

## **APPENDIX C**

### **FORMS**

**SILVER VALLEY UNIFIED SCHOOL DISTRICT  
CERTIFICATED TEACHER'S PRE-SCHEDULED OBSERVATION CONFERENCE FORM**

Evaluatee: Type Here

Grade/Subject: Type Here

Time and Date of Scheduled Observation: Type Here

**Please answer these questions and bring the completed form to your pre-scheduled observation conference with your evaluator.**

**Pre-Scheduled Observation Questions:**

Of what subject area/unit is this lesson a part?

**Type Here**

What student content standard(s) will you be teaching in this lesson?

**Type Here**

What activities will you and the students be doing?

**Type Here**

What do you expect your students to learn by the end of the lesson?

**Type Here**

How will you assess your students' learning?

**Type Here**

Are there special needs of students of which the evaluator needs to be made aware?

**Type Here**

Other:

**Type Here**

**SIGNATURES:**

Evaluatee \_\_\_\_\_

Date \_\_\_\_\_

Evaluator \_\_\_\_\_

Date \_\_\_\_\_

# SILVER VALLEY UNIFIED SCHOOL DISTRICT OBSERVATION FORM

Name: Enter Here	School Year: Enter Here
School Site: Select One	Grade/Subject: Enter Here
Date of Observation:	<input type="checkbox"/> Scheduled <input type="checkbox"/> Unscheduled

Temporary/Intern   
  Probationary 1   
  Probationary 2   
  Permanent

Temporary/Intern – Probationary – Probationary 2

Evaluatee: Select One Standard	Two Elements:
Evaluator: Select One Standard	Two Elements:
Mutual: Select One Standard	Two Elements:

Permanent

Evaluatee and Evaluator Mutual Sections – One Element Selected from Each Standard	Standard 1 -
Standard 3 -	Standard 2 -
Standard 4 -	Standard 5 -
Standard 6 -	Standard 6 -

**The evaluatee's signature indicates that the employee has seen and discusses this report; however, it does not necessarily indicate complete agreement with all portions of the observation.**

**Evaluatee:** \_\_\_\_\_ **Date:** \_\_\_\_\_ **Evaluator:** \_\_\_\_\_

## **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

### **Evaluator's Comments:**

Type Text Here

9

### **Evaluatee's Areas in Need of Improvement:**

Type Text Here

**Evaluator's Suggestions for Improvement: Type Text Here**

**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

**Evaluator's Comments:**

**Type Text Here**

**Evaluatee's Areas in Need of Improvement:**

**Type Text Here**

**Evaluator's Suggestions for Improvement: Type Text Here**

**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

5

**Evaluator's Comments:**

**Type Text Here**

**Evaluated Areas in Need of Improvement:**

**Type Text Here**

**Evaluator's Suggestions for Improvement: Type Text Here**

**4 Planning Instruction and Designing Learning Experiences for All Students**

- 4.1 Using 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 learning needs of all students

**Evaluator's Comments:**

**Type Text Here**

**Evaluatee's Areas in Need of Improvement:**

**Type Text Here**

**Evaluator's Suggestions for Improvement:**

SVEA Ratified: 6/3/19  
Board Approved: 6/18/19

**Initial/Date**

Type Text Here

## 5 Assessing Student 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

### Evaluator's Comments:

Type Text Here

### Evaluatee's Areas in Need of Improvement:

Type Text Here



**Evaluator's Suggestions for Improvement: Type Text Here**

**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

**Evaluator's Comments:**

**Type Text Here**

**Evaluatee's Areas in Need of Improvement:**

**Type Text Here**

**Evaluator's Suggestions for Improvement: Type Text Here**

# SILVER VALLEY UNIFIED SCHOOL DISTRICT PROFESSIONAL EDUCATOR'S PLAN

Name: Enter Here	School Year: Enter Here
School Site: Select One	Grade/Subject: Enter Here
Date of Professional Educators Plan:	

Temporary/Intern     
  Probationary 1     
  Probationary 2     
  Permanent

Temporary/Intern – Probationary – Probationary 2

Evaluatee: Select One Standard	Two Elements:
Evaluator: Select One Standard	Two Elements:
Mutual : Select One Standard	Two Elements:

Permanent

Evaluatee and Evaluator Mutual Selections - One Element Selected from Each Standard	Standard 1 -	Standard 2 -
Standard 3 -	Standard 4 -	Standard 5 -
	Standard 6 -	

**Evaluatee:** \_\_\_\_\_     
 **Date:** \_\_\_\_\_     
 **Evaluator:** \_\_\_\_\_

## 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

### Objectives:

Type Text Here

### Constraints:

Type Text Here

## ***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

### **Objectives:**

**Type Text Here**

**Constraints: Type Text Here**

### **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

#### **Objectives:**

**Type Text Here**

**Constraints:**Type Text Here

#### **4 Planning Instruction and Designing Learning Experiences for All Students**

- 4.1 Using 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 learning needs of all students

**Objectives:**

Type Text Here

**Constraints:**

Type Text Here

**5 Assessing Student 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

**Objectives:**

Type Text Here

**Constraints:**

SVEA Ratified: 5/7/14  
Board Approved: 6/17/14

Initial / Date



Type Text Here

## 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

### Objectives:

Type Text Here

Constraints:

Type Text Here

**SILVER VALLEY UNIFIED SCHOOL DISTRICT  
CERTIFICATED EVALUATION**

Evaluatee: Type Here	Evaluator: Type Here
Site: Select One	Date of Conference: Type Here

<input type="checkbox"/> Temporary/Intern	<input type="checkbox"/> Probationary 1	<input type="checkbox"/> Probationary 2	<input type="checkbox"/> Permanent
Selected Standards and Elements			

- 1 – Unsatisfactory – Does Not Meet Standards
- 2 – Needs Improvement – Below Standards
- 3 – Satisfactory – Meets Standards

Comments including commendations and recommendations must be relative to the California Standards for the Teaching Profession.

<b>Standard 1 Engaging and Supporting all Students in Learning</b>		1	2	3
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			

**Standard 1 overall rating:**

**Comments**

Type Here

<b>Standard 2 Creating &amp; Managing Effective Environments for Student Learning</b>		1	2	3
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			

**Standard 2 overall rating:**

**Comments**

Type Here

SVEA Ratified: 6/3/19  
Board Approved: 6/18/19

Initial/Date \_\_\_\_\_

<b>Standard 3 Understanding &amp; Organizing Subject Matter for Student Learning</b>		1	2	3
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 content			
<b>Standard 3 overall rating:</b>				
<b>Comments</b>				
Type Here				

<b>Standard 4 Planning Instruction &amp; Designing Learning Experiences for All Students</b>		1	2	3
4.1	Using 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 learning needs of all students			
<b>Standard 4 overall rating:</b>				
<b>Comments</b>				
Type Here				

<b>Standard 5 Assessing Student Learning</b>		1	2	3
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			
<b>Standard 5 overall rating:</b>				
<b>Comments</b>				
Type Here				

<b>Standard 6 Developing as a Professional Educator</b>		1	2	3
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			
<b>Standard 6 overall rating:</b>				
<b>Comments</b>				
Type Here				

**Overall Evaluation:**

- Unsatisfactory – Does Not Meet Standards
- Needs to Improve – Partially Meets Standards
- Satisfactory – Meets Standards

Evaluator \_\_\_\_\_

Date \_\_\_\_\_

**This evaluatee’s signature indicates that the employee has seen and discussed this report; however, it does not necessarily indicate complete agreement with all portions of the evaluation.**

SIGNATURE ON THIS EVALUATION INDICATES RECEIPT OF THE EVALUATION

Evaluatee \_\_\_\_\_

Date \_\_\_\_\_

Initial/Date \_\_\_\_\_

**SILVER VALLEY UNIFIED SCHOOL DISTRICT  
IMPROVEMENT PLAN**

Evaluatee: Type Here  
Evaluator: Type Here

Grade/Subject: Type Here  
School: Select One

Date Improvement Plan Initiated \_\_\_\_\_  
Time Period For Improvement Plan \_\_\_\_\_  
Date for Evaluation of Progress on Improvement \_\_\_\_\_

**Instructions:** When the evaluator identifies standards needing improvement, an improvement plan shall be developed by the evaluator and the employee to improve specific suggestions for improvement. The evaluator retains the right to approval of the plan. The employee has the right to attach comments.

**CALIFORNIA STANDARDS FOR THE TEACHING PROFESSION NEEDING IMPROVEMENT:**  
Type Here

**ACTIVITIES TO BE IMPLEMENTED TO IMPROVE INDENTIFIED TEACHING STANDARDS:**  
Type Here

**IMPROVEMENT PLAN ESTABLISHED:**

Evaluatee: \_\_\_\_\_ Date: \_\_\_\_\_  
Evaluator: \_\_\_\_\_ Date: \_\_\_\_\_

**EVALUATION OF PROGRESS ON IMPROMEMENT PLAN:**

Improvement Completed       Improvement Continuing  Progress Satisfactory  Progress Unsatisfactory       No Improvement

**COMMENTS:**

Type Here

**This evaluatee's signature indicates that the employee has seen and discussed this report; however, it does not necessarily indicate complete agreement with all portions of the plan.**

EVALUATEE: \_\_\_\_\_ DATE: \_\_\_\_\_

EVALUATOR: \_\_\_\_\_ DATE: \_\_\_\_\_

**NOTE: Attach to summative Evaluation Report**

SVEA Ratified: 6/3/19  
Board Approved: 6/18/19

## CALIFORNIA EDUCATION CODE

44664. (a) Evaluation and assessment of the performance of each certificated employee shall be made on a continuing basis as follows:

- (1) At least once each school year for probationary personnel.
- (2) At least every other year for personnel with permanent status.
- (3) At least every five years for personnel with permanent status who have been employed at least 10 years with the school district, are highly qualified, if those personnel occupy positions that are required to be filled by a highly qualified professional by the federal No Child Left Behind Act of 2001 (20 U.S.C. Sec. 6301, et seq.), as defined in 20 U.S.C. Sec. 7801, and whose previous evaluation rated the employee as meeting or exceeding standards, if the evaluator and certificated employee being evaluated agree. The certificated employee or the evaluator may withdraw consent at any time.

# Standards for the School Counselor

## STANDARD 1 - Academic Development Domain

The competent school counselor understands the learning process and the academic environment and develops programs and interventions that promote achievement of all students.

**Knowledge indicators:** *The competent school counselor:*

- 1A. understands the national standards related to the academic development of students across all grade levels. (See "the National Standards for School Counseling Programs" (1997), published by the American School Counselor Association, 801 North Fairfax Street, Suite 310, Alexandria, Virginia 22314; no later amendments to or editions of these standards are incorporated by this Section.)
- 1B. understands the concepts, principles, and strategies that enable students to achieve and be academically successful.
- 1C. understands the relationship of academic performance to the world of work, family life, and community service.
- 1D. provides positive direction for academic program planning and for implementing academic support systems.

**Performance indicators:** *The competent school counselor:*

- 1E. implements strategies and activities that enhance students' academic development.
- 1F. provides students across grade levels with academic assistance to overcome barriers to academic growth and achievement.
- 1G. works collaboratively with all school personnel and parents to insure student academic achievement.
- 1H. initiates interventions that maximize learning, identifies learning styles, teaches study skills, enhances test-taking skills, and motivates students to learn and achieve.

## STANDARD 2 - Career Development Domain

The competent school counselor is knowledgeable about the world of work, career theories, and related life processes and develops programs and interventions to promote the career development of all students.

**Knowledge indicators:** *The competent school counselor:*

- 2A. understands the standards referred to in Standard 1A of this Section related to the career and vocational development of students across all grade levels. Standards for the School Counselor [23.110] 2<sup>nd</sup> Edition 2002 308
- 2B. understands career development theories and decision-making models applicable for grade levels.
- 2C. applies education-to-career principles and student outcomes to the career program.
- 2D. understands career development program planning, organization, implementation, administration, and evaluation.
- 2E. understands the world of work, labor market information, and job trends.
- 2F. understands the phases of career development (awareness, exploration, orientation, and preparation) and how they are applied across grade levels.
- 2G. understands career and educational planning, placement, and follow-up.
- 2H. understands the use of technology in career planning.
- 2I. understands career counseling processes, techniques, resources, and tools, including those applicable to specific populations.

**Performance indicators:** *The competent school counselor:*

- 2J. integrates career and counseling theories into a comprehensive approach to career counseling.
- 2K. enhances students' self-awareness through individual appraisal, appropriate career information, course selection alternatives, and career exploration activities.
- 2L. assists students to identify and understand their abilities, interests, problem-solving abilities, aptitudes, and goal-setting strategies.
- 2M. develops programs and involves parents with respect to their child's career development.
- 2N. provides career development consultation and resources to teachers for infusing career development activities into the curriculum.
- 2O. collaborates with community business and industry representatives to promote work-based learning opportunities and support.



- 2P. helps students develop skills in locating, evaluating, and interpreting career information.
- 2Q. guides students in the use of career resources such as occupational and labor market information, visual and printed media, computer-based career systems, electronic systems, and the use of the internet.
- 2R. administers and interprets assessment tools such as interest inventories, aptitude batteries, personality inventories and self-assessment tools to help students with educational and career decisions.
- 2S. assists students with work-based opportunities such as job-shadowing and internships.

### **STANDARD 3 - Personal/Social Development Domain**

**The competent school counselor understands the developmental needs of the school-aged population and develops programs and interventions that promote optimum personal and social development.**

**Knowledge Indicators** - *The competent school counselor:*

- 3A. understands the standards referred to in Standard 1A of this Section related to the personal/social development of students across all grade levels.
- 3B. understands the concepts and strategies that lead to attitudes, knowledge, and interpersonal skills that help students understand and respect themselves and others.
- 3C. understands programs that promote school safety and violence prevention.
- 3D. understands strategies for helping students make decisions, set goals and develop resiliency.
- 3E. understands the skills necessary for developing effective communication skills that promote cooperation, understanding, and interest in others.
- 3F. understands the processes of conflict resolution and anger management.
- 3G. understands methods that help students appreciate differences between people and promotes tolerance.

**Performance Indicators** - *The competent school counselor:*

- 3H. enables students to acquire knowledge of their personal strengths, assets, personal values, beliefs, and attitudes.
- 3I. fosters students' sense of self-esteem, efficacy, and personal dignity so they develop positive attitudes toward themselves as unique and worthy individuals.
- 3J. helps students identify and express feelings.
- 3K. assists students to set healthy personal boundaries and to understand and assert their rights of privacy.
- 3L. helps students understand and apply the need for self-control and management of anger.
- 3M. teaches ways for students to get along with peers, parents, and authority figures.
- 3N. assists students with maintaining healthy family relationships, including teaching the dynamics of family interaction.
- 3O. helps students understand the consequences of decisions and choices.
- 3P. helps students understand the relationship among rules, laws, safety, and the protection of individual rights.
- 3Q. assists students in understanding the emotional and physical dangers of abuses: e.g., substance, sexual, physical.
- 3R. addresses issues of stress and anxiety and teaches students appropriate strategies for coping with peer pressure and managing life's events.
- 3S. provides resources to students who are in need of additional professional help.

### **STANDARD 4 - Classroom Instruction and Counseling Curriculum**

**The competent school counselor understands instructional planning and designs developmental counseling curriculum based upon knowledge of the student, the community and the overall educational program.**

**Knowledge Indicators** - *The competent school counselor:*

- 4A. understands basic classroom management.
- 4B. understands the counseling curriculum as a component of the developmental approach.
- 4C. understands and encourages a team approach with classroom teachers.
- 4D. understands multiple definitions of intelligence in order to adapt, adjust, and diversify instructional methodologies.
- 4E. understands the concept and process of program evaluation.

**Performance Indicators - *The competent school counselor:***

- 4F. utilizes classroom management skills to focus students' attention and engagement.
- 4G. develops, organizes, and implements the curriculum around the personal/social, career/ vocational, and academic/educational domains and their goals.
- 4H. coordinates, plans, and delivers the program in a team format with teachers.
- 4I. presents lessons, programs, etc., using varied strategies to meet the needs of a diverse student body.
- 4J. uses knowledge of normal growth and development to promote positive mental health and assist students in acquiring and using life skills.
- 4K. designs, interprets, and applies program evaluations and feedback to improve service delivery systems.

**STANDARD 6 - Responsive Service: Individual Counseling**

**The competent school counselor understands and utilizes a variety of individual counseling strategies and provides appropriate referral services.**

**Knowledge Indicators - *The competent school counselor:***

- 6A. understands the theory and process of various individual counseling approaches for crisis or short-term situations (brief counseling strategies).
- 6B. understands the responsive services as a component of a developmental approach.
- 6C. understands the specialized needs and resources available for students who are disabled, gifted, or at risk or who have dropped out.
- 6D. understands appropriate strategies for students expressing difficulties dealing with relationships, personal, educational, or career planning concerns, and/or normal developmental tasks.

**Performance Indicators - *The competent school counselor:***

- 6E. chooses and utilizes appropriate counseling techniques for individual students.
- 6F. assists students in clarifying problems, considering causes, and identifying alternative solutions and possible consequences so that appropriate action can be taken.
- 6G. counsels students on personal and social issues and facilitates development of long- and short term goals.
- 6H. addresses a variety of students' developmental problems.
- 6I. makes referrals to appropriate professionals when necessary.
- 6J. provides activities to meet the immediate needs of students that may be identified by students, parents, teachers, or other referrals.

**STANDARD 7 - Responsive Service: Group Counseling**

**The competent school counselor understands and implements principles of group work in the school setting.**

**Knowledge Indicators - *The competent school counselor:***

- 7A. understands principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work.
- 7B. understands group leadership styles and approaches.
- 7C. understands theories of group counseling, including commonalities, distinguishing characteristics and pertinent research literature.

**Performance Indicators - *The competent school counselor:***

- 7D. utilizes group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria, and methods of evaluation of effectiveness.
- 7E. implements various approaches used for other types of group work, including task groups, focus groups, prevention groups, support groups, psycho-educational groups, therapy groups, and developmental groups, which will infuse the counseling curriculum.
- 7F. practices professional standards for group work as advocated by the national and State professional counseling organizations.

## **STANDARD 8 - Individual Student Planning**

**The competent school counselor understands and uses a variety of strategies to encourage students' development of academic, personal/social, and career competencies.**

**Knowledge Indicators** - *The competent school counselor:*

- 8A. understands methods for helping students monitor and direct their own learning and personal/social and career development.
- 8B. understands individual student planning as a component of the developmental model.
- 8C. understands how to apply knowledge about individual appraisal by using tests and non-test information to assist students with academic and career planning.
- 8D. understands applications of technology in student planning, e.g., electronic portfolio, use of Internet, etc.

**Performance Indicators** - *The competent school counselor:*

- 8E. helps students develop and evaluate personal goals and educational and career plans.
- 8F. provides individual advisement to students to enhance their personal/social development and to help them acquire skill in setting and achieving academic and career goals.
- 8G. applies knowledge about individual appraisal by using tests and non-test information to help students assess their abilities, interests, skills, and achievements to develop short- and long range plans.
- 8H. provides placement activities to assist all students with transitions from one educational program to another, from one school to another, and from school to work.
- 8I. incorporates technology when working with students in individual planning.

## **STANDARD 9 - Consultation**

**The competent school counselor understands various consultation models and maintains collaborative relationships within and outside the school community.**

**Knowledge Indicators** - *The competent school counselor:*

- 9A. understands the role of the school counselor as consultant and is knowledgeable of various consulting models.
- 9B. understands the necessity for empowering families to act on behalf of their children.
- 9C. understands the necessity for programs designed to address academic/educational, personal/social, career/vocational, and other developmental needs of the students.
- 9D. understands the counselor's role, function, and relationship to other student service providers.

**Performance Indicators** - *The competent school counselor:*

- 9E. utilizes various consulting models.
- 9F. guides and/or facilitates families' assumption of responsibility for problem solving.
- 9G. provides a multi-dimensional approach to consultation in academic/educational, personal/social, career/vocational, and other developmental areas.
- 9H. participates in multi-disciplinary team meetings and demonstrates the ability to make appropriate referrals to outside agencies and other student service providers within the school system.
- 9I. consults with parents, teachers, student services staff, other educators, and community agencies regarding strategies for helping students.

## **STANDARD 10 - Systems Support**

**The competent school counselor understands the overall educational system, acts as a facilitator of change, and engages in planning and management tasks needed to support the comprehensive developmental school counseling program.**

**Knowledge Indicators** - *The competent school counselor:*

- 10A. understands systems support as a component in the developmental approach.
- 10B. understands program development that is comprehensive and educational.
- 10C. understands the commitment to life-long learning.

**Performance Indicators** - *The competent school counselor:*

- 10D. provides activities that establish, maintain, and enhance the developmental school counseling program as well as other educational programs.
- 10E. demonstrates a commitment to life-long learning.

- 10F. develops and implements activities to orient staff and community to the counseling program through regular efforts to enhance and maintain staff and community relations.
- 10G. serves on departmental curriculum committees, school improvement committees, or advisory boards and assists in developing curricula that meet students' developmental needs.
- 10H. engages in planning and management tasks needed to support activities of the comprehensive school counseling program.
- 10I. participates in continuous professional development.

## **STANDARD 11 - Program Development**

**The competent school counselor understands and utilizes organizational and management tools needed to implement an effective developmental program.**

### **Knowledge Indicators - *The competent school counselor:***

- 11A. understands data gathered from groups and individuals as they relate to student outcomes and learning standards.
- 11B. understands the need for and the process of planning, developing, and implementing a comprehensive school counseling program.
- 11C. understands the need for developing school counseling programs based on the needs of students and the school to become an effective learning community.
- 11D. understands the comprehensive developmental school counseling concept.
- 11E. understands the necessity for goals and objectives in a school counseling program.
- 11F. understands competency levels as related to student achievement.
- 11G. understands the importance of planning and time management within a comprehensive developmental school counseling program.

### **Performance Indicators - *The competent school counselor:***

- 11H. uses available resources in implementing a comprehensive counseling program, including funding and staff resources.
- 11I. uses data compiled from needs assessment in planning the counseling program.
- 11J. uses data from multiple sources, including surveys, interviews, focus groups, and needs assessments, to enhance students' outcomes.
- 11K. designs, implements, monitors, and evaluates a comprehensive developmental school counseling program with an awareness of the various systems affecting students, parents, and school faculty and staff.
- 11L. implements and evaluates specific strategies designed to meet program goals and objectives for enhancing students' competencies.
- 11M. identifies student achievement competencies and implements activities and processes to assist students in achieving these competencies.
- 11N. prepares a counseling calendar reflecting appropriate time commitments and priorities within a comprehensive developmental school counseling program.

## **STANDARD 12 - Prevention Education and Training**

**The competent school counselor is aware of and implements prevention education programs.**

### **Knowledge Indicators - *The competent school counselor:***

- 12A. is aware of student and school problems that could limit or diminish the capacity of students to learn and achieve at their highest levels.
- 12B. is knowledgeable of prevention measures to overcome or resolve problems or barriers to learning.

### **Performance Indicators - *The competent school counselor:*** 12C. identifies early signs and predictors of learning problems.

- 12D. is able to organize and present prevention programs for students, staff, parents, and community members, as appropriate.

## **STANDARD 13 - Assessment**

**The competent school counselor understands basic concepts of, technology for, and implications of various assessment and evaluative instruments.**

### **Knowledge Indicators** - *The competent school counselor:*

- 13A. understands the purposes and meaning of assessment from multiple perspectives: historical, sociological, and educational.
- 13B. understands the basic concepts of standardized and non-standardized testing and other assessment techniques.
- 13D. understands the use of technology in assessment.
- 13E. understands the statistical concepts, including scales of measurement, measures of central tendency, indices or variability, shapes and types of distributions, and correlation.
- 13F. understands reliability (theory of measurement error, models of reliability, and the use of reliability information) and validity (evidence of validity, types of validity), and the relationship between reliability and validity.
- 13G. understands the implications of age, gender, sexual orientation, ethnicity, language, disability, culture, spirituality, and other factors related to assessment and evaluation.

### **Performance Indicators** - *The competent school counselor:*

- 13H. analyzes testing information needed and selects appropriate tests, methods and/or materials to gather information and/or perform assessments.
- 13I. uses various strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling.
- 13J. interprets and accurately uses the statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlation.
- 13K. accurately selects and interprets assessment tools based on reliability and validity when appropriate.
- 13L. interprets assessments accurately with understanding of diversity and its implications.
- 13M. uses and applies appropriate technology in assessment.

## **STANDARD 14 - Research and Program Evaluation**

**The competent school counselor understands the importance of, and engages in, research and program evaluation.**

### **Knowledge Indicators** - *The competent school counselor:*

- 14A. understands various types of research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research.
- 14B. understands statistical methods used in conducting research.
- 14C. understands the use of technology in conducting research and in program evaluation.
- 14D. understands the principles and applications of needs assessment and program evaluation.
- 14E. understands the importance of research in the practice of school counseling.

### **Performance Indicators** - *The competent school counselor:*

- 14F. identifies and applies research designs appropriate to various counseling situations and problems.
- 14G. analyzes data with appropriate statistical methods and computer statistical packages.
- 14H. uses formal and informal methods of needs assessment and program evaluation to design and modify developmental counseling programs.
- 14I. conducts research and program evaluations within ethical and legal parameters.
- 14J. uses appropriate research to demonstrate accountability.
- 14K. uses technology in conducting research and program evaluation.

## **STANDARD 15 - Professional Orientation and Identity**

**The competent school counselor understands and actively participates within the profession.**

### **Knowledge Indicators** - *The competent school counselor:*

- 15A. understands the importance of active participation and leadership in the appropriate school counseling professional organizations.
- 15B. understands community, environmental, and institutional barriers that impede and/or enhance students' academic success and overall development.
- 15C. understands the unique characteristics of the school environment and K-12 curriculum.

**Performance Indicators - *The competent school counselor:***

- 15D. joins and takes an active part in appropriate local, State, and national school counseling professional organizations.
- 15E. uses community resources to enhance academic and social/emotional growth, plans appropriate interventions within the context of the community, and advocates for programmatic efforts to eliminate barriers to students' success.
- 15F. designs and implements a developmental counseling curriculum that provides all students at all grade levels with knowledge and assistance in acquiring and using life skills.
- 15G. participates in continuing professional development activities.

**STANDARD 16 - History of School Counseling and Current Trends**

**The competent school counselor understands the history and current trends and issues of the profession and includes this knowledge when establishing comprehensive developmental counseling programs.**

**Knowledge Indicators - *The competent school counselor:***

- 16A. understands history, philosophy, and current trends and issues in school counseling.
  - 16B. understands the counselor's roles, functions and relationships with other school and student service providers.
  - 16C. understands technology and computer applications in counseling.
- Standards for the School Counselor [23.110] 2nd Edition 2002 316

**Performance Indicators - *The competent school counselor:***

- 16D. addresses current trends and issues daily in the school.
- 16E. incorporates current trends into the developmental curriculum.
- 16F. works collaboratively with other school and student service providers.
- 16G. uses technology and computer applications directly with students.

**STANDARD 17 - Human Growth and Development**

**The competent school counselor understands the individual diversity of human growth, development, and learning and provides experiences that promote the physical, intellectual, social, and emotional development of the student.**

**Knowledge Indicators - *The competent school counselor:***

- 17A. understands theories of individual and family development and transitions across the life span.
- 17B. understands that students' physical, social, emotional, ethical, and cognitive development influences learning.
- 17C. understands theories of learning, personality development, child and adolescent development, and the range of individual variation.
- 17D. understands how students construct knowledge, acquire skills, and develop habits of mind.
- 17E. understands that differences in approaches to learning and performance interact with development.
- 17F. understands the developmental stages of children and adolescents as they relate to counseling approaches and appropriate interventions.
- 17G. understands human behaviors, including developmental crises, disability, addictive behavior, and psychopathology, and situational and environmental factors as they affect both normal and abnormal behavior.
- 17H. understands the characteristics and effects of the cultural and environmental milieu of the child and the family, including cultural and linguistic diversity, socioeconomic level, abuse/neglect, and substance abuse.
- 17I. understands the role of drug therapy as it affects students' behavior.
- 17J. understands the characteristics of normal, delayed, and disordered patterns of communication and interaction and their impact on learning.

**Performance Indicators - *The competent school counselor:***

- 17K. uses theories of learning, personality, and human development to plan activities and experiences that respond to students' individual and group needs at the appropriate level of development.
- 17L. analyzes individual and group performance in order to design interventions that meet learners' current needs in the cognitive, social, emotional, ethical, and physical domains at the appropriate grade level.

- 17M. plans interventions appropriate to students' developmental levels.
- 17N. utilizes strategies for facilitating optimum student development over the life-span.
- 17O. recognizes the characteristics of individuals with various disabilities and the effects these may have on individuals.
- 17P. implements interventions relevant to students' developmental levels.
- 17Q. recognizes the effect that addictive behavior, psychopathology, and situational and environmental factors have on both normal and abnormal behavior.
- 17R. recognizes the effects of cultural and environmental factors on students' performance.
- 17S. recognizes that medications can have effects on the educational, cognitive, physical, social, and emotional behaviors of individuals.

## **STANDARD 18 - Standards and Best Practices in School Counseling**

**The competent school counselor knows and applies the standards referred to in subsection (a) (1) (A) of this Section in developing his or her role and function in establishing school counseling programs.**

**Knowledge indicators:** *The competent school counselor:*

- 18A. understands the requirements of professional credentialing, certification, and licensure.
- 18B. understands the unique characteristics of school counseling as a profession as defined in Sections 10-22.24a and 10-22.24b of the School Code [105 ILCS 5/10-22.24a and 10-22.24b].
- 18C. understands the standards referred to in Standard 1A of this Section.

**Performance Indicators -** *The competent school counselor:*

- 18D. designs school counseling services to include the functions listed in Section 10-22.24b of the School Code as appropriate to the setting and student grade levels.
- 18E. manages time to include individual student planning, responsive services, system support, and developmental counseling curriculum activities.
- 18F. participates in professional development and keeps current on State and national initiatives.

## **STANDARD 19 - The Helping Relationship**

**The competent school counselor possesses knowledge and skills necessary to establish helping relationships appropriate to the school setting.**

**Knowledge Indicators -** *The competent school counselor:*

- 19A. understands various counseling theories, including traditional models, multicultural models, brief counseling and interventions, and systems and family theories, as appropriate to school counseling.
- 19B. understands how individual student characteristics, including age, gender, ethnic differences, race, culture, learning abilities and styles, and value dimensions, relate to the helping process.
- 19C. understands the limitations of his or her ability and training and is aware of referral resources.
- 19D. understands the counseling process and is aware of various skills, methods, and behaviors used in both prevention and intervention.
- 19E. understands the skills necessary to build a therapeutic and trusting relationship with a client.
- 19F. understands how to develop long- and short-term intervention plans consistent with curriculum, learner diversity, and learning theory.

**Performance Indicators -** *The competent school counselor:*

- 19G. uses established counseling theory in the counseling process and applies it to the developmental needs of the client.
- 19H. exhibits flexibility in adapting counseling technique to client diversity.
- 19I. makes necessary and appropriate referrals.
- 19J. demonstrates skills in developing therapeutic relationships, goal setting, intervention strategies, and evaluation of counseling outcomes with clients.
- 19K. demonstrates appropriate skills in working with parents.
- 19L. uses developmental and counseling theories to design and implement comprehensive and developmental programs.
- 19M. creates long-term and short-term intervention plans.
- 19N. applies appropriate diagnoses and case conceptualization skills to clients.

## **STANDARD 20 - Social and Cultural Diversity**

**The competent school counselor possesses the knowledge and skills to appropriately address issues of diversity, cultural difference, and change.**

### **Knowledge Indicators - *The competent school counselor:***

- 20A. is aware of and sensitive to the implications of his or her own social and cultural background.
- 20B. is aware of how his or her own cultural background and experiences influence his or her attitudes, values, and biases about psychological processes.
- 20C. is knowledgeable about diverse groups with which she or he may work.
- 20D. understands how race, culture, ethnicity, sexual orientation, physical and mental characteristics, and other areas of diversity affect personality formation, vocational choice, and manifestation of difficulties and strengths in academic, career, and personal/social development.
- 20E. understands how gender affects personality formation, academic choice, vocational choice, and manifestations of difficulties and strengths in academic, career, and personal and social development.
- 20F. understands the impact of sexual harassment on students' personal, social, emotional, and academic development.

### **Performance Indicators - *The competent school counselor:***

- 20G. incorporates an approach to social and cultural diversity that is equitable for all students.
- 20H. adopts intervention skills appropriate to the specific diverse needs of the student.
- 20I. develops programs for students that acknowledge their diversity and meet special needs as appropriate.
- 20J. incorporates a gender-equitable and culturally sensitive approach in dealing with students, families, staff, and the community.
- 20K. utilizes appropriate non-traditional strategies in career and academic counseling.
- 20L. adopts appropriate methods to intervene when students use inappropriate language or behaviors relating to issues of social and cultural diversity.
- 20M. teaches how oppression, racism, discrimination, intolerance, homophobia, heterosexism, and stereotyping may affect students personally and their work.

## **STANDARD 21 - Ethical Concerns and Legal Matters**

**The competent school counselor is aware of current legal issues and ethical guidelines of the profession and acts accordingly.**

### **Knowledge Indicators - *The competent school counselor:***

- 21A. understands the standards referred to in Standard 1A of this Section with regard to professional ethics.

Standards for the School Counselor [23.110] 2<sup>nd</sup> Edition 2002 319

- 21B. understands legal standards, including the Illinois School Code and the Illinois Mental Health code, that apply to the counseling process.
- 21C. understands the school counselor's responsibility for knowing and complying with federal, State, and local legislation, regulations, and policies.
- 21D. understands that in the event conflict arises among competing expectations, the school counselor shall be guided by the ACA/ASCA code of ethics.

### **Performance Indicators - *The competent school counselor:***

- 21E. demonstrates commitment to the values and ethics of the school counseling profession.
- 21F. adheres to ACA and ASCA professional standards and codes of ethics as a guide to ethical decision-making.
- 21G. maintains adequate safeguards for the privacy and confidentiality of information.
- 21H. informs students of their ethical rights and the limitations of the counseling relationship and of confidentiality.
- 21I. follows State and federal laws, including the School Code, the Mental Health Code, and the Family Educational Rights and Privacy Act.



## **STANDARD 22 - Practicum**

**The competent school counselor develops basic counseling skills, under qualified supervision, with a school-based population.**

22A. Knowledge Indicator - The competent school counselor understands counseling practice through interaction with individuals and groups.

**Performance Indicators** - *The competent school counselor:*

22B. demonstrates the ability to develop individual and group counseling relationships with a school aged population.

22C. meets the standards regarding the helping relationship, individual counseling, and group counseling set forth in Standards 6, 7, and 19 of this Section.

## **STANDARD 23 - Internship**

**The competent school counselor completes an internship that provides the opportunity to perform, with a school-based population, under qualified supervision, a variety of counseling activities that a professional school counselor is expected to perform.**

**Knowledge Indicators** - *The competent school counselor:*

23A. understands the requirements of a supervised, clinical, field-based internship in a school setting focusing on the duties of a school counselor.

23B. understands the comprehensive developmental school counseling model.

**Performance Indicators** - *The competent school counselor:*

23C. participates in an internship, under qualified supervision, that must involve direct services (individual and group counseling required, family counseling recommended) to students, parents, teachers, and other parties interested in the welfare of students.

23D. demonstrates completely the variety of activities a regularly employed school counselor would be expected to perform.

23E. participates in a comprehensive developmental school counseling approach that integrates the basic components of: counseling curriculum; individual planning; responsive services; system support; consultation; and program planning, assessment, and evaluation (see subsections (d) through (n) of this Section).

# Standards for the Language, Speech, and Hearing Pathologist

## Professional Performance Standards

### 1: Long-Range Planning

The speech-language therapist develops a long-range plan (LRP) that describes and/or references appropriate procedures for identifying, assessing, and providing comprehensive services to speech-language-impaired children and for establishing and maintaining the on-going program operations that are necessary to effectively address the specific needs of the students and the school.

### 2: Complying with Guidelines and Regulations

The speech-language therapist follows applicable federal, state, and local regulations and guidelines that relate to procedural due process, program eligibility, medical, and program documentation.

### 3: Short-Range Planning of Therapy

The speech-language therapist develops, evaluates, and revises short-term objectives including aligned treatment strategies, resources, and schedules that facilitate the accomplishment of the individualized education program (IEP) goals for each student.

### 4: Short-Range Planning of assessment

The speech-language therapist demonstrates the ability to select/develop, interpret, and use the results of appropriate formal and informal measures to conduct comprehensive and on-going student assessments.

### 5: Establishing and Maintaining High Expectations for Students

The speech-language therapist establishes, maintains, and reinforces appropriate expectations for the performance and participation of each student, both within and outside of the therapy setting, and appropriately involves others (e.g., parents, teacher, other IEP team members) in the various aspects of the therapy process.

### 6: Using Strategies that Facilitate Communication Skills

The speech-language therapist selects and effectively uses a variety of appropriate methods, strategies, and techniques to enhance each student's communication skills.

### 7: Monitoring and Enhancing Communication

The speech language therapist effectively and continuously monitors each student's performance and uses this information to make appropriate decisions regarding the immediate and long-term course of therapy.

### 8: Maintaining an Environment that Promotes Communication

The speech-language therapist maintains an engaging physical environment and establishes a positive, inviting climate that is designed to enhance each student's communication interactions.

### 9: Managing the Therapy Setting

The speech-language therapist establishes, communicates, and enforces appropriate rules for student behavior and procedures for managing non-instructional routines.

### 10: Fulfilling Professional Responsibilities

The speech-language therapist consistently demonstrates ethically based professional behavior and participates in continuous professional development.

**SILVER VALLEY UNIFIED SCHOOL DISTRICT**  
**SPECIALTY OBSERVATION**  
(For Use with non-classroom certificated staff)

Name: Enter Text	Site: Select One	School Year: Enter Year
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Date Of Observation:	<input type="checkbox"/> Scheduled	<input type="checkbox"/> Unscheduled
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<input type="checkbox"/> Temporary/Intern	<input type="checkbox"/> Probationary 1	<input type="checkbox"/> Probationary 2	<input type="checkbox"/> Permanent
---	---	---	------------------------------------

<b>Goal 1:</b>	Enter Goal
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<b>Evaluatee's Areas in Need of Improvement if Necessary:</b>	Enter Goal
---	------------

<b>Evaluator's Suggestion for Improvement:</b>	Enter Goal
--	------------

**Goal 2:**

Enter Goal

**Evaluatee's Areas in Need of Improvement if Necessary:**

Enter Goal

**Evaluator's Suggestion for Improvement:**

Enter Goal

**Goal 3:**

Enter Goal

**Evaluatee's Areas in Need of Improvement if Necessary:**

Enter Goal

**Evaluator's Suggestion for Improvement:**

Enter Goal

**This evaluatee's signature indicates that the employee has seen and discussed this report; however, it does not necessarily indicate complete agreement with all portions of the observation.**

\_\_\_\_\_  
**Evaluatee**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Evaluator**

**SILVER VALLEY UNIFIED SCHOOL DISTRICT  
SPECIALTY EVALUATION  
(For use with non-classroom certificated staff)**

Evaluée: Enter Text	Evaluator: Enter Text
Site: Select One	Date of Conference: Enter Text

**Temporary/Intern**     
  **Probationary 1**     
  **Probationary 2**     
  **Permanent**

- 1 – Unsatisfactory – Does Not Meet Standards
- 2 – Needs Improvement – Below Standards
- 3 – Satisfactory – Meets Standards

Goal 1:	1	2	3

Goal 2:	1	2	3

Goal 3:	1	2	3

**Overall Evaluation:**

- Unsatisfactory – Does Not Meet Standards
- Needs to Improve – Partially Meets Standards
- Satisfactory – Meets Standards

EVAUATOR: \_\_\_\_\_

DATE: \_\_\_\_\_

**This evaluatee’s signature indicates that the employee has seen and discussed this report; however, it does not necessarily indicate complete agreement with all portions of the evaluation.**

A SIGNATURE ON THIS EVALUATION DOES NOT NECESSARILY SIGNIFY AGREEMENT WITH THE EVALUATION.

EVAUATEE: \_\_\_\_\_

DATE: \_\_\_\_\_

**SILVER VALLEY UNIFIED SCHOOL DISTRICT**  
**SPECIALTY ACTION PLAN**  
 (For Use with non-classroom certificated staff)

<b>Name:</b>	<b>School Site:</b>	<b>Date:</b>
--------------	---------------------	--------------

<input type="checkbox"/> <b>Temporary/Intern</b>	<input type="checkbox"/> <b>Probationary 1</b>	<input type="checkbox"/> <b>Probationary 2</b>	<input type="checkbox"/> <b>Permanent</b>
--	--	--	---

Goal 1: Enter Goal          Alignment With Standards: Text	Activities Addressing the Goal: Enter Goal
Goal 2: Enter Goal          Alignment With Standards: Text	Activities Addressing the Goal: Enter Goal
Goal 3: Enter Goal          Alignment With Standards: Text	Activities Addressing the Goal: Enter Goal



Constraints:  
Enter Text

EVALUATEE: \_\_\_\_\_ DATE: \_\_\_\_\_

EVALUATOR: \_\_\_\_\_ DATE: \_\_\_\_\_



# Silver Valley Unified School District

## SVEA Grievance Report Form

Grievance Number: \_\_\_\_\_

	<b>Informal</b>	<b>Level 1</b>	<b>Formal</b> <b>Level 2</b>	<b>Level 3</b>
Grievance Level:				
<b>Date/Time Filed:</b>	_____	_____	_____	_____
<b>Person Filing:</b>	_____	_____	_____	_____
<b>Filed with:</b>	_____	_____	_____	_____

Grievant(s): \_\_\_\_\_ Representing:  Individual  Association

**Work Location:** \_\_\_\_\_ **Supervisor/Respondent:** \_\_\_\_\_

\* \* \* \* \* FORMAL LEVEL \* \* \* \* \*

Disposition of Superintendent or Designee \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

(Circle one)

Date submitted to Level 1 2 3 : \_\_\_\_\_

(Circle one)

Date of Level 1 2 3 Conference: \_\_\_\_\_

Disposition of Grievance: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Signature of Superintendent or Designee: \_\_\_\_\_ Date: \_\_\_\_\_

Time:	Who:	Filed:	Who:	Response time:
Informal	Grievant or Association	Informal conference within ten (10) days	Respondent or Supervisor	Within the five (5) days of informal conference
Level 1	Grievant or Association	Within ten (10) days after Informal conference	Respondent or Supervisor	Written within ten (10) days of submitting Level 1
Level 2	Grievant or Association	Twenty (20) days after Informal conference	Superintendent or designee	Written within ten (10) days of Level 2 appeal
Level 3	Grievant or Association	Ten (10) days after decision of Level 2	Association	Within fifteen (15) days notify Superintendent

**APPLICATION FOR CERTIFICATED SUMMER SCHOOL EMPLOYMENT**  
 (Must be a current contracted certificated employee)  
**20\_\_ -20\_\_ SCHOOL YEAR**

Name \_\_\_\_\_ Position/Grade Desired \_\_\_\_\_

Current School \_\_\_\_\_ Site Desired \_\_\_\_\_

Current position \_\_\_\_\_ Other relevant positions held \_\_\_\_\_

Credential(s) held \_\_\_\_\_ Major/Minor \_\_\_\_\_

Areas of emphasis \_\_\_\_\_ (appropriate number of units in the subject area to possess the credential to teach the subject)

**Are you interested in being a Lead Teacher?**     Yes     No

Do you have any special qualifications that relate to this opening? (VPSS Certification, etc.)  
 \_\_\_\_\_  
 \_\_\_\_\_

Number of years of service in this District. \_\_\_\_\_  
 (Only used if all other items are equal)

Do you hold an ELL (CLAD) certification?     Yes     No

Do you intend to return to Silver Valley next year?     Yes     No

Applicant's Signature \_\_\_\_\_ Date Signed \_\_\_\_\_

Phone Number \_\_\_\_\_ Alternate Phone Number \_\_\_\_\_

**Summer School Information will be inserted here. i.e. Dates, sites, grade levels, meeting dates**

**Reviewed By:** \_\_\_\_\_

Human Resource Representative's Signature \_\_\_\_\_ Date Signed \_\_\_\_\_

Association Representative's Signature \_\_\_\_\_ Date Signed \_\_\_\_\_

**This is application must be turned in to Terri in the Human Resource Office by \_\_\_\_\_ before 4:00 p.m.**



**California Standards for the Teaching Profession**

**Planning Instruction and Designing Learning Experiences for All Students**

- \_\_\_\_\_ 4.1 Using 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

**Activities:**

**Constraints:**

**Assessing Student Learning**

- \_\_\_\_\_ 5.1 Applying knowledge of 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

**Activities:**

**Constraints:**

**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

**Activities:**

**Constraints:**

Consensus on activities reached on \_\_\_\_\_ Date

\_\_\_\_\_ Evaluatee

\_\_\_\_\_ Evaluator

**MIDYEAR CONFERENCE**

Unit member's progress toward the above goals: ( ) Satisfactory ( ) Needs improvement (see attached)

Date of conference \_\_\_\_\_

\_\_\_\_\_  
Evaluee

\_\_\_\_\_  
Evaluator

**END OF YEAR CONFERENCE**

**Self Evaluation**

Item No.	What I did to meet the goal:

**Evaluator's Summary Evaluation Statement** *(see attached if "Needs Improvement" or "Unsatisfactory")*

--

**Overall Evaluation:**

- \_\_\_\_\_ Satisfactory – Meets Standards
- \_\_\_\_\_ Needs to Improve – Partially Meets Standards
- \_\_\_\_\_ Unsatisfactory – Does Not Meet Standards

**Next Evaluation Year:** \_\_\_\_\_

\_\_\_\_\_  
Evaluator

\_\_\_\_\_  
Date

This evaluation has been discussed with me in a conference with the evaluator. Opportunity has been extended to me to attach comments regarding this evaluation.

**A SIGNATURE ON THIS EVALUATION DOES NOT NECESSARILY SIGNIFY AGREEMENT WITH THE EVALUATION.**

---

Evaluatee

---

Date of Conference

---