>Highly Effective</i>
<p>An ineffective teacher... Rarely addresses the English Language Development (ELD) standards as they relate to the ELD levels and needs of English Learners</p> <p>Rarely scaffolds content using visuals, models, and graphic organizers</p>	<p>A developing teacher... Addresses the required English Language Development (ELD) standards as they relate to ELD levels and meets the needs of English Learners</p> <p>Seeks additional information describing elements of culture and language proficiencies in listening, speaking, reading, and writing. Uses multiple measures for assessing English Learners' performance to identify gaps in English language development</p>	<p>An effective teacher... Addresses the English Language Development (ELD) standards as they relate to the levels of language acquisition; uses materials, resources, and technology to support subject matter instruction for all English Learners</p> <p>Creates and implements scaffolds to support standards-based instruction using SDAIE in order for students to improve language proficiencies and understand content</p>	<p>A highly effective teacher... Consistently addresses the English Language Development (ELD) standards as they relate to the levels of language acquisition; creates, selects, and uses materials, resources, and technology to support subject matter instruction of English Learners</p> <p>Consistently creates and adapts resources in the development of instruction to provide a wide range of scaffolded supports for language and content based on English Learners' proficiencies, knowledge, and skills</p>

ELEMENT 6.2: Addresses the needs of students with special needs (*IEP's, 504 Plans and advance learners*) to provide equitable access to the content

<p>An ineffective teacher... Does not have an awareness of the full range of students identified with special needs through data provided by the school</p> <p>Does not know or support the IEP goals for students with special needs</p> <p>Is not familiar with, or does not use, the referral processes for students with special needs</p>	<p>A developing teacher... Seeks additional information on the full range of students identified with special needs to address challenges or supports in single lessons or sequence of lessons</p> <p>Cooperates with resource personnel, para-educators, and families during meetings and activities in support of learning plans and goals</p> <p>Seeks additional information on struggling learners and advanced learners to determine appropriateness for referral</p>	<p>An effective teacher... Seeks and utilizes information on the full range of students identified with special needs to assess strengths and competencies to provide appropriate challenges and accommodations in instruction</p> <p>Communicates regularly with resource personnel, para-educators, and families to ensure that student services are provided and progress is made in accessing appropriate content</p> <p>Refers students, as needed, in a timely and appropriate manner supported with documented data over time, including interventions tried previous to referrals</p>	<p>A highly effective teacher... Consistently seeks and utilizing information to develop accommodations, adaptations, and extensions to instruction for the full range of students with special needs to ensure adequate support and challenge and guides students in monitoring their own achievement</p> <p>Consistently collaborates with colleagues, resource personnel, para-educators, families, leadership and students (when applicable) to ensure consistent instruction and in creating a coordinated program to optimize success of students with special needs</p> <p>Consistently takes leadership in initiating and monitoring referral process to meet student needs</p>
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STANDARD 4: Planning Instructional and Designing Learning Experiences for All Students

ELEMENT 1: Uses background knowledge of students’ academic readiness, language proficiency, cultural background, and individual development to plan instruction

DOES NOT MEET STANDARDS	MEETS STANDARDS		
<i>Ineffective</i>	<i>Developing</i>	<i>Effective</i>	<i>Highly Effective</i>
<p>An ineffective teacher... Rarely uses knowledge of students’ lives, their families, and their community to inform planning</p> <p>Rarely uses knowledge of individual students’ cognitive, social, emotional, and physical development</p> <p>Rarely plans lessons and units that promote access to core curriculum for all students</p> <p>Rarely uses knowledge of students’ diverse learning and language needs, to plan instruction</p>	<p>A developing teacher... Uses knowledge of students’ lives, their families, and their community to inform curriculum and planning</p> <p>Uses knowledge of individual students’ cognitive, social, emotional, and physical development to plan instruction and make appropriate adaptations to planning</p> <p>Plans lessons and units that promote access to core curriculum for all students</p> <p>Uses knowledge of students’ diverse learning and language needs to plan instructional accommodations that support student learning</p>	<p>An effective teacher... Uses knowledge of students’ lives, their families, and their community to inform planning and instruction; incorporates students’ prior knowledge and experiences into classroom curriculum and planning</p> <p>Uses knowledge of individual students’ cognitive, social, emotional, and physical development to plan instruction and makes appropriate adaptations to meet students’ unique needs</p> <p>Plans lessons and units that promote access to core curriculum for all students</p> <p>Uses knowledge of students’ diverse learning and language needs to plan instructional accommodations and strategies that engage and support student learning</p>	<p>A highly effective teacher... Consistently uses knowledge of students’ lives, their families, and their community to inform planning and instruction; incorporates students’ prior knowledge and experiences into the classroom</p> <p>Consistently uses knowledge of individual students’ cognitive, social, emotional, and physical development to plan instruction and adapts lessons to meet students’ unique needs</p> <p>Consistently plans lessons and units that integrate and promote access to core curriculum for all students</p> <p>Consistently uses knowledge of students’ diverse learning and language needs to plan instructional accommodations and strategies that engage and support all students throughout the lesson</p>

STANDARD 4: Planning Instructional and Designing Learning Experiences for All Students

ELEMENT 2: Establishes and articulates goals for student learning

DOES NOT MEET STANDARDS	MEETS STANDARDS		
<i>Ineffective</i>	<i>Developing</i>	<i>Effective</i>	<i>Highly Effective</i>
<p>An ineffective teacher... Rarely builds on strengths, interests, and needs of all students</p> <p>Rarely establishes long-term and short-term goals that address District and school expectations</p> <p>Rarely establishes learning goals that prepare students for successful transition to their next learning environment</p> <p>Rarely communicates clear, challenging, and achievable expectations</p>	<p>A developing teacher... Builds on the needs of students to create learning goals; assists students in monitoring class goals</p> <p>Establishes long-term and short-term goals that address school expectations</p> <p>Develops learning goals that prepare students for transition to their next learning environments</p> <p>Communicates expectations about student success and academic rigor</p>	<p>An effective teacher... Builds on needs of the students to create learning goals; assists students in self-monitoring these goals</p> <p>Establishes long-term and short-term goals that address District and school expectations based on academic content standards</p> <p>Develops learning goals that prepare students for successful transition to their next learning environment; regularly articulates the learning objective, why it is important, and how the students will demonstrate mastery</p> <p>Communicates clear, challenging, and achievable expectations about student success and academic rigor</p>	<p>A highly effective teacher... Consistently builds on strengths, interests, and needs of the students to create learning goals; consistently assists students in self-monitoring and evaluating progress on these goals</p> <p>Consistently establishes and communicates long-term and short-term goals that address District, school, and community expectations based on academic content standards, in order to create unit/lesson plans</p> <p>Consistently develops learning goals that prepare students for successful transition to their next learning environment; consistently articulates the learning objective, why it is important, and how the students will demonstrate mastery</p> <p>Consistently creates an engaging and dynamic learning environment by communicating clear, rigorous, and achievable expectations about student learning</p>

STANDARD 4: Planning Instructional and Designing Learning Experiences for All Students

ELEMENT 3: Develops and sequences long-term and short term instructional plans to support student learning

DOES NOT MEET STANDARDS	MEETS STANDARDS		
<i>Ineffective</i>	<i>Developing</i>	<i>Effective</i>	<i>Highly Effective</i>
<p>An ineffective teacher... Rarely designs and/or develops instructional units/lessons that reflect assessment results</p> <p>Rarely incorporates diverse subject matter perspectives into planning</p> <p>Rarely organizes and/or links goals with learning activities, common core standards or curricular materials</p>	<p>A developing teacher... Plans instructional units/lessons that reflect assessment results</p> <p>Incorporates diverse subject matter perspectives into planning by selecting and sequencing instructional strategies</p> <p>Links goals with curricular materials that incorporate adopted state standards</p>	<p>An effective teacher... Implements long-term and short-term plans with instructional units/lessons that are based on assessment results</p> <p>Incorporates diverse subject matter perspectives into planning, by utilizing knowledge of curriculum and instruction to sequence content and strategies</p> <p>Organizes and links goals with learning activities and adopted state standards</p>	<p>A highly effective teacher... Consistently designs and implements long-term and short-term plans by designing instructional units/lessons that are based on assessment results</p> <p>Consistently utilizes extensive knowledge of curriculum and instruction to sequence content and strategies appropriate to the complexity of the lesson</p> <p>Consistently organizes and links goals with learning activities and adopted state standards to develop comprehensive long and short-term goals that ensure high levels of learning</p>

STANDARD 4: Planning Instructional and Designing Learning Experiences for All Students

ELEMENT 4: Plans instruction that incorporates appropriate strategies to meet the learning needs of all students

DOES NOT MEET STANDARDS	MEETS STANDARDS		
<i>Ineffective</i>	<i>Developing</i>	<i>Effective</i>	<i>Highly Effective</i>
<p>An ineffective teacher... Rarely develops units, lesson plans, and strategies that build on and extends students' understanding of subject matter</p> <p>Rarely ensures that each learning objective is articulated to students</p>	<p>A developing teacher... Develops units, lesson plans, and strategies that build on student learning and extend students' understanding of subject matter</p> <p>Ensures that each learning objective is articulated to students</p>	<p>An effective teacher... Uses knowledge of subject matter to develop units, lesson plans, and strategies in order to appropriately pace instruction, over time, to include remediation and acceleration</p> <p>Ensures that each instructional strategy is related to learning goals and objectives and is articulated to students to best meet their learning and language needs.</p>	<p>A highly effective teacher... Consistently uses knowledge of subject matter to develop units, lesson plans, and strategies that build on and extend students' understanding of subject matter in order to appropriately pace instruction, over time, to include adjustments for remediation, acceleration, and individualized intervention</p> <p>Consistently ensures that all instructional strategies are implemented in a cohesive and logical manner, are directly related to learning goals and objectives, and are articulated to students to best meet their learning and language needs</p>

STANDARD 4: Planning Instructional and Designing Learning Experiences for All Students

ELEMENT 5: Adapts instructional plans and curricular materials to meet the assessed learning needs of all students

DOES NOT MEET STANDARDS	MEETS STANDARDS		
<i>Ineffective</i>	<i>Developing</i>	<i>Effective</i>	<i>Highly Effective</i>
<p>An ineffective teacher... Rarely identifies difficult concepts or skills for students</p> <p>Rarely adjusts curriculum and instruction based on assessment of student learning</p> <p>Rarely reflects on individual, team, school, and District successes</p>	<p>A developing teacher... Identifies difficult concepts or skills for students as part of required professional learning</p> <p>Adjusts curriculum and instruction based on assessment of student learning</p> <p>Reflects on individual professional successes and struggles regarding student learning; implements and uses core curriculum and evaluates effectiveness of teaching strategies to prepare for future lessons and units on a limit basis</p>	<p>An effective teacher... Identifies difficult concepts or skills for students in order to re-examine and strengthen plans for future lessons</p> <p>Adapts and prepares for appropriate adjustments to curriculum and instruction based on assessment of student learning; allows for multiple opportunities for a student to demonstrate acquisition of information</p> <p>Reflects on Individual professional and team successes and struggles regarding student learning; implements and uses core curriculum and evaluates effectiveness of teaching strategies typically making additional changes and accommodations to lessons, as needed</p>	<p>A highly effective teacher... Consistently identifies difficult concepts or skills for students in order to re-examine and strengthen plans for future lessons</p> <p>Consistently anticipates and prepares a wide range of adaptations to lessons in order to correct misconceptions based on assessment of student learning; provides a variety of lesson formats and presentation styles, allowing multiple opportunities for a student to demonstrate the acquisition of information</p> <p>Consistently reflects on individual, team, school, and District successes and struggles regarding student learning; implements and uses core curriculum and evaluates effectiveness of teaching strategies based on evidence of student learning while making additional changes and accommodations to lessons as needed</p>

STANDARD 5: Assessing Students for Learning			
ELEMENT 1: Applies knowledge of the purposes, characteristics, and uses of different types of assessments			
DOES NOT MEET STANDARDS	MEETS STANDARDS		
<i>Ineffective</i>	<i>Developing</i>	<i>Effective</i>	<i>Highly Effective</i>
<p>An ineffective teacher... Does not select and use a wide range of assessments and assessment strategies that are aligned to support student learning needs</p> <p>Rarely uses grading practices that reflect student learning outcomes</p>	<p>A developing teacher... Uses assessments and assessment strategies as required by the site and/or District that demonstrate learning outcomes being evaluated</p> <p>Uses grading practices that reflect student learning outcomes</p>	<p>An effective teacher... Selects, uses, and analyzes a wide range of assessments and assessment strategies that are aligned to support student learning needs and demonstration of learning outcomes being evaluated</p> <p>Utilizes grading practices that use multiple sources of information that reflect student learning outcomes</p>	<p>A highly effective teacher... Consistently selects, uses, and analyzes a wide range of assessments and assessment strategies that are aligned to support student learning needs and demonstration of learning outcomes being evaluated</p> <p>Consistently designs and utilizes grading practices that use multiple sources of information that reflect student learning outcomes</p>

STANDARD 5: Assessing Students for Learning

ELEMENT 2: Collects and analyzes assessment data from a variety of sources to inform instruction

DOES NOT MEET STANDARDS	MEETS STANDARDS		
<i>Ineffective</i>	<i>Developing</i>	<i>Effective</i>	<i>Highly Effective</i>
<p>An ineffective teacher... Rarely maintains or analyzes data after formative and summative assessments to inform instruction</p> <p>Does not use assessment tools appropriately</p> <p>Rarely reviews formative assessment results</p> <p>Rarely uses assessment to collect data appropriate for the range of student learning needs</p> <p>Rarely communicates assessment feedback with students and families</p>	<p>A developing teacher... Maintains and analyzes data after formative and summative assessments to inform instruction</p> <p>Uses assessment tools created by District or site, as required</p> <p>Reviews formative assessment results</p> <p>Uses assessment to collect data appropriate for the range of student learning needs</p> <p>Communicates assessment feedback with students and families</p>	<p>An effective teacher... Maintains and analyzes a comprehensive record of group and individual achievement on both formative and summative assessments to inform instruction</p> <p>Selects and uses formative and summative assessment tools appropriate to what is being assessed</p> <p>Collects, reviews, and responds to formative assessment results and analysis</p> <p>Uses assessments systematically throughout instruction to collect assessment data appropriate for the range of learning needs and sub-groups</p> <p>Develops and communicates individual assessment feedback with students and families, based on formative and summative assessment results</p>	<p>A highly effective teacher... Consistently keeps a continuous and comprehensive record of group and individual achievement on both formative and summative assessments to inform instruction</p> <p>Consistently designs, selects, and uses formative and summative assessment tools appropriate to what is being assessed</p> <p>Consistently collects, reviews, and responds to formative assessment results and analysis in planning for a single lesson or sequence of lessons for maximum student success</p> <p>Consistently infuses assessments strategically and systematically throughout instruction to collect ongoing assessment data appropriate for the range of learning needs</p> <p>Consistently develops and communicates individual and classroom assessment feedback with students and families, based on formative and summative assessment results</p>

STANDARD 5: Assessing Students for Learning			
ELEMENT 3: Reviews data, both individually and with colleagues, to monitor student learning			
DOES NOT MEET STANDARDS	MEETS STANDARDS		
<i>Ineffective</i>	<i>Developing</i>	<i>Effective</i>	<i>Highly Effective</i>
<p>An ineffective teacher... Does not use annual state-mandated and District interim assessments and when results are given by site or District to monitor student learning</p> <p>Does not access formative assessment data for review to monitor student learning; does not disaggregate student data</p> <p>Rarely prepares for or actively participates in discussing student and class data during collaborative meetings</p> <p>Does not ask other teachers about their best practices or seek assistance to differentiate or adjust instruction for students</p>	<p>A developing teacher... Uses annual state-mandated and District interim assessments and when results are given by site or District to monitor student learning</p> <p>When requested, will review formative assessment data; does not independently use data filters to access information on specific student groups</p> <p>As required, attends collaborative meetings to share individual student and class data, but communicates minimally about student learning</p> <p>Occasionally asks other teachers about their best practices and how to differentiate or adjust instruction</p>	<p>An effective teacher... Accesses annual state-mandated, District interim, and formative assessments regularly for review of current status and progress made since the prior assessment period</p> <p>Shares and collaborates formative team assessment data for review; regularly disaggregates data to monitor student learning</p> <p>Actively participates in analyzing individual student and class data in collaborative meetings regularly, identifying both strengths and gaps in student learning</p> <p>Collaborates with colleagues to improve student achievement through identification of best practices and differentiation strategies</p>	<p>A highly effective teacher... Consistently accesses and analyzes annual state-mandated, District interim, and formative assessments regularly for review of current status and progress made since the prior assessment period</p> <p>Consistently initiates team access to formative assessment data for review to monitor student learning; regularly reviews data using filters for student groups and for specific standards and strands</p> <p>Consistently prepares for and actively participates in analyzing individual student and class data during collaborative meetings, identifying both strengths and gaps in student learning</p> <p>Consistently collaborates with colleagues to improve student achievement through identification of best practices and differentiation strategies; applies these practices and/or strategies and provides feedback to colleagues</p>

STANDARD 5: Assessing Students for Learning			
ELEMENT 4: Uses assessment data to establish learning goals and to plan, differentiate, and modify instruction			
DOES NOT MEET STANDARDS	MEETS STANDARDS		
<i>Ineffective</i>	<i>Developing</i>	<i>Effective</i>	<i>Highly Effective</i>
<p>An ineffective teacher... Rarely sets annual performance goals for students</p> <p>Rarely monitors progress of individual or group achievement targets</p> <p>Rarely modifies instruction based on assessment results</p>	<p>A developing teacher... Sets annual performance goals for students</p> <p>Monitors progress of individual or group achievement targets with assessment results</p> <p>Modifies instruction based on assessment results</p>	<p>An effective teacher... Sets annual and interim performance goals for all students based on data analysis</p> <p>Monitors progress of individual or group achievement targets with assessment results independently or collaboratively</p> <p>Modifies and differentiates instruction based on assessment results and student needs</p>	<p>A highly effective teacher... Consistently sets annual, interim, and formative performance goals for all students based on data analysis</p> <p>Consistently monitors progress of individual or group achievement targets with assessment results, both independently and collaboratively</p> <p>Consistently modifies and differentiates instruction based on assessment results and student needs</p>

STANDARD 5: Assessing Students for Learning			
ELEMENT 5: Involves all students in self-assessment, goal setting, and monitoring progress			
DOES NOT MEET STANDARDS	MEETS STANDARDS		
<i>Ineffective</i>	<i>Developing</i>	<i>Effective</i>	<i>Highly Effective</i>
<p>An ineffective teacher... Rarely provides opportunities for student goal setting</p> <p>Rarely shares strategies with students to assess their learning, set and monitor their learning goals</p>	<p>A developing teacher... Provides opportunities for student goal setting</p> <p>Shares strategies with students to assess their learning, set and monitor their learning goals</p>	<p>An effective teacher... Provides opportunities for student self-assessment, goal setting, and monitoring progress</p> <p>Models strategies for students to assess their learning, set and monitor their learning goals, and reflect upon their learning</p>	<p>A highly effective teacher... Consistently provides systematic opportunities for student self-assessment, goal setting, and monitoring progress</p> <p>Consistently develops and models strategies for students to assess their learning, set and monitor their learning goals, and reflect upon their learning inside and outside of the classroom</p>

STANDARD 5: Assessing Students for Learning			
ELEMENT 6: Uses available technologies to assist in assessment, analysis, and communication of student learning			
DOES NOT MEET STANDARDS	MEETS STANDARDS		
<i>Ineffective</i>	<i>Developing</i>	<i>Effective</i>	<i>Highly Effective</i>
<p>An ineffective teacher... Rarely attempts to analyze assessments and provides communication regarding student learning to stakeholders</p> <p>Rarely uses technologies to communicate students' learning to students and families, when requested</p>	<p>A developing teacher... Attempts to analyze assessments and provides communication regarding student learning to stakeholders, when requested</p> <p>Uses technologies to communicate students' learning to students and families, when requested</p>	<p>An effective teacher... Uses a range of technologies to implement, and analyze assessments and provides for in-depth and ongoing communication regarding student learning</p> <p>Uses technologies appropriately to communicate students' learning to students and families as tied to learning outcomes</p>	<p>A highly effective teacher... Consistently uses a wide range of technologies to design, implement, and analyze assessments and provides for in-depth and ongoing communication regarding student learning</p> <p>Consistently uses technologies appropriately to frequently communicate students' learning to students and families as tied to learning outcomes</p>

STANDARD 5: Assessing Students for Learning			
ELEMENT 7: Uses assessment information to share timely and comprehensible feedback with students and their families			
DOES NOT MEET STANDARDS	MEETS STANDARDS		
<i>Ineffective</i>	<i>Developing</i>	<i>Effective</i>	<i>Highly Effective</i>
<p>An ineffective teacher... Rarely provides students with feedback through assessed work and required summative assessments</p> <p>Rarely notifies families of student proficiencies, challenges, and/or behavior issues</p>	<p>A developing teacher... Provides students with additional feedback based on formative assessments from single or sequence of lessons; seeks to provide feedback in ways that students understand</p> <p>Communicates with families about student progress, strengths, and needs at reporting periods; contacts families as needs arise regarding struggling students or behavior issues</p>	<p>An effective teacher... Provides students with clear and timely information about strengths, needs, and strategies for improving academic achievement</p> <p>Provides opportunities for comprehensible and timely two-way communications with families to share student assessments, progress, raise issues and/or concerns, and guide family support</p>	<p>A highly effective teacher... Consistently integrates the ongoing sharing of clear and timely feedback to students from formal and informal assessments in ways that facilitate student ownership of achievement</p> <p>Consistently communicates with families to share a range of assessment information that is comprehensible and responsive to individual student and family needs</p>

STANDARD 6: Developing as a Professional Educator

ELEMENT 1: Reflecting on teaching practices in support of student learning

DOES NOT MEET STANDARDS	MEETS STANDARDS		
<i>Ineffective</i>	<i>Developing</i>	<i>Effective</i>	<i>Highly Effective</i>
<p>An ineffective teacher... Rarely uses student results and feedback from supervisors to improve their performance</p> <p>Does not maintain ongoing reflective practice related to interactions with all students</p> <p>Rarely engages in reflection among colleagues through required professional development</p>	<p>A developing teacher... Uses student results and feedback from supervisors to improve their performance</p> <p>Uses reflective practice related to interactions with most students to support and raise the level of academic achievement</p> <p>Engages in reflection among colleagues through required professional development</p>	<p>An effective teacher... Uses self reflection, student results, and feedback from supervisors to improve their performance</p> <p>Maintains ongoing reflective practice related to interactions with all students to support and raise the level of academic achievement</p> <p>Engages in reflection among colleagues for grade level and school-wide impact on student learning</p>	<p>A highly effective teacher... Consistently uses self reflection, student results, and feedback from supervisors to improve performance</p> <p>Consistently maintains ongoing reflective practice related to interactions with all students to support and raise the level of academic achievement</p> <p>Consistently engages in, and fosters reflection among colleagues for grade level and school-wide impact on student learning</p>

STANDARD 6: Developing as a Professional Educator

ELEMENT 2: Establishes professional goals and engages in continuous and purposeful professional growth and development

DOES NOT MEET STANDARDS	MEETS STANDARDS		
<i>Ineffective</i>	<i>Developing</i>	<i>Effective</i>	<i>Highly Effective</i>
<p>An ineffective teacher... Rarely participates in a variety of professional learning opportunities focused on student success</p> <p>Does not develop or align professional goals with CSTP or school/District goals</p>	<p>A developing teacher... Participates in required professional learning opportunities focused on student success</p> <p>Aligns goals to CSTP and schools/District goals informed by some data/information</p>	<p>An effective teacher... Participates in a variety of professional learning opportunities focused on student success</p> <p>Develops and aligns professional goals to CSTP and school/District goals informed by appropriate data/information</p>	<p>A highly effective teacher... Consistently participates in, as well as develops materials, and presents to a variety of professional learning opportunities focused on student success</p> <p>Consistently develops, modifies, and aligns professional goals to CSTP and school/District goals informed by appropriate data/information</p>

STANDARD 6: Developing as a Professional Educator

ELEMENT 3: Collaborates with colleagues and the broader professional community to support teacher and student learning

DOES NOT MEET STANDARDS	MEETS STANDARDS		
<i>Ineffective</i>	<i>Developing</i>	<i>Effective</i>	<i>Highly Effective</i>
<p>An ineffective teacher... Rarely participates in a collaborative manner in required meetings</p> <p>Does not establish or maintain productive, collaborative relationships with the broader professional community</p> <p>Rarely uses required resources to provide support to students or reaches out to the community to access resources</p>	<p>A developing teacher... Attends required staff, grade level/department or collaborative meetings and participates</p> <p>Maintains relationships by consulting with the site professional community, including: teachers, para-educators, administration, specialists, etc.</p> <p>Uses required resources provided to support students and may reach out to the professional community to access resources</p>	<p>An effective teacher... Collaborates with colleagues to expand impact on teacher practice and student learning within grade level/department or collaborative teams and classroom levels</p> <p>Maintains productive and collaborative relationships with site and District teachers, para-educators, administration, specialists, etc. by providing, accepting, and acting on feedback</p> <p>Engages with members of the broader professional community to access resources and supports for teaching the full range of students</p>	<p>A highly effective teacher... Consistently ensures the broadest positive impact possible through ongoing collaboration on instructional practice and student achievement at District, school, grade level/department or collaborative meetings</p> <p>Consistently initiates, establishes, and maintains productive, collaborative relationships with the broader professional community including teachers, para-educators, administration, specialists, etc. by providing, accepting, and acting on feedback</p> <p>Consistently seeks out and engages with members of the broader professional community to access resources and a wide range of supports for teaching the full range of students</p>

STANDARD 6: Developing as a Professional Educator

ELEMENT 4: Works with families to support student learning

DOES NOT MEET STANDARDS	MEETS STANDARDS		
<i>Ineffective</i>	<i>Developing</i>	<i>Effective</i>	<i>Highly Effective</i>
<p>An ineffective teacher... Rarely structures opportunities and supports for family engagement</p> <p>Rarely engages families as sources of knowledge about students' strengths, interests, and needs</p> <p>Rarely presents program elements and student data for families</p>	<p>A developing teacher... Acknowledges the importance of the family's role in student learning and provides limited opportunities for classroom contribution</p> <p>Inquires about the utilization of knowledge gained from families about students' strengths, interests, and needs in support of growth and achievement</p> <p>Presents the educational program and student data for families</p>	<p>An effective teacher... Structures opportunities and support for families to contribute to the classroom and school community in order to improve student learning</p> <p>Uses knowledge gained from families about students' strengths, interests, and needs in support of growth and achievement</p> <p>Presents the educational program and student data for students in a comprehensible way for families</p>	<p>A highly effective teacher... Consistently structures a wide range of opportunities and support for families to contribute to the classroom and school community in order to improve student learning</p> <p>Consistently engages families as sources of knowledge about students' strengths, interests, and needs in support of their growth and achievement</p> <p>Consistently presents the educational program and student data in a comprehensible way for families</p>

STANDARD 6: Developing as a Professional Educator

ELEMENT 5: Engages local communities in support of the instructional program

DOES NOT MEET STANDARDS		MEETS STANDARDS	
<i>Ineffective</i>	<i>Developing</i>	<i>Effective</i>	<i>Highly Effective</i>
<p>An ineffective teacher... Is unaware of neighborhood and community resources</p> <p>Rarely uses available neighborhood and community resources in a given lesson</p>	<p>A developing teacher... Is aware of available neighborhood and community resources to support the curriculum</p> <p>Uses available neighborhood and community resources in a given lesson</p>	<p>An effective teacher... Uses a variety of neighborhood and community resources to support the curriculum</p> <p>Includes knowledge of communities when designing and implementing instruction</p>	<p>A highly effective teacher... Consistently collaborates with community members to support the instructional programs, students, and families</p> <p>Consistently draws from their understanding of the community to improve and enrich the instructional program and engages students in leadership development</p>

STANDARD 6: Developing as a Professional Educator

ELEMENT 6: Manages professional responsibilities to maintain motivation and commitment to all students

DOES NOT MEET STANDARDS	MEETS STANDARDS		
<i>Ineffective</i>	<i>Developing</i>	<i>Effective</i>	<i>Highly Effective</i>
<p>An ineffective teacher... Rarely models professionalism and does not always manage professional responsibilities</p> <p>Rarely seeks to maintain required commitments to colleagues and students</p> <p>Does not demonstrate high expectations for all students or a belief in their capacity for achievement</p>	<p>A developing teacher... Maintains professional responsibilities in timely ways and seeks support, as needed, for required expectations</p> <p>Seeks to maintain required commitments to colleagues and students</p> <p>Is beginning to demonstrate high expectations for all students and a belief in their capacity for achievement</p>	<p>An effective teacher... Maintains professional responsibilities and manages time and effort by planning for situations that may be challenging</p> <p>Supports self and others to maintain motivation, resiliency, and energy through continual efforts to try and refine new, risk-taking methods to ensure individual student learning</p> <p>Demonstrates high expectations for all students and a belief in their capacity for achievement</p>	<p>A highly effective teacher... Consistently models professionalism while integrating the full range of professional responsibilities into advanced planning for situations that may be challenging</p> <p>Consistently supports colleagues and self to maintain motivation, resiliency, and energy through continual efforts to seek, try, and refine new, risk-taking methods to ensure individual student learning</p> <p>Consistently demonstrates high expectations for all students and a belief that all students can learn</p>

FALLBROOK UNION ELEMENTARY SCHOOL DISTRICT
Teacher Standard Selection and Mid-Year Feedback Form

Appendix D

Standard 1

Teacher: _____ Date: _____

Teacher Signature: _____ Grade(s)/Subjects: _____

Administrator: _____ Administrator Signature: _____

After the permanent teacher selects a standard and the administrator selects a standard, this form is used to guide the discussion about collecting evidence called multiple-measures. *Non-permanent teachers will be evaluated on all standards.* Next they determine the types of multiple measures that could be used to assist the administrator in assessing the performance level for each element. Once measures are identified, place a check in the cell on the matrix. Other types of measures can also be identified and recorded. This form is then kept and used again at the mid-year conference. The rating on the form (ineffective – highly effective) will be completed during or after the mid-year conference in which evidence for the measures has been reviewed and compared to Fallbrook’s Teachers’ Continuum.

Standard 1 – ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING	Ineffective	Developing	Effective	Highly Effective
1.1 Uses knowledge of students to engage them in learning.				
1.2 Connects learning to students’ prior knowledge, backgrounds, life experiences, and interests.				
1.3 Connects subject matter to meaningful, real-life contexts.				
1.4 Uses a variety of instructional strategies, resources, and technologies to meet students’ diverse learning needs.				
1.5 Promotes critical thinking through inquiry, problem-solving, and reflection.				
1.6 Monitors student learning and adjusts instruction while teaching.				
OVERALL RATING FOR STANDARD 1				

Multiple measures to assess Standard 1 may include:

ELEMENT	Lesson Planning	Classroom Observation/Walk-throughs	Self-Assessment and Reflection	Student Work Samples	Portfolio Assessment	Student Achievement Data	Other Types of Multiple Measures		Comments
1.1									
1.2									
1.3									
1.4									
1.5									
1.6									

Other measures may include: ___ Documentation of grouping strategies ___ Teacher created assessments ___ Student self-reflection

Standard 2

[illegible]

Standard 3

[illegible]

FALLBROOK UNION ELEMENTARY SCHOOL DISTRICT
Teacher Standard Selection and Mid-Year Feedback Form

Standard 5

Teacher: _____ Date: _____

Teacher Signature: _____ Grade(s)/Subjects: _____

Administrator: _____ Administrator Signature: _____

After the permanent teacher selects a standard and the administrator selects a standard, this form is used to guide the discussion about collecting evidence called multiple-measures. *Non-permanent teachers will be evaluated on all standards.* Next they determine the types of multiple measures that could be used to assist the administrator in assessing the performance level for each element. Once measures are identified, place a check in the cell on the matrix. Other types of measures can also be identified and recorded. This form is then kept and used again at the mid-year conference. The rating on the form (ineffective – highly effective) will be completed during or after the mid-year conference in which evidence for the measures has been reviewed and compared to Fallbrook's Teachers' Continuum.

Standard 5 – ASSESSING STUDENT LEARNING	Ineffective	Developing	Effective	Highly Effective
5.1 Applies knowledge of the purposes, characteristics, and uses of different types of assessments.				
5.2 Collects and analyzes assessment data from a variety of sources to inform instruction.				
5.3 Reviews data, both individually and with colleagues, to monitor student learning.				
5.4 Uses assessment data to establish learning goals and to plan, differentiate, and modify Instruction.				
5.5 Involves all students in self-assessment, goal setting, and monitoring progress.				
5.6 Uses available technologies to assist in assessment, analysis, and communication of student learning.				
5.7 Uses assessment information to share timely and comprehensible feedback with students and their families.				
OVERALL RATING FOR STANDARD 5				

Multiple measures to Assess Standard 5 may include:

Other Measures to Consider:

ELEMENT	Lesson Planning	Classroom Observation/Walk-throughs	Self-Assessment & Reflection	Student Work Samples	Portfolio Assessment	Student Achievement Data	Other Types of Multiple Measures		Comments
5.1									
5.2									
5.3									
5.4									
5.5									
5.6									
5.7									

☐ Student Learning Goals/Conference
 ☐ Parent Newsletter
 ☐ Class Newsletters
 ☐ Class Web Site
 ☐ PBIS Plan (Student Discipline Data)
☐ Student Progress Report/Report Cards
 ☐ OARS Reports
 ☐ Anecdotal Student Records
 ☐ Parent Surveys
 ☐ Staff Meeting Agendas/Notes
☐ Parent Communication Log
 ☐ Open House
 ☐ Notes of SST or IEP Goals
 ☐ Student Awards
 ☐ PLC Agendas/Minutes

Instructional Conference Summary

Teacher: _____ Observer: _____ Observation Date: _____ Conference: _____

Reinforcement:**Rationale:****Comments:****Refinement:****Rationale:****Comments:****Summary:**

Observer's Signature: _____ Teacher's Signature _____ Date: _____

FALLBROOK UNION ELEMENTARY SCHOOL DISTRICT

SUMMARY EVALUATION OF TEACHER PERFORMANCE

Appendix F

Teacher: _____ Date: _____
 Administrator: _____ Grade(s)/Subjects _____
 Dates of Observations _____ Dates of Conferences _____
 Status of Teacher: Temporary____ Probationary 1____ Probationary 2 ____ Permanent____
 Identify Standards Rated for Permanent Teacher: _____

Standard 1 – ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING	Ineffective	Developing	Effective	Highly Effective
1.1 Uses knowledge of students to engage them in learning.				
1.2 Connects learning to students’ prior knowledge, backgrounds, life experiences, and Interests.				
1.3 Connects subject matter to meaningful, real-life contexts.				
1.4 Uses a variety of instructional strategies, resources, and technologies to meet students’ diverse learning needs.				
1.5 Promotes critical thinking through inquiry, problem-solving, and reflection.				
1.6 Monitors student learning and adjusts instruction while teaching.				
OVERALL RATING FOR STANDARD 1				

Comments:

Recommended Actions for Improvement:

Resources Needed to Complete These Actions:

Standard 2 – CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING	Ineffective	Developing	Effective	Highly Effective
2.1 Promotes social development and responsibility within a caring community where each student is treated fairly and respectfully.				
2.2 Creates physical or virtual learning environments that promotes student learning, reflects diversity, and encourages constructive and productive interactions among students.				
2.3 Establishes and maintains learning environments that are physically, Intellectually and emotionally safe.				
2.4 Creates a rigorous learning environment with high expectations and appropriate support for all students.				
2.5 Develops, communicates, and maintains high standards for individual and group behavior.				
2.6 Employs classroom routines, procedures, norms, and support for positive behavior to ensure a climate in which all students can learn.				
2.7 Uses instructional time to optimize learning.				
OVERALL RATING FOR STANDARD 2				

Comments:

Recommended Actions for Improvement:

Resources Needed to Complete These Actions:

Standard 3 – UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING	Ineffective	Developing	Effective	Highly Effective
3.1 Demonstrates knowledge of subject matter, academic content standards, and curriculum for current frameworks.				
3.2 Applies knowledge of student development and proficiencies to ensure student understanding of subject matter.				
3.3 Organizes curriculum to facilitate student understanding of the subject matter.				
3.4 Utilizes instructional strategies that are appropriate to the subject matter.				
3.5 Uses and adapts resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students.				
3.6 Addresses the needs of English Learners and students with special needs to provide equitable access to the content.				
OVERALL RATING FOR STANDARD 3				

Comments:

Recommended Actions for Improvement:

Resources Needed to Complete These Actions:

Standard 4 – PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS	Ineffective	Developing	Effective	Highly Effective
4.1 Uses knowledge of students’ academic readiness, language proficiency, cultural background, and individual development to plan instruction.				
4.2 Establishes and articulates goals for student learning.				
4.3 Develops and sequences long-term and short-term instructional plans to support student learning.				
4.4 Plans instruction that incorporates appropriate strategies to meet the learning needs of all students.				
4.5 Adapts instructional plans and curricular materials to meet the assessed learning needs of all students.				
OVERALL RATING FOR STANDARD 4				

Comments:

Recommended Actions for Improvement:

Resources Needed to Complete These Actions:

Standard 5 – ASSESSING STUDENT LEARNING	Ineffective	Developing	Effective	Highly Effective
5.1 Applies knowledge of the purposes, characteristics, and uses of different types of assessments.				
5.2 Collects and analyzes assessment data from a variety of sources to inform instruction.				
5.3 Reviews data, both individually and with colleagues, to monitor student learning.				
5.4 Uses assessment data to establish learning goals and to plan, differentiate, and modify Instruction.				
5.5 Involves all students in self-assessment, goal setting, and monitoring progress.				
5.6 Uses available technologies to assist in assessment, analysis, and communication of student learning.				
5.7 Uses assessment information to share timely and comprehensible feedback with students and their families.				
OVERALL RATING FOR STANDARD 5				

Comments:

Recommended Actions for Improvement:

Resources Needed to Complete These Actions:

Standard 6 – DEVELOPING AS A PROFESSIONAL EDUCATOR	Ineffective	Developing	Effective	Highly Effective
6.1 Reflects on teaching practices in support of student learning.				
6.2 Establishes professional goals and engages in continuous and purposeful professional growth and development.				
6.3 Collaborates with colleagues and the broader professional community to support teacher and student learning.				
6.4 Works with families to support student learning.				
6.5 Engages local communities in support of the instructional program.				
6.6 Manages professional responsibilities to maintain motivation and commitment to all students.				
6.7 Demonstrates professional responsibility, integrity, and ethical conduct.				
OVERALL RATING FOR STANDARD 6				

Comments:

Recommended Actions for Improvement:

Resources Needed to Complete These Actions:

OVERALL PERFORMANCE SUMMARY

☐ **Ineffective**

The professional performs below the established standards in most of the elements as described in the continuum or in a manner that is inconsistent with the expectations of a developing or effective teacher. Support has been provided but the teacher did not make a concerted effort to improve or the effort was not sustained.

☐ **Developing**

The professional performs at a level that demonstrates the beginning stages of development in meeting the standards and aligned elements. This professional needs additional support and guidance while applying recommendations made during formative assessments.

☐ **Effective**

The professional performs in a manner that demonstrates competence and expertise in meeting the standards and aligned elements that is consistent of the expectations of an effective teacher. This professional demonstrates a willingness to learn and apply new skills.

☐ **Highly Effective**

The professional performs at a level that consistently models initiative, raises performance through expanding knowledge, and improves individual and/or school effectiveness in a manner that exceeds expectations. This professional applies new skills on an ongoing basis.

Commendations:

Recommendations:

Evalutee's signature indicates that the evaluation has been read and discussed. It does not necessarily indicate agreement with the evaluation. In the event of any disagreement regarding this report, the employee has the right to present his/her point of view by submitting a response with ten (10) days to the evaluator.

Teacher's Signature: _____ Date: _____

Administrator's Signature: _____ Date: _____

Fallbrook Union Elementary School District Psychologist Continuum

Purpose of the Continuum

The School Psychologist Continuum (SPC) was developed for three key purposes:

- To provide a description of the key roles and responsibilities of a school psychologist. The activity examples are not intended to be exhaustive and additional examples may need to be considered based upon an individual school psychologist's assignment and responsibilities.
- To inform the personnel evaluation process of school psychologists.
- To assist school administrators' recognition of effective school psychologists and support of ongoing professional development for their school psychology staff.

Using the Continuum

Key considerations for using the SPC include:

- The SPC is designed to be one measure, or piece of information, used in the personnel evaluation of school psychologists. Additional information should be considered when making evaluation decisions.
- The SPC should be used as a self-assessment by a school psychologist. The ratings could be shared with a supervisor and considered in the evaluation process to determine final ratings and areas for future professional growth.
- School psychologists should provide evidence, or artifacts, to support their self-ratings on the SPC Examples include: student progress monitoring data, educational evaluation reports, examples of student work, surveys/feedback on interactions with families, school staff, and community partners.

- The SPC should be completed by a supervisor who is familiar with school psychology practices, professional best practices, and ethical principles.
- The activities listed for the rating categories (Highly Effective, etc.) are examples. The list is not exhaustive and a rating at that level does not require evidence of each listed practice. A school psychologist may be involved in other activities that should be considered when selecting the appropriate rating.
- Supervisor ratings on the SPC will be more accurate and valid when based on first-hand knowledge of the school psychologists' job performance. Observations, review of provided evidence/artifacts and self-ratings, and input from other school staff would be informative.
- The final SPC ratings should be reviewed and discussed by the supervisor and school psychologist. Identifying areas of effectiveness and exemplary practice under Commendations, as well as areas in need of improvement (Recommendations), are essential for supporting school psychological practices that enhance student academic and mental health outcomes.

Fallbrook Union Elementary School District Psychologist Continuum

STANDARD 1: ASSESSMENT, DATA-BASED DECISION MAKING, AND ACCOUNTABILITY

School psychologists utilize their knowledge of data-based decision making and accountability, diversity in development and learning, as well as research and program evaluation to assist staff with effective decision making regarding student needs

Indicator	Ineffective	Developing	Effective	Highly Effective
<p>1.1: Utilize appropriate assessment and data collection methods</p> <p>Part of the School Psychologist's role?</p> <p><input type="checkbox"/> No; Indicator Not Applicable to this Employee</p> <p><input type="checkbox"/> Yes</p>	<p>School Psychologist uses assessment and data collection methods that are</p> <p>-Inappropriate for purpose and/or student, or</p> <p>-Are administered, scored, or interpreted incorrectly</p>	<p>School Psychologist uses assessment and data collection methods that are</p> <p>-Appropriate for student and</p> <p>-Administered, scored, and interpreted correctly</p> <p>However individual's practices are</p> <p>-Limited in variety for the intended purpose, or</p> <p>-Limited in individualization for the</p>	<p>School Psychologist uses assessment and data collection methods that are</p> <p>-Appropriate for the intended purpose</p> <p>-Appropriate and individualized for the specific student's cultural, linguistic and disability background, and</p> <p>-Of sufficient variety for the intended purpose</p>	<p>School Psychologist fulfills the criteria for "Effective" and additionally</p> <p>-Applies evaluation data and findings to intervention, instruction, programming, and services through written reports, intervention plans, and meetings/conferences with parents and/or school staff</p>
<p>1.2: Contributes to school-wide assessment and data-based practices for academic, social-emotional, and behavioral domains</p> <p>Part of the School Psychologist's role?</p> <p><input type="checkbox"/> No; Indicator Not Applicable to this Employee</p> <p><input type="checkbox"/> Yes; Indicate domain(s) in which this Employee is involved:</p> <p><input type="checkbox"/> Academic</p> <p><input type="checkbox"/> Social-Emotional</p> <p><input type="checkbox"/> Behavioral</p>	<p>School Psychologist</p> <p>-Lacks knowledge about school-wide assessment and data-based decision making practices</p> <p>-Lacks knowledge about the collection and use of school-wide data, and/or</p> <p>-Fails to take advantage of opportunities to engage in school-wide assessment practices</p>	<p>School Psychologist is</p> <p>-Responsive to opportunities to contribute to school-wide assessment practices, but contributions are insufficient to meet expectations of school(s)/role, and</p> <p>-Involved in continued professional growth and learning regarding school-wide practices</p>	<p>School Psychologist contributes to school-wide assessment practices in a manner that meets the expectations of the role/school(s)</p> <p>Example activities include</p> <p>-Collecting, or assisting with collection of student data to inform core curriculum and instructional practices</p> <p>-Researching and helping select assessments for universal screening</p> <p>-Summarizing universal screening and/or benchmarking data</p> <p>-Applying data to curricular decisions</p>	<p>School Psychologist fulfills the criteria for "Effective" and additionally</p> <p>-Serves as a member of school building level teams (e.g., school improvement team, intervention team, etc.)</p> <p>-Conducts a needs assessment to guide the development and delivery of building/District school-wide programs</p> <p>-Conducts evaluation of school-wide practices and programs to ensure effectiveness and guide continuous improvements or</p> <p>-Assists with the development and/or</p>

Fallbrook Union Elementary School District Psychologist Continuum

STANDARD 1: ASSESSMENT, DATA-BASED DECISION MAKING, AND ACCOUNTABILITY, continued				
Indicator	Ineffective	Developing	Effective	Highly Effective
<p>1.3: Contributes to progress monitoring and data-based decisions regarding intervention practices for academic, social-emotional, and behavioral domains.</p> <p>Part of the School Psychologist's role?</p> <p><input type="checkbox"/> No; Indicator Not Applicable to this Employee</p> <p><input type="checkbox"/> Yes; Indicate domain(s) in which this Employee is involved:</p> <p><input type="checkbox"/> Academic</p> <p><input type="checkbox"/> Social-Emotional</p> <p><input type="checkbox"/> Behavioral</p>	<p>School Psychologist</p> <p>-Lacks knowledge about data-based problem solving practices</p> <p>-Lacks knowledge about the collection and use of progress monitoring data, and/or</p> <p>-Fails to take advantage of opportunities to engage in progress monitoring practices</p>	<p>School Psychologist is</p> <p>-Responsive to opportunities to contribute to progress monitoring and data-based decisions regarding intervention practices but contributions are insufficient to meet expectations of school(s)/role, and</p> <p>-Involved in continued professional growth and learning regarding progress monitoring and data-based decision making practices</p>	<p>School Psychologist contributes to progress monitoring and data-based decisions regarding intervention practices in a manner that meets the expectations of the school(s)/role</p> <p>Example activities include</p> <p>-Collecting, or assisting with collection, of student progress monitoring data</p> <p>-Researching and helping select assessments for progress monitoring</p> <p>-Summarizing progress monitoring data, and</p> <p>-Applying progress monitoring data to intervention practices and decisions about need for additional services/supports</p>	<p>School Psychologist fulfills the criteria for "Effective" and additionally</p> <p>-Serves as a member of student level teams (e.g., intervention team, problem solving team, etc.)</p> <p>-Conducts evaluation of intervention practices and programs to ensure effectiveness and guide continuous improvements</p> <p>-Conducts supplemental diagnostic assessments to assist in intervention selection</p> <p>-Assists with the development and/or delivery of staff professional development to support intervention practices</p>
<p>1.4: Conducts special education evaluations to inform eligibility, service, and programming decisions</p> <p>Part of the School Psychologist's role?</p> <p><input type="checkbox"/> No; Indicator Not Applicable to this Employee</p> <p><input type="checkbox"/> Yes</p>	<p>School Psychologist conducts evaluations that are</p> <p>-Inappropriate for the student being evaluated</p>	<p>School Psychologist conducts evaluations that are</p> <p>-Limited in appropriateness for the student being evaluated and/or</p> <p>-Limited in providing instructionally relevant information</p>	<p>School Psychologist conducts evaluations that are</p> <p>-Appropriate for the student being evaluated, and</p> <p>-Informative for instructional and/or programming purposes.</p>	<p>School Psychologist fulfills the criteria for "Effective and additionally</p> <p>-Effectively communicates evaluation findings to school staff through written reports and conferences, and/or</p> <p>-Utilizes evaluation findings to inform accurate eligibility, placement, and service decisions</p>

Fallbrook Union Elementary School District Psychologist Continuum

STANDARD 1: ASSESSMENT, DATA-BASED DECISION MAKING, AND ACCOUNTABILITY, continued				
Indicator	Ineffective	Developing	Effective	Highly Effective
1.5: Completes evaluations in a timely manner	Multiple evaluations completed past the compliance due dates	Few evaluations completed after compliance due dates for reasons within the school psychologist's control	Few evaluations completed after compliance due dates for reasons outside the school psychologist's control	All evaluations completed in a timely manner
1.6: Utilizes technology as part of data-based decision making practices	<p>School Psychologist</p> <ul style="list-style-type: none"> -Lacks knowledge about the use of technological tools and programs -Lacks the skills needed to use technological tools and programs, and/or -Fails to engage in professional growth and learning to gain needed knowledge and skills 	<p>School Psychologist is</p> <ul style="list-style-type: none"> -Involved in continued professional growth and learning regarding the use of technological tools and programs, and/or -Knowledge and skill with technological tools and programs is insufficient to meet expectations of role(s). 	<p>School Psychologist utilizes technology to meet the expectations of role and responsibilities</p> <p>Example activities include using technological tools to</p> <ul style="list-style-type: none"> -collect assessment data, when appropriate, -score data, -summarize data, -graph data, and/or -share data and findings with others 	<p>School Psychologist fulfills the criteria for "Effective" and additionally</p> <ul style="list-style-type: none"> -Utilizes technological tools and programs in innovative ways to meet the needs of school(s) and/or enhance job performance -Provides mentoring and coaching to colleagues regarding the use of technological tools and programs

Fallbrook Union Elementary School District Psychologist Continuum

STANDARD 2: INTERVENTIONS AND INSTRUCTIONAL SUPPORT TO DEVELOP ACADEMIC, SOCIAL, AND LIFE SKILLS

School psychologists utilize their knowledge of intervention and instructional support, mental health, prevention, and response to assist with the development and delivery of services to students to improve learning and student outcomes.

Indicator	Ineffective	Developing	Effective	Highly Effective
<p>2.1: Contributes to school-wide curricular and instructional practices for academic, social-emotional, and behavioral domains</p> <p>Part of the School Psychologist's role?</p> <p><input type="checkbox"/> No; Indicator Not Applicable to this Employee</p> <p><input type="checkbox"/> Yes; Indicate domain(s) in which this Employee is involved:</p> <p><input type="checkbox"/> Academic <input type="checkbox"/> Social-Emotional <input type="checkbox"/> Behavioral</p>	<p>School Psychologist</p> <p>-Lacks knowledge about curriculum and standards for academic, social-emotional, and behavioral domains</p> <p>-Lacks knowledge about instructional strategies and approaches for academic, social-emotional, and behavioral domains, and/or</p> <p>-Fails to take advantage of opportunities to engage in continued professional growth and learning</p>	<p>School Psychologist is</p> <p>-Responsive to opportunities to contribute to school-wide curriculum and instruction practices but contributions are insufficient to meet expectations of role(s), and</p> <p>-Involved in continued professional growth and learning regarding curriculum and instruction for academic, social-emotional, or behavioral domains</p>	<p>School Psychologist contributes to school-wide curricular and instructional practices in a manner that is consistent with the expectations of the role/school(s). Example activities include:</p> <p>-Researching and helping select instructional strategies, approaches, or programs</p> <p>-Assisting staff in learning and implementing new instructional strategies, approaches, or programs</p> <p>-Assisting in the collection of information about implementation integrity</p> <p>-Assisting with student safety and bullying activities</p>	<p>School Psychologist fulfills the criteria for "Effective" and additionally</p> <p>-Serves as a member of school building level teams (e.g., school improvement team, intervention team, etc.)</p> <p>-Conducts evaluation of school-wide practices and programs to ensure effectiveness and guide continuous improvements, or</p> <p>-Assists with the development and/or delivery of staff professional development to support school-wide practices</p>
<p>2.2: Contributes to intervention practices for academic, social-emotional, and behavioral domains</p> <p>Part of the School Psychologist's role?</p> <p><input type="checkbox"/> No; Indicator Not Applicable to this Employee</p> <p><input type="checkbox"/> Yes; Indicate domain(s) in which this Employee is involved:</p>	<p>School Psychologist</p> <p>-Lacks knowledge about intervention strategies and practices</p> <p>-Fails to take advantage of opportunities to engage in continued professional growth and learning</p>	<p>School Psychologist is</p> <p>-Responsive to opportunities to contribute to intervention practices but contributions are insufficient to meet expectations of role(s), and</p> <p>-Involved in continued professional growth and learning regarding intervention practices</p>	<p>School Psychologist contributes to intervention practices in a manner that meets the expectations of the role(s) Example activities include:</p> <p>-Researching and helping select intervention strategies and approaches for school(s)</p> <p>-Helping develop intervention plans for individual students or small groups of students</p> <p>-Applying progress monitoring data to intervention practices</p>	<p>School Psychologist fulfills the criteria for "Effective" and additionally</p> <p>-Serves as a member of student level teams (e.g., intervention team, problem solving team, etc.)</p> <p>-Conducts evaluation of intervention practices and programs to ensure effectiveness and guide continuous improvements or</p> <p>-Assists with the development and/or delivery of staff professional development to support intervention practices</p>

Fallbrook Union Elementary School District Psychologist Continuum

STANDARD 2: INTERVENTIONS AND INSTRUCTIONAL SUPPORT TO DEVELOP ACADEMIC, SOCIAL, AND LIFE SKILLS, continued				
Indicator	Ineffective	Developing	Effective	Highly Effective
2.2: Continued... <input type="checkbox"/> Academic <input type="checkbox"/> Social-Emotional <input type="checkbox"/> Behavioral ERMHS			and decisions about need for additional services/supports -Assisting staff in learning and implementing new intervention strategies, approaches, or programs -Providing intervention services to individual students or small groups, or -Assisting in the collection of information about implementation integrity	
2.3: Contributes to crisis response and intervention practices. Part of the School Psychologist's role? <input type="checkbox"/> No; Indicator Not Applicable to this Employee <input type="checkbox"/> Yes	School Psychologist -Lacks knowledge about crisis response and intervention practices -Fails to take advantage of opportunities to engage in continued professional growth and learning	School Psychologist is -Responsive to opportunities to contribute to crisis response and intervention practices but contributions are insufficient to meet expectations of school(s)/role, and -Involved in continued professional growth and learning regarding crisis response and intervention	School Psychologist contributes to crisis response and intervention practices in a manner that meets the expectations of the role/school(s) Example activities include - Assisting in the development of crisis response and intervention plans -Participating in school-wide crisis response and intervention training, -Providing crisis intervention services to students, staff, and community	School Psychologist fulfills the criteria for "Effective" and additionally -Conducts evaluation of crisis response and intervention practices to assess effectiveness and guide continuous improvements, or -Assists with the development and/or delivery of staff professional development on crisis response and intervention -Collaborates with community agencies to provide coordinated response and services to crisis situations

Fallbrook Union Elementary School District Psychologist Continuum

STANDARD 2: INTERVENTIONS AND INSTRUCTIONAL SUPPORT TO DEVELOP ACADEMIC, SOCIAL, AND LIFE SKILLS, continued				
Indicator	Ineffective	Developing	Effective	Highly Effective
2.4: Utilizes information about student background and characteristics to inform instruction, intervention, and service delivery decisions	<p>School Psychologist</p> <ul style="list-style-type: none"> -Lacks an understanding of the influence of factors such as culture, linguistic, socioeconomic status, gender or gender identity, national origin, religion, disability, health status on student learning and behavior -Fails to take advantage of opportunities to engage in continued professional growth and learning 	<p>School Psychologist</p> <ul style="list-style-type: none"> -Is involved in continued professional growth regarding student diversity and academic, social-emotional, and behavioral outcomes However individual's practices -Demonstrate limited application of this knowledge to instructional practices and programming/service delivery 	<p>School Psychologist</p> <ul style="list-style-type: none"> -Demonstrates an understanding of the influence of diversity factors through recommended strategies, interventions, and/or programming, and -Knowledge and skills meet the expectations of the role and school(s) population 	<p>School Psychologist fulfills the criteria for "Effective" and additionally</p> <ul style="list-style-type: none"> -Assists with the development and/or delivery of staff professional development on student diversity -Provides mentoring and coaching to colleagues regarding issues of diversity and student learning -Applies knowledge in innovative ways to assist students, schools, and/or corporation; for example, addressing issues of disproportionality in special education identification or suspension/expulsion data

Fallbrook Union Elementary School District Psychologist Continuum

STANDARD 3: CONSULTATION AND COLLABORATION

School psychologists utilize their knowledge of school-wide practices to promote learning as well as consultation and collaboration to assist staff in creating and maintaining effective learning environments.

Indicator	Ineffective	Developing	Effective	Highly Effective
3.1: Engages in consultation and collaboration with school staff	<p>School Psychologist</p> <ul style="list-style-type: none"> -Lacks knowledge and skills about effective consultation strategies and practices, and/or -Fails to take advantage of opportunities to engage in continued professional growth and learning 	<p>School Psychologist</p> <ul style="list-style-type: none"> -Is involved in continued professional growth regarding consultation and collaboration strategies <p>However individual's practices</p> <ul style="list-style-type: none"> -Demonstrate limited application of knowledge and skills to expected roles and responsibilities 	<p>School Psychologist effectively engages in consultation and collaboration with school staff in a manner that meets the expectations of the role/school(s)</p> <p>Example activities include:</p> <ul style="list-style-type: none"> -Assisting teachers with identifying concerns to target through intervention practices -Supporting teachers with intervention implementation through coaching, providing feedback, modeling, etc. -Working well with others as part of a team (e.g., intervention team, problem solving team, multidisciplinary team, case conference committee) and/or -Utilizing facilitation and conflict resolution skills and strategies 	<p>School Psychologist fulfills the criteria for "Effective" and additionally</p> <ul style="list-style-type: none"> -Assists with the development and/or delivery of staff professional development on collaboration and consultation -Provides mentoring and coaching to colleagues regarding consultation strategies -Applies knowledge in innovative ways to assist students, schools, and/or corporation. For example, designing a process for collaborative team meetings
3.2: Engages in consultation and collaboration with parents and families	<p>School Psychologist</p> <ul style="list-style-type: none"> -Lacks knowledge about effective consultation strategies and practices, and/or -Fails to take advantage of opportunities to engage in continued professional growth and learning 	<p>School Psychologist</p> <ul style="list-style-type: none"> -Is involved in continued professional growth regarding consultation and collaboration strategies <p>However individual's practices do not:</p> <ul style="list-style-type: none"> -Demonstrate application of this knowledge to expected roles and responsibilities 	<p>School Psychologist effectively engages in consultation and collaboration with parents and families in a manner that meets the expectations of the role/school(s).</p> <p>Example activities include:</p> <ul style="list-style-type: none"> -Discussing parent concerns and provides suggestions for strategies to use at home, -Clearly explaining assessment data and intervention strategies 	<p>School Psychologist fulfills the criteria for "Effective" and additionally</p> <ul style="list-style-type: none"> -Assists with the development and/or delivery of staff professional development on collaboration and consultation -Provides mentoring and coaching to colleagues regarding consultation strategies

Fallbrook Union Elementary School District Psychologist Continuum

DOMAIN 3: CONSULTATION AND COLLABORATION, continued				
Indicator	Ineffective	Developing	Effective	Highly Effective
3.2: Continued...			<ul style="list-style-type: none"> -Explaining school procedures for services such as special education, intervention, etc. -Clearly explaining evaluation findings following special education evaluation, and -Answering questions clearly and comprehensively 	<ul style="list-style-type: none"> -Applies knowledge in innovative ways to assist students and families -Conducts and/or assists with parent education sessions and trainings
3.3: Engages in consultation and collaboration with community agencies and providers	<p>School Psychologist</p> <ul style="list-style-type: none"> -Lacks knowledge about effective consultation strategies and practices, and/or -Fails to take advantage of opportunities to engage in continued professional growth and learning 	<p>School Psychologist</p> <ul style="list-style-type: none"> -Is involved in continued professional growth regarding consultation and collaboration strategies <p>However individual's practices do not</p> <ul style="list-style-type: none"> -Demonstrate application of this knowledge to expected roles and responsibilities 	<p>School Psychologist effectively engages in consultation and collaboration with community agencies in a manner that meets the expectations of the role/school(s).</p> <p>Example activities include:</p> <ul style="list-style-type: none"> -Contacting community providers to obtain information needed for instructional programming -Clearly explaining school procedures for services and practices -Referring students and families to community providers for needed services -Communicating with community providers in a clear and ethical manner 	<p>School Psychologist fulfills the criteria for "Effective" and additionally</p> <ul style="list-style-type: none"> -Assists with the development and/or delivery of staff professional development on collaboration and consultation -Provides mentoring and coaching to colleagues regarding consultation strategies -Applies knowledge in innovative ways to assist students, families, schools, and community, -Conducts professional development for community agencies and providers

Fallbrook Union Elementary School District Psychologist Continuum

Standard 4: LEADERSHIP

School psychologists develop and sustain professional involvement and leadership to ensure the continued learning and effective school psychological services to schools, families, and students.

Indicator	Ineffective	Developing	Effective	Highly Effective
4.1: Seeks professional growth and learning opportunities to advance own knowledge and skill	<p>School Psychologist</p> <ul style="list-style-type: none"> -Fails to seek or take advantage of opportunities to engage in professional learning, and/or -Fails to respond to feedback from supervisor(s) regarding the need for professional learning 	<p>School Psychologist</p> <ul style="list-style-type: none"> -Attends mandatory professional learning events <p>However the individual does not</p> <ul style="list-style-type: none"> -Respond to constructive feedback -Demonstrate application of knowledge/skill addressed in professional learning events, or -Initiate attendance at optional professional learning events 	<p>School Psychologist</p> <ul style="list-style-type: none"> -Responds well to constructive feedback -Utilizes feedback to identify areas for professional growth -Initiates attendance at optional professional learning events -Engages in professional reading of current research and practice -Demonstrates application of knowledge/skills addressed in attended professional learning events 	<p>School Psychologist fulfills the criteria for “Effective” and additionally</p> <ul style="list-style-type: none"> -Reflects critically on own skills and identifies professional learning needs -Shares newly learned knowledge and practices with colleagues and school staff -Seeks opportunities to provide professional learning sessions for colleagues and school staff
4.2: Contributes to School and/or Profession of School Psychology	<p>School Psychologist</p> <ul style="list-style-type: none"> -Rarely or never contributes ideas to improve school, District, or cooperative efforts -Rarely participates in activities that occur outside the typical school day hours -Has little or no involvement in activities designed to advance the professional practice of school psychologists 	<p>School Psychologist</p> <ul style="list-style-type: none"> -Responds to direct requests for involvement in activities outside the typical school day or professional advancement activities (e.g., team retreats, development of new procedures, etc.) <p>However the individual does not</p> <ul style="list-style-type: none"> -Initiate involvement in such activities 	<p>School Psychologist</p> <ul style="list-style-type: none"> -Contributes ideas and expertise to improve the functioning of the school, District, or cooperative -Participates in activities focused on improving the procedures and practices of the school, District, or cooperative -Maintains membership in professional organizations and participates in sponsored activities 	<p>School Psychologist fulfills the criteria for “Effective” and additionally</p> <ul style="list-style-type: none"> -Assumes leadership positions in professional organizations or school or District committees -Mentors school psychology practicum students and interns

Fallbrook Union Elementary School District Psychologist Continuum

Standard 4: LEADERSHIP, continued				
Indicator	Ineffective	Developing	Effective	Highly Effective
4.3: Advocates for student success	<p>School Psychologist</p> <ul style="list-style-type: none"> -Demonstrates limited commitment to the growth and learning of students -Accepts student failure and lack of growth and doesn't advocate for a change in instruction or services 	<p>School Psychologist</p> <ul style="list-style-type: none"> -Demonstrates a concern about student failure or lack of progress However the individual does not -Advocate for student needs 	<p>School Psychologist</p> <ul style="list-style-type: none"> -Demonstrates a concern for student learning and outcomes by advocating for a change in instruction and services when needed, -Advocates in a respectful and effective manner 	<p>School Psychologist fulfills the criteria for "Effective" and additionally</p> <ul style="list-style-type: none"> -Provides support and mentoring to colleagues who are less likely to advocate on the behalf of students -Seeks systems level changes that will benefit all students and families

STANDARD 5: CORE PROFESSIONALISM			
School psychologists exhibit the minimum competencies expected in any employment situation. School psychologists also adhere to ethical standards, grow professionally, and participate as active stakeholders across school environments.			
Indicator		Does Not Meet Standards	Meets Standards
5.1	Attendance	Individual demonstrates a pattern of unexcused absences	Individual has not demonstrated a pattern of unexcused
5.2	Punctuality	Individual has demonstrated a pattern of unexcused late arrivals or early departures	Individual has not demonstrated a pattern of unexcused late arrivals, early departures for meetings, conferences, and/or school hours
5.3	Respect	Individual demonstrates a pattern of failing to interact with students, colleagues, parents/families, and community members in a respectful manner	Individual interacts with students, colleagues, parents/families, and community members in a respectful manner
5.4	Policies and Procedures	Individual demonstrates a pattern of failing to follow state, District, and school policies and procedures	Individual follows state, District, and school policies and procedures

**FALLBROOK UNION ELEMENTARY SCHOOL DISTRICT
SUMMARY EVALUATION OF PSYCHOLOGIST PERFORMANCE**

Psychologist: _____ **Date:** _____

Administrator: _____ **Date:** _____

Status of Psychologist: Temporary ____ Probationary 1____ Probationary 2____ Permanent ____

Identify Standards Rated for Psychologist: _____

Standards	Ineffective	Developing	Effective	Highly Effective
1. Assessment, Data-Based Decision Making, and Accountability				
2. Interventions and Instructional Support to Develop Academic, Social, and Life Skills				
3. Consultation and Collaboration				
4. Leadership				
5. Core Professionalism				
Overall Performance Summary				

Commendations:

Recommendations:

Resources Needed to Complete These Actions:

Evaluatee's signature indicates that the evaluation has been read and discussed. It does not necessarily indicate agreement with the evaluation. In the event of any disagreement regarding this report, the employee has the right to present his/her point of view by submitting a response within 10 (ten) days to the evaluator. The written response will be attached.

Psychologist's Signature: _____ **Date:** _____

Administrator's Signature: _____ **Date:** _____

Distribution: ____ Administrator ____ Psychologist ____ Personnel File

Fallbrook's Speech-Language Pathologist Framework and Continuum

Quality Standard I: School speech-language pathologists demonstrate mastery of and expertise in the domain for which they are responsible.

Element A: Demonstrates knowledge of current developmental science, the ways in which learning takes place, and the appropriate levels of intellectual, social, and emotional development of their students

Element B: Demonstrates knowledge of effective services and/or specially designed instruction that reduces barriers to and supports learning in literacy, math, and other content areas

Element C: Integrates evidence-based practices and research findings into services and/or specially designed instruction

Element D: Demonstrates knowledge of the interconnectedness of home, school, and community influences on student achievement

Element E: Demonstrate knowledge and expertise in the profession

Quality Standard II: School speech-language pathologists support and/or establish safe, inclusive, and respectful learning environments for a diverse population of students.

Element A: Fosters safe and accessible learning environments in which each student has a positive, nurturing relationship with caring adults and peers

Element B: Demonstrates respect for diversity within the home, school, and local and global communities

Element C: Engages students as unique individuals with diverse backgrounds, interests, strengths, and needs

Element D: Engages in proactive, clear, and constructive communication and works collaboratively with students, families, and other significant adults and/or professionals

Element E: Selects, creates and/or supports accessible learning environments characterized by acceptable student behavior, efficient use of time, and appropriate behavioral strategies

Quality Standard III: School speech-language pathologists plan, deliver, and monitor services; and refer and evaluate students while creating the ideal learning environment that facilitates learning for their students.

Element A: Provides services and/or specially designed instruction aligned with state and federal laws, regulations and procedures, academic standards, the Districts' organized plans of instruction and the individual needs of students

Element B: Utilizes multiple sources of data, which include valid informal and/or formal assessments, to inform services and/or specially designed instruction

Element C: Plans and consistently delivers services and/or specially designed instruction that integrate multiple sources of data to inform practices related to student needs, learning, and progress toward achieving academic standards and individualized student goals

Element D: Supports and integrates appropriate available technology in the services and/or specially designed instruction to maximize student outcomes

Element E: Establishes and communicates high expectations for students that support the development of critical-thinking, self-advocacy, leadership and problem solving skills

Element F: Communicates effectively with students

Element G: Develops and/or implements services and/or specially designed instruction unique to the profession

Quality Standard IV: School speech-language pathologists reflect on their practice.

Element A: Demonstrates the ability to analyze student learning, development, and growth and applies what is learned to improve practice

Element B: Links professional growth to professional goals

Element C: Responds to complex, dynamic environments

Quality Standard V: School speech-language pathologists demonstrate collaboration, advocacy and leadership.

Element A: Collaborates with internal and external stakeholders to meet the needs of students

Element B: Advocates for students, families, and schools

Element C: Demonstrates leadership in the educational setting(s)

Element D: Contributes knowledge and skills to educational practices and the profession

Element E: Demonstrates high ethical standards

Definition of an Effective School Speech-Language Pathologist

Effective school-based speech-language pathologists are vital members of the integrated education team. They are properly credentialed and demonstrate knowledge of current research on effective, specialized speech-language instruction to meet the developmental, communicative, and academic needs of students. Effective school-based speech-language pathologists strive to support growth and development in the least restrictive environment, close achievement gaps, and prepare diverse student populations for postsecondary and workforce success. School-based speech-language pathologists evaluate students and design instruction that is aligned to the California academic standards, advances students' concept and content knowledge and skills, and help to support student growth. Speech-language pathologists have a deep understanding of the interconnectedness of the home, school, and community and collaborate with all members of the educational team to establish safe, inclusive, and respectful learning environments. Through reflection, advocacy, and leadership, they enhance the academic achievement, communicative, and social development of their students.

Fallbrook Union Elementary School District

Speech-Language Pathologist

Continuum

Quality Standard I: School speech-language pathologists demonstrate mastery of and expertise in the scope of practice for which they are responsible.

Element A: Demonstrate knowledge of current developmental science, the ways in which learning takes place, and the appropriate levels of intellectual, social, and emotional development of their students

<i>Ineffective</i>	<i>Developing</i>	<i>Effective</i>	<i>Highly Effective</i>
An ineffective school speech – language pathologist... <input type="checkbox"/> Does not have sufficient knowledge of developmental science as it relates to speech and language pathology	A developing school speech – language pathologist... Has knowledge of developmental science as it relates to speech and language pathology	...and An effective school speech – language pathologist... Provides instruction that is developmentally appropriate for students Builds on the interrelatedness of students’ intellectual, social, and emotional development Possesses the ability to work with range of disorders and ability levels	...and A highly effective school speech – language pathologist... Applies knowledge of current developmental research to adapt lessons that address student needs Collaborates with colleagues with experience in developmental research to improve the quality of lessons

Element B: School speech-language pathologists demonstrate knowledge of effective services and/or specially designed instruction that reduce barriers to and support learning in literacy, math, and other content areas.

<i>Ineffective</i>	<i>Developing</i>	<i>Effective</i>	<i>Highly Effective</i>
An ineffective school speech – language pathologist... Does not have knowledge of services that reduce barriers to learning	A developing school speech – language pathologist... Has knowledge of services that reduce barriers to learning	...and An effective school speech – language pathologist... Teaches students how to apply literacy skills in all content areas Uses instructional strategies that require students to apply and transfer knowledge across content areas	...and A highly effective school speech – language pathologist... Provides specially designed instruction that enhances information literacy and students’ connections to learning, using real-world experiences Focuses lessons on strengthening the students’ oral expression and listening skills to support academic content areas

Quality Standard I: School speech-language pathologists demonstrate mastery of and expertise in the scope of practice for which they are responsible.

Element C: School speech-language pathologists integrate evidence-based practices and research findings into their services and/or specially designed instruction.

<i>Ineffective</i>	<i>Developing</i>	<i>Effective</i>	<i>Highly Effective</i>
<p>An ineffective school speech – language pathologist...</p> <p>Does not use instructional materials that are accurate and appropriate for the lesson being taught</p>	<p>A developing school speech – language pathologist...</p> <p>Uses instructional materials that are accurate and appropriate for the lesson being taught</p>	<p>...and</p> <p>An effective school speech – language pathologist...</p> <p>Studies emerging research to expand personal knowledge of evidence based practices</p>	<p>...and</p> <p>A highly effective school speech – language pathologist...</p> <p>Engages students in a variety of explanations and multiple representations of concepts and ideas</p> <p>Uses a variety of inquiry methods to explore new ideas and theories</p>

Element D: School speech-language pathologists demonstrate knowledge of the interconnectedness of home, school, and community influences on student achievement.

<i>Ineffective</i>	<i>Developing</i>	<i>Effective</i>	<i>Highly Effective</i>
<p>An ineffective school speech – language pathologist...</p> <p>Rarely acknowledges the interconnectedness of home, school, and community influences on student achievement</p>	<p>A developing school speech – language pathologist...</p> <p>Is aware of the interconnectedness of home, school, and community influences on student achievement</p>	<p>...and</p> <p>An effective school speech – language pathologist...</p> <p>Establishes an environment and uses instructional strategies that recognize the influence of family and community on learning</p>	<p>...and</p> <p>A highly effective school speech – language pathologist...</p> <p>Builds instruction on home and community experiences of students</p> <p>Uses home and community experiences to enhance the learning of students</p>

Element E: School speech-language pathologists demonstrate knowledge of and expertise in their profession.

<i>Ineffective</i>	<i>Developing</i>	<i>Effective</i>	<i>Highly Effective</i>
<p>An ineffective school speech – language pathologist...</p> <p>Does not demonstrate knowledge about the principles and methods of prevention of communication disorders</p>	<p>A developing school speech – language pathologist...</p> <p>Is knowledgeable about the principles and methods of prevention of communication disorders</p>	<p>...and</p> <p>An effective school speech – language pathologist...</p> <p>Exemplifies the profession's role and responsibilities regarding students with disabilities</p> <p>Collaborates with other professionals on reducing the impact of communication disorders on student progress towards academic standards</p>	<p>...and</p> <p>A highly effective school speech – language pathologist...</p> <p>Provides school staff members with information about how to apply current research findings in speech/language development</p>

Quality Standard II: School speech-language pathologists support and/or establish safe, inclusive, and respectful learning environments for a diverse population of students.

Element A: School speech-language pathologists foster safe and accessible learning environments in which each student has a positive, nurturing relationship with caring adults and peers.

<i>Ineffective</i>	<i>Developing</i>	<i>Effective</i>	<i>Highly Effective</i>
<p>An ineffective school speech – language pathologist...</p> <p>Rarely establishes a nurturing and caring relationship with students</p>	<p>A developing school speech – language pathologist...</p> <p>Establishes a nurturing and caring relationship with students</p> <p>Engages students in session’s activities</p>	<p>...and An effective school speech – language pathologist...</p> <p>Creates a learning environment that is conducive for all students to learn</p> <p>Engages students in session’s activities</p>	<p>...and A highly effective school speech – language pathologist...</p> <p>Reinforces a learning environment that features mutual respect and positive relationships between and among students</p>

Quality Standard II: School speech-language pathologists support and/or establish safe, inclusive, and respectful learning environments for a diverse population of students.

Element B: School speech-language pathologists demonstrate respect for diversity within the home, school, and local and global communities.

<i>Ineffective</i>	<i>Developing</i>	<i>Effective</i>	<i>Highly Effective</i>
<p>An ineffective school speech – language pathologist...</p> <p>Does not always create a learning environment in which diversity is respected</p>	<p>A developing school speech – language pathologist...</p> <p>Creates a learning environment in which diversity is respected</p>	<p>...and An effective school speech – language pathologist...</p> <p>Uses instructional approaches and materials that reflect students’ backgrounds</p> <p>Is sensitive to diverse family structures</p>	<p>...and A highly effective school speech – language pathologist...</p> <p>Establishes instructional strategies that respect differences in students’ backgrounds</p>

Element C: School speech-language pathologists engage students as unique individuals with diverse backgrounds, interests, strengths, and needs.

<i>Ineffective</i>	<i>Developing</i>	<i>Effective</i>	<i>Highly Effective</i>
<p>An ineffective school speech – language pathologist...</p> <p>Does not always demonstrate an understanding of the importance of recognizing students’ unique strengths, needs, and interests</p>	<p>A developing school speech – language pathologist...</p> <p>Understands the importance of recognizing students’ unique strengths, needs, and interests</p>	<p>...and An effective school speech – language pathologist...</p> <p>Encourages students to share their interests</p> <p>Challenges each student to expand and enhance their learning</p>	<p>...and A highly effective school speech – language pathologist...</p> <p>Ensures that all students participate with a high level of frequency</p> <p>Asks students appropriately challenging questions that draw upon their individual strengths</p>

Quality Standard II: School speech-language pathologists support and/or establish safe, inclusive, and respectful learning environments for a diverse population of students.

Element D: School speech-language pathologists engage in proactive, clear, and constructive communication and work collaboratively with students, families, and other significant adults and/or professionals.

<i>Ineffective</i>	<i>Developing</i>	<i>Effective</i>	<i>Highly Effective</i>
<p>An ineffective school speech – language pathologist...</p> <p>Rarely establishes a learning environment that is inviting to families and significant adults</p>	<p>A developing school speech – language pathologist...</p> <p>Establishes a learning environment that is inviting to families and significant adults</p>	<p>...and</p> <p>An effective school speech – language pathologist...</p> <p>Maintains appropriate and respectful relationships with students, their families, and/or significant adults</p> <p>Uses a variety of methods to initiate communication with families and significant adults</p>	<p>...and</p> <p>A highly effective school speech – language pathologist...</p> <p>Partners with families and significant adults to help students meet education goals</p> <p>Shares information from families and significant adults with colleagues who provide student services</p>

Element E: School speech-language pathologists select, create and/or support accessible learning environments characterized by acceptable student behavior, efficient use of time, and appropriate behavioral strategies.

<i>Ineffective</i>	<i>Developing</i>	<i>Effective</i>	<i>Highly Effective</i>
<p>An ineffective school speech – language pathologist...</p> <p>Rarely provides rules to guide student behavior in the learning environment (i.e. behavior reinforcement, PECS etc.)</p> <p>Does not always maintain a safe and orderly environment</p>	<p>A developing school speech – language pathologist...</p> <p>Provides rules to guide student behavior in the learning environment (i.e. behavior reinforcement, PECS etc.)</p> <p>Maintains a safe and orderly environment</p>	<p>...and</p> <p>An effective school speech – language pathologist...</p> <p>Holds students accountable for adherence to school and/or class rules</p> <p>Puts procedures in place to enable students to abide by school and class rules</p>	<p>...and</p> <p>A highly effective school speech – language pathologist...</p> <p>Supports a learning environment that maximizes appropriate behaviors and enhances instructional time</p> <p>Students self monitor their behavior to abide by school and class rules</p>

Quality Standard III: School speech-language pathologists plan, deliver, and monitor services; and refer and evaluate students while creating the ideal learning environment that facilitates learning for their students.

Element A: School speech-language pathologists provide services and/or specially designed instruction aligned with state and federal laws, regulations and procedures, academic standards, their Districts' organized plans of instruction and the individual needs of their students.

<i>Ineffective</i>	<i>Developing</i>	<i>Effective</i>	<i>Highly Effective</i>
<p>An ineffective school speech – language pathologist...</p> <p>Does not always demonstrate knowledge about federal and state laws and District policies and procedures</p> <p>Misses deadlines and is not in compliance with federal timelines</p>	<p>A developing school speech – language pathologist...</p> <p>Is knowledgeable about federal and state laws and District policies and procedures</p> <p>Meets deadlines and is in compliance with federal timelines</p>	<p>...and An effective school speech – language pathologist...</p> <p>Collaborates with teachers and other school staff members to support adherence to federal and state laws and district policies</p> <p>Ensures that recommendations and actions support federal and state laws and District policies and regulations</p>	<p>...and A highly effective school speech – language pathologist...</p> <p>Aligns specialized instruction with student learning objectives, District plan for instruction, and state adopted standards</p> <p>Communicates federal, state, and District policies and regulations for colleagues and assists in ensuring practice is compliant</p>

Element B: School speech-language pathologists utilize multiple sources of data, which include valid informal and/or formal assessments, to inform services and/or specially designed instruction.

<i>Ineffective</i>	<i>Developing</i>	<i>Effective</i>	<i>Highly Effective</i>
<p>An ineffective school speech – language pathologist...</p> <p>Rarely uses assessment data and informal feedback to guide instruction</p> <p>Does not always give accurate and appropriate feedback to students</p>	<p>A developing school speech – language pathologist...</p> <p>Uses assessment data and informal feedback to guide instruction</p> <p>Gives accurate and appropriate feedback to students</p>	<p>...and An effective school speech – language pathologist...</p> <p>Aligns specially designed instruction with individualized education program (IEP) goals, academic standards and student assessment results</p> <p>Monitors instruction against student performance and makes real-time adjustments</p> <p>Uses data to provide evidence of progress</p> <p>Is able to explain assessment results</p>	<p>...and A highly effective school speech – language pathologist...</p> <p>Analyzes student data and interprets results in developing IEPs</p> <p>Assists colleagues in reviewing data from multiple sources and making adjustments to instruction based on data</p> <p>Is able to explain assessment results along with providing resources based on assessment results</p>

Quality Standard III: School speech-language pathologists plan, deliver, and monitor services; and refer and evaluate students while creating the ideal learning environment that facilitates learning for their students.

Element C: School speech-language pathologists plan and consistently deliver services and/or specially designed instruction that integrate multiple sources of data to inform practices related to student needs, learning, and progress toward achieving academic standards and individualized student goals.

<i>Ineffective</i>	<i>Developing</i>	<i>Effective</i>	<i>Highly Effective</i>
<p>An ineffective school speech – language pathologist...</p> <p>Does not use multiple sources of data to plan lessons</p> <p>Does not always develop and execute appropriate therapy</p> <p>Has difficulty managing schedules and caseloads</p>	<p>A developing school speech – language pathologist...</p> <p>Uses multiple sources of data to plan lessons</p> <p>Develops and executes appropriate therapy</p> <p>Manages schedules and caseloads</p>	<p>...and</p> <p>An effective school speech – language pathologist...</p> <p>Makes connections between student data and research- based practices</p> <p>Individualizes instructional approaches based on multiple data sources to meet the unique needs of each student</p>	<p>...and</p> <p>A highly effective school speech – language pathologist...</p> <p>Monitors student progress toward achieving academic standards and uses data to guide instruction</p>

Element D: School speech-language pathologists support and integrate appropriate available technology in their services and/or specially designed instruction to maximize student outcomes.

<i>Ineffective</i>	<i>Developing</i>	<i>Effective</i>	<i>Highly Effective</i>
<p>An ineffective school speech – language pathologist...</p> <p>Rarely uses available technology or assistive technology to facilitate specially designed instruction</p>	<p>A developing school speech – language pathologist...</p> <p>Uses available technology or assistive technology to facilitate specially designed instruction</p>	<p>...and</p> <p>An effective school speech – language pathologist...</p> <p>Monitors and evaluates the use of technology or assistive technology in the learning environment</p>	<p>...and</p> <p>A highly effective school speech – language pathologist...</p> <p>Employs strategies and procedures to ensure that students utilize available technology or assistive technology</p>

Element E: School speech-language pathologists establish and communicate high expectations for their students that support the development of critical-thinking, self-advocacy, leadership and problem solving skills.

<i>Ineffective</i>	<i>Developing</i>	<i>Effective</i>	<i>Highly Effective</i>
<p>An ineffective school speech – language pathologist...</p> <p>Does not always hold high expectations for all students</p>	<p>A developing school speech – language pathologist...</p> <p>Holds high expectations for all students</p>	<p>...and</p> <p>An effective school speech – language pathologist...</p> <p>Communicates high expectations to students and challenges them to learn to their greatest ability</p>	<p>...and</p> <p>A highly effective school speech – language pathologist...</p> <p>Systematically and explicitly teaches higher-order thinking and problem-solving skills</p> <p>Provides encouragement for students to advocate for themselves</p>

Quality Standard III: School speech-language pathologists plan, deliver, and monitor services; and refer and evaluate students while creating the ideal learning environment that facilitates learning for their students.

Element F: School speech-language pathologists communicate effectively with students.

<i>Ineffective</i>	<i>Developing</i>	<i>Effective</i>	<i>Highly Effective</i>
<p>An ineffective school speech – language pathologist...</p> <p>Rarely communicates effectively with students</p> <p>Rarely encourages students to communicate effectively</p>	<p>A developing school speech – language pathologist...</p> <p>Communicates effectively with students</p> <p>Encourages students to communicate effectively</p>	<p>...and</p> <p>An effective school speech – language pathologist...</p> <p>Models effective communication skills</p>	<p>...and</p> <p>A highly effective school speech – language pathologist...</p> <p>Teaches effective skills in listening, presenting ideas, and leading discussions</p> <p>Provides opportunities for students to practice communication skills</p>

Element G: School speech-language pathologists develop and/or implement services and/or specially designed instruction unique to their profession.

<i>Ineffective</i>	<i>Developing</i>	<i>Effective</i>	<i>Highly Effective</i>
<p>An ineffective school speech – language pathologist...</p> <p>Does not demonstrate an understanding of the principles and methods of evaluation of communication disorders</p>	<p>A developing school speech – language pathologist...</p> <p>Understands the principles and methods of evaluation of communication disorders</p>	<p>...and</p> <p>An effective school speech – language pathologist...</p> <p>Determines the presence of speech or language impairments through the use of a body of evidence, including both formal and informal methods of assessments</p>	<p>...and</p> <p>A highly effective school speech – language pathologist...</p> <p>Employs a variety of evidence-based tools in the identification, intervention and remediation of communication disorders, including assistive technology</p> <p>Offers assistance to colleagues in addressing linguistic and metalinguistic foundations of learning</p>

Quality Standard IV: School speech-language pathologists reflect on their practice.			
Element A: School speech-language pathologists demonstrate that they analyze student learning, development, and growth and apply what they learn to improve their practice.			
<i>Ineffective</i>	<i>Developing</i>	<i>Effective</i>	<i>Highly Effective</i>
An ineffective school speech – language pathologist... Does not always collect and analyze student data to inform instruction	A developing school speech – language pathologist... Collects and analyzes student data to inform instruction	...and An effective school speech – language pathologist... Collects multiple examples of student work to determine student progress over time and make adjustments to instruction	...and A highly effective school speech – language pathologist... Develops IEPs and lesson plans based on a body of evidence such as information gathered from students, families, or significant adults or colleagues
Element B: School speech-language pathologists link professional growth to their professional goals.			
<i>Ineffective</i>	<i>Developing</i>	<i>Effective</i>	<i>Highly Effective</i>
An ineffective school speech – language pathologist... Does not always use performance feedback from supervisor and/or colleagues to improve practice	A developing school speech – language pathologist... Uses performance feedback from supervisor and/or colleagues to improve practice	...and An effective school speech – language pathologist... Applies knowledge and skills learned through professional development to instructional decisions	...and A highly effective school speech – language pathologist... Selects professional development activities based on professional goals related to a positive impact on student learning, current research and evidence based practices Regularly tries new and different ways of teaching new skills
Element C: School speech-language pathologists respond to complex, dynamic environments.			
<i>Ineffective</i>	<i>Developing</i>	<i>Effective</i>	<i>Highly Effective</i>
An ineffective school speech – language pathologist... Does not always maintain a positive, productive and respectful relationship with colleagues	A developing school speech – language pathologist... Maintains a positive, productive and respectful relationship with colleagues	...and An effective school speech – language pathologist... Initiates and leads collaborative activities with colleagues to: -Analyze student data and interpret results -Apply findings to improve teaching practice -Support struggling and/or advanced/above grade level students	...and A highly effective school speech – language pathologist... Serves a critical role for colleagues, in staying attentive to new ideas and practices and analyzing their application to the current learning environment

Quality Standard V: School speech-language pathologists demonstrate collaboration, advocacy and leadership.

Element A: School speech-language pathologists collaborate with school personnel and parents to meet the needs of students.

<i>Ineffective</i>	<i>Developing</i>	<i>Effective</i>	<i>Highly Effective</i>
<p>An ineffective school speech – language pathologist...</p> <p>Rarely shares information about speech language practices with other school personnel; shares with parents only when required</p>	<p>A developing school speech – language pathologist...</p> <p>Shares information about speech language practices with other school personnel and keeps parents informed</p>	<p>...and</p> <p>An effective school speech – language pathologist...</p> <p>Works collaboratively with school personnel and parents to enhance student outcomes</p>	<p>...and</p> <p>A highly effective school speech – language pathologist...</p> <p>Proactively identifies student needs and engages all school personnel including support services and parents in responding to the needs</p>

Element B: School speech-language pathologists advocate for students, families, and schools.

<i>Ineffective</i>	<i>Developing</i>	<i>Effective</i>	<i>Highly Effective</i>
<p>An ineffective school speech – language pathologist...</p> <p>Does not demonstrate an understanding of the need to advocate for students</p>	<p>A developing school speech – language pathologist...</p> <p>Understands the need to advocate for students</p>	<p>...and</p> <p>An effective school speech – language pathologist...</p> <p>Contributes to school, and /or district task forces and committees to advocate for students</p>	<p>...and</p> <p>A highly effective school speech – language pathologist...</p> <p>Proposes potential revisions to policies and procedures to administrators in order to better address student and family needs</p> <p>Partners with hard-to-reach parents to advocate for their students.</p>

Element C: School speech-language pathologists demonstrate leadership in their educational setting(s).

<i>Ineffective</i>	<i>Developing</i>	<i>Effective</i>	<i>Highly Effective</i>
<p>An ineffective school speech – language pathologist...</p> <p>Rarely participates in school collaborative meetings</p>	<p>A developing school speech – language pathologist...</p> <p>Participates in school collaborative meetings</p>	<p>...and</p> <p>An effective school speech – language pathologist...</p> <p>Contributes to school and District collaborative meetings</p>	<p>...and</p> <p>A highly effective school speech – language pathologist...</p> <p>Confers with administrators and team members to improve the school speech-language pathologist's work and support student goals</p> <p>Provides leadership to team members in order to enhance the skills and knowledge of colleagues</p>

Quality Standard V: School speech-language pathologists demonstrate collaboration, advocacy and leadership.

Element D: School speech-language pathologists contribute knowledge and skills to educational practices and their profession.

<i>Ineffective</i>	<i>Developing</i>	<i>Effective</i>	<i>Highly Effective</i>
<p>An ineffective school speech – language pathologist...</p> <p>Rarely supports the work of colleagues and does not provide expertise relevant to their needs</p>	<p>A developing school speech – language pathologist...</p> <p>Supports the work of colleagues by providing expertise relevant to their needs</p>	<p>...and An effective school speech – language pathologist...</p> <p>Contributes knowledge and skills to support student growth and development and contributes to school and District goals</p>	<p>...and A highly effective school speech – language pathologist...</p> <p>Provides input to administrators in school, District decision-making processes to improve policies and procedures that affect school climate and student learning</p>

Element E: School speech-language pathologists demonstrate high ethical standards.

<i>Ineffective</i>	<i>Developing</i>	<i>Effective</i>	<i>Highly Effective</i>
<p>An ineffective school speech – language pathologist...</p> <p>Does not always maintain confidentiality of student and professional interactions as required by law</p>	<p>A developing school speech – language pathologist...</p> <p>Maintains confidentiality of student and professional interactions as required by law</p>	<p>...and An effective school speech – language pathologist...</p> <p>Demonstrates ethical behavior, including honesty, integrity, fair treatment, and respect for others</p>	<p>...and A highly effective school speech – language pathologist...</p> <p>Adheres to highest standards of ethical professional practice</p>

FALLBROOK UNION ELEMENTARY SCHOOL DISTRICT

Speech-Language Pathologist Standard Selection and Mid-Year Feedback Form

Speech-Language Pathologist: _____ Date: _____

Speech-Language Pathologist Signature: _____ Assignment: _____

Administrator: _____ Administrator Signature: _____

After the Speech-Language Pathologist selects a standard and the administrator selects a standard, this form is used to guide the discussion about collecting evidence called multiple-measures. Next they determine the types of multiple measures that could be used to assist the administrator in assessing the performance level for each element. Once measures are identified, place a check in the cell on the matrix. Other types of measures can also be identified and recorded. This form is then kept and used again at the mid-year conference. The rating on the form (ineffective – highly effective) will be completed during or after the mid-year conference in which evidence for the measures has been reviewed and compared to Fallbrook's Speech-Language Pathologist Continuum.

Quality Standard I: School speech-language pathologists demonstrate mastery of and expertise in the scope of practice for which they are responsible.	Ineffective	Developing	Effective	Highly Effective
ELEMENT A: Demonstrates knowledge of current developmental science, the ways in which learning takes place, and the appropriate levels of intellectual, social, and emotional development of students				
ELEMENT B: Demonstrates knowledge of effective services and/or specially designed instruction that reduces barriers to and supports learning in literacy, math, and other content areas				
ELEMENT C: Integrates evidence-based practices and research findings into services and/or specially designed instruction				
ELEMENT D: Demonstrates knowledge of the interconnectedness of home, school, and community influences on student achievement				
ELEMENT E: Demonstrates knowledge and expertise in the profession				
OVERALL RATING FOR QUALITY STANDARD I				

Multiple measures to assess the standards may include:

STANDARD	Lesson Planning	Classroom Observation/Walk-throughs	Self-Assessment and Reflection	Student Work Samples	Portfolio Assessment	Student Achievement Data	Other Types of Multiple Measures		Comments
A									
B									
C									
D									
E									

Other measures may include: ___ Documentation of grouping strategies ___ SLP created assessments ___ Student self-reflection

FALLBROOK UNION ELEMENTARY SCHOOL DISTRICT Speech-Language Pathologist Standard Selection and Midyear Feedback Form

Speech-Language Pathologist: _____ Date: _____

Speech-Language Pathologist Signature: _____ Assignment: _____

Administrator: _____ Administrator Signature: _____

After the Speech-Language Pathologist selects a standard and the administrator selects a standard, this form is used to guide the discussion about collecting evidence called multiple-measures. Next they determine the types of multiple measures that could be used to assist the administrator in assessing the performance level for each element. Once measures are identified, place a check in the cell on the matrix. Other types of measures can also be identified and recorded. This form is then kept and used again at the mid-year conference. The rating on the form (ineffective – highly effective) will be completed during or after the midyear conference in which evidence for the measures has been reviewed and compared to Fallbrook’s Speech-Language Pathologist Continuum.

Quality Standard II: School speech-language pathologists support and/or establish safe, inclusive, and respectful learning environments for a diverse population of students.	Ineffective	Developing	Effective	Highly Effective
Element A: Fosters safe and accessible learning environments in which each student has a positive, nurturing relationship with caring adults and peers				
Element B: Demonstrates respect for diversity within the home, school, and local and global communities				
Element C: Engages students as unique individuals with diverse backgrounds, interests, strengths, and needs				
Element D: Engages in proactive, clear, and constructive communication and works collaboratively with students, families, and other significant adults and/or professionals				
Element E: Selects, creates and/or supports accessible learning environments characterized by acceptable student behavior, efficient use of time, and appropriate behavioral strategies				
OVERALL RATING FOR QUALITY STANDARD II				

Multiple measures to assess the standards may include:

STANDARD	Lesson Planning	Classroom Observation/Walk-throughs	Self-Assessment and Reflection	Student Work Samples	Portfolio Assessment	Student Achievement Data	Other Types of Multiple Measures		Comments
A									
B									
C									
D									
E									

Other measures may include: __Documentation of grouping strategies __SLP created assessments __Student self-reflection

FALLBROOK UNION ELEMENTARY SCHOOL DISTRICT

Speech-Language Pathologist Standard Selection and Mid-Year Feedback Form

Speech-Language Pathologist: _____ Date: _____

Speech-Language Pathologist Signature: _____ Assignment: _____

Administrator: _____ Administrator Signature: _____

After the Speech-Language Pathologist selects a standard and the administrator selects a standard, this form is used to guide the discussion about collecting evidence called multiple-measures. Next they determine the types of multiple measures that could be used to assist the administrator in assessing the performance level for each element. Once measures are identified, place a check in the cell on the matrix. Other types of measures can also be identified and recorded. This form is then kept and used again at the mid-year conference. The rating on the form (ineffective – highly effective) will be completed during or after the midyear conference in which evidence for the measures has been reviewed and compared to Fallbrook's Speech-Language Pathologist Continuum.

Quality Standard III: School speech-language pathologists plan, deliver, and monitor services; and refer and evaluate students while creating the ideal learning environment that facilitates learning for their students	Ineffective	Developing	Effective	Highly Effective
Element A: Provides services and/or specially designed instruction aligned with state and federal laws, regulations and procedures, academic standards, the Districts' organized plans of instruction, and the individual needs of students				
Element B: Utilizes multiple sources of data, which include valid informal and/or formal assessments, to inform services and/or specially designed instruction				
Element C: Plans and consistently delivers services and/or specially designed instruction that integrate multiple sources of data to inform practices related to student needs, learning, and progress toward achieving academic standards and individualized student goals				
Element D: Supports and integrates appropriate available technology in the services provided and/or specially designed instruction to maximize student outcomes				
Element E: Establishes and communicates high expectations for students that support the development of critical-thinking, self-advocacy, leadership, and problem solving skills				
Element F: Communicates effectively with students				
Element G: Develops and/or implements services and/or specially designed instruction unique to the profession				
OVERALL RATING FOR QUALITY STANDARD III				

Multiple measures to assess the standards may include:

STANDARD	Lesson Planning	Classroom Observation/Walk-throughs	Self-Assessment and Reflection	Student Work Samples	Portfolio Assessment	Student Achievement Data	Other Types of Multiple Measures		Comments
A									
B									
C									
D									
E									
F									
G									

Other measures may include: ___ Documentation of grouping strategies ___ SLP created assessments ___ Student self-reflection

FALLBROOK UNION ELEMENTARY SCHOOL DISTRICT

Speech-Language Pathologist Standard Selection and Mid-Year Feedback Form

Speech-Language Pathologist: _____ Date: _____

Speech-Language Pathologist Signature: _____ Assignment: _____

Administrator: _____ Administrator Signature: _____

After the Speech-Language Pathologist selects a standard and the administrator selects a standard, this form is used to guide the discussion about collecting evidence called multiple-measures. Next they determine the types of multiple measures that could be used to assist the administrator in assessing the performance level for each element. Once measures are identified, place a check in the cell on the matrix. Other types of measures can also be identified and recorded. This form is then kept and used again at the mid-year conference. The rating on the form (ineffective – highly effective) will be completed during or after the mid-year conference in which evidence for the measures has been reviewed and compared to Fallbrook's Speech-Language Pathologist Continuum.

Quality Standard IV: School speech-language pathologists reflect on their practice.	Ineffective	Developing	Effective	Highly Effective
Element A: Demonstrates the ability to analyze and reflect on student learning, development, and growth and applies what is learned to improve practice				
Element B: Links professional growth to individual professional goals				
Element C: Responds to complex, dynamic environments				
OVERALL RATING FOR QUALITY STANDARD IV				

Multiple measures to assess the standards may include:

STANDARD	Lesson Planning	Classroom Observation/Walk-throughs	Self-Assessment and Reflection	Student Work Samples	Portfolio Assess	Student Achievement Data	Other Types of Multiple Measures		Comments
A									
B									
C									

Other measures may include: ____ Documentation of grouping strategies ____ SLP created assessments ____ Student self-reflection

FALLBROOK UNION ELEMENTARY SCHOOL DISTRICT

Speech-Language Pathologist Standard Selection and Midyear Feedback Form

Speech-Language Pathologist: _____ Date: _____

Speech-Language Pathologist Signature: _____ Assignment: _____

Administrator: _____ Administrator Signature: _____

After the Speech-Language Pathologist selects a standard and the administrator selects a standard, this form is used to guide the discussion about collecting evidence called multiple-measures. Next they determine the types of multiple measures that could be used to assist the administrator in assessing the performance level for each element. Once measures are identified, place a check in the cell on the matrix. Other types of measures can also be identified and recorded. This form is then kept and used again at the mid-year conference. The rating on the form (ineffective – highly effective) will be completed during or after the mid-year conference in which evidence for the measures has been reviewed and compared to Fallbrook's Speech-Language Pathologist Continuum.

Quality Standard V: School speech-language pathologists demonstrate collaboration, advocacy, and leadership	Ineffective	Developing	Effective	Highly Effective
Element A: Collaborates with internal and external stakeholders to meet the needs of students				
Element B: Advocates for students, families, and schools				
Element C: Demonstrate leadership in the educational setting(s)				
Element D: Contributes knowledge and skills to educational practices and the profession				
Element E: Demonstrates high ethical standards				
OVERALL RATING FOR QUALITY STANDARD V				

Multiple measures to assess the standards may include:

STANDARD	Lesson Planning	Classroom Observation/Walk-throughs	Self-Assessment and Reflection	Student Work Samples	Portfolio Assessment	Student Achievement Data	Other Types of Multiple Measures		Comments
A									
B									
C									
D									
E									

Other measures may include: ____ Documentation of grouping strategies ____ SLP created assessments ____ Student self-reflection

FALLBROOK UNION ELEMENTARY SCHOOL DISTRICT

SUMMARY EVALUATION OF SPEECH-LANGUAGE PATHOLOGIST PERFORMANCE

Speech-Language Pathologist: _____ Date: _____

Administrator: _____ Assignment: _____

Dates of Observations _____ Dates of Conferences _____

Status of Teacher: Temporary _____ Probationary 1 _____ Probationary 2 _____ Permanent _____

Identify Standards Rated for Speech-Language Pathologist: _____

Quality Standard I: School speech-language pathologists demonstrate mastery of and expertise in the scope of practice for which they are responsible.	Ineffective	Developing	Effective	Highly Effective
ELEMENT A: Demonstrates knowledge of current developmental science, the ways in which learning takes place, and the appropriate levels of intellectual, social, and emotional development of students				
ELEMENT B: Demonstrates knowledge of effective services and/or specially designed instruction that reduces barriers to and supports learning in literacy, math, and other content areas				
ELEMENT C: Integrates evidence-based practices and research findings into the services and/or specially designed instruction				
ELEMENT D: Demonstrates knowledge of the interconnectedness of home, school, and community influences on student achievement				
ELEMENT E: Demonstrates knowledge and expertise in the profession				
OVERALL RATING FOR QUALITY STANDARD I				

Comments:

Recommended Actions for Improvement:

Resources Needed to Complete These Actions:

Quality Standard II: School speech-language pathologists support and/or establish safe, inclusive, and respectful learning environments for a diverse population of students.	Ineffective	Developing	Effective	Highly Effective
Element A: Fosters safe and accessible learning environments in which each student has a positive, nurturing relationship with caring adults and peers				
Element B: Demonstrates respect for diversity within the home, school, and local and global communities				
Element C: Engages students as unique individuals with diverse backgrounds, interests, strengths, and needs				
Element D: Engages in proactive, clear, and constructive communication and works collaboratively with students, families, and other significant adults and/or professionals				
Element E: Selects, creates and/or supports accessible learning environments characterized by acceptable student behavior, efficient use of time, and appropriate behavioral strategies				
OVERALL RATING FOR QUALITY STANDARD II				

Comments:

Recommended Actions for Improvement:

Resources Needed to Complete These Actions:

Quality Standard III: School speech-language pathologists plan, deliver, and monitor services; and refer and evaluate students while creating the ideal learning environment that facilitates learning for their students.	Ineffective	Developing	Effective	Highly Effective
Element A: Provides services and/or specially designed instruction aligned with state and federal laws, regulations and procedures, academic standards, the Districts' organized plans of instruction, and the individual needs of students				
Element B: Utilizes multiple sources of data, which include valid informal and/or formal assessments, to inform services and/or specially designed instruction				
Element C: Plans and consistently delivers services and/or specially designed instruction that integrate multiple sources of data to inform practices related to student needs, learning, and progress toward achieving academic standards and individualized student goals				
Element D: Supports and integrates appropriate available technology in their services and/or specially designed instruction to maximize student outcomes				
Element E: Establishes and communicates high expectations for students that support the development of critical-thinking, self-advocacy, leadership and problem solving skills				
Element F: Communicates effectively with students				
Element G: Develops and/or implements services and/or specially designed instruction unique to the profession				
OVERALL RATING FOR QUALITY STANDARD III				

Comments:

Recommended Actions for Improvement:

Resources Needed to Complete These Actions:

Quality Standard IV: School speech-language pathologists reflect on their practice.	Ineffective	Developing	Effective	Highly Effective
Element A: Demonstrates the ability to analyze student learning, development, and growth and applies what is learned to improve practice				
Element B: Links professional growth to professional goals				
Element C: Responds to complex, dynamic environments				
OVERALL RATING FOR QUALITY STANDARD IV				

Comments:

Recommended Actions for Improvement:

Resources Needed to Complete These Actions:

Quality Standard V: School speech-language pathologists demonstrate collaboration, advocacy, and leadership.	Ineffective	Developing	Effective	Highly Effective
Element A: Collaborates with internal and external stakeholders to meet the needs of students				
Element B: Advocates for students, families, and schools				
Element C: Demonstrates leadership in the educational setting(s)				
Element D: Contributes knowledge and skills to educational practices and the profession				
Element E: Demonstrates high ethical standards				
OVERALL RATING FOR QUALITY STANDARD V:				

Comments:

Recommended Actions for Improvement:

Resources Needed to Complete These Actions:

OVERALL PERFORMANCE SUMMARY

☐ **Ineffective**

☐ **Developing**

☐ **Effective**

☐ **Highly Effective**

The professional performs below the established standards in most of the elements as described in the continuum or in a manner that is inconsistent with the expectations of a developing or effective speech-language pathologist. Support has been provided but the teacher did not make a concerted effort to improve or the effort was not sustained.

The professional performs at a level that demonstrates the beginning stages of development in meeting the standards and aligned elements. This professional needs additional support and guidance while applying recommendations made during formative assessments and/or the midyear review.

The professional performs in a manner that demonstrates competence and expertise in meeting the standards and aligned elements that is consistent of the expectations of an effective speech-language pathologist. This professional demonstrates a willingness to learn and apply new skills.

The professional performs at a level that consistently models initiative, raises performance through expanding knowledge, and improves individual and/or school effectiveness in a manner that exceeds expectations on the speech-language continuum. This professional applies new skills on an ongoing basis.

Commendations:

Recommendations:

Evaluatee's signature indicates that the evaluation has been read and discussed. It does not necessarily indicate agreement with the evaluation. In the event of any disagreement regarding this report, the employee has the right to present his/her point of view by submitting a response within 10 (ten) days to the evaluator. The written response will be attached.

Speech-Language Pathologist's Signature: _____ Date: _____

Administrator's Signature: _____ Date: _____

Fallbrook Union Elementary School District

Framework and Continuum for Teachers on Special Assignment

Framework

Standard 1: Supporting Academic Achievement Through Teacher Effectiveness

Standard 2: Supporting Academic Achievement Through Data Management

Standard 3: Supporting Academic Achievement Through Collaboration and Professional
Development

Standard 4: Supporting Academic Achievement Through District and School Initiatives

Standard 5: Supporting Academic Achievement by Increasing Content and Coaching Knowledge

Standard 6: Developing as a Professional Educator

FALLBROOK CONTINUUM OF STANDARDS FOR THE TEACHERS ON SPECIAL ASSIGNMENT (TOSAs)

STANDARD 1: Supporting Academic Achievement Through Teacher Effectiveness			
DOES NOT MEET STANDARDS	MEETS STANDARDS		
<i>Ineffective</i>	<i>Developing</i>	<i>Effective</i>	<i>Highly Effective</i>
An ineffective TOSA... <ul style="list-style-type: none"> Rarely collects and analyzes multiple sources of teacher practice evidence or draws actionable conclusions regarding strengths and needed growth areas Rarely conducts focused classroom demonstration lessons and, if conducted, the lessons are usually ineffective Rarely gives effective feedback to teachers after observations to improve professional practices and increase academic achievement Rarely uses a variety of strategies to help teachers improve their practices and increase academic achievement Rarely makes teachers aware of District scheduled professional development trainings, courses, and other growth opportunities 	A developing TOSA... <ul style="list-style-type: none"> Sometimes collects and analyzes multiple sources of teacher practice evidence and draws actionable conclusions regarding strengths and needed growth areas Sometimes conducts focused classroom demonstration lessons and observations Sometimes provides specific feedback to teachers to improve professional practices and increase academic achievement Sometimes uses research-based strategies to help teachers improve their practice Sometimes informs teachers about District scheduled professional development trainings, courses, and other growth opportunities 	An effective TOSA... <ul style="list-style-type: none"> Consistently collects and analyzes multiple sources of teacher practice evidence and draws actionable conclusions regarding strengths and needed growth areas Consistently conducts focused and highly effective classroom demonstration lessons and observations Consistently provides specific and appropriate feedback to teachers to improve professional practices and increase academic achievement Consistently uses a variety of research-based strategies to help teachers improve their practice Consistently informs teachers about District scheduled professional development trainings, courses, and other growth opportunities 	A highly effective TOSA fulfills the criteria for “Effective” and additionally... <ul style="list-style-type: none"> Develops teachers’ capacity to analyze their own practice and data to drive continuous improvement Assists teachers in the development of routines for frequent and structured self-reflection grounded in outcome data Differentiates research-based strategies for staff

STANDARD 2: Supporting Academic Achievement Through Data Management

DOES NOT MEET STANDARDS	MEETS STANDARDS		
<i>Ineffective</i>	<i>Developing</i>	<i>Effective</i>	<i>Highly Effective</i>
<p>An ineffective TOSA...</p> <ul style="list-style-type: none"> • Rarely uses data, in an appropriate manner, to determine coaching priorities • Rarely builds capacity among teachers to analyze and use their individual data • Does not have consistent systems and processes in place to support teacher progress • Rarely uses data to reflect on and improve professional coaching practices 	<p>A developing TOSA...</p> <ul style="list-style-type: none"> • Sometimes uses data, in an appropriate manner, to determine coaching priorities • Builds minimal capacity with some or few teachers to analyze and use their individual data • Has inconsistent systems and processes in place to support teacher progress • Inconsistently uses data to reflect on and improve professional coaching practices 	<p>An effective TOSA...</p> <ul style="list-style-type: none"> • Consistently uses data, in an appropriate manner, to determine coaching priorities and improve teachers' professional growth • Consistently builds teachers capacity through professional learning experiences that teach teachers how to access, organize, and share data to make school-wide and classroom decisions • Has systems and processes in place that are making a positive impact on teachers' progress • Consistently uses data to reflect on and improve professional coaching practices 	<p>A highly effective TOSA fulfills the criteria for "Effective" and additionally...</p> <ul style="list-style-type: none"> • Educator uses data to evaluate, adjust, and monitor personal practices • Facilitates professional learning experiences that teach both teachers and administrators how to access, organize, and display data to make school-wide, team, grade level, department, and classroom decisions. • Engages administrators in adjusting plans based on analysis of on-going data.

STANDARD 3: Supporting Academic Achievement Through Collaboration and Professional Development			
DOES NOT MEET STANDARDS	MEETS STANDARDS		
<i>Ineffective</i>	<i>Developing</i>	<i>Effective</i>	<i>Highly Effective</i>
<p>An ineffective TOSA...</p> <ul style="list-style-type: none"> • Rarely leads clear, well-organized, engaging, and relevant professional development sessions for the school and/or District • Rarely builds capacity among teachers and has difficulty establishing collegial relationships focused on student achievement • Rarely collaborates with others to support teacher and student learning • Rarely collaborates with other educators or seeks feedback regarding planned and/or implemented strategies 	<p>A developing TOSA...</p> <ul style="list-style-type: none"> • Sometimes leads clear, well-organized, engaging, and relevant professional development sessions for the school and/or District • Builds limited capacity with other teachers and may have collegial relationships with teachers and coaches that are not focused on student achievement • Inconsistently collaborates with others to support teacher and student learning • May collaborate with other educators and seek feedback regarding planned and/or implemented strategies; however, the collaboration and feedback are not utilized for future improvement 	<p>An effective TOSA...</p> <ul style="list-style-type: none"> • Consistently leads clear, well-organized, engaging, and relevant professional development sessions for the school and/or District • Builds capacity and establishes collegial relationships with teachers and other coaches to improve student achievement • Consistently collaborates with others to support teacher and student learning • Collaborates with other educators to inform professional development and seek feedback regarding planned and/or implemented professional development strategies 	<p>A highly effective TOSA fulfills the criteria for “Effective” and additionally...</p> <ul style="list-style-type: none"> • Effectively differentiates professional development sessions according to specific teacher or school needs • Helps to plan and lead professional development by: <ul style="list-style-type: none"> ○ Presenting at local, state, and/ or national conferences. ○ Mentoring other educators and/or other coaches ○ Collaborating with appropriate school based personnel ○ Initiating personal and professional growth • Serves as a skilled facilitator who suggests and provides resources to learning teams to assist them in meeting their goals

STANDARD 4: Supporting Academic Achievement Through District and School Initiatives			
DOES NOT MEET STANDARDS	MEETS STANDARDS		
<i>Ineffective</i>	<i>Developing</i>	<i>Effective</i>	<i>Highly Effective</i>
An ineffective TOSA... <ul style="list-style-type: none"> Rarely engages in collaborating with the administrative team and teachers to support District and school initiatives Rarely uses data to monitor the effectiveness of District and school initiatives 	A developing TOSA... <ul style="list-style-type: none"> Sometimes engages in collaborating with the administrative team and teachers to support District and school initiatives Sporadically uses data to monitor the effectiveness of District and school initiatives 	An effective TOSA... <ul style="list-style-type: none"> Engages in effectively collaborating with the administrative team and teachers to support District and school initiatives Consistently uses data to monitor the effectiveness of District and school initiatives 	A highly effective TOSA fulfills the criteria for “Effective” and additionally... <ul style="list-style-type: none"> Consistently engages in effectively collaborating with stakeholders to support District and school initiatives Uses data to monitor, adjust, and evaluate the effectiveness of District and school initiatives Shares content related strategies and coaching skills that result in improved data related to the coach’s assigned scope of work

STANDARD 5: Supporting Academic Achievement by Increasing Content and Coaching Knowledge

DOES NOT MEET STANDARDS	MEETS STANDARDS		
<i>Ineffective</i>	<i>Developing</i>	<i>Effective</i>	<i>Highly Effective</i>
<p>An ineffective TOSA...</p> <ul style="list-style-type: none"> Rarely engages in learning to increase coaching skills and pedagogical knowledge Rarely uses content knowledge and coaching skills to build capacity among other colleagues and aspiring leaders 	<p>A developing TOSA...</p> <ul style="list-style-type: none"> Inconsistently engages in learning to increase coaching skills and pedagogical knowledge Inconsistently uses increased content knowledge and coaching skills to build capacity among other colleagues and aspiring leaders 	<p>An effective TOSA...</p> <ul style="list-style-type: none"> Consistently engages in learning to increase coaching skills and pedagogical knowledge Uses increased content knowledge and coaching skills to build capacity among other colleagues and aspiring leaders 	<p>A highly effective TOSA fulfills the criteria for “Effective” and additionally...</p> <ul style="list-style-type: none"> Shares content knowledge and coaching skills which results in improved teacher effectiveness Shares content related strategies and coaching skills that results in improved data related to the coach’s assigned scope of work

Standard 6: Developing as a Professional Educator

ELEMENT 1: Reflecting on coaching and teaching practices in support of student learning

DOES NOT MEET STANDARDS	MEETS STANDARDS		
<i>Ineffective</i>	<i>Developing</i>	<i>Effective</i>	<i>Highly Effective</i>
<p>An ineffective TOSA...</p> <ul style="list-style-type: none"> Rarely uses student results and feedback from supervisors to improve their performance Does not maintain ongoing reflective practice related to interactions with all students and staff Rarely engages in reflection among colleagues through required professional development 	<p>A developing TOSA...</p> <ul style="list-style-type: none"> Uses student results and feedback from supervisors to improve their performance Uses reflective practice related to interactions with most students and staff to support and raise the level of academic achievement Engages in reflection among colleagues through required professional development 	<p>An effective TOSA...</p> <ul style="list-style-type: none"> Uses self reflection, student results, and feedback from supervisors and colleagues to improve their performance Maintains ongoing reflective practice related to interactions with students and staff to support and raise the level of academic achievement Engages in reflection among colleagues for grade level and school-wide impact on student learning 	<p>A highly effective TOSA...</p> <ul style="list-style-type: none"> Consistently uses self reflection, student results, and feedback from supervisors to improve performance Consistently maintains ongoing reflective practice related to interactions with all students to support and raise the level of academic achievement Consistently engages in and fosters reflection among colleagues for grade level and school-wide impact on student learning

Standard 6: Developing as a Teacher on Special Assignment Professional Educator

ELEMENT 2: Collaborates with colleagues and the broader professional community to support teacher and student learning

DOES NOT MEET STANDARDS	MEETS STANDARDS		
<i>Ineffective</i>	<i>Developing</i>	<i>Effective</i>	<i>Highly Effective</i>
<p>An ineffective TOSA...</p> <ul style="list-style-type: none"> Rarely participates in a collaborative manner in required meetings Does not establish or maintain productive, collaborative relationships with the broader professional community Rarely uses required resources to provide support to students or reaches out to the community to access resources 	<p>A developing TOSA...</p> <ul style="list-style-type: none"> Attends required staff, grade level/department or collaborative meetings and participates Maintains relationships by consulting with the site professional community, including: teachers, para-educators, administration, specialists, etc. Uses required resources provided to support students and may reach out to the professional community to access resources 	<p>An effective TOSA...</p> <ul style="list-style-type: none"> Collaborates with colleagues to expand impact on teacher practice and student learning within grade level/department or collaborative teams and classroom levels Maintains productive and collaborative relationships with site and District teachers, para-educators, administration, specialists, etc. by providing, accepting, and acting on feedback Engages with members of the broader professional community to access resources and support for teaching the full range of students 	<p>A highly effective TOSA...</p> <ul style="list-style-type: none"> Consistently ensures the broadest positive impact possible through ongoing collaboration on instructional practices and student achievement at District, school, grade level/department or collaborative meetings Consistently initiates, establishes, and maintains productive, collaborative relationships with the broader professional community including teachers, para-educators, administration, specialists, etc. by providing, accepting, and acting on feedback Consistently seeks out and engages with members of the broader professional community to access resources and a wide range of supports for teaching the full range of students

Standard 6: Developing as a Professional Educator

ELEMENT 3: Works with families to support student learning

DOES NOT MEET STANDARDS	MEETS STANDARDS		
<i>Ineffective</i>	<i>Developing</i>	<i>Effective</i>	<i>Highly Effective</i>
<p>An ineffective TOSA...</p> <ul style="list-style-type: none"> Rarely structures opportunities and supports for family engagement Rarely engages families as sources of knowledge about students' strengths, interests, and needs Rarely presents program elements and student data for families 	<p>A developing TOSA...</p> <ul style="list-style-type: none"> Acknowledges the importance of the family's role in student learning and provides limited opportunities for classroom contribution Inquires about the utilization of knowledge gained from families about students' strengths, interests, and needs in support of growth and achievement Presents the educational program and student data for families 	<p>An effective TOSA...</p> <ul style="list-style-type: none"> Structures opportunities and support for families to contribute to the classroom and school community in order to improve student learning Uses knowledge gained from families about students' strengths, interests, and needs in support of growth and achievement Presents the educational program and student data for students in a comprehensible way for families 	<p>A highly effective TOSA...</p> <ul style="list-style-type: none"> Consistently structures a wide range of opportunities and support for families to contribute to the classroom and school community in order to improve student learning Consistently engages families as sources of knowledge about students' strengths, interests, and needs in support of their growth and achievement Consistently presents the educational program and student data in a comprehensible way for families

Standard 6: Developing as a Professional Educator

ELEMENT 4: Engages local communities in support of the instructional program

DOES NOT MEET STANDARDS	MEETS STANDARDS		
<i>Ineffective</i>	<i>Developing</i>	<i>Effective</i>	<i>Highly Effective</i>
<p>An ineffective TOSA...</p> <ul style="list-style-type: none"> Is unaware of neighborhood and community resources Rarely uses available neighborhood and community resources in a given lesson 	<p>A developing TOSA...</p> <ul style="list-style-type: none"> Is aware of available neighborhood and community resources to support the curriculum Uses available neighborhood and community resources in a given lesson 	<p>An effective TOSA...</p> <ul style="list-style-type: none"> Uses a variety of neighborhood and community resources to support the curriculum Includes knowledge of communities when designing and implementing instruction 	<p>A highly effective TOSA...</p> <ul style="list-style-type: none"> Consistently collaborates with community members to support the instructional programs, students, and families Consistently draws from their understanding of the community to improve and enrich the instructional program and engages students in leadership development

Standard 6: Developing as a Professional Educator

ELEMENT 5: Manages professional responsibilities to maintain motivation and commitment to staff and students

DOES NOT MEET STANDARDS	MEETS STANDARDS		
<i>Ineffective</i>	<i>Developing</i>	<i>Effective</i>	<i>Highly Effective</i>
<p>An ineffective TOSA...</p> <ul style="list-style-type: none"> Rarely models professionalism and does not always manage professional responsibilities Rarely seeks to maintain required commitments to colleagues and students Does not demonstrate high expectations for staff and students or a belief in their capacity for achievement 	<p>A developing TOSA...</p> <ul style="list-style-type: none"> Maintains professional responsibilities in timely ways and seeks support, as needed, for required expectations Seeks to maintain required commitments to colleagues and students Is beginning to demonstrate high expectations for staff and students and a belief in their capacity for achievement 	<p>An effective TOSA...</p> <ul style="list-style-type: none"> Maintains professional responsibilities and manages time and effort by planning for situations that may be challenging Supports self and others to maintain motivation, resiliency, and energy through continual efforts to try and refine new, risk-taking methods to ensure staff and student learning Demonstrates high expectations for staff and students and a belief in their capacity for achievement 	<p>A highly effective TOSA...</p> <ul style="list-style-type: none"> Consistently models professionalism while integrating the full range of professional responsibilities into advanced planning for situations that may be challenging Consistently supports colleagues and self to maintain motivation, resiliency, and energy through continual efforts to seek, try, and refine new, risk-taking methods to ensure staff and student learning Consistently demonstrates high expectations for staff and students and a belief in their capacity for achievement

FALLBROOK UNION ELEMENTARY SCHOOL DISTRICT

Teacher on Special Assignment Standard Selection and Mid-Year Feedback Form

Teacher: _____ Date: _____

Teacher Signature: _____ Assignment: _____

Administrator: _____ Administrator Signature: _____

Standards Selected: _____

After the TOSA selects a standard and the administrator selects a standard, this form is used to guide the discussion about collecting evidence called multiple-measures. If Standard 6 is selected, all 5 elements are rated. Next, they determine the types of multiple measures that could be used to assist the administrator in assessing the performance level for each standard and elements in Standard 6. (See second page.) Once measures are identified, place a check in the cell on the matrix or check the line by the evidence at the bottom. Other types of measures can also be identified and recorded. This form is then kept and used again at the mid-year conference. The rating on the form (ineffective – highly effective) will be completed during or after the mid-year conference in which evidence for the measures has been reviewed and compared to Fallbrook's TOSA Continuum.

Standards	Ineffective	Developing	Effective	Highly Effective
STANDARD 1: Supporting Academic Achievement Through Teacher Effectiveness				
STANDARD 2: Supporting Academic Achievement Through Data Management				
STANDARD 3: Supporting Academic Achievement Through Collaboration and Professional Development				
STANDARD 4: Supporting Academic Achievement Through District and School Initiatives				
STANDARD 5: Supporting Academic Achievement by Increasing Content and Coaching Knowledge				
STANDARD 6: Developing as a Professional Educator	Ineffective	Developing	Effective	Highly Effective
Element 1: Reflecting on coaching and teaching practices in support of student learning				
Element 2: Collaborates with colleagues and the broader professional community to support teacher and student learning				
Element 3: Works with families to support student learning				
Element 4: Engages local communities in support of the instructional program				
Element 5: Manages professional responsibilities to maintain motivation and commitment to staff and students				

Multiple measures to assess the standards may include:

STANDARD	Coach Teach Coach Plan	Classroom Observation/Walk- throughs	Self-Assessment and Reflection	Work Samples	Model Lessons	Student Achievement Data	Other Types of Multiple Measures		Comments
1									
2									
3									
4									
5									
6									

Other measures may include: ___ Co-Plan/Co-Teach ___ Training ___ TOSA Created Assessments ___ PLC Data ___ Presentations
 ___ Special Projects ___ Collaboration Meetings ___ Participant Evaluations ___ Other (Explain)

FALLBROOK UNION ELEMENTARY SCHOOL DISTRICT

SUMMARY EVALUATION OF TEACHER ON SPECIAL ASSIGNMENT

Teacher on Special Assignment: _____ Date: _____

Administrator: _____ Assignment: _____

Dates of Observations _____ Dates of Conferences _____

Identify Standards Rated for TOSA: _____

Standards	Ineffective	Developing	Effective	Highly Effective
STANDARD 1: Supporting Academic Achievement Through Teacher Effectiveness				
STANDARD 2: Supporting Academic Achievement Through Data Management				
STANDARD 3: Supporting Academic Achievement Through Collaboration and Professional Development				
STANDARD 4: Supporting Academic Achievement Through District and School Initiatives				
STANDARD 5: Supporting Academic Achievement by Increasing Content and Coaching Knowledge				
STANDARD 6: Developing as a Professional Educator	Ineffective	Developing	Effective	Highly Effective
Element 1: Reflecting on coaching and teaching practices in support of student learning				
Element 2: Collaborates with colleagues and the broader professional community to support teacher and student learning				
Element 3: Works with families to support student learning				
Element 4: Engages local communities in support of the instructional program				
Element 5: Manages professional responsibilities to maintain motivation and commitment to staff and students				

OVERALL PERFORMANCE SUMMARY

☐ Ineffective

The professional performs below the established standards in most of the elements as described in the continuum or in a manner that is inconsistent with the expectations of a developing or effective TOSA. Support has been provided, but the TOSA did not make a concerted effort to improve or the effort was not sustained.

☐ Developing

The professional performs at a level that demonstrates the beginning stages of development in meeting the standards and aligned elements. The TOSA needs additional support and guidance while applying recommendations made during formative assessments.

☐ Effective

The professional performs in a manner that demonstrates competence and expertise in meeting the standards and aligned elements that is consistent of the expectations of an effective TOSA. This professional demonstrates a willingness to learn and apply new skills.

☐ Highly Effective

The professional performs at a level that consistently models initiative raises performance through expanding knowledge, and improves individual and/or school effectiveness in a manner that exceeds expectations. This TOSA applies new skills on an ongoing basis.

Commendations:

Recommendations:

Evaluatee's signature indicates that the evaluation has been read and discussed. It does not necessarily indicate agreement with the evaluation. In the event of any disagreement regarding this report, the employee has the right to present his/her point of view by submitting a response within 10 (ten) days to the evaluator. The written response will be attached.

TOSA's Signature: _____ Date: _____

Administrator's Signature: _____ Date: _____

Fallbrook Union Elementary School District
School Counselor Performance Evaluation
 Based on the American School Counselor Association National Model™

School Counselor Name: _____ Today's Date: _____

Evaluator Name: _____ Position: _____

Standards Selected: _____

Directions:

1. For each of the performance standards, rate the counselor using the following scale:

<i>Ineffective</i>	<i>Developing</i>	<i>Effective</i>	<i>Highly Effective</i>
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2. Also, include any relevant comments for each of the thirteen standards and for the school counselor's overall performance.

Description	Rating
Standard 1: The professional school counselor plans, organizes and delivers the school counseling program.	
1.1 A comprehensive, assessment-based, results-driven school counseling program is designed to meet the needs of the school.	
1.2 The school counseling program supports the academic, personal/social, and career development of all students.	
1.3 The professional school counselor demonstrates positive interpersonal relationships with students.	
1.4 The professional school counselor demonstrates positive interpersonal relationships with educational staff.	
1.5 The professional school counselor demonstrates positive interpersonal relationships with parents and guardians.	
Overall Rating for Standard 1	
Reinforcement/Refinement:	
Standard 2: The professional school counselor implements the core counseling curriculum through the use of effective instructional skills and careful planning of structured group sessions for all students.	
2.1 The professional school counselor teaches core counseling curriculum effectively.	
2.2 The professional school counselor develops materials and instructional strategies to meet student needs and school goals.	

School Counselor Performance Evaluation
Fallbrook Union Elementary School District

Description	Rating
2.3 The professional school counselor encourages staff involvement to ensure the effective implementation of the core counseling curriculum.	
Overall Rating for Standard 2	
Reinforcement/Refinement:	
Standard 3: The professional school counselor implements the individual planning component by guiding individuals and groups of students and their parents or guardians through the development of educational and career plans.	
3.1 The professional school counselor, in collaboration with parents or guardians, helps students establish goals and develop and use planning skills.	
3.2 The professional school counselor demonstrates accurate and appropriate interpretation of assessment data and the presentation of relevant, unbiased information.	
Overall Rating for Standard 3	
Reinforcement/Refinement:	
Standard 4: The professional school counselor provides responsive services through the effective use of individual and small-group counseling, consultation and referral skills.	
4.1 The professional school counselor counsels individual students and small groups of students with identified needs and concerns.	
4.2 The professional school counselor consults effectively with parents or guardians, teachers, administrators and other relevant individuals.	
4.3 The professional school counselor implements an effective, data-driven referral process with administrators, teachers and other school personnel.	
Overall Rating for Standard 4	
Reinforcement/Refinement:	
Standard 5: The professional school counselor provides system support through effective school counseling program management and support for other educational programs.	
5.1 The professional school counselor provides a comprehensive and balanced school counseling program in collaboration with school staff.	

School Counselor Performance Evaluation
Fallbrook Union Elementary School District

Description	Rating
5.2 The professional school counselor provides support for other school programs.	
Overall Rating for Standard 5	
Reinforcement/Refinement:	
Standard 6: The professional school counselor discusses the counseling department management system and the program action plans with the school administrator.	
6.1 The professional school counselor discusses the qualities of the school counselor management system with the other members of the counseling staff and has agreement.	
6.2 The professional school counselor creates core curriculum and intentional guidance action plans based on the needs of the school.	
6.3 The professional school counselor discusses the program results anticipated when implementing the action plans for the school year.	
Overall Rating for Standard 6	
Reinforcement/Refinement:	
Standard 7: The professional school counselor is responsible for communicating the mission, program goals, and delivery of services of the school counseling program and solicits feedback to support program design.	
7.1 The professional school counselor shares the school counseling program goals, service delivery, and results with school site staff, administration, District level personnel and the Governing Board.	
7.2 The professional school counselor communicates the use of data to identify, address, and monitor academic and behavioral needs of students and shares the results.	
7.3 The professional school counselor creates and shares relevant school counseling program information and results with parents and the school community.	
Overall Rating for Standard 7	

School Counselor Performance Evaluation
Fallbrook Union Elementary School District

Description	Rating
Reinforcement/Refinement:	
Standard 8: The professional school counselor collects and analyzes data to guide program direction and emphasis.	
8.1 The professional school counselor uses school data to make decisions regarding student choice of classes and special programs.	
8.2 The professional school counselor uses data from the counseling program to make decisions regarding program revisions.	
8.3 The professional school counselor analyzes data to ensure every student has equity and access to a rigorous academic curriculum.	
8.4 The professional school counselor understands and uses data to establish goals and activities to close the achievement gap.	
Overall Rating for Standard 8	
Reinforcement/Refinement:	
Standard 9: The professional school counselor monitors students on a regular basis as they progress in school.	
9.1 The professional school counselor is accountable for monitoring every student's progress.	
9.2 The professional school counselor implements monitoring systems appropriate to the individual school.	
9.3 The professional school counselor develops appropriate interventions for students, as needed, and monitors their progress.	
Overall Rating for Standard 9	
Reinforcement/Refinement:	

School Counselor Performance Evaluation
Fallbrook Union Elementary School District

Description	Rating
Standard 10: The professional school counselor uses time and calendars to implement an efficient program.	
10.1 The professional school counselor uses a master calendar and action plans to establish school counseling programs and activities throughout the year.	
10.2 The professional school counselor distributes the master calendar to parents or guardians, staff and students.	
10.3 The professional school counselor posts a weekly or monthly calendar.	
10.4 The professional school counselor analyzes time spent providing direct service to students.	
Overall Rating for Standard 10	
Reinforcement/Refinement:	
Standard 11: The professional school counselor develops a results-based evaluation for the program.	
11.1 The professional school counselor measures results attained from core counseling curriculum and closing the gap activities.	
11.2 The professional school counselor works with members of the counseling team and with the principal to clarify how programs are evaluated and how results are shared.	
11.3 The professional school counselor knows how to collect process, perception, and results data.	
Overall Rating for Standard 11	
Reinforcement/Refinement:	
Standard 12: The professional school counselor conducts a yearly program evaluation.	
12.1 The professional school counselor completes a program evaluation to determine the degrees to which the school counseling program is being successfully implemented.	
12.2 The professional school counselor shares the results of the program evaluation with the school staff, administration, and District personnel.	
12.3 The professional school counselor uses the yearly evaluation to make changes in the school counseling program and calendar for the following year.	
Overall Rating for Standard 12	

School Counselor Performance Evaluation
Fallbrook Union Elementary School District

Description		Rating
Reinforcement/Refinement:		
Standard 13: The professional school counselor is a student advocate, leader, collaborator and a systems change agent.		
13.1 The professional school counselor promotes the academic success of every student.		
13.2 The professional school counselor promotes equity and access for every student.		
13.3 The professional school counselor takes a leadership role within the counseling department, the school setting and the community.		
13.4 The professional school counselor understands reform issues and works to close the achievement gap.		
13.5 The professional school counselor collaborates with teachers, parents and the community to promote the academic success of students.		
13.6 The professional school counselor builds effective teams by encouraging collaboration among all school staff.		
13.7 The professional school counselor uses data to recommend systemic change in policy and procedures that limit or inhibit academic achievement.		
Overall Rating for Standard 13		
Reinforcement/Refinement:		

***School Counselor Performance Evaluation
Fallbrook Union Elementary School District***

OVERALL PERFORMANCE SUMMARY: _____

Commendations:

Recommendations:

School Counselor

Date

Evaluator

Date

Evaluatee's signature indicates that the evaluation has been read and discussed. It does not necessarily indicate agreement with the evaluation. In the event of any disagreement regarding this report, the employee has the right to present his/her point of view by submitting a response within 10 (ten) days to the evaluator. The written response will be attached.

Distribution: ___Administrator ___School Counselor ___Personnel File

Fallbrook Union Elementary School District
District Nurse Performance Evaluation
 Based on the Credential School Nurse Standards

District Nurse Name: _____ Today's Date: _____

Evaluator Name: _____ Position: _____

Standards Selected: _____

Directions:

1. For each of the performance standards, rate the nurse using the following scale:

<i>Ineffective</i>	<i>Developing</i>	<i>Effective</i>	<i>Highly Effective</i>
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2. Also, include any relevant comments for each of the four standards and for the District nurse's overall performance.

Description	Rating
Standard 1: Quality of School Nurse Care	
1.1 Implement state mandated screening of vision and hearing.	
1.2 Assess immunization status of all students and insure that all are in compliance.	
1.3 Evaluate the CHDP, physical exam requirements for kindergarten and first grade students, case managing students with needs.	
1.4 Participate in tuberculosis clinic for staff/volunteers as assigned.	
1.5 Assess and evaluate the health and developmental status of students to identify specific physical disorders and other health factors related to the learning process.	
1.6 Consult and communicate with parents, medical providers and agencies to acquire or contribute information to assess or modify the student's educational plans.	
1.7 Design and implement individual health plans to meet the health needs of the students, incorporating plans directed by the physicians.	
1.8 Interpret medical and nursing findings appropriate to the student's educational needs and make recommendations to the staff directly involved.	
1.9 Counsel students and parents in appropriate referrals for community health services	
1.10 Assist parents and students with health-related attendance problems.	
1.11 Maintain standards of emergency care for students by responding to emergency care.	
1.12 Assist in teaching classes of health in programs that are assigned in preschool or kindergarten-twelfth grade settings.	
Overall Rating for Standard 1	

District Nurse Performance Evaluation
Fallbrook Union Elementary School District

Description	Rating
Reinforcement/Refinement:	
Standard 2: Documentation and Record Keeping. Ensure the continuity and completion of records and reports as required.	
2.1 Record findings of mandated health screening on student health inserts.	
2.2 Record pertinent information relevant to health status of students provided by parents and health providers.	
2.3 Record and maintain student medication logs.	
2.4 Complete and submit required state and county reports in a timely manner.	
2.5 Complete accident reports as directed by District policy.	
2.6 Document training of health clerks, LVN, and non-medical personnel by completion of District records.	
Overall Rating for Standard 2	
Reinforcement/Refinement:	
Standard 3: Assessment/Leadership Roles	
3.1 Participate in IEP/SST/504 meetings for health purposes, when necessary.	
3.2 Consult and apprise staff of current health trends.	
3.3 Plan and conduct staff development programs on care of medically fragile/ill students for all school personnel.	
3.4 Train non-medical staff regarding emergency protocol and procedures.	
3.5 Direct and supervise health clerks/LVNs to work within their job description.	
3.6 Manage health offices, adhering to necessary timelines for health services.	
3.7 Serve as a liaison between school and community agencies concerning control of communicable disease.	
3.8 Consult with staff and report to appropriate agencies suspected abuse or neglect cases.	
3.9 Protect confidentiality in accordance with ethical guidelines.	
Overall Rating for Standard 3	

District Nurse Performance Evaluation
Fallbrook Union Elementary School District

Description	Rating
Reinforcement/Refinement:	
Standard 4: Education – The Nurse acquires and maintains current knowledge and competency in nursing practice	
4.1 Nurse maintains and active and current California Nursing license, current CPR card and health service credential.	
4.2 Nurse maintains professional growth through seminars, classes and individual research.	
4.3 Provides health in-service programs as needed and requested by the District.	
4.4 Acts as a health consultant and resource to staff and community.	
Overall Rating for Standard 4	
Reinforcement/Refinement:	

*District Nurse Performance Evaluation
Fallbrook Union Elementary School District*

OVERALL PERFORMANCE SUMMARY: _____

Commendations:

Recommendations:

Evaluatee’s signature indicates that the evaluation has been read and discussed. It does not necessarily indicate agreement with the evaluation. In the event of any disagreement regarding this report, the employee has the right to present his/her point of view by submitting a response within 10 (ten) days to the evaluator. The written response will be attached.

_____	_____	_____	_____
District Nurse	Date	Evaluator	Date

Distribution: ___Administrator ___District Nurse ___Personnel File