

ARTICLE 12

EVALUATION PROCEDURES

- 12.1 The intent of the evaluation program shall be to maintain and improve the quality of the instructional program for the enhanced achievement of all students. The evaluation process shall be conducted in a manner that recognizes both the ~~teacher~~ unit member and administrator as professionals and creates an atmosphere of trust and cooperation between the participants in the process.
- 12.2 The parties agree that bargaining unit members' evaluations should be based on research-based professional standards.
- 12.2.1 The District's teacher evaluation system shall be based on the California Standards for the Teaching Profession, ~~pursuant to the provisions of Education Code 44662.~~
- 12.2.2 The speech and language pathologist, ~~counselor,~~ and audiologist; ~~and nurse~~ evaluation shall be based upon the Performance Assessment of Contributions and Effectiveness of SLPs, developed by the American Speech-Language-Hearing Association.
- 12.2.3 The counselor evaluation shall be based on the California Standards for the School Counseling Profession from the California Association of School Counselors.
- 12.2.4 The nurse evaluation shall be based on the School Nurse Program Standards and Competencies by the California Commission on Teacher Credentialing.
- 12.2.5 The provisions of this Article shall not apply to extra duty positions assigned to unit members listed in Article II, Recognition.
- 12.3 ~~The parties agree that the bargaining~~ Unit member's evaluations should adhere to the following timelines:
- 12.3.1 Probationary unit members and temporary members ~~in their first two years~~ shall be given at least twice yearly written evaluations.
- 12.3.2 Temporary members ~~in their third or later year of employment~~ shall be treated, for evaluation purposes, as permanent members.
- 12.3.3 Permanent unit members shall be evaluated at least once every two years.
- 12.3.4 Permanent unit members shall be eligible for ~~the~~ a five year cycle of evaluation as outlined in 12.4 ~~beginning with their tenth year.~~

- 12.4 In the tenth year of employment and continuing at least once every five (5) years, a written evaluation shall be given to each unit member. To be eligible for the five-year evaluation cycle, each a unit member must meet the following criteria:

12.4.1 Permanent status

12.4.2 Previous evaluation must meet standards in all categories

12.4.3 Written approval of their evaluator. If approval is not granted, the evaluator shall provide the unit member with the rationale on the final certificated evaluation form.

- 12.5 ~~Entry into a~~ **Once approved, a** The five-year evaluation cycle ~~is subject to the approval of the unit member's designated supervisor and~~ may only be withdrawn at the end of any year ~~if as follows; in which all the following criteria exist:~~

12.5.1 The unit member takes a position which results in requires the usage of a different credential and different evaluation tool changes job classification; or

12.5.2 The ~~designated supervisor~~ administrator has met and conferred with the unit members and identified the specific area(s) ~~in that may need of improvement and;~~

12.5.2.1 If the areas needed for improvement are still a concern, the ~~The designated supervisor~~ administrator shall design a targeted assistance plan within the area(s) needed for improvement. Such plan shall not be given any sooner than thirty (30) working days following the conference; **and**

12.5.2.2 The Assistant Superintendent of Personnel Services has reviewed and approved the targeted assistance plan; **and**

12.5.2.3 The ~~designated supervisor~~ administrator and the unit member must meet to review and implement the targeted assistance plan; **and**

12.5.2.4 The unit member has not met the goal specifically identified in the targeted assistance plan; **and**

12.5.2.5 The Assistant Superintendent of Personnel Services has authorized the withdrawal of the five-year plan.

- 12.6 Written evaluations shall be given at least twice yearly to each probationary unit member, the first prior to December 15 and the second no later than thirty (30) days before the last school day of the year.

For Teachers:

- 12.6.1 Evaluation of unit members in their first year of full-time classroom instruction shall emphasize but not be limited to Standard 1 – Engaging and Supporting all Students in Learning, Standard 2 – Creating and Maintaining Effective Environments for Student Learning, and Standard 5 – Assessing Student Learning.
- 12.6.2 Evaluation of unit members in their second year of full-time classroom instruction shall emphasize but not be limited to Standard 3 – Understanding and Organizing Subject Matter for Student Learning and Standard 4 – Planning Instruction and Designing Learning Experiences for all Students.

For Speech & Language Pathologists & Audiologists:

- 12.6.3 Evaluation of unit members in their first year of delivery of speech, language and/or audiological services shall emphasize but not be limited to Standard I: Conduct appropriate, comprehensive speech-language evaluations. Standard II: Provide culturally and educationally appropriate services.
- 12.6.4 Evaluation of unit members in their second year of delivery of speech, language and/or audiological services shall emphasize but not be limited to Standard III: Demonstrate knowledge and skills of evidence-based practices in speech-language pathology and Standard IV: Partner with all members of an IEP team to develop an individualized education program that is compliant with state and federal regulations.

For Counselors

- 12.6.5 Evaluation of unit members in their first year of delivery of counseling services shall emphasize but not be limited to Standard II: School-Based Mental Health, Standard III: School Counseling Domains, and Standard VI: Creating and Maintaining Safe, Supportive, and Inclusive Environments for Student Well-Being.
- 12.6.6 Evaluation of unit members in their second year of **delivery of** counseling services shall emphasize but not be limited Standard I: Professional School Counselor Development, Standard IV: Multi-Tiered Systems of Support, and Standard V: Indirect Services.

For Nurses:

- 12.6.7 Evaluation of unit members in their first year of delivery of nursing services ~~First Year School Nurses~~ shall emphasize but not be limited to be evaluated on Competency 1: Providing Health and Wellness Services (Primary Intervention) & Competency 3: Demonstrating Professional Management Skills (as related to Competency 1).**
- 12.6.8 Evaluation of unit members in their second year of delivery of nursing services ~~Second Year School Nurses~~ shall emphasize but not be limited to be**

**evaluated on Competency 2: Providing Direct Client Care Services
(Secondary and Tertiary Interventions) & Competency 3: Demonstrating
Professional Management Skills (as related to Competency 2)**

- 12.7 Written notification shall be given to probationary unit members not recommended for re-employment no later than March 15 of the unit member's second complete consecutive school year of employment, except as otherwise provided for by law.
- 12.8 Unit members to be evaluated during a particular year shall be furnished a copy of the Evaluation Handbook and be advised of the criteria upon which the evaluation is to be based. The evaluator must be the unit member's ~~designated site supervisor~~ administrator. **Principal or Assistant Principal Itinerants, Teachers On Special Assignment, and nurses All other unit members not assigned to specific school sites shall be assigned to a Principal, Assistant Principal, or an appropriately credentialed Program Specialist or Director.**
- 12.9 Each permanent unit member and ~~their~~ **his/her** evaluator shall reach an agreement at the beginning of the evaluation cycle on two ~~of the first five~~ standards for rating in that cycle. In the event that an agreement cannot be reached, a standard selected by the evaluator, and a Standard selected by the unit member shall **both become be** the basis for the evaluation rating.
- 12.10 ~~The unit member's designated supervisor~~ administrator ~~An administrator~~ must provide evidence and intended support for any N or U on the final evaluation.
- 12.11 Evaluation documentation, when appropriate, shall follow the guidelines for remediation prescribed in Education Code Section 44664.
- 12.12 ~~If the district loses, or cannot produce, the documentation to show that a teacher's performance was other than satisfactory, it will be assumed that the teacher met satisfactory marks on all categories of their evaluation. Lack of an evaluation record cannot be used to submit a member to an additional evaluation outside of those required by Ed Code.~~
- 12.13 **By no later than September 1, of the following school year Upon receipt of a completed evaluation, the District will notify the member that their evaluation has been documented and the date of their next evaluation. The Association shall be provided a status list for of all evaluated unit members subject to evaluation in that year to include: evaluation results and year of next evaluation.**
- 12.14 ~~Classroom Workplace~~ observations by unit members shall not be a part of the evaluation process, nor shall the District require any report of such observation to be provided to it.
- 12.14.1 Information collected from unit member to unit member walkthroughs shall not be used for evaluation purposes.
- 12.14.2 The information shall only be used to determine instructional patterns and trends within departments, grade levels, and/or across the site.

- 12.15 An evaluator shall provide for a unit member's formal request(s) for additional classroom observations, evaluation conferences, and/or written evaluations.
- 12.16 The provisions of this Article shall not apply to extra duty positions assigned to unit members listed in Article II, Recognition.

Speech and Language Pathologist & Audiologists Evaluation Standards

Standard I: Conduct appropriate, comprehensive speech-language evaluations.

- . Administer appropriate formal and information assessments tools for all areas of speech and language development.
- . Analyze and interpret information to make appropriate recommendations for speech language services.
- . Demonstrate knowledge and skills necessary for providing assessment for students from culturally and linguistically diverse backgrounds.
- . Gather case history, completes classroom observations, and gets input from teachers and parents as necessary.
- . Use the assessment data to accurately describe student's needs and develop measurable goals that tie directly to each area of need.

Standard II: Provide culturally and educationally appropriate services.

- . Plan and implement lessons that promote progress toward IEP goals.
- . Demonstrate knowledge and skills necessary for providing treatments for students from culturally and linguistically diverse backgrounds.
- . Provide prompt and appropriate feedback to students.
- . Advocate for appropriate services for students to access their curriculum in the least restrictive environment.
- . Use a variety of engaging, evidence-based strategies and techniques that address students' individual needs.

Standard III: Demonstrate knowledge and skills of evidence-based practices in speech-language pathology.

- . Work with individuals at all ability levels and serve a range of disorders, as appropriate for the school setting.
- . Engage in continuing education and professional growth activities as needed to maintain licensure/certification/credential.
- . Provides appropriate and meaningful supervision to speech-language pathology assistants (SLPA), clinical fellow (CF) SLPs, and SLP/SLPA interns.

Standard IV: Partner with all members of an IEP team to develop an individualized education program that is compliant with state and federal regulations.

- . Provide consultation and/or in-service to parents and school personnel to educate others about speech and language development and support students' needs.
- . Collaborate effectively with other disciplines (ES, OT, APE, PT, DHH) to meet student's needs.
- . Explain contents of the IEP clearly, using language that parents and other team members understand.
- . Demonstrate collaboration in an IEP meeting and offer evidence as a member of the team that contributes to eligibility determination.

Standard V: Demonstrate professionalism and meet ethical and legal obligations.

- . Develop and manage a schedule that allows for completion of all work activities in an efficient and effective manner.
- . Coordinate student's speech language services with other service providers.
- . Record data/notes of student's performance during each session.
- . Accurately bills MediCal and completes other compliance requirements.
- . Plan and facilitate IEP meetings within required timelines for speech only students and attend IEP meetings for shared students.
- . Handle conflict that may occur in an IEP meeting in a professional manner.
- . Demonstrate competence in oral and written communication.

School Nurse Competencies & Evaluation Standards

Competency 1: Providing health and wellness services (Primary Level Intervention)

- A. Provide a wide range of health and wellness services for students and the school community, including but not limited to state mandated screenings, required immunizations, and health education.
- B. Facilitate access to healthcare beyond the school setting.
- C. Identify available community health resources.
- D. Promote environmental health and safety.
- E. Promote healthy nutrition of students and staff.
- F. Promote the oral health of students.
- G. Be alert to potential situations of child abuse and/or neglect and report such situations appropriately.
- H. Recognize signs and symptoms of potential substance use and abuse and make appropriate referrals.
- I. Be alert to issues of student attendance and intervene appropriately to promote student attendance.

Competency 2: Providing direct client care services (Secondary and Tertiary Level Intervention)

- A. Demonstrate the ability to provide healthcare services to students and emergency and/or first aid assistance in the school setting.
- B. Understand how to manage the acute and chronic healthcare of all students, including those who are medically fragile.
- C. Understand the case management process, and appropriately apply that process to the school setting.
- D. Understand the process of identifying and responding to the potential spread of communicable disease and apply appropriate preventive measures.
- E. Effectively manage and implement health screening programs and procedures.
- F. Assess and appropriately manage acute injuries that occur in the school setting.
- G. Appropriately store, manage, and dispense medications to students, and appropriately document medication administration within the school setting.
- H. Appropriately identify crisis situations and provide intervention services.

- I. Identify and address health-related barriers to learning (e.g., food allergies, asthma, diabetes, seizures, headaches, ADHD).

Competency 3: Demonstrating Professional Management Skills:

- A. School Nurses demonstrate the ability to use their professional knowledge and skills to promote the overall health of the school community.
- B. Advocate appropriately with students, family, community, and others to promote healthy behaviors and lifestyles.
- C. Use and model evidence-based healthcare practices in the delivery of school nursing services. Communicate effectively in writing and can make clear oral presentations to a wide variety of audiences.
- D. Organize and maintain accurate and complete health records.
- E. Demonstrate the ability to train, supervise, and monitor others who may assist with medication administration and may provide specialized physical health care procedures to students.
- F. Demonstrate the ability to work in a collaborative and collegial manner.

School Counselor Evaluation Standards

Standard One: PROFESSIONAL SCHOOL COUNSELOR DEVELOPMENT

Effective school counselors emphasize leadership in the creation of comprehensive school counseling programs. School counselors exhibit leadership qualities through collaboration, advocacy, utilizing measurable student outcomes, and a dedication to social justice and equity.

- A: Leadership
- B: Reflective & Ethical Practices
- C. Professional Development
- D. Culturally and Linguistically Responsive School Counseling

Standard Two: SCHOOL-BASED MENTAL HEALTH Recognizes the importance of students' emotional well-being and provides the necessary support to ensure a conducive learning environment.

- A: School-Wide Mental and Behavioral Health Promotion
- B. Comprehensive Mental Health Services for Identified Students
- C. Addressing Acute and Chronic Mental Health Needs

Standard Three: SCHOOL COUNSELING DOMAINS Academic, Postsecondary, and Social Emotional Development Encompasses Academic, Postsecondary, and Social Emotional Development, fostering a balanced and comprehensive approach to student development.

- A: Academic Development
- B. Post-Secondary Development
- C. Transformative Social-Emotional Development

Standard Four: TIERED SYSTEMS OF SUPPORT - Implements a tiered approach to intervention and assistance to address the diverse needs of students.

- A. CA MTSS Framework
- B. Data-Informed Decision Making
- C. Systems

Standard Five: INDIRECT SERVICES - Focuses on the collaborative efforts of coordination, consultation, and supervision to establish a nurturing and collaborative ecosystem that supports student success through indirect services.

- A. Coordination and Collaboration
- B. Consultation

C. Supervision

Standard Six: CREATING & MAINTAINING SAFE, SUPPORTIVE, AND INCLUSIVE ENVIRONMENTS FOR STUDENT WELL-BEING

A. School Climate

B. School Safety

C. School Engagement