

**ROSS VALLEY SCHOOL DISTRICT**

and

**ROSS VALLEY TEACHERS ASSOCIATION**

**CERTIFICATED EVALUATION PROGRAM**

**A GROWTH MODEL**

*Approved August 2019*

## CERTIFICATED EVALUATION PROGRAM

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## CERTIFICATED EVALUATION FORMS

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# 1

## **EVALUATION PROGRAM & PEER ASSISTANCE & REVIEW (PAR)**

The District and RVTA agree to implement the evaluation procedures in accordance with Article XI as outlined here in the Ross Valley School District Certificated Evaluation Program – A Growth Model (Evaluation Program). The District and RVTA further agree to implement a Peer Assistance and Review (PAR) Program for teaching unit members. These programs were ratified by RVTA on August 21, 2019 and approved by the Board of Trustees on August 27, 2019 for use beginning in the 2019-20 school year.

The Evaluation Program applies to all Temporary, Probationary, and Permanent unit members (excluding substitutes) in the Ross Valley School District. Non-administrative certificated personnel (e.g. colleagues and PAR Coaches) shall not be required to participate in the evaluation of other non-administrative certificated personnel.

The Evaluation Program is based on the Professional Standards for the unit member's position.

For Teaching Unit Members (TUMs), the Professional Standards (California Standards for the Teaching Profession - 2009) are:

1. Engaging and Supporting All Students in Learning
2. Creating and Maintaining Effective Environments for Learning
3. Understanding and Organizing Subject Matter for Student Learning
4. Planning Instruction and Designing Learning Experiences for All Students
5. Assessing Students Learning
6. Developing as a Professional Educator

For Non-Teaching Unit Members (Non-TUMs), the Professional Standards (adapted from the CA Standards for School Counselor, School Nurse, School Psychologist, School Social Worker, and Speech and Language Pathologist) are:

1. Engaging and Supporting All Students in Learning
2. Creating and Maintaining Effective Environments for Learning
3. Planning Instruction and Designing Learning Experiences for All Students
4. Developing as a Professional Educator

The Evaluation Program meets the requirements of Education Code Section 44662 (Stull Bill Evaluation Process):

1. Progress of Pupils Towards Established Standard
2. Instructional Strategies and Techniques
3. Adherence to Curriculum Objective
4. Establishment and Maintenance of a Suitable Learning Environment
5. Knowledge of Subject Matter

### **Purpose**

The purpose of the Ross Valley School District's Certificated Evaluation Program is to:

- A. Acknowledge individual strengths and support continuous improvement of unit member practices in order to foster student learning and development.

- B. Guide employment decisions based on California Education Code sections 44660-44665 and the California Standards for the Profession. Each standard is further defined by key elements listing specific indicators.

### **Vision**

The fundamental premise for the Ross Valley School District Certificated Evaluation Program is based on professionalism, mutual respect, confidentiality, fairness, equality, and consistency.

The goals of unit member evaluation are to:

- A. Maintain and improve the quality of education in the District
- B. Promote professional growth and build unit member capacity
- C. Foster student achievement
- D. Recognize competence and accomplishments
- E. Acknowledge contributions beyond classroom or a position's duties

The Evaluation Program has been developed to support the growth and performance of unit members. With the focus and goal on growth, the unit member is encouraged to reflect upon, take ownership of, and demonstrate initiative for their performance, growth, and continuous improvement. The evaluator will identify and suggest needed growth areas and will work with the unit member to support their continuous improvement. However, it is up to the unit member to actively participate in the process and to utilize and/or to seek additional supports in order to demonstrate satisfactory performance.

The focus of the evaluation of unit members shall be on coaching, support, and feedback related to the Professional Standards as well as District and site goals. The Continuum, RVSD Professional Development Cycle, and the Evaluation Plan (CEP or PDP) are intended to promote unit member development and extension of their practice in order to foster student learning and development. Although these documents are not to be used as stand-alone evaluation sources, they are to be referenced when considering unit member overall growth and performance.

Since it is always possible to improve, a rating of Proficient will be most common. It will be a rare occasion for a unit member to receive a Distinguished rating. A rating of Improvement Needed or Unsatisfactory indicates an area for further development and should be viewed with a growth mindset. When Improvement Needed or Unsatisfactory is indicated, supports will be recommended to the unit member.

All unit members, whether or not in a year of formal evaluation, are expected to be working toward the practices listed in the Professional Standards as well as District and site goals. In non-evaluation years, unit members are encouraged to utilize the Continuum and/or the RVSD Professional Development Cycle to continually reflect upon their practice and work toward their professional growth.

A copy of the Evaluation Program is available from the Human Resources Department and in each staff room at the school site. It is also maintained digitally on the District website. Additional copies are available in the Human Resources Department upon request.

### **PEER ASSISTANCE AND REVIEW (PAR) PROGRAM**

The Peer Assistance and Review (PAR) Program has been developed to assist permanent teaching unit members who have an unsatisfactory evaluation in the areas of instructional

techniques or methodology and/or subject matter knowledge. A teaching unit member who is placed in PAR is also placed on Ross Valley School District's Support and Improvement Plan.

A teaching unit member who seeks improvement of their already proficient performance may request participation in PAR. Such self referral shall not be subject to the PAR evaluation process.

A copy of the PAR Program is available from the Human Resources Department.

# 2

## TEMPORARY / PROBATIONARY UNIT MEMBER CONVENTIONAL EVALUATION PROGRAM (CEP) DUE DATES

### EVALUATION CYCLE

Every temporary and probationary unit member is evaluated each school year until they reach permanent status.

TEMPORARY / PROBATIONARY UNIT MEMBER CONVENTIONAL EVALUATION PROGRAM (CEP)	
CEP PROGRAM OVERVIEW MEETING	COMPLETE BY
<p>A. The evaluator will meet with the unit member to review the evaluation process. Procedures, timelines, and expectations are reviewed at that time.</p> <p>B. The evaluation program overview may be completed in an individual or a group meeting.</p>	October 1
<p>For unit members whose first work day begins after the evaluation overview process meeting has occurred, the program overview meeting will occur within their first 30 work days. As necessary, the timelines and elements of the evaluation process will be determined by the evaluator.</p> <p>All formal, informal, subsequent, and/or unscheduled observations must be completed no later than April 15, and the Summative Evaluation must be completed no later than 30 calendar days before the unit member's last contract day.</p>	
THE CONTINUUM, CEP PLAN, AND CONFERENCE	COMPLETE BY
<p><b><u>The Continuum</u></b> See the <u>Continuum</u> section for details.</p> <p>A. The unit member reviews and completes the <u>Continuum form</u>.</p>	October 15
<p><b><u>CEP Plan &amp; Conference</u></b> See the <u>Evaluation Program Plan</u> section for details.</p> <p>A. The unit member is to utilize the Continuum to reflect on their practice and to complete the <u>CEP Plan</u>.</p> <p>B. The evaluator will meet with the unit member to review the unit member's Continuum and CEP Plan.</p>	October 15
THE CONTINUUM REVIEW AND CEP PLAN MID-YEAR REPORT	COMPLETE BY
<p><b><u>The Continuum Review</u></b> See the <u>Continuum</u> section for details.</p> <p>A. The Continuum is to be utilized throughout the evaluation year and revisited and updated as applicable for the CEP Plan Mid-Year Report.</p>	<p>January 15</p> <p>January 15</p>

<p><b><u>CEP Plan Mid-Year Report</u></b>  See the <u>Evaluation Program Plan</u> section for details.</p> <p>A. The unit member will prepare the <u>CEP Plan Mid-Year Report</u> and provide it to the evaluator.</p> <p>B. A conference is not required to review the Mid-Year Report, but one may be requested by either the unit member or the evaluator.</p>	
OBSERVATIONS	COMPLETE BY
<p>See the <u>Evaluation Sources</u> section for details.</p> <p><b><u>Formal Observation</u></b>  A. Minimum of 2 are required.</p> <p><b><u>Informal Observation</u></b>  A. Minimum of 1 is required.</p> <p><b><u>Subsequent Observation</u></b>  A. 1 allotted per evaluation cycle.</p> <p><b><u>Unscheduled Observation</u></b>  A. No minimum or maximum number required.</p>	<p>December 1 &amp; April 1</p> <p>May 1</p> <p>April 15</p> <p>If completed, then by or at Summative Evaluation conference which is to be completed no later than 30 calendar days before the unit member's last contract day</p>
THE CONTINUUM REVIEW, CEP PLAN YEAR-END REPORT, AND SUMMATIVE EVALUATION & CONFERENCE	COMPLETE BY
<p><b><u>The Continuum Review</u></b>  See the <u>Continuum</u> section for details.</p> <p>A. The Continuum is to be utilized throughout the evaluation year and revisited and updated as applicable for the CEP Plan End-of-Year Report (no later than 30 days before the end of the contract year).</p> <p><b><u>CEP Plan Year-End Report</u></b>  See the <u>Evaluation Program Plan</u> section for details.</p> <p>A. The unit member will reflect on and update as needed their placement on the Continuum.</p> <p>B. The unit member will prepare the <u>CEP Plan Year-End Report</u> and provide 2 copies to the evaluator.</p>	<p>In preparation of the CEP Year-End Report</p> <p>Not less than 5 work days prior to the Summative Evaluation Conference which will occur no later than 30 calendar days before the unit member's last contract day.</p>



**Summative Evaluation & Conference**

See the Summative Evaluation section for details.

No later than 30  
calendar days  
before unit  
member's last  
contract day.

For unit members whose first work day begins after the evaluation overview process meeting has occurred, the program overview meeting will occur within their first 30 work days. As necessary, the timelines and elements of the evaluation process will be determined by the evaluator.

All formal, informal, subsequent, and/or unscheduled observations must be completed no later than April 15, and the Summative Evaluation must be completed no later than 30 calendar days before the unit member's last contract day.

# 3

## PERMANENT UNIT MEMBER CONVENTIONAL EVALUATION PROGRAM (CEP) & PROFESSIONAL DEVELOPMENT PROGRAM (PDP) DUE DATES

### EVALUATION CYCLE

Every permanent unit member shall be evaluated every other school year, except as follows.

Permanent unit members who have completed 10 years of employment with the District and whose most recent previous evaluation rating was proficient or better may be evaluated every 3 years if mutually agreed upon by the unit member and the evaluator. Such mutual agreement shall be determined by October 1 of the beginning of the permanent unit member's regular second year evaluation cycle which will defer that evaluation to the employee's third year.

### EVALUATION PROGRAM OPTIONS

Permanent unit members will participate in the Conventional Evaluation Program (CEP) unless eligible for and participation in the Professional Development Program (PDP) is mutually agreed upon between the unit member and the evaluator.

The PDP is offered as an alternative to the CEP. The unit member must be in permanent status having completed at least 1 CEP cycle while in permanent status in the District and received an overall rating of proficient or better. Typically, eligibility would begin in the unit member's 6<sup>th</sup> year of employment in the District. Participation is entirely voluntary and by mutual agreement between the unit member and the evaluator.

To be eligible for the PDP, the unit member must:

- A. Be in permanent status.
- B. Have completed at least 1 CEP cycle while in permanent status.
- C. Have received an overall rating of proficient or distinguished on their last summative evaluation.

PERMANENT UNIT MEMBER CONVENTIONAL EVALUATION PROGRAM (CEP)	
CEP PROGRAM OVERVIEW MEETING	COMPLETE BY
A. The evaluator will meet with the unit member to review the evaluation process. Procedures, timelines, and expectations are reviewed at that time. B. The evaluation program overview may be completed in an individual or a group meeting. C. It will be determined if the unit member meets the eligibility to forego evaluation to a 3rd year. D. It will be determined if the unit member will participate in the CEP or PDP.	October 1

For unit members whose first work day begins after the evaluation overview process meeting has occurred, the program overview meeting will occur within their first 30 work days. As necessary, the timelines and elements of the evaluation process will be determined by the evaluator.

All formal, informal, subsequent, and/or unscheduled observations must be completed no later than April 15, and the Summative Evaluation must be completed no later than 30 calendar days before the unit member's last contract day.

THE CONTINUUM, CEP PLAN, AND CONFERENCE	COMPLETE BY
<p><b><u>The Continuum</u></b> See the <u>Continuum</u> section for details. A. The unit member reviews and completes the <u>Continuum form</u>.</p> <p><b><u>CEP Plan &amp; Conference</u></b> See the <u>Evaluation Program Plan</u> section for details. A. The unit member is to utilize the Continuum to reflect on their practice and to complete the <u>CEP Plan</u>. B. The evaluator will meet with the unit member to review the unit member's Continuum and CEP Plan.</p>	<p>October 15</p> <p>October 15</p>
THE CONTINUUM REVIEW AND CEP PLAN MID-YEAR REPORT	COMPLETE BY
<p><b><u>The Continuum Review</u></b> See the <u>Continuum</u> section for details. A. The Continuum is to be utilized throughout the evaluation year and revisited and updated as applicable for the CEP Plan Mid-Year Report.</p> <p><b><u>CEP Plan Mid-Year Report</u></b> See the <u>Evaluation Program Plan</u> section for details. A. The unit member will prepare the <u>CEP Plan Mid-Year Report</u> and provide it to the evaluator. B. A conference is not required to review the Mid-Year Report, but one may be requested by either the unit member or the evaluator.</p>	<p>January 15</p> <p>January 15</p>
OBSERVATIONS	COMPLETE BY
<p>See the <u>Evaluation Sources</u> section for details.</p> <p><b><u>Formal Observation</u></b> A. Minimum of 1 is required.</p> <p><b><u>Informal Observation</u></b> A. Minimum of 1 is required.</p> <p><b><u>Subsequent Observation</u></b> A. 1 allotted per evaluation cycle.</p> <p><b><u>Unscheduled Observation</u></b> A. No minimum or maximum number required.</p>	<p>April 1</p> <p>May 1</p> <p>April 15</p> <p>If completed, then by or at</p>

	Summative Evaluation conference which is to be completed no later than 30 calendar days before the unit member's last contract day
<b>THE CONTINUUM REVIEW, CEP PLAN YEAR-END REPORT, AND SUMMATIVE EVALUATION &amp; CONFERENCE</b>	<b>COMPLETE BY</b>
<p><b><u>The Continuum Review</u></b> See the <u>Continuum</u> section for details.</p> <p>A. The Continuum is to be utilized throughout the evaluation year and revisited and updated as applicable for the CEP Plan End-of-Year Report (no later than 30 days before the end of the contract year).</p> <p><b><u>CEP Plan Year-End Report</u></b> See the <u>Evaluation Program Plan</u> section for details.</p> <p>A. Not less than 5 work days prior to the Summative Evaluation conference, which will occur no later than 30 calendar days before the unit member's last contract day:</p> <ol style="list-style-type: none"> <li>The unit member will reflect on and update as needed their placement on the Continuum.</li> <li>The unit member will prepare the <u>CEP Plan Year-End Report</u> and provide 2 copies to the evaluator.</li> </ol> <p><b><u>Summative Evaluation &amp; Conference</u></b> See the <u>Summative Evaluation</u> section for details.</p>	<p>In preparation of the CEP Year-End Report</p> <p>Not less than 5 work days prior to the Summative Evaluation Conference which will occur no later than 30 calendar days before the unit member's last contract day</p> <p>No later than 30 calendar days before unit member's last contract day</p>
<p>For unit members whose first work day begins after the evaluation overview process meeting has occurred, the program overview meeting will occur within their first 30 work days. As necessary, the timelines and elements of the evaluation process will be determined by the evaluator.</p> <p>All formal, informal, subsequent, and/or unscheduled observations must be completed no later than April 15, and the Summative Evaluation must be completed no later than 30 calendar days before the unit member's last contract day.</p>	

## PERMANENT UNIT MEMBER PROFESSIONAL DEVELOPMENT PROGRAM (PDP)

PDP PROGRAM OVERVIEW MEETING	COMPLETE BY
<p>A. The evaluator will meet with the unit member to review the evaluation process. Procedures, timelines, and expectations are reviewed at that time.</p> <p>B. The evaluation program overview may be completed in an individual or a group meeting.</p> <p>C. It will be determined if the unit member meets the eligibility to forego evaluation to a 3rd year.</p> <p>D. It will be determined if the unit member will participate in the CEP or PDP.</p>	October 1
<p>For unit members whose first work day begins after the evaluation overview process meeting has occurred, the program overview meeting will occur within their first 30 work days. As necessary, the timelines and elements of the evaluation process will be determined by the evaluator.</p> <p>All formal, informal, subsequent, and/or unscheduled observations must be completed no later than April 15, and the Summative Evaluation must be completed no later than 30 calendar days before the unit member's last contract day.</p>	
THE CONTINUUM, PDP PLAN, AND CONFERENCE	COMPLETE BY
<p><b><u>The Continuum</u></b> See the <u>Continuum</u> section for details.</p> <p>A. The unit member reviews and completes the <u>Continuum form</u>.</p> <p><b><u>PDP Plan &amp; Conference</u></b> See the <u>Evaluation Program Plan</u> section for details.</p> <p>A. The unit member is to utilize the Continuum to reflect on their practice and to complete the <u>PDP Plan</u>.</p> <p>B. The evaluator will meet with the unit member to review the unit member's Continuum and PDP Plan.</p>	<p>October 15</p> <p>October 15</p>
THE CONTINUUM REVIEW & PDP PLAN MID-YEAR REPORT	COMPLETE BY
<p><b><u>The Continuum Review</u></b> See the <u>Continuum</u> section for details.</p> <p>A. The Continuum is to be utilized throughout the evaluation year and revisited and updated as applicable for the PDP Plan Mid-Year Report.</p> <p><b><u>PDP Plan Mid-Year Report</u></b> See the <u>Evaluation Program Plan</u> section for details.</p> <p>A. The unit member will prepare the <u>PDP Plan Mid-Year Report</u> and provide it to the evaluator.</p> <p>B. A conference is not required to review the Mid-Year Report, but one may be requested by either the unit member or the evaluator.</p>	<p>January 15</p> <p>January 15</p>
OBSERVATIONS	COMPLETE BY

<p>See the <u>Evaluation Sources</u> section for details.</p> <p><b><u>Informal Observation</u></b> A. Minimum of 2 are required.</p> <p><b><u>Subsequent Observation</u></b> A. 1 allotted per evaluation cycle.</p> <p><b><u>Unscheduled Observation</u></b> A. No minimum or maximum number required.</p>	<p>May 1</p> <p>April 15</p> <p>If completed, then by or at Summative Evaluation conference which is to be completed no later than 30 calendar days before the unit member's last contract day</p>
<p align="center"><b>THE CONTINUUM REVIEW, PDP PLAN YEAR-END REPORT, AND SUMMATIVE EVALUATION &amp; CONFERENCE</b></p>	<p align="center"><b>COMPLETE BY</b></p>
<p><b><u>The Continuum Review</u></b> See the <u>Continuum</u> section for details. A. The Continuum is to be utilized throughout the evaluation year and revisited and updated as applicable for the PDP Plan End-of-Year Report (no later than 30 days before the end of the contract year).</p> <p><b><u>PDP Plan Year-End Report</u></b> See the <u>Evaluation Program Plan</u> section for details. A. Not less than 5 work days prior to the Summative Evaluation conference, which will occur no later than 30 calendar days before the unit member's last contract day: a. The unit member will reflect on and update as needed their placement on the Continuum. b. The unit member will prepare the <u>PDP Plan Year-End Report</u> and provide 2 copies to the evaluator.</p> <p><b><u>Summative Evaluation &amp; Conference</u></b> See the <u>Summative Evaluation</u> section for details.</p>	<p>In preparation of the PDP Year-End Report</p> <p>Not less than 5 work days prior to the Summative Evaluation Conference which will occur no later than 30 calendar days before the unit member's last contract day</p> <p>No later than 30 calendar days before unit member's last contract day</p>
<p>For unit members whose first work day begins after the evaluation overview process meeting has occurred, the program overview meeting will occur within their first 30 work days. As necessary, the timelines and elements of the evaluation process will be determined by the evaluator.</p> <p>All formal, informal, subsequent, and/or unscheduled observations must be completed no later than April 15, and the Summative Evaluation must be completed no later than 30 calendar days before the unit member's last contract day.</p>	

# 4

## THE CONTINUUM FOR PROFESSIONAL PRACTICE (Continuum)

RVSD's Evaluation Program includes a Continuum for Professional Practice (Continuum) for teaching and non-teaching unit members. The Continuum for teaching unit members has been adapted from the CA Continuum of Teaching Practice - 2010. The Continuum for each non-teaching unit member (School Counselor, School Nurse, School Psychologist, School Social Worker, and Speech Language Pathologist) has been developed using each position's CA professional standards.

The Continuum is intended to guide unit members as they develop, refine, and extend their practice. The Continuum is utilized by the unit member as a tool for self-reflection, setting professional goals, launching a cycle of inquiry, and to guide, support, and accelerate ongoing professional growth focused on student achievement. It is not designed for use as a stand-alone observation or evaluation instrument. The Continuum provides a common understanding for the evaluator and the unit member to refer to when discussing the unit member's growth and performance.

Use of the continuum is not limited to evaluation years. Unit members are encouraged to utilize it to continually reflect upon their practice and work towards their professional growth.

### **THE CONTINUUM DEVELOPMENTAL LEVEL DESCRIPTORS:**

The descriptions in each of the Developmental Levels are aligned to the California Standards for the Teaching Profession (CSTPs) for teaching unit members and to each of the non-teaching unit member's respective position's professional standards. Each level describes the professional standards for both teaching and non-teaching unit members in terms of pedagogy, instructional practices, content knowledge, learning environment, collaboration, and leadership.

#### **Developmental Level 1: Exploring**

Explores use of additional instructional practices to teach the curriculum and support student understanding and engagement. Guides the development of a respectful learning environment focused on achievement. Expands knowledge of related elements of effective instruction, learning goals, assessments, and content as informed by the professional standards. Plans lessons using expanded understanding of curriculum, related materials and resources, and assessments. Explores the use of different types of assessments to expand understanding of student learning needs and support planning. Seeks collaboration with colleagues, resource personnel, and families to reflect on ways to improve teaching practice and student success.

#### **Developing Level 2: Applying**

Implements the curriculum using a variety of instructional practices and supplemental resources selected to improve student understanding and engagement. Maintains a respectful and supportive learning environment in which all students can achieve. Utilizes knowledge of professional standards to make connections between elements of effective instruction, learning goals, assessments, and content standards. Plans differentiated instruction using a variety of adjustments and adaptations in lessons. Utilizes a variety of assessments that provide targeted data on student learning to guide planning. Collaborates and reflects regularly with colleagues to improve teaching practice and student success.

### Developmental Level 3: Integrating

Integrates extensive knowledge of curriculum, instructional practices, and supplemental resources to enhance and deepen student understanding and engagement. Provides a respectful and rigorous learning environment that supports and challenges all students to achieve. Articulates knowledge of the inter-relationships between elements of effective instruction, learning goals, assessments, and content across the professional standards. Plans lessons using a broad range of strategies to differentiate instruction as informed by multiple assessments. Develops, adapts, and integrates assessments into instruction that provide ongoing data to guide planning differentiated instruction matched to assessed needs of students. Analyzes and integrates information from a wide range of sources to expand skills of collaboration and reflection as a habit of practice and to impact teacher effectiveness and student learning.

### Developmental Level 4: Innovating

Designs and implements comprehensive curriculum with multiple and varied instructional strategies and resources to support in depth studies of content and promote high levels of student understanding and engagement. Facilitates a learning environment that is respectful, rigorous, and responsive in advancing student achievement. Applies in depth knowledge of the professional standards to interconnect effective instruction, learning goals, and assessment within and across content areas. Plans instruction flexibly utilizing a repertoire of instructional practices to differentiate instruction as informed by ongoing assessments. Utilizes a wide range of assessments strategically, systematically, and flexibly throughout instruction to identify student learning needs and guide ongoing adjustments in instruction that maximize student learning. Engages in and facilitates collaborative learning communities focused on providing quality instruction and optimal learning for the full range of students.

### **THE CONTINUUM FOR PROFESSIONAL PRACTICE (Continuum)**

- A. By October 15, the unit member reviews and completes the Continuum form.
  - a. The unit member selects 2 standards and 2 key elements within each of those 2 standards to focus on for the evaluation year.
  - b. Copies of the Continuum are maintained by the unit member and the evaluator.
- B. The Continuum is to be utilized throughout the evaluation year and revisited and updated as applicable for the CEP Plan Mid-Year Report (by January 15) and CEP Plan End-of-Year Report (no later than 30 days before the end of the contract year).
  - a. If updated, copies of the Continuum are maintained by the unit member and the evaluator.
- C. When completing the Continuum:
  - a. Begin on the far left of the Continuum (note: any practice described on the left is carried across to those on the right, even if not explicitly stated).
  - b. Circle the description in each Developmental Level that best matches current practice.
  - c. Record evidence of practice in the space provided. Evidence includes multiple sources, such as, but not limited to, lesson plans, reports, student observation data, and student work and test analyses.
  - d. Date the initial and any updated self-assessments.



# 5

## THE CONVENTIONAL EVALUATION PROGRAM (CEP) PLAN & THE PROFESSIONAL DEVELOPMENT PROGRAM (PDP) PLAN

Temporary and Probationary Unit Members will participate in the Conventional Evaluation Program (CEP).

Permanent unit members will participate in the Conventional Evaluation Program (CEP) unless eligible for and participation in the Professional Development Program (PDP) is mutually agreed upon between the unit member and the evaluator. To be eligible for the PDP, the unit member must:

- A. Be in permanent status.
- B. Have completed at least 1 CEP cycle while in permanent status.
- C. Have received an overall rating of proficient or distinguished on their last summative evaluation.

Unit members will create a Plan related to Professional Standards as well as District and site goals to focus their professional growth in order to improve their practice and foster student learning and development. Although the Plan will focus on 2 Professional Standards and 2 Key Elements within each of those 2 standards, the Summative Evaluation for TUMs will include all 6 Professional Standards, and the Summative Evaluation for Non-TUMs will include all 4 Professional Standards. Unit members will provide Plan mid-year and year-end reports.

### **CEP OR PDP PLAN**

- A. The unit member is to utilize the Continuum to reflect on their practice and to complete the CEP Plan or the PDP Plan, whichever is applicable as outlined above.
- B. By October 15:
  - a. The evaluator will meet with the unit member to review the unit member's Continuum and Plan. The unit member will bring their completed Continuum and Plan to the meeting and provide a copy of each to the evaluator. The RVSD Professional Development Cycle is referenced, as applicable.
  - b. If it is determined at the conference the Plan needs revision, the unit member will finalize and provide it to the evaluator no later than 5 work days after the conference. A meeting is not needed to obtain signatures.
- C. Copies of the finalized Plan are maintained by the unit member and the evaluator. The evaluator sends the original Plan to the Human Resources Department to be placed in the unit member's personnel file.

### **CEP OR PDP PLAN MID-YEAR REPORT**

- A. By January 15:
  - a. The unit member will reflect on and update as needed their placement on the Continuum. If updated, a copy of the revised Continuum is to be provided to the evaluator.
  - b. The unit member will prepare the CEP Plan Mid-Year Report or the PDP Plan Mid-Year Report and provide it to the evaluator.

- c. A conference is not required to review the Mid-Year Report, but one may be requested by either the unit member or the evaluator.
- B. Copies of the Mid-Year Report are maintained by the unit member and the evaluator.

**CEP OR PDP PLAN YEAR-END REPORT**

- A. Not less than 5 work days prior to the Summative Evaluation conference, which will occur no later than 30 calendar days before the unit member's last contract day:
  - a. The unit member will reflect on and update as needed their placement on the Continuum. If updated, a copy of the revised Continuum is to be provided to the evaluator.
  - b. The unit member will prepare the CEP Plan Year-End Report or the PDP Plan Year-End Report and provide 2 copies to the evaluator.
- B. Copies of the Year-End Report are maintained by the unit member and the evaluator. The evaluator sends a copy of the Year-End Report to the Human Resources Department to be placed in the unit member's personnel file.

# 6

## Evaluation Sources

There are multiple sources used in the evaluation process to determine the Summative Evaluation rating/s.

- A. Sources include but are not limited to:
  - a. Observations of teaching/instruction
  - b. Conferences and/or meetings
  - c. Participation in grade level, department, site, and/or district activities
  - d. Participation in professional development opportunities
  - e. Completion of professional duties and responsibilities (e.g. timeliness, meeting deadlines, and interactions with others)
  - f. Student work samples and/or products
  - g. Work samples and/or products created/developed by unit member
  - h. Unit member's written communications and/or reports
  - i. Previous evaluations and/or other written documentation of unit member's performance maintained in personnel file
  - j. Other
- B. Each source used will be directly related to the evaluation of the unit member's progress toward the Professional Standards, as well as District and/or site goals.
- C. All sources utilized for evaluation will be reviewed with the unit member and documented in writing. Unsubstantiated statements shall not be considered a source for evaluation of the unit member.
- D. Although the Continuum, RVSD Professional Development Cycle, and the Evaluation Plan (CEP or PDP) are not intended to be used as stand-alone eval sources, they are intended to promote unit member development and extension of their practice in order to foster student learning and development. As such, they are to be reviewed in reference to unit member overall growth and performance.

### **OBSERVATIONS**

See the Temporary/Probationary Unit Member Timeline and the Permanent Unit Member Timeline sections for the number of and the dates by which observations must be completed.

#### A. Unscheduled Observation

The purpose of an unscheduled observation is to document the unit member's progress toward Professional Standards, as well as District and site goals in multiple settings, such as in a classroom, meeting, training, workshop, conference, etc.

If an unscheduled observation is to be considered for use in the evaluation process, the evaluator is to discuss the observation with the unit member and follow up in writing (e.g. email, memo, note, letter, etc.).

#### B. Informal Observation

The purpose of an informal observation is to document the unit member's progress toward Professional Standards, as well as District and site goals in:

- a. TUM: classroom instructional setting.
- b. Non-TUM: presentation/meeting or therapy session.

- a. The only difference between an informal and a formal observation is the formal observation has a pre-observation conference and the lesson plan form is required.
- b. The informal observation is scheduled by the evaluator, and the unit member is notified of the date/time prior to the observation.
- c. The unit member may complete the Lesson Plan form. If utilized, the Lesson Plan is maintained by the unit member.
- d. No pre-observation conference is held.
- e. The informal observation is to last a minimum of 30 minutes.
- f. A post-observation conference will be held no later than 5 work days after the observation, absent any unforeseen circumstances. The reason for any unforeseen circumstance will be explained in the conference date/time section on the Observation Record.
- g. In preparation of the post-observation conference, the evaluator completes the Observation Record form. The evaluator provides a copy to the unit member at the conference.
- h. The post-observation conference shall be a frank and honest discussion of the evaluator's and the unit member's reflection of the observation.
  - i. The Post-Observation Conference Guiding Questions form is optional and may be utilized by the evaluator and/or the unit member. If used, it is maintained by the creator.
  - ii. The unit member's placement on the Continuum, the RVSD Professional Development Cycle, the unit member's progress toward their CEP or PDP Plan, District and site goals, and other Evaluation Sources may be discussed, as applicable.
  - iii. The evaluator and the unit member review the Observation Record.
    1. The evaluator reviews the commendations and recommendations and, as needed, support for continued growth and/or improvement. When improvement is needed, the evaluator will suggest applicable supports, such as trainings, resource materials, and/or release time for observations. The unit member may also suggest other supports be considered.
  - iv. The unit member and the evaluator sign and date the Observation Record.
  - v. If the evaluator determines revisions to the Observation Record are needed as a result of the conference discussion, it must be finalized and provided to the unit member no later than 5 work days after the conference. A meeting is not needed to review the final version and/or to obtain signatures.
  - vi. The unit member has the right to respond in writing to the Observation Record within 10 work days, and the response will be appended and maintained with the Observation Record.
  - vii. Copies of the final Observation Record are maintained by the unit member and the evaluator.

#### C. Formal Observation

The purpose of a formal observation is to document the unit member's progress toward Professional Standards, as well as District and site goals in:

- i. TUM: classroom instructional setting.

- ii. Non-TUM: presentation/meeting or therapy session.
- b. The only difference between an informal and a formal observation is the formal observation has a pre-observation conference and the lesson plan form is required.
- c. The formal observation is scheduled by the evaluator and the unit member is notified of the date/time prior to the observation.
- d. The formal observation is preceded by a pre-observation conference which is to be held no less than 5 work days before the observation, absent any unforeseen circumstances. The reason for any unforeseen circumstance will be explained the conference date/time section on the Observation Record.
- e. The unit member completes the Lesson Plan form and brings it to the pre-observation conference for review and discussion. The Lesson Plan is maintained by the unit member and the evaluator.
- f. The evaluator and the unit member will discuss and complete the Pre-Observation Conference form. Copies of the Pre-Observation Conference form are maintained by the unit member and the evaluator.
- g. The formal observation is to last a minimum of 30 minutes.
- h. A post-observation conference will be held no later than 5 work days after the observation, absent any unforeseen circumstances. The reason for any unforeseen circumstance will be explained in the conference date/time section on the Observation Record.
- i. In preparation of the post-observation conference, the evaluator completes the Observation Record form. The evaluator provides a copy to the unit member at the conference.
- j. The post-observation conference shall be a frank and honest discussion of the evaluator's and the unit member's reflection of the observation.
  - i. The Post-Observation Conference Guiding Questions form is optional and may be utilized by the evaluator and/or the unit member. If used, it is maintained by the creator.
  - ii. The unit member's placement on the Continuum, the RVSD Professional Development Cycle, the unit member's progress toward their CEP or PDP Plan, District and site goals, and other Evaluation Sources may be discussed, as applicable.
  - iii. The evaluator and the unit member review the Observation Record.
    - 1. The evaluator reviews the commendations and recommendations and, as needed, support for continued growth and/or improvement. When improvement is needed, the evaluator will suggest applicable supports, such as trainings, resource materials, and/or release time for observations. The unit member may also suggest other supports be considered.
  - iv. The unit member and the evaluator sign and date the Observation Record.
  - v. If the evaluator determines revisions to the Observation Record are needed as a result of the conference discussion, it must be finalized and provided to the unit member no later than 5 work days after the conference. A meeting is not needed to review the final version and/or to obtain signatures.

- vi. The unit member has the right to respond in writing to the Observation Record within 10 work days, and the response will be appended and maintained with the Observation Record.
- vii. Copies of the final Observation Record are maintained by the unit member and the evaluator.

#### D. Subsequent Observation

The purpose of a subsequent observation is to provide the unit member an opportunity to demonstrate competency when they receive a mark of not progressing toward professional standards for a formal or informal observation.

- a. At the unit member's request, 1 subsequent observation will be scheduled in an evaluation cycle. The request for and the subsequent observation must be directly related to the cited deficiencies on a formal or informal observation.
- b. The subsequent observation will occur no sooner than 5 work days after the post-observation conference and may occur no later than April 15.
- c. The subsequent observation date is scheduled by the evaluator, and the unit member is notified of the date/time prior to the observation.
- d. The unit member may complete the Lesson Plan form. If utilized, The Lesson Plan is maintained by the unit member.
- e. No pre-observation conference is held.
- f. The subsequent observation is to last a minimum of 30 minutes.
- g. A post-observation conference will be held no later than 5 work days after the observation, absent any unforeseen circumstances. The reason for any unforeseen circumstance will be explained in the conference date/time section on the Observation Record.
- h. In preparation of the post-observation conference, the evaluator completes the Observation Record form. The evaluator provides a copy to the unit member at the conference.
- i. The post-observation conference shall be a frank and honest discussion of the evaluator's and the unit member's reflection of the observation.
  - i. The Post-Observation Conference Guiding Questions form is optional and may be utilized by the evaluator and/or the unit member. If used, it is maintained by the creator.
  - ii. The unit member's placement on the Continuum, the RVSD Professional Development Cycle, the unit member's progress toward their CEP or PDP Plan, District and site goals, and other Evaluation Sources may be discussed, as applicable.
  - iii. The evaluator and the unit member review the Observation Record.
    - 1. The evaluator reviews the commendations and recommendations and, as needed, support for continued growth and/or improvement. When improvement is needed, the evaluator will suggest applicable supports, such as trainings, resource materials, and/or release time for observations. The unit member may also suggest other supports be considered.
  - iv. The unit member and the evaluator sign and date the Observation Record.
  - v. If the evaluator determines revisions to the Observation Record are needed as a result of the conference discussion, it must be finalized and provided to the unit member no later than 5 work days after the

conference. A meeting is not needed to review the final version and/or to obtain signatures.

- vi. The unit member has the right to respond in writing to the Observation Record within 10 work days, and the response will be appended and maintained with the Observation Record.
- vii. Copies of the final Observation Record are maintained by the unit member and the evaluator.

# 7

## SUMMATIVE EVALUATION

All Evaluation Sources are considered in determining the ratings for the summative evaluation. Sources used to determine the Summative Evaluation rating/s will be directly related to the unit member's progress toward the Standards for the Profession, as well as District and site goals and will be reviewed with the unit member and documented in writing. Unsubstantiated statements or information shall not be considered a source for evaluation of the unit member. The Continuum, RVSD Professional Development Cycle, and the Evaluation Plan (CEP or PDP) are reviewed, as applicable, in reference to unit member overall growth and performance.

Each of the professional standards and the California Ed Code Criteria will be given a rating on the Summative Evaluation form. These ratings will be used to arrive at an overall rating of the Professional Standards and the Criteria.

For Teaching Unit Members (TUMs), the Professional Standards (California Standards for the Teaching Profession - 2009) are:

1. Engaging and Supporting All Students in Learning
2. Creating and Maintaining Effective Environments for Learning
3. Understanding and Organizing Subject Matter for Student Learning
4. Planning Instruction and Designing Learning Experiences for All Students
5. Assessing Students Learning
6. Developing as a Professional Educator

For Non-Teaching Unit Members (Non-TUMs), the Professional Standards (adapted from the CA Standards for School Counselor, School Nurse, School Psychologist, School Social Worker, and Speech and Language Pathologist) are:

1. Engaging and Supporting All Students in Learning
2. Creating and Maintaining Effective Environments for Learning
3. Planning Instruction and Designing Learning Experiences for All Students
4. Developing as a Professional Educator

The evaluation program meets the requirements of Education Code Section 44662 (Stull Bill Evaluation Process):

1. Progress of Pupils Towards Established Standard
2. Instructional Strategies and Techniques
3. Adherence to Curriculum Objective
4. Establishment and Maintenance of a Suitable Learning Environment
5. Knowledge of Subject Matter

The Commendations, Recommendations, and Comments sections on the Summative Evaluation form will be used to provide explanation and details to explain the Ratings given. When improvement is needed, the evaluator will suggest applicable supports, such as trainings, resource materials, and/or release time for observations.



## **SUMMATIVE EVALUATION RATINGS**

### **4 = Distinguished: Unit Member consistently demonstrates mastery of the Standards/Criteria**

#### **TUMs**

- A. A unit member who receives Distinguished ratings on 4 of the Professional Standards and not less than Proficient on 2 other Professional Standards shall receive an overall rating of Distinguished under the Professional Standards section.
- B. A unit member who receives Distinguished ratings on 3 of the Ed Code Criteria and not less than Proficient on 2 other Ed Code Criteria shall receive an overall rating of Distinguished under the Ed Code section.

#### **Non-TUMs**

- A. A unit member who receives Distinguished ratings on 3 of the Professional Standards and not less than Proficient on the other Professional Standard shall receive an overall rating of Distinguished under the Standards section.
- B. A unit member who receives Distinguished ratings on 3 of the Ed Code Criteria and not less than Proficient on 2 other Ed Code Criteria shall receive an overall rating of Distinguished under the Ed Code section.

### **3 = Proficient: Unit Member meets the Standards/Criteria**

#### **TUMs**

- A. A unit member who receives no more than 1 Improvement Needed and 0 Unsatisfactory ratings on Teaching Standards 1-6 shall receive an overall rating of Proficient under the Professional Standards section.
- B. A unit member who receives no more than 1 Improvement Needed and 0 Unsatisfactory ratings on Ed Code Criteria 1-5 shall receive an overall rating of Proficient under the Ed Code Criteria section.

#### **Non-TUMs**

- A. A unit member who receives no more than 1 Needs Improvement and 0 Unsatisfactory ratings on the Professional Standards 1-4 shall receive an overall rating of Proficient under the Professional Standards section.
- B. A unit member who receives no more than 1 Needs Improvement and 0 Unsatisfactory ratings on Ed Code Criteria 1-5 shall receive an overall rating of Proficient under the Ed Code Criteria section.

### **2 = Improvement Needed: Unit Member is inconsistent in their performance toward the Standards/Criteria.**

#### **TUMs**

- A. A unit member who receives 2 Improvement Needed and 0 Unsatisfactory ratings on Teaching Standards 1-6 shall receive an overall rating of Needs Improvement under the Teaching Standards section.
- B. A unit member who receives 2 Improvement Needed and 0 Unsatisfactory ratings on Ed Code Criteria 1-5 shall receive an overall rating of Needs Improvement under the Ed Code Criteria section.

#### **Non-TUMs**

- A. A unit member who receives 2 Needs Improvement and 0 Unsatisfactory ratings on Professional Standards 1-4 shall receive an overall rating of Needs Improvement under the Professional Standards section.

- B. A unit member who receives 2 Needs Improvement and 0 Unsatisfactory ratings on Ed Code Criteria 1-5 shall receive an overall rating of Needs Improvement under the Ed Code Criteria section.

**1 = Unsatisfactory: Unit Member is ineffective in their performance and/or does not Meet the Standards/Criteria.**

**TUMs**

- A. A unit member who receives 3 or more Improvement Needed ratings on Standards 1-5 or 1 Unsatisfactory rating on Standards 1-5 shall receive an overall rating of Unsatisfactory under the Professional Standards section.
- B. A unit member who receives an Unsatisfactory rating in Instructional Strategies and Techniques and/or in Knowledge of Subject Matter shall receive an overall rating of Unsatisfactory under the Ed Code Criteria section.
- C. Permanent unit members who receive an overall Improvement Needed or Unsatisfactory on their Summative Evaluation will be evaluated the following year regardless of the number of years in the District. Additionally, the unit member may be placed on a Support Improvement Plan. If the unit member is a permanent teaching unit member, they may also be placed in Peer Assistance and Review (PAR), a program designed to assist those who have an unsatisfactory evaluation in the areas of instructional techniques or methodology and/or subject matter knowledge. A permanent teaching unit member, regardless of their performance, may also request placement in PAR.

**Non-TUMs**

- A. A unit member who receives 3 or more Needs Improvement ratings on Professional Standards 1-4 or 1 Unsatisfactory rating on Professional Standards 1-3 shall receive an overall rating of Unsatisfactory under the Professional Standards section.
- B. A unit member who receives an Unsatisfactory rating in Instructional Strategies and Techniques and/or in Knowledge of Subject Matter shall receive an overall rating of Unsatisfactory under the Ed Code Criteria section.
- C. Permanent unit members who receive an overall Improvement Needed or Unsatisfactory on their Summative Evaluation will be evaluated the following year regardless of the number of years in the District. Additionally, the unit member may be placed on a Support Improvement Plan.

**SUMMATIVE EVALUATION & CONFERENCE**

- A. In preparation of the Summative Evaluation conference, the evaluator completes the Summative Evaluation form. The evaluator provides a copy to the unit member at the conference.
- B. The conference will occur no later than 30 calendar days before the unit member's last contract day, absent any unforeseen circumstances. If applicable, the reason for the unforeseen circumstance is to be explained in the conference date/time section on the Summative Evaluation.
- C. The conference shall be a frank and honest discussion of the evaluator's and the unit member's reflection of the year.
  - a. The evaluator and unit member review the Continuum, updated as applicable, and the CEP Year-End Report. Copies of each were provided by the unit member to the evaluator not less than 5 work days before the conference. The RVSD Professional Development Cycle is referenced, as applicable.
  - b. The evaluator and the unit member review the Summative Evaluation.

- i. The evaluator reviews all Evaluation Sources used to determine the Summative Evaluation ratings.
    - 1. All sources used to determine the Summative Evaluation rating/s will be directly relevant to the evaluation of the unit member's progress toward the Standards for the Profession, as well as District and site goals and will be reviewed with the unit member and documented in writing. Unsubstantiated statements or information not obtained from personal knowledge shall not be considered a source for evaluation of the unit member.
  - ii. The evaluator reviews the commendations and recommendations and, as needed, support for continued growth and/or improvement. When improvement is needed, the evaluator will suggest applicable supports, such as trainings, resource materials, and/or release time for observations. The unit member may also suggest other supports be considered.
  - iii. The unit member and the evaluator sign and date the Summative Evaluation
    - 1. If the evaluator determines revisions to the Summative Evaluation are needed as a result of the conference discussion, it must be finalized and provided to the unit member no later than 5 work days after the conference. A meeting is not needed to review the final version and/or to obtain signatures.
- D. The unit member has the right to respond in writing to the Summative Evaluation within 10 work days, and the response will be appended and filed with the Summative Evaluation.
- E. Copies of the final Summative Evaluation are maintained by the unit member and the evaluator. The evaluator sends the original Summative Evaluation and a copy of the CEP Plan Year-End Report to the Human Resources Department to be placed in the unit member's personnel file.

# 8

## SUPPORT AND IMPROVEMENT PLAN FOR PERMANENT UNIT MEMBERS

### **SUPPORT AND IMPROVEMENT PLAN FOR PERMANENT UNIT MEMBERS**

- A. The evaluator may place a permanent unit member on a Support and Improvement Plan if the unit member receives a “Improvement Needed” or “Unsatisfactory” rating on one or more of the Professional Standards or Ed Code Criteria on their most recent Summative Evaluation. The Improvement Plan may span two consecutive school years.
- B. Additionally, a unit member may be placed on a Support and Improvement Plan whenever deemed necessary by the evaluator.
- C. The unit member and the evaluator will develop the Support and Improvement Plan, referencing the Professional Standards, as well as District and site goals, as needed. The Continuum and RVSD Professional Development Cycle are reviewed, as applicable, in reference to unit member overall growth and performance.
- D. The Superintendent shall be notified that the member is being put on a Support and Improvement Plan. An RVTA representative of the unit member’s choice will be notified if the unit member chooses.
- E. The purpose of the Support and Improvement Plan is to provide support for the unit member in the area/s determined by the evaluator.
- F. It is the evaluator’s responsibility to monitor and supervise staff placed on this plan.
- G. The Support and Improvement Plan shall specify:
  - a. Duration of the plan - from 4 to 16 work weeks.
  - b. Performance concerns and improvement needed, including the Professional Standards and Ed Code Criteria to be addressed.
  - c. Support (assistance and resources) to be provided to the unit member, which the unit member may elect to use or not to use.
  - d. Description of what will be considered satisfactory progress toward meeting standards as defined by the evaluator.
  - e. Dates of written progress reports and summary evaluation.
- H. At least every 4 work weeks, the evaluator shall complete the Support and Improvement Mid-Plan Report form on the unit member’s progress and discuss it with the unit member. Each report will clearly identify which standards and goal areas remain to be met. If during this period the evaluator determines that satisfactory progress is not being made, the evaluator shall revise the unit member’s Support and Improvement Plan and may include more frequent observations and conferences as well as additional expectations that resources and support offered be utilized.
- I. If the evaluator determines that the unit member has made satisfactory progress but still does not meet all criteria for standards, an extension of this plan may be granted for up to 8 work weeks.
- J. At the end of the period specified in the Support and Improvement Plan, the evaluator will provide a Summative Evaluation of the unit member’s performance (See the Summative Evaluation under the Permanent Conventional Evaluation Program section).
- K. If the evaluator determines that the unit member meets all standards:
  - a. The following year, the unit member will be evaluated under the Conventional Evaluation Plan.

- b. Thereafter, if the unit member continues to demonstrate satisfactory progress, the unit member may be evaluated every 3<sup>rd</sup> year and/or may select evaluation under a Professional Development Plan (PDP), if applicable.
- L. If the evaluator determines that a unit member has not made satisfactory progress toward meeting all standards, the evaluator will refer the matter to the Superintendent to initiate the termination of the unit member pursuant to Ed Code regulations.
- M. The original Support and Improvement Plan and the Summative Evaluation are placed in the unit member's personnel file. The unit member has the right to respond in writing to the Summative Evaluation within 10 work days, and the response will be appended and filed with the Summative Evaluation. Copies of the Support and Improvement Plan, Mid-Plan Report/s, End-of Plan Report, and the Summative Evaluation are maintained by the unit member and the evaluator.

### **PEER ASSISTANCE AND REVIEW (PAR) PROGRAM**

If the unit member is a permanent teaching unit member, they may also be placed in Peer Assistance and Review (PAR), a program designed to assist those who have an unsatisfactory evaluation in the areas of instructional techniques or methodology and/or subject matter knowledge.

A teaching unit member who seeks improvement of their already proficient performance may request participation in PAR. Such self referral shall not be subject to the PAR evaluation process.

A copy of the PAR Program document is available from the Human Resources Department.



# 1

## RVSD CONTINUUM OF PROFESSIONAL PRACTICE Teaching Unit Members

**Name** Click or tap here to enter text.

**Site** Click or tap here to enter text.

**Date** Click or tap here to enter text.

The RVSD Continuum of Professional Practice has been adapted from the CA Continuum of Teaching Practice (2010). Note that where key elements are found in more than one standard, it is noted where they have been prioritized in RVSD. Each level describes teaching in terms of pedagogy, instructional practices, content knowledge, learning environment, collaboration, and leadership. The Continuum is intended to guide unit members as they develop, refine, and extend their practice. The Continuum is utilized by the unit member and evaluator as a tool for self-reflection, setting professional goals, launching a cycle of inquiry, and to guide, support, and accelerate ongoing professional growth focused on student achievement and is not designed for use as a stand-alone observation or evaluation instrument.

**Directions:** Begin by reading the key element and think of evidence of practice related to that element. Begin on the left of the Continuum because any practice described to the left is carried across to those on the right, even if not explicitly stated. Circle the descriptions that best match current practice. Record evidence in this space. Evidence of practice includes multiple sources, such as but not limited to lesson plans, observation data, and student work analyses. Date the initial and any updated self-assessments. Subsequent reviews can be double circled to show growth over time.

Standard 1: Engaging and Supporting All Students in Learning				
<b>Evidence</b>  Click or tap here to enter text.				
Key Element	Exploring	Applying	Integrating	Innovating
<b>1.1: Using Knowledge of students to engage them in learning.</b>	Gathers additional data to learn about individual students.  Students engage in single lessons or sequence of lessons that include some adjustments based on assessments.	Uses data from a variety of formal and informal sources to learn about students and guide selection of instructional strategies to meet diverse learning needs.  Students engage in learning through the use of adjustments in instruction to meet their needs.	Uses data from multiple sources to make adjustments to instruction and meet individual identified learning needs.  Students actively utilize a variety of instructional strategies and technologies in learning that ensure equitable access to the curriculum.	Uses comprehensive knowledge of students to make ongoing adjustments and accommodations in instruction.  Students take ownership of their learning by choosing from a wide range of methods to further their learning that are responsive to their diverse learning needs.
Key Element	Exploring	Applying	Integrating	Innovating
<b>1.2: Connecting learning to students' prior knowledge,</b>	The unit member makes few or no connections between classroom learning and students' prior knowledge, experiences, backgrounds, and perspectives. The unit member rarely elicits	The unit member makes some connections between classroom learning and students' prior knowledge, experiences, or interests. The unit member elicits some questions from students	The unit member makes substantial connections between classroom learning and students' prior knowledge, experiences, and interests. The unit member elicits students' cultural, class,	The unit member helps students make connections between classroom learning and their own prior knowledge and experiences. The unit member facilitates activities that focus on students'



# 1

## RVSD CONTINUUM OF PROFESSIONAL PRACTICE Teaching Unit Members

<b>backgrounds, life experiences, and interests.</b>	relevant students' questions or comments during a lesson.	during a lesson to monitor their understanding.	and ethnic perspectives, and uses students' questions and comments during the lesson to extend understanding.	interests, experiences, and diverse individual perspectives.
<b>Key Element</b>	<b>Exploring</b>	<b>Applying</b>	<b>Integrating</b>	<b>Innovating</b>
<b>1.3: Connecting subject matter to meaningful, real-life contexts.</b>	<p>Explores using additional real-life connections to subject matter in single lessons or sequence of lessons to support student understanding.</p> <p>Students make use of real-life connections provided in single lessons or sequence of lessons to support understanding of subject matter.</p>	<p>Includes connections from subject matter to meaningful, real-life contexts, including those specific to students' family and community.</p> <p>Students utilize real-life connections regularly to develop understandings of subject matter.</p>	<p>Integrates connections to meaningful, real-life contexts in planning subject matter instruction and is responsive during instruction to engage students in relating to subject matter.</p> <p>Students actively engage in making and using real-life connections to subject matter to extend their understanding.</p>	<p>Engages students in actively making connections to relevant, meaningful, and real-life contexts throughout subject matter instruction.</p> <p>Students routinely integrate subject matter into their own thinking and make relevant applications of subject matter during learning activities.</p>
<b>Key Element</b>	<b>Exploring</b>	<b>Applying</b>	<b>Integrating</b>	<b>Innovating</b>
<b>1.4: Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs.</b>	<p>Explores additional instructional strategies, resources, and technologies in single lessons or sequence of lessons to meet students' diverse learning needs.</p> <p>Students participate in single lessons or sequence of lessons related to their interests and experiences.</p>	<p>Utilizes a variety of strategies including culturally responsive pedagogy, resources, and technologies during ongoing instruction to meet students' diverse learning needs.</p> <p>Students participate in instruction using strategies, resources, and technologies matched to their learning needs.</p>	<p>Creates, adapts, and integrates a broad range of strategies, resources, and technologies into instruction designed to meet students' diverse learning needs.</p> <p>Students actively engage in instruction and make use of a variety of targeted strategies, resources, and technologies to meet their individual learning needs.</p>	<p>Refines the flexible use of an extensive repertoire of strategies, resources, and technologies to meet students' diverse learning needs.</p> <p>Students take responsibility for using a wide range of strategies, resources, and technologies that successfully advance their learning.</p>
<b>Key Element</b>	<b>Exploring</b>	<b>Applying</b>	<b>Integrating</b>	<b>Innovating</b>
<b>1.5: Promoting critical thinking through</b>	Includes questions in single lessons or a sequence of lessons that require students to recall, interpret, and think critically.	Guides students to think critically through use of questioning strategies, posing/solving problems, and reflection on issues in content.	Supports students to initiate critical thinking through independently developing questions, posing problems and reflecting on multiple	Facilitates systematic opportunities for students to apply critical thinking by designing structured inquiries into complex problems.



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## RVSD CONTINUUM OF PROFESSIONAL PRACTICE Teaching Unit Members

<b>inquiry, problem solving, and reflection.</b>	Students respond to varied questions or tasks designed to promote comprehension and critical thinking in single lessons or a sequence of lessons.	Students respond to questions and problems posed by the teacher and begin to pose and solve problems of their own related to the content.	perspectives.  Students pose problems and construct questions of their own to support inquiries into content.	Students pose and answer a wide-range of complex questions and problems, reflect, and communicate understandings based on in depth analysis of content learning.
<b>1.6: Monitoring student learning and adjusting instruction while teaching -- See Standard 5</b>				





# 1

## RVSD CONTINUUM OF PROFESSIONAL PRACTICE Teaching Unit Members

**Name** Click or tap here to enter text.

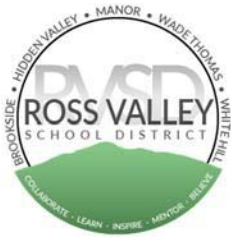
**Site** Click or tap here to enter text.

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Standard 2: Creating and Maintaining Effective Environments for Student Learning				
<b>Evidence</b>  Click or tap here to enter text.				
Key Element	Exploring	Applying	Integrating	Innovating
<b>2.1: Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully. (respect &amp; diversity)</b>	Models fair and respectful behavior. Demonstrates commitment to fairness and respect in communications with students about language and behavior.  Seeks to understand cultural perceptions of caring community.  Students participate in occasional community building activities, designed to promote caring, fairness, and respect.	Reinforces positive, responsible, and respectful student interactions. Assists students to resolve conflicts.  Incorporates cultural awareness to develop a positive classroom climate.  Students demonstrate efforts to be positive, accepting, and respectful of differences.	Develops shared responsibility with students for resolving conflict and creating and maintaining a caring classroom community.  Supports students in taking leadership in developing a caring community that is responsive to the diverse cultural norms of identities of all students.  Students take responsibility resolving conflicts and maintaining a caring classroom community. Students promote respect and appreciation for differences.	Facilitates student self-reflection and ongoing improvement of the caring community based on respect, fairness, and the value of all members.  Students take leadership in resolving conflict and creating a fair and respectful classroom community where student's home culture is included and valued. Students communicate with empathy and understanding in interactions with one another.



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Key Element	Exploring	Applying	Integrating	Innovating
<b>2.2: Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students. (safety &amp; access)</b>	<p>Experiments with adapting the physical and/or virtual learning environments that support student learning.</p> <p>Structures for interaction are taught in single lessons or sequence of lessons to support student learning.</p> <p>Students use resources provided in learning environments and interact with each other to understand and complete learning tasks in single lessons or sequence of lessons.</p>	<p>Develops physical and/ or virtual learning environments that reflect student diversity and provide a range of resources for learning.</p> <p>Utilizes a variety of structures for interaction during learning activities that ensure a focus on and completion of learning tasks.</p> <p>Students use a variety of resources in learning environments and interact in ways that deepen their understanding of the content and develop constructive social and academic interactions.</p>	<p>Maintains physical and/or virtual learning environments that reflect student diversity and provides a broad range of resources, displays, and artifacts that are current and integral to instruction.</p> <p>Integrates a variety of structures for interaction that engage students constructively and productively in learning.</p> <p>Students routinely use a range of resources in learning environments that relate to and enhance instruction and reflect their diversity. Students share in monitoring and assessment of interactions to improve effectiveness and develop a positive culture for learning.</p>	<p>Adapts physical and/ or virtual learning environments flexibly to facilitate access to a wide range of resources that engage students in learning. Ensures that environments enhance learning and reflect diversity within and beyond the classroom.</p> <p>Selects from a repertoire of structures for interaction to ensure accelerated learning for the full range of students.</p> <p>Students participate in monitoring and changing the design of learning environments and structures for interactions.</p>
<b>2.3: Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe -- See 2.1 and 2.2</b>				
<b>2.4: Creating a rigorous learning environment with high expectations and appropriate support for all students -- See Standard 3</b>				
<b>2.5: Developing, communicating, and maintaining high standards for individual and group behavior -- See 2.6</b>				
Key Element	Exploring	Applying	Integrating	Innovating
<b>2.6: Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in</b>	<p>Develops routines, procedures, and norms in single lessons or sequence of lessons with some student involvement.</p> <p>Seeks to promote positive behaviors and responds to disruptive behavior.</p> <p>Students receive correction for behavior that interferes with</p>	<p>Maintains regular use of routines and procedures that are culturally responsive and engage students in the development and monitoring of norms.</p> <p>Provides positive behavior supports. Responds appropriately to behaviors in</p>	<p>Engages students in monitoring and reflecting on routines, procedures, and norms in ways that are culturally responsive. Maintains a quality learning climate that builds on student strengths.</p> <p>Promotes positive behaviors and consistently prevents or</p>	<p>Facilitates student participating in developing, monitoring, and adjusting routines and procedures focuses on maximizing learning. Classroom climate integrates school standards and culturally relevant norms.</p> <p>Promotes positive behaviors and establishes preventions and a</p>



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<b>which all students can learn. (behavior)</b>	learning, and positive reinforcement in following routines, procedures, and norms.	ways that lessen disruptions to the learning climate.  Students participate in routines, procedures, and norms and receive reinforcement for positive behaviors. Students receive timely and effective feedback and consequences for behaviors that interfere with learning.	refocuses behaviors disruptive to the learning climate.  Students are involved in assessment and monitoring of routines, procedures, and norms in ways that improve the learning climate.	positive classroom climate that eliminate most disruptive behavior.  Students share responsibility with teacher for managing and maintaining a positive classroom climate that promotes learning.
<b>Key Element</b>	<b>Exploring</b>	<b>Applying</b>	<b>Integrating</b>	<b>Innovating</b>
<b>2.7: Using instructional time to optimize learning. (time management)</b>	Paces instruction with some consideration of lesson type, adjustments for sufficient student work time and transitions to optimize learning.  Students complete learning activities and, as needed, may receive some adjustments of time allotted for tasks or expectations for completion.	Paces instruction with students to provide adequate time for instruction, checking for understanding, completion of learning activities and closure.  Students participate in and complete a variety of learning activities in the time allotted with options for extension and review.	Paces instruction to include ongoing assessment of student learning. Supports students in the monitoring of instructional time.  Students use their instructional time to engage in and complete learning activities and are prepared for the next sequence of instruction.	Paces, adjusts, and fluidly facilitates instruction and daily activities.  Students monitor their own time, are engaged in accomplishing learning goals, and participate in reflection, self-assessment, and goal setting.



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Standard 3: Understanding and Organizing Subject Matter for Student Learning				
<b>Evidence</b>  Click or tap here to enter text.				
Key Element	Exploring	Applying	Integrating	Innovating
<b>3.1: Demonstrating knowledge of subject matter, academic content standards</b>	Examines concepts in subject matter and academic language to identify connections between academic content standards and instruction.	Understands and explains the relationship between essential subject matter concepts, academic language, and academic content standards.	Uses broad knowledge of the relationships between subject matter concepts, academic language, and academic content standards, and academic language, in ways that ensure clear connections and relevance to students.	Uses extensive knowledge of subject matter concepts, current issues, academic language, and research to make relevant connections to standards during instruction and extend student learning.
<b>3.2: Applying knowledge of student development and proficiencies to ensure student understanding of subject matter -- See 3.3</b>				
Key Element	Exploring	Applying	Integrating	Innovating
<b>3.3: Organizing curriculum to facilitate student understanding</b>	Examines organization of curriculum and considers adjustments in single lessons or sequence of lessons to support understanding of subject matter.	Uses knowledge of curriculum and student readiness to organize and adjust the curriculum to ensure student understanding.	Integrates knowledge of curriculum and resources to organize and adjust instruction within and across subject matter to extend student understanding.	Draws upon extensive knowledge of curriculum and related resources to flexibly and effectively organize and adjust instruction.



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of the subject matter.				Ensures student comprehension and facilitates student articulation about what they do and don't understand.
<b>Key Element</b>	<b>Exploring</b>	<b>Applying</b>	<b>Integrating</b>	<b>Innovating</b>
<b>3.4: Utilizing instructional strategies that are appropriate to the subject matter.</b>	Gathers and uses additional instructional strategies in single lessons or sequence of lessons to increase student understanding of academic language appropriate to subject matter.	Selects and adapts a variety of instructional strategies to ensure student understanding of academic language appropriate to subject matter and that address students' diverse learning needs.	Integrates instructional strategies appropriate to subject matter to meet students' diverse learning, to ensure student understanding of academic language, and guide students in understanding connections within and across subject matter.	Draws upon an extensive repertoire of instructional strategies to develop enthusiasm, meta-cognitive abilities, and support and challenge the full range of students towards a deep knowledge of subject matter.
<b>Key Element</b>	<b>Exploring</b>	<b>Applying</b>	<b>Integrating</b>	<b>Innovating</b>
<b>3.5: Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students.</b>	Explores additional instructional materials, resources, and technologies to make subject matter accessible to students.  Explores how to make technological resources available to all students.	Selects, adapts, and utilizes appropriate instructional materials, resources, and technologies for concept and skill development in subject matter. Resources reflect the diversity of the classroom and support differentiated learning of subject matter.  Guides students to use available print, electronic, and online subject matter resources based on individual needs.	Integrates a wide range of adapted resources, technologies, and instructional materials to meet identified student needs and make subject matter accessible to students.  Assists students with equitable access to materials, resources, and technologies. Seeks outside resources and support.	Engages students in identifying and adapting resources, technologies, and standards-aligned instructional materials to extend student understanding and critical thinking about subject matter.  Ensures that students are able to obtain equitable access to a wide range of technologies, through ongoing links to outside resources and support.
<b>Key Element</b>	<b>Exploring</b>	<b>Applying</b>	<b>Integrating</b>	<b>Innovating</b>
<b>3.6: Addressing the needs of English learners and students with special needs to provide</b>	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.	Identifies English language proficiencies and English learner strengths in the study of language and content. Differentiates instruction using one or more components of English language development to support English learners.	Integrates knowledge of English language development and English learners' strengths and assesses needs to differentiate English language and content instruction.	Engages English learners in assessment of their progress in English language development and in meeting content standards. Supports students to establish and monitor language and content goals.



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<b>equitable access to the content.</b>  <b>EL</b>	Attempts to scaffold content using visuals, models, and graphic organizers.	Creates and implements scaffolds to support standards-based instruction using literacy strategies, SDAIE, and content level English language development in order for students to improve language proficiencies and understand content.	Develops and adapts instruction to provide a wide range of scaffolded supports for language and content for the range of English learners.	Is resourceful and flexible in the design, adjustment and elimination of scaffolds based on English learners' proficiencies, knowledge and skills in content.
<b>Key Element</b>	<b>Exploring</b>	<b>Applying</b>	<b>Integrating</b>	<b>Innovating</b>
<b>3.6: Addressing the needs of English Learners and students with special needs* to provide equitable access to the content</b>  <b>SPED</b>	<p>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>Utilizes information on the full range of students identified with special needs to assess strengths and competencies to provide appropriate challenge 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 referral.</p>	<p>Integrates accommodations, adaptations, and extensions to instruction for the full range of students with special needs to ensure adequate support and challenge.</p> <p>Communicates and collaborates with colleagues, support staff and families to ensure consistent instruction. Supports families in positive engagement with the school.</p> <p>Initiates and monitors referral processes and follow-up meetings to ensure that students receive support and/or extended learning that is integrated into the core curriculum.</p>	<p>Guides and supports the full range of students with special needs to actively engage in the assessment, and monitor their own strengths, learning needs, and achievements in accessing content.</p> <p>Communicates and collaborates with resource personnel, para-educators, families, leadership, and students in creating a coordinated program to optimize success of the full range of students with special needs.</p> <p>Takes leadership at the site/district and collaborates with resource personnel to ensure the smooth and effective implementation of referral processes.</p>





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Standard 4: Planning Instruction and Designing Learning Experiences for All Students				
<b>Evidence</b>  Click or tap here to enter text.				
Key Element	Exploring	Applying	Integrating	Innovating
<b>4.1: Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction.</b>	Plans single lessons or sequence of lessons using additional assessment information on student academic readiness, language, cultural background, and individual development.  Becomes aware of potential areas of bias and seeks to learn about culturally responsive pedagogy.	Plans differentiated instruction based on knowledge of students' academic readiness, academic language, diverse cultural backgrounds, and individual cognitive, social, emotional, and physical development.  Examines potential sources of bias and stereotyping when planning lessons. Uses culturally responsive pedagogy in planning.	Plans differentiated instruction which is based on broad knowledge of students while matching resources and specific strategies to students' diverse learning needs and cultural backgrounds.  Planning addresses bias, stereotyping, and assumptions about cultures and members of cultures.	Plans differentiated instruction that provides systematic opportunities for supporting and extending student learning based on comprehensive information on students.  Engages students in the analysis of bias, stereotyping, and assumptions.

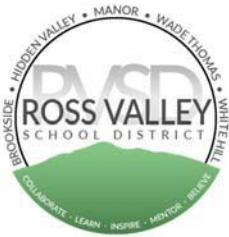


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Key Element	Exploring	Applying	Integrating	Innovating
<b>4.2: Establishing and articulating goals for student learning.</b>	Establishes and shares learning goals for skill development with students in single lessons and sequence of lessons based on standards and curriculum.	Establishes and communicates clear learning goals to students that are accessible, challenging, and differentiated to address students' diverse learning needs.	Establishes and articulates comprehensive short- and long-term learning goals for students. Plans for students to articulate and monitor learning goals.	Establishes and articulates learning goals that are communicated clearly, referred to frequently, and utilized by students to monitor and advance their learning.
Key Element	Exploring	Applying	Integrating	Innovating
<b>4.3: Developing and sequencing long-term and short-term instructional plans to support student learning.</b>	Begins to plan curriculum units that include a series of connected lessons and are linked to long-term planning to support student learning.	Establishes short- and long-term curriculum plans for subject matter concepts and essential related academic language and formats that support student learning.	Refines sequence of long-term plans to reflect integration of curriculum guidelines, frameworks, and content standards with assessed instructional needs to ensure student learning.	Utilizes extensive knowledge of the curriculum, content standards, and assessed learning needs to design cohesive and comprehensive long- and short-term instructional plans that ensure high levels of learning.
Key Element	Exploring	Applying	Integrating	Innovating
<b>4.4: Planning instruction that incorporates appropriate strategies to meet the learning needs of all students.</b>	<p>Selects strategies for single lessons or sequence of lessons that respond to students' diverse learning needs.</p> <p>Seeks to learn about students' diverse learning and language needs beyond basic data.</p>	<p>Incorporates instructional strategies into ongoing planning address culturally responsive pedagogy, and students' diverse language, and learning needs. Considers strategies to provide support and challenge for students.</p> <p>Uses assessments of students' learning and language needs to inform planning differentiated instruction.</p>	<p>Plans differentiated instruction using strategies to address learning styles and meet students' assessed language and learning needs. Incorporates appropriate support and challenge for students.</p> <p>Integrates results from a broad range of assessments into planning to meet students' diverse learning and language needs.</p>	<p>Plans instruction incorporating a repertoire of strategies to specifically meet students' diverse language and learning needs and styles to advance learning for all.</p> <p>Facilitates opportunities for students to reflect on their learning and the impact of instructional strategies to meet their learning and language needs.</p>
Key Element	Exploring	Applying	Integrating	Innovating
<b>4.5: Adapting instructional plans and</b>	Begins to adapt plans and materials in single lessons or	Makes adjustments and adaptations to differentiate	Makes ongoing adjustments to instructional plans and uses a variety of materials as the	Anticipates and plans for a wide range of adaptations to lessons based on in depth analysis of





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<b>curricular materials to meet the assessed learning needs of all students.</b>	sequence of lessons to address students' learning needs.	instructional plans. Uses culturally responsive pedagogy and additional materials to support students' diverse learning needs.	instructional need arises to support student learning.	individual student needs. Engages with students to identify types of adjustments in instruction that best meet their learning needs.
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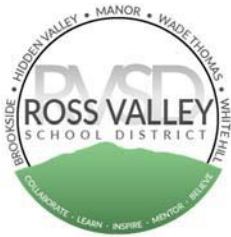
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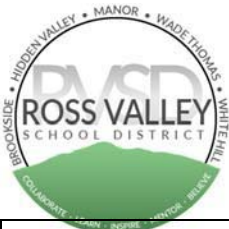
Standard 5: Assessing Student for Learning				
<b>Evidence</b>  Click or tap here to enter text.				
Key Element	Exploring	Applying	Integrating	Innovating
<b>5.1: Applying knowledge of the purposes, characteristics, and uses of different types of assessments.</b>	Explores the use of different types of pre-assessment, formative and summative assessments.  Begins to identify specific characteristics of assessments that yield different types of information about student preparedness, progress, and proficiency.	Decides on the purpose for assessment and skills to be assessed to select appropriately matched pre-, formative, and summative assessments.  Selects assessments based on a clear understanding of the purposes and characteristics of assessments to support student learning.	Develops and adapts the range of appropriate assessments to address questions about students' learning needs and progress.  Integrates a variety of characteristics into assessments to allow students with a range of learning needs to demonstrate what they know.	Demonstrates purposeful use of a wide range of assessments to support differentiated student learning needs and reflect progress.  Draws flexibly from a repertoire of appropriate assessment options and characteristics to maximize student demonstration of knowledge.
Key Element	Exploring	Applying	Integrating	Innovating
<b>5.2: Collecting and analyzing assessment data from a variety of</b>	Explores collecting additional data using supplemental assessments.	Collects a variety of formal and informal assessment data on student learning.	Designs and integrates an assessment plan that provides formal and informal assessment data on student learning.	Infuses assessments strategically and systematically throughout instruction to collect ongoing assessment data



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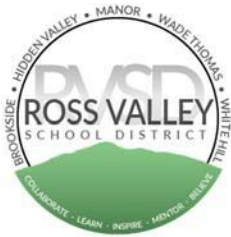
<b>sources to inform instruction.</b>	Makes adjustments in planning for single lessons or sequence of lessons based on analysis of assessment data.	Uses analysis of a variety of data to inform planning and differentiation of instruction.	Uses data analysis of a broad range of assessments to provide comprehensive information to guide planning and differentiation of instruction.	appropriate for the range of learning needs.  Uses results of ongoing data analysis to plan and differentiate instruction for maximum academic success.
<b>Key Element</b>	<b>Exploring</b>	<b>Applying</b>	<b>Integrating</b>	<b>Innovating</b>
<b>5.3: Reviewing data, both individually and with colleagues, to monitor student learning.</b>	Reviews and monitors additional assessment data individually and with colleagues and identifies learning needs of individual students.	Reviews and monitors a variety of data on student learning individually and with colleagues to identify trends and patterns among groups of students.	Reviews and monitors a broad range of data individually and with colleagues to analyze student thinking and identify underlying causes for trends.	Facilitates collaborative work and fosters colleague's ability to identify and address underlying causes for achievement patterns and trends.
<b>Key Element</b>	<b>Exploring</b>	<b>Applying</b>	<b>Integrating</b>	<b>Innovating</b>
<b>5.4: Using assessment data to establish learning goals and to plan, differentiate, and modify instruction.</b>	Uses data from available assessments to establish content-based learning goals for class and individual students in single lessons or sequence of lessons.  Plans adjustments in instruction to address learning needs of individual students.	Uses a variety of assessment data to set student learning goals for content and academic language.  Plans differentiated lessons and modifications to instruction to meet students' diverse learning needs.	Integrates a broad range of data to set learning goals for content and academic language across content standards.  Plans differentiated instruction targeted to meet individual and group learning needs. Modifies lessons during instruction based on informal assessments.	Reflects on data continuously to make ongoing refinements to learning goals for content and academic language for the full range of students.  Uses data systematically to refine planning, differentiate instruction, and make ongoing adjustments to match the evolving learning needs of individuals and groups.
<b>Key Element</b>	<b>Exploring</b>	<b>Applying</b>	<b>Integrating</b>	<b>Innovating</b>
<b>5.5: Involving all students in self-assessments, goal setting and monitoring progress.</b>	The unit member informs students about lesson objectives, outcomes, and summative assessment results. S/he recognizes the need for individual learning goals. The unit member rarely provides opportunities for students to reflect on or assess their own work.	The unit member occasionally models and scaffolds student self-assessment and goal setting processes for learning content and academic language development. The unit member guides students to monitor and reflect on progress on a regular basis.	The unit member implements structures for students to self-assess and set learning goals related to content, academic language and individual skills. The unit member teaches a variety of tools to help students assess and reflect upon their own work as well as discuss it with their peers.	The unit member uses assessments to help students develop metacognitive skills to understand and articulate their learning process. S/he uses reflective tools including rubrics and portfolios, that help students assess, monitor and reflect upon their own work as well as discuss work with peers.
<b>Key Element</b>	<b>Exploring</b>	<b>Applying</b>	<b>Integrating</b>	<b>Innovating</b>
<b>5.6: Using available</b>	Explores use of additional technologies to implement	Uses technology to design and implement assessments, record	Integrates a variety of technologies into the	Uses a wide range of technologies to design,



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<b>technologies to assist in assessment, analysis and communication of student learning.</b>	individual assessments, record results, and communicate with administration, colleagues, and families about student learning.	and analyze results, and communicate about student learning with administration, colleagues, families, and students. Ensures that communications are received by those who lack access to technology.	development, implementation, analysis of assessments, and communication of student learning to all audiences.	implement, and analyze assessments and provides for in depth and ongoing communication regarding student learning for all audiences.
<b>5.7: Using assessment information to share timely and comprehensible feedback with students and their families.</b>	Provides students with additional feedback based on formative assessments from single lessons or sequence of lessons. Seeks to provide feedback in ways that students understand. Communicates with families about student progress, strengths, and needs at reporting periods. Contacts families as needs arise regarding struggling students or behavior issues.	Provides students with clear and timely information about strengths, needs, and strategies for improving academic achievement. 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.	Integrates the ongoing sharing of clear and timely feedback to students from formal and informal assessments in ways that support increased learning. Communicates regularly with families to share a range of assessment information that is comprehensible and responsive to individual student and family needs.	Facilitates students' leadership in seeking and using ongoing comprehensible feedback to accelerate their learning. Engages families in a variety of ongoing comprehensible communications about individual student progress and ways to provide and monitor support.



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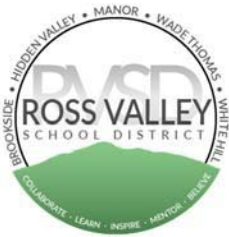
Standard 6: Developing as a Professional Educator				
<b>Evidence</b>  Click or tap here to enter text.				
Key Element	Exploring	Applying	Integrating	Innovating
<b>6.1: Reflecting on teaching practice in support of student learning.</b>	Begins to engage in reflection on teaching practice individually and with colleagues that is focused on methods to support the full range of learners.	Engages in reflection individually and with colleagues on the relationship between making adjustments in teaching practice and impact on the full range of learners.	Reflects individually and with colleagues on refinements in teaching practice and connections among the elements of the CSTPs to positively impact the full range of learners.	Maintains ongoing reflective practice and action research in supporting student learning and raising the level of academic achievement.  Engages in and fosters reflection among colleagues for school wide impact on student learning.
Key Element	Exploring	Applying	Integrating	Innovating
<b>6.2: Establishing professional goals and engaging in continuous and purposeful</b>	Sets goals connected to the CSTPs that take into account self-assessment of teaching practice.  Expands knowledge and skills individually and with colleagues	Sets goals connected to the CSTPs that are authentic, challenging, and based on self-assessment.  Aligns personal goals with school and district goals and	Sets and modifies authentic goals connected to the CSTPs that are intellectually challenging and based on self-assessment and feedback from a variety of sources.	Sets and modifies a broad range of professional goals connected to the CSTPs to improve instructional practice and impact student learning within and beyond the classroom.



# 1

## RVSD CONTINUUM OF PROFESSIONAL PRACTICE Teaching Unit Members

and professional growth and development.	through available professional development.	focuses on improving student learning.  Selects and engages in professional development based on needs identified in professional goals.	Engages in and contributes to professional development targeted on student achievement. Pursues a variety of additional opportunities to learn professionally.	Engages in ongoing inquiry into teacher practice for professional development.  Contributes to professional organizations, and development opportunities to extend own teaching practice.
<b>Key Element</b>	<b>Exploring</b>	<b>Applying</b>	<b>Integrating</b>	<b>Innovating</b>
<b>6.3: Collaborating with colleagues and the broader professional community to support the unit member and student learning.</b>	Consults with colleagues to consider how best to support teacher and student learning.  Begins to identify how to access student and teacher resources in the broader professional community.	Collaborates with colleagues to improve student learning and reflect on teaching practice at the classroom level.  Interacts with members of the broader professional community to access resources that support teacher effectiveness and student learning.	Collaborates with colleagues to expand impact on teacher and student learning within grade or department and school and district levels.  Engages with members of the broader professional community to access resources and a wide range of supports for teaching the full range of learners.	Facilitates collaboration with colleagues.  Works to ensure the broadest positive impact possible on instructional practice and student achievement at school and district levels and for the profession.  Initiates and develops professional learning opportunities with the broader professional community focused on student achievement.
<b>Key Element</b>	<b>Exploring</b>	<b>Applying</b>	<b>Integrating</b>	<b>Innovating</b>
<b>6.4: Working with families to support student learning.</b>	Acknowledges the importance of the family's role in student learning. Seeks information about cultural norms of families represented in the school. Welcomes family involvement at classroom/ school events.	Supports families to contribute to the classroom and school. Adjusts communications to families based on awareness of cultural norms and wide range of experiences with schools.	Provides opportunities and support for families to actively participate in the classroom and school. Communicates to families in ways which show understanding of and respect for cultural norms.	Structures a wide range of opportunities for families to contribute to the classroom and school community. Supports a school/ district environment in which families take leadership to improve student learning.
<b>6.5: Engaging local communities in support of the instructional program -- see 6.4</b>				
<b>6.6: Managing professional responsibilities to maintain motivation and commitment to all students -- see 6.7</b>				
<b>Key Element</b>	<b>Exploring/Applying</b>		<b>Integrating/Innovating</b>	
<b>6.7: Demonstrating professional</b>	<i>Follows all state education codes, legal requirements, district and site policies, contractual agreements, and ethical responsibilities. *</i>		Maintains a high standard of personal integrity and commitment to student learning and the profession in all circumstances.	

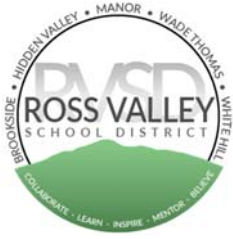


# 1

## RVSD CONTINUUM OF PROFESSIONAL PRACTICE Teaching Unit Members

<p><b>responsibility, integrity and ethical conduct to maintain motivation and commitment to all students.</b></p>	<p><i>* As follows:</i></p> <ul style="list-style-type: none"> <li>• <i>Takes responsibility for student academic learning outcomes.</i></li> <li>• <i>Is aware of own personal values and biases and recognizes ways in which these values and biases affect the teaching and learning of students.</i></li> <li>• <i>Adheres to legal and ethical obligations in teaching the full range of learners, including English learners and students with special needs.</i></li> <li>• <i>Reports suspected cases of child abuse, and/or neglect as outlined in the California Child Abuse and Neglect Reporting Act.</i></li> <li>• <i>Maintains a non-hostile classroom environment and carries out laws and district guidelines for reporting cases of sexual harassment.</i></li> <li>• <i>Understands and implements school and district policies and state and federal law in responding to inappropriate or violent student behavior.</i></li> <li>• <i>Complies with legal and professional obligations to protect the privacy, health, and safety of students, families, and other school professionals.</i></li> <li>• <i>Models appropriate behavior for students, colleagues, and the profession.</i></li> <li>• <i>Acts in accordance with ethical considerations for students.</i></li> <li>• <i>Maintains professional conduct and integrity in the classroom and school community.</i></li> </ul>	<p>Contributes to building professional community and holding peers accountable to norms of respectful treatment and communication.</p> <p>Contributes to fostering a school culture with a high degree of resilience, professional integrity, and ethical conduct.</p>
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## RVSD CONTINUUM OF PROFESSIONAL PRACTICE School Counselor / School Social Worker

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Standard 1: Engaging and Supporting All Students in Learning				
<b>Evidence</b> Click or tap here to enter text.				
Key Element	Exploring	Applying	Integrating	Innovating
<b>1.1: Demonstrating Knowledge of Counseling Theory, Best Practice, and Techniques</b>	Demonstrates limited knowledge of professional practices as it relates to developing interventions, designing programs and services, interpreting data and relies on outdated practices not supported by evidence.	Demonstrates factual knowledge of professional practices as it relates to developing interventions, designing programs and services, interpreting data sometimes applying the information to develop academic and behavioral interventions.	Demonstrates mastery of professional practices as it relates to developing interventions, designing programs and services, interpreting data while consistently and effectively applying the information to develop academic and behavioral interventions and prevention programs.	Demonstrates mastery of professional practices as it relates to developing interventions, designing programs and services, interpreting data while consistently and effectively applying the information to develop academic and behavioral interventions and prevention programs. Provides training for colleagues and models the practice.
Key Element	Exploring	Applying	Integrating	Innovating
<b>1.2: Setting Instructional Outcomes and Goals for Comprehensive School Counseling Services</b>	Sets goals for the school counseling program that rarely focus on the academic, career, and social/emotional development of students; lack relevance and rigor; are rarely measurable; are	Sets goals for the school counseling program that sometimes focus on the academic, career, and social/emotional development of students; are characterized by increasing relevance and	Sets goals for the school counseling program that focuses on the academic, career, and social/emotional development of students; are characterized by relevance and rigor; are measurable; are generally data-driven and are aligned with the	Based on the gathering, assessment, and analysis of data, sets goals for the school counseling program that are reviewed, modified, and evaluated by both the school's interdisciplinary team and the school counseling program.  Initiates program review for relevance

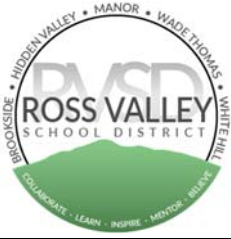




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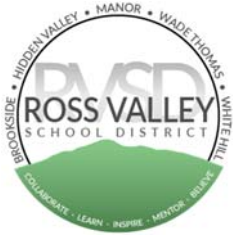
	rarely data-driven and are rarely aligned with the needs of the population and system goals.	rigor; are measurable; are marginally data-driven, and are partially aligned with the needs of the population and system goals.	needs of the population and system goals.	and rigor, measurability, and coherence/alignment with the needs of the population and system goals.  Uses program outcomes to continuously evaluate and improve school counseling service delivery that focuses on the academic, career, and social/emotional development of students.
Key Element	Exploring	Applying	Integrating	Innovating
<b>1.3: Demonstrating Knowledge of Resources</b>	Rarely communicates with community agencies. Lacks knowledge about consultation and collaboration strategies with community agencies rarely seek out community resources from colleagues.	Contacts community providers to obtain information about programming and services. Consultation and collaboration skills are limited when discussing with the team the community agencies.	Effectively engages in consultation and collaboration with community agencies to support student and family's needs. Contacts community providers to obtain information needed for programming. Clearly articulates school procedures for services and practices. Refers students and families to community providers for needed services.	Effectively engages in consultation and collaboration with community agencies to support student and family's needs. Contacts community providers to obtain information needed for programming. Clearly articulates school procedures for services and practices. Refers students and families to community providers for needed services. Supports the team in understanding how to collaborate with the agency.
Key Element	Exploring	Applying	Integrating	Innovating
<b>1.4: Designing Coherent Service Delivery and School Counseling Program</b>	Lacks knowledge and skills in effective consultation strategies and practices. Does not demonstrate a facility for using a problem-solving model. Provides advice or strategies that are inappropriate and poorly formulated and inconsistently implemented and are not effective in addressing student needs.	Is a member of the problem-solving team. Does not provide advice and expertise to teachers unless prompted and/or fails to offer appropriate advice. Participates in planning and decision making at the school, department, grade, or individual level when asked and does not develop knowledge of interventions and programs that will improve student outcomes.	Works with school staff as part of the problem-solving team to develop targeted strategies and actions that contribute to student learning and positive behavior at the individual student level. Engages in consultation and collaboration with school staff by assisting teachers with identifying concerns to target through intervention. Supports teachers with intervention implementation through modeling, coaching, providing feedback, etc. Reflects on the effectiveness of instruction and	Works with school staff as part of the problem-solving team to develop targeted strategies and actions that contribute to student learning and positive behavior at the school, classroom, and student level. Engages in consultation and collaboration with school staff by assisting teachers with identifying concerns to target through intervention. Supports teachers with intervention implementation through modeling, coaching, providing feedback, etc. Reflects on the effectiveness of instruction and supports and uses data to improve student outcomes by developing and facilitating programs and services to improve student outcomes.



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			supports and shares data to improve student outcomes.	
Key Element	Exploring	Applying	Integrating	Innovating
<b>1.5: Designing, Implementing and/or Utilizing Student Assessments</b>	Rarely designs, conducts or utilizes assessments in planning and or evaluating the service delivery.	Conducts/uses limited assessments and inconsistently uses assessment results to plan or evaluate service delivery.	Adequately and consistently conducts and utilizes culturally competent assessment and matches assessment results to student needs and service delivery using evidenced-based practices.	<p>Conducts reliable and valid assessments that are culturally competent based on the information from student referral and student interview.</p> <p>Is consistently able to make meaningful contributions to data-analysis teams by accurately interpreting student needs, and determines the content and process associated with effective and efficient service delivery and programming that is evidenced based.</p>



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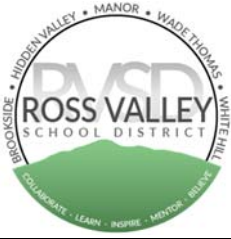
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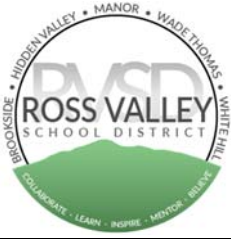
Standard 2: Creating and Maintaining Effective Environments for Student Learning				
<b>Evidence</b> Click or tap here to enter text.				
Key Element	Exploring	Applying	Integrating	Innovating
<b>2.1: Creating an Environment of Respect and Rapport</b>	Demonstrates patterns of interactions with students that are inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental need.	Demonstrates patterns of interactions with students that are generally adequate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. There is little evidence of collaboration with colleagues.	Demonstrates patterns of interactions that are appropriate to the ages, culture, and developmental levels of the students. Collaborates with colleagues and other stakeholders to develop programs and policies that foster a school climate of respect.	Establishes an environment in which students respect and affirm their own and others' differences and are supported to share and explore differences and similarities related to background, identity, language, strengths, and challenges. Supports and promotes effective functioning for individuals and families and schools with diverse characteristics, learning needs, cultures, and backgrounds.
Key Element	Exploring	Applying	Integrating	Innovating
<b>2.2: Supporting a Culture for Positive Mental Health and Learning</b>	Does not actively develop and/or contribute to the development of behavioral, academic, and/or social-emotional interventions.	Develops and/or contributes to the development of well-designed measurable behavioral, academic, and/or social-emotional interventions	Develops and/or contributes to the development of well-designed measurable behavioral, academic, and/or social-emotional interventions considering individual	Develops and/or contributes to the development of well-designed measurable behavioral, academic, and/or social-emotional interventions considering individual differences based on biological,



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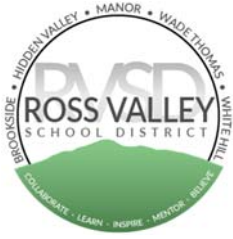
		with limited consideration of student's individual differences.	differences based on biological, cultural, and social influences.	cultural, and social influences by providing specific measurable goals to evaluate the effectiveness of the plan.
Key Element	Exploring	Applying	Integrating	Innovating
<b>2.3: Managing Procedures</b>	<p>Loses significant service delivery time due to inefficient routines and/or management of procedures, supplies, data, and data systems.</p> <p>Rarely tracks and records student progress.</p> <p>Does not participate in special education initial and triennial meetings, and 504 meetings.</p>	<p>Loses some service delivery time due to inconsistent maintenance of effective routines and/or management of procedures, supplies, data, and data systems.</p> <p>Uses an effective system to track student progress however does not use the data to adjust/modify the intervention.</p> <p>Participates in special education initial and triennial meetings, and 504 meetings.</p>	<p>Delivers services with efficiency because there is adequate maintenance of routines, procedures, usage of data, and data systems.</p> <p>Uses an effective system to track student progress and uses the data to inform interventions.</p> <p>Participates in special education initial and triennial meetings, and 504 meetings and assists in decisions regarding services and programming.</p>	<p>Empowers students to adhere to routines and procedures and to maintain data and data systems.</p> <p>Uses an effective system to track student progress and uses the data to inform interventions.</p> <p>Uses school-wide group and individual data to understand the larger issues impacting student groups such as achievement gap, mental health in order to advocate for student needs.</p> <p>Effectively participates in special education initial and triennial meetings, and 504 meetings and uses data to assist in decisions regarding services and programming.</p>
Key Element	Exploring	Applying	Integrating	Innovating
<b>2.4: Managing Student Behavior</b>	<p>Does not establish clear or consistent standards of conduct when working with individuals and groups.</p> <p>Demonstrates little knowledge of behavior intervention principles. Does not collaborate with teachers to design a plan that can be used within a classroom system.</p>	<p>Establishes clear standards of conduct but applies them inconsistently with clients.</p> <p>Provides some assistance to school personnel at the systems and individual level relative to the implementation of positive behavioral support strategies and/or a continuum of mental health services.</p>	<p>Frequently demonstrates knowledge of behavior intervention principles. Frequently collaborates with teachers and staff in the development of classroom systems management procedures, and individualized behavior plans.</p> <p>Provides assistance to school personnel at the systems and individual level relative to the implementation of positive behavioral support strategies</p>	<p>Consistently provides staff training specific to school-wide, classroom, and individual systems and management procedures. Uses data at both an individual student level, classroom level, and school-wide systems level to design appropriate behavior interventions.</p> <p>Consistently demonstrates knowledge of behavior intervention principles and collaborates with staff in their development.</p>



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	<p>Demonstrates little knowledge of what data and how to collect the data and does not guide the team to utilize data to design individual behavior intervention plans.</p> <p>Provides little/no assistance to school personnel at the systems and individual level relative to the implementation of positive behavioral support strategies and/or a continuum of mental health services.</p>		and/or a continuum of mental health services.	
Key Element	Exploring	Applying	Integrating	Innovating
<b>2.5: Organizing Physical Space-Safe Learning Environment</b>	Maintains an environment that is unsafe or does not support student learning. Uses inappropriate or ineffective routines/responses to reinforce positive behavior or respond to behaviors that interfere with students' learning. Does not provide methodologies or strategies to enhance individual student achievement outcomes using a Multi-Tiered System of Support (MTSS).	Inconsistently maintains routines needed to maintain a safe physical environment for learning in which students are engaged. Behaviors that interfere with learning are addressed inconsistently. Inconsistently provides evidence-based methodologies, and therefore interdisciplinary teams do not develop the capacity to enhance individual achievement outcomes using a Multi-Tiered System of Support (MTSS).	Develops and uses routines and proactive responses that create and maintain a safe physical environment for learning in which students are engaged and most behaviors that interfere with learning are addressed and taught. Is able to teach, model, and coach students. Demonstrates the ability to facilitate evidence-based methodologies and works to build the same level of capacity within an interdisciplinary team to enhance individual achievement outcomes using a Multi-Tiered System of Support (MTSS).	Develops and uses routines and proactive responses that create and maintain a safe physical environment for learning in which students are engaged and participate in preventing behaviors that interfere with learning. Is able to teach, model, and coach students. Demonstrates extensive ability to facilitate evidence-based methodologies and works to build the same level of capacity within an interdisciplinary team to enhance individual achievement outcomes using a Multi-Tiered System of Support (MTSS).



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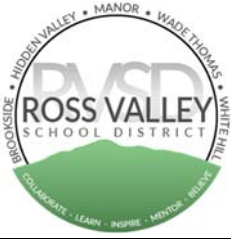
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Standard 3: Planning Instruction and Designing Learning Experiences for All Students				
<b>Evidence</b> Click or tap here to enter text.				
Key Element	Exploring	Applying	Integrating	Innovating
<b>3.1: Communicating Clearly and Accurately</b>	Exhibits spoken and written language that is not clear and information is incorrect. Presents the key relevant information to families in a technical manner and does not engage them in a conversation to promote student learning outcomes.  Rarely communicates with families to share and/or identify strategies for supporting learning and development at school and at home. Does not use a two-way communication system that supports proactive strategies with all colleagues, teachers, and families about	Exhibits spoken and written language that is clear. Presents the key relevant information to families in a technical manner that limits engaging them in a conversation to promote student learning outcomes.  Sometimes communicates with families to share and/or identify strategies for supporting learning and development at school and at home. Inconsistently uses a two-way communication system that supports proactive strategies with all colleagues, teachers, and families about student	Exhibits spoken and written language that is clear and correct.  Regularly communicates with families to share and/or identify strategies for supporting learning and development at school and at home. Regularly uses a two-way communication system that supports proactive strategies with all colleagues, teachers, and families about student learning behavior and social-emotional skills.	Consistently exhibits spoken and written language that is clear and correct. When presenting the report, adjusts vocabulary and language to the needs of the listener.  Effectively communicates with families to share and/or identify strategies for supporting learning and development at school and at home. Regularly uses a two-way communication system that supports proactive strategies with all colleagues, teachers, and families about student learning behavior and social-emotional skills.

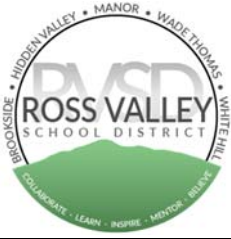


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	student learning behavior and social-emotional skills.	learning behavior and social-emotional skills.		
Key Element	Exploring	Applying	Integrating	Innovating
<b>3.2: Using Questioning and Discussion Techniques</b>	<p>Rarely utilizes evidence-based and best practice strategies for individual and group counseling or classroom guidance activities.</p> <p>Asks questions that are of poor quality and lack accuracy, clarity, and/or substantive content.</p> <p>Rarely provides students time to think before responding.</p> <p>Rarely ensure students are actively engaged, and when appropriate, inconsistently formulates questions related to the content.</p>	<p>Utilizes limited evidence-based and best practice strategies for individual and group counseling as well as classroom guidance activities.</p> <p>Asks limited questions that invite inconsistent response patterns.</p> <p>Allows time for students to think before responding.</p> <p>Has demonstrated a limited ability to ensure students are actively engaged, and when appropriate, formulates questions related to the content.</p>	<p>Uses adequate evidence-based and best practice strategies for individual and group counseling as well as classroom guidance activities.</p> <p>Asks questions that are adequate and characterized by accuracy, clarity, and substantive content.</p> <p>Provides adequate time for students to think before responding.</p> <p>Adequately ensures that students are actively engaged, and when appropriate, formulates questions related to the content.</p>	<p>Uses varied evidence-based and best practice strategies for individual and group counseling as well as classroom guidance activities to best meet the needs of the individual or group receiving the intervention.</p> <p>Asks questions and uses discussion techniques that are of uniformly high quality characterized by accuracy, clarity and substantive content.</p> <p>Uses extensive knowledge to allow time for students to think before responding.</p> <p>Ensures that students are actively engaged, and when appropriate, formulates questions related to the content.</p>
Key Element	Exploring	Applying	Integrating	Innovating
<b>3.3: Engaging Students in Learning and Development</b>	<p>Rarely engages in a relationship with students and the nature of the relationship or purpose is unclear.</p> <p>Rarely attempts to meet with students at a rate that is required for their needs.</p> <p>Rarely develops and conducts activities that assist students related to their educational and career goals.</p>	<p>Uses knowledge to engage in a relationship with students and the nature of the relationship or purpose is usually clear to students.</p> <p>Inconsistent attempts to meet with students at a rate that is required for their needs.</p> <p>Demonstrates a limited ability to develop and conduct activities that assist students related to</p>	<p>Uses knowledge to regularly utilize a continuum of evidence-based strategies for engaging students in services that are appropriately matched to their academic, career, and/or social/emotional needs.</p> <p>Provides equitable services to students and “trages” effectively. Inconsistently has students self-reflect.</p> <p>Most often develops and</p>	<p>Uses extensive knowledge to regularly utilize a continuum of evidence-based strategies for engaging students in services that are appropriately matched to their academic, career, and/or social/emotional needs.</p> <p>Provides equitable services to students and “trages” effectively. Invites students to self-reflect on growth and progress.</p> <p>Develops and conducts activities</p>



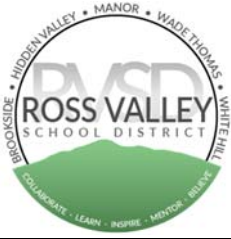


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		their educational and career goals.	conducts activities that assist students related to their educational and career goals.	that assist students related to their educational and career goals.
Key Element	Exploring	Applying	Integrating	Innovating
<b>3.4: Using Assessment in Delivery of Academic, Career and Social Development Services</b>	Rarely includes the student's participation in goals and/or the monitoring of student learning and progress.	Limited use of data to support student's awareness of the goals, and the criteria for determining whether progress has been made.	Provides knowledge of a continuum of services and evaluation tools that assesses the impact of services relative to the development of social, and life skills, and collaborates with other professionals to coordinate and integrate efforts in order to build capacity and enhance service delivery outcomes using reliable and valid evaluation criteria. Often uses data to support student's awareness of the goals and the criteria for determining whether progress has been made.	Provides extensive knowledge of a continuum of services and evaluation tools that assesses the impact of services relative to the development of social, and life skills, and collaborates with other professionals to coordinate and integrate efforts in order to build capacity and enhance service delivery outcomes using reliable and valid evaluation criteria.  Consistently uses data to support student's awareness of the goals and the criteria for determining whether progress has been made. Consistently uses data to support student's awareness of the goals and the criteria for determining whether progress has been made.
Key Element	Exploring	Applying	Integrating	Innovating
<b>3.5: Demonstrating Flexibility and Responsiveness</b>	Demonstrates little or no knowledge and skills necessary to assess student risk assessment and coordinates effective mitigation strategies in the schools. Individually, develops strategies and actions that contribute to the learning and behavior of all students at the school. Does not reflect on the effectiveness of instruction, supports, and interactions with students both	Demonstrates limited knowledge and skills necessary to assess student risk assessment and coordinates effective mitigation strategies in the schools. Individually, develops strategies and actions that contribute to the learning and behavior of all students at the school. Reflects on the effectiveness of instruction, support, and interactions with students both individually and with colleagues.	Demonstrates the knowledge and skills necessary to assess student risk assessment and coordinates effective mitigation strategies in the schools. Individually, develops strategies and actions that contribute to the learning and behavior of all students at the school. Reflects on the effectiveness of instruction, supports, and interactions with students both individually and with colleagues. Uses insights	Continually demonstrates the knowledge and skills necessary to assess student risk assessment and coordinates effective mitigation strategies in the schools and the community. Individually and with colleagues, develops strategies and actions that contribute to the learning and behavior of all students at the school. Reflects on the effectiveness of instruction, supports, and interactions with

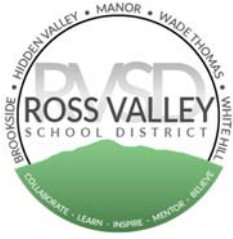




## 2

### **RVSD CONTINUUM OF PROFESSIONAL PRACTICE School Counselor / School Social Worker**

	individually and with colleagues.		gained to modify and improve practice and student outcomes. Anticipates and responds appropriately to misunderstandings arising from differences in backgrounds, languages, and identities and models strategies.	students both individually and with colleagues. Uses insights gained to modify and improve practice and student outcomes. Anticipates and responds appropriately to misunderstandings arising from differences in backgrounds, languages, and identities and models strategies.
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## 2

### RVSD CONTINUUM OF PROFESSIONAL PRACTICE School Counselor / School Social Worker

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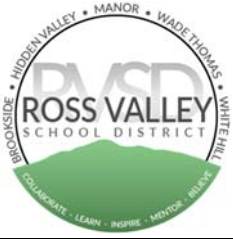
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**Date** Click or tap here to enter text.

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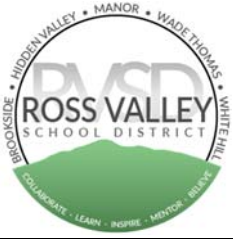
Standard 4: Developing as a Professional School Counselor				
<b>Evidence</b> Click or tap here to enter text.				
Key Element	Exploring	Applying	Integrating	Innovating
<b>4.1: Reflecting on Professional Practice</b>	The Counselor/School Social Worker does not reflect on practice, or the reflections are inaccurate or self-serving.	The Counselors'/School Social Workers' reflection on practice is moderately accurate and objective without citing specific examples, and with only global suggestions as to how it might be improved.	The Counselors'/School Social Workers' reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics.  The Counselor makes some specific suggestions as to how the therapy program might be improved.	The Counselors'/School Social Workers' reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students.  Counselor draws on an extensive repertoire to implement alternative strategies that may or may not need to occur immediately.
Key Element	Exploring	Applying	Integrating	Innovating
<b>4.2: Maintaining an effective data-management system</b>	Is missing reports of student progress, records, and documentation, or they are late, inaccurate, resulting in confusion, and/or noncompliance with district policies and procedures.	Completes reports of student progress, records, and documentation that are limited to being systematic, comprehensive, compliant and timely with district policies and procedures.	Uses an approach to record keeping, and documentation that is accurate, systematic, comprehensive, compliant and timely with district policies and procedures.	Uses an approach to record keeping that is highly accurate, systematic, comprehensive, compliant, timely and serves as a model.



## 2

### RVSD CONTINUUM OF PROFESSIONAL PRACTICE School Counselor / School Social Worker

	Completes reports of student progress, records, and documentation which are rarely systematic, comprehensive, compliant and timely with district policies and procedures.			
Key Element	Exploring	Applying	Integrating	Innovating
<b>4.3: Collaborating with administrators, staff, and families</b>	<p>Rarely makes attempts to engage families in home-school partnerships or school counseling services.</p> <p>Rarely presents evidence of effective communication with families.</p>	<p>Makes inconsistent attempts to engage families in home-school partnerships or school counseling services.</p> <p>Limited ability to communicates with some families.</p>	<p>Consistently establishes effective home-school partnerships.</p> <p>Consistently and effectively communicates with families.</p>	<p>Is highly effective in establishing and maintaining an effective home to school partnerships, which enhance student achievement.</p> <p>Is identified as a role model for other school counselors/school social workers on how to communicate and collaborate effectively with families.</p>
Key Element	Exploring	Applying	Integrating	Innovating
<b>4.4: Participating in a Professional Community</b>	<p>Counselor's/School Social Worker's relationships with colleagues are negative or self-serving and the professional avoid being involved in school and district events, committees, and projects.</p> <p>Rarely demonstrates leadership and collaboration by engaging the educational community in the development of a comprehensive school counseling program.</p>	<p>Counselor's/School Social Worker's relationships with colleagues are cordial. They participate in school and district events, committees, and projects when specifically asked to do so.</p>	<p>Counselor/School Social Worker participates actively in school and district events, committees, and projects and maintains positive and productive relationships with colleagues.</p>	<p>Counselor/School Social Worker assumes a leadership role with colleagues and makes substantial contributions to school and district events, committees, and projects.</p>
Key Element	Exploring	Applying	Integrating	Innovating
<b>4.5: Growing and Developing Professionally</b>	<p>Counselor/School Social Worker does not participate in professional development activities provided by the district, even when such activities are</p>	<p>Counselor/School Social Worker participates in less than half the required professional development activities provided by the district, which are relevant</p>	<p>Counselor/School Social Worker participates in all professional development activities provided by the district, which are relevant to their profession.</p>	<p>Counselor/School Social Worker attends all required professional development meetings for the department/district and makes a substantial contribution to the</p>



## 2

### RVSD CONTINUUM OF PROFESSIONAL PRACTICE School Counselor / School Social Worker

	<p>clearly needed for the development of skills.</p> <p>The counselor/school social worker does not pursue professional development opportunities outside the district.</p>	<p>to their profession.</p> <p>Counselor/School Social Worker pursues limited professional development opportunities outside the district.</p>	<p>Counselor/School Social Worker pursues professional development opportunities outside the district.</p>	<p>profession through such activities as presenting relevant information to colleagues during workshops.</p> <p>Counselor/School Social Worker actively pursues professional development opportunities outside the district.</p>
Key Element	Exploring	Applying	Integrating	Innovating
<b>4.6: Showing professionalism, including integrity, advocacy, and maintaining confidentiality</b>	<p>Counselor/School Social Worker is not trustworthy or dependable in their interactions with colleagues, students, and the public, with evidence of unprofessionalism documented more than two times towards the individual, limited advocacy role for students and violates norms of confidentiality.</p>	<p>Counselor/School Social Worker is trustworthy and dependable in interactions with colleagues, students, and the public, with evidence of unprofessionalism documented towards the individual, advocacy role for students, and does not violate norms of confidentiality.</p>	<p>Counselor/School Social Worker is trustworthy, dependable, and confidential with no evidence of unprofessionalism documented, advocates for students when needed and does not violate norms of confidentiality.</p>	<p>Counselor/School Social Worker is trustworthy, dependable, and confidential in all interactions with colleagues, students, and the public with no evidence of unprofessionalism documented, advocates for students when needed and, takes a leadership role with colleagues and does not violate norms of confidentiality.</p>



### 3

## RVSD CONTINUUM OF PROFESSIONAL PRACTICE School Nurse

**Name** Click or tap here to enter text.

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Standard 1: Engaging and Supporting All Students in Learning				
<b>Evidence</b> Click or tap here to enter text.				
Key Element	Exploring	Applying	Integrating	Innovating
<b>1.1: Demonstrating Knowledge of Nursing and Process and Health</b>	Demonstrates limited understanding of the nursing process and health.	Demonstrates a basic understanding of the nursing process and health.	Demonstrates adequate understanding of the nursing process and health.	Demonstrates extensive understanding of the nursing process and health.
Key Element	Exploring	Applying	Integrating	Innovating
<b>1.2: Demonstrating Knowledge of Individual Health Needs</b>	Demonstrates limited understanding of individual health needs.	Demonstrates a basic understanding of individual health needs.	Demonstrates adequate understanding of individual health needs.	Demonstrates extensive understanding of individual health needs.
Key Element	Exploring	Applying	Integrating	Innovating
<b>1.3: Identifying Appropriate Service Delivery Outcomes</b>	Is aware of the purposes to identify appropriate outcomes.	Able to identify appropriate outcomes some of the time.	Consistently identifies outcomes that are culturally appropriate and based upon both current and predicted needs.	Consistently identifies outcomes that are culturally appropriate and based upon both current and predicted needs. Following



### 3

## RVSD CONTINUUM OF PROFESSIONAL PRACTICE School Nurse

				consultation with relevant parties (e.g., students, parents, and educators/colleagues), systematically evaluate measurable outcomes for the purpose of improving services.
Key Element	Exploring	Applying	Integrating	Innovating
<b>1.4: Demonstrating Knowledge of Appropriate Laws, Regulations, and Resources</b>	Demonstrates limited knowledge of appropriate laws, regulations, and resources.	Demonstrates some knowledge of appropriate laws, regulations, and resources.	Demonstrates adequate knowledge of appropriate laws, regulations, and resources.	Demonstrates extensive knowledge of appropriate laws, regulations, and resources, and uses knowledge to regularly assess the impact on services.
Key Element	Exploring	Applying	Integrating	Innovating
<b>1.5: Designing of Coherent Service Delivery Plans</b>	Is aware of the purposes to develop plans that result in expected outcomes for the individual.	Is able to develop plans to attain expected outcomes some of the time.	Consistently develops plans that result in expected outcomes for individuals, including individuals with diverse medical needs.	Through collaborative and evidence-based practice, develops exceptional plans that exceed the expected outcomes for a given individual.
Key Element	Exploring	Applying	Integrating	Innovating
<b>1.6: Designing Outcome Evaluation</b>	Demonstrates a basic understanding of how to design an outcome evaluation.	Uses knowledge to design an adapt an outcome evaluation.	Through collaborative practice, is able to adequately design an outcome evaluation and use the results to inform and improve services.	Through extensive knowledge and collaborative practice, is able to adequately design an outcome evaluation and use the results to inform and improve services.



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## RVSD CONTINUUM OF PROFESSIONAL PRACTICE School Nurse

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Standard 2: Creating and Maintaining Effective Environments for Student Learning				
<b>Evidence</b> Click or tap here to enter text.				
Key Element	Exploring	Applying	Integrating	Innovating
<b>2.1: Creating an Environment of Respect and Rapport</b>	Rarely interacts with members of the school community.	Has limited interactions with members of the school community.	Has positive and respectful interactions with members of the school community.	Is sought out by members of the school community based upon the establishment of respectful, collaborative, and trusting relationships.
Key Element	Exploring	Applying	Integrating	Innovating
<b>2.2: Establishing a Culture for Health and Wellness</b>	Rarely contributes to the establishment of a culture for health and wellness.  Rarely demonstrates sensitivity to the developmental, cultural, and socioeconomic characteristics of the school community.	Makes some contributions toward the establishment of a culture for health and wellness.  Shows some sensitivity to the developmental, cultural, and socioeconomic characteristics of the school community.	Makes meaningful contributions toward the establishment of a culture for health and wellness.  Demonstrates adequate sensitivity to the developmental, cultural, and socioeconomic needs of the school community.	Makes significant contributions toward the establishment of a culture for health and wellness via leadership and collaboration with members of the school community.  Demonstrates sensitivity to the developmental, cultural, and socioeconomic needs of the community.



### 3

## RVSD CONTINUUM OF PROFESSIONAL PRACTICE School Nurse

Key Element	Exploring	Applying	Integrating	Innovating
<b>2.3: Following Health Protocols and Procedures</b>	Does not follow health protocols and procedures.	Inconsistently follows health protocols and procedures.  Usually keeps documentation of all nursing care given to the student(s) and member(s) of the school community and lacks consistency and clarity in record-keeping.	Follows health protocols and procedures.  Consistently documents all nursing care given to the student(s) and member(s) of the school community and these records are usually complete and clear.	Follows health protocols and procedures and uses effective problem-solving skills in unique situations.  Consistently documents, in a complete and clear manner, all nursing care is given to the student(s) and member(s) of the school community.
Key Element	Exploring	Applying	Integrating	Innovating
<b>2.4: Promoting a safe and healthy environment</b>	Rarely attempts to engage others in the effective promotion of a safe and healthy environment that is guided by the use of research-based strategies and recommendations.	Makes limited attempts to engage others in the effective promotion of a safe and healthy environment that is guided by the use of research-based strategies and recommendations.	Inconsistently engages others in the effective promotion of a safe and healthy environment that is guided by the use of research-based strategies and recommendations.	Consistently engages others in the effective promotion of a safe and healthy environment that is guided by the use of research-based strategies and recommendations.
Key Element	Exploring	Applying	Integrating	Innovating
<b>2.5: Organizing Physical Space</b>	Rare ability to monitor and assess the safety of surroundings and addresses the need to maintain a physical environment that is safe, organized, and accessible.	Limited ability to monitor and assess the safety of surroundings and addresses the need to maintain a physical environment that is safe, organized, and accessible.	Inconsistently monitors and assesses the safety of surroundings and addresses the need to maintain a physical environment that is safe, organized, and accessible.	Continually monitors and assesses the safety of surroundings and addresses the need to maintain a physical environment that is safe, organized, and accessible.





# 3

## RVSD CONTINUUM OF PROFESSIONAL PRACTICE School Nurse

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Standard 3: Planning Instruction and Designing Learning Experiences for All Students				
<b>Evidence</b> Click or tap here to enter text.				
Key Element	Exploring	Applying	Integrating	Innovating
<b>3.1: Communicating Clearly and Accurately</b>	Rarely demonstrates limited oral and written communication skills that result in community-building, enhancement, and trust in school nursing services.	Demonstrates limited oral and written communication skills that result in community-building, enhancement, and trust in school nursing services.	Demonstrates adequate oral and written communication skills that result in community-building, enhancement, and trust in school nursing services.	Demonstrates effective oral and written communication skills that result in community-building, enhancement, and trust in school nursing services.
Key Element	Exploring	Applying	Integrating	Innovating
<b>3.2: Gathering Information</b>	Aware of the purpose and use of appropriate information gathering techniques and provides comprehensive assessments that inform treatment for the individual, system, and practice at large.	Limited ability to use appropriate information gathering techniques and provides comprehensive assessments that inform treatment for the individual, system, and practice at large.	Inconsistently uses appropriate information gathering techniques and provides comprehensive assessments that inform treatment for the individual, system, and practice at large.	Consistently uses appropriate information gathering techniques and provides comprehensive assessments that inform treatment for the individual, system, and practice at large.



### 3

## RVSD CONTINUUM OF PROFESSIONAL PRACTICE School Nurse

Key Element	Exploring	Applying	Integrating	Innovating
<b>3.3: Engaging the School Community in Health Education and Wellness Promotion</b>	Never or rarely engages the school/district community in health education and wellness.	Limited engagement in the school/district community in health education and wellness.	Engages the school/district community in health education and wellness promotion on a consistent basis.	Consistently communicates and engages the school and District community to learn about health and take individual and collective responsibility.
Key Element	Exploring	Applying	Integrating	Innovating
<b>3.4: Utilizing Assessment Data and Resources to deliver appropriate care</b>	<p>Rarely demonstrates the ability to effectively utilize assessment data and resources to deliver exceptional care and outcomes.</p> <p>Is not aware of cultural norms in the community and does not use data based on information from school referral.</p>	<p>Limited ability to effectively utilize assessment data and resources to deliver exceptional care and outcomes.</p> <p>Is aware of cultural norms and only uses the data based on parent information.</p>	<p>Inconsistently and effectively utilizes assessment data and resources to deliver exceptional care and outcomes.</p> <p>Is aware of cultural norms and will collect data from multiple sources to determine needs such as the student referral, student interview, parent interview and when necessary physician's recommendations.</p>	<p>Consistently and effectively utilizes assessment data and resources to deliver exceptional care and outcomes.</p> <p>Is aware of cultural norms and will collect data from multiple sources to determine needs such as the student referral, student interview, parent interview and when necessary physician's recommendations.</p> <p>Based on outcomes uses data to adjust/modify the student's plan.</p>
Key Element	Exploring	Applying	Integrating	Innovating
<b>3.5: Demonstrating Flexibility and Responsiveness</b>	<p>Rarely seeks input from all stakeholders to guide decision making on a limited basis.</p> <p>Rarely demonstrates flexibility and responsiveness within the context of collaboration and systematic evaluation of changes, which results in meaningful improvements and improved outcomes.</p>	<p>Seeks input from all stakeholders to guide decision making on a limited basis.</p> <p>Demonstrates flexibility and responsiveness within the context of collaboration and systematic evaluation of changes, which results in meaningful improvements and improved outcomes.</p>	<p>Adequately seeks input from all stakeholders to guide decision making.</p> <p>Demonstrates inconsistent flexibility and responsiveness within the context of collaboration and systematic evaluation of changes, which results in meaningful improvements and improved outcomes.</p>	<p>Consistently seeks input from all stakeholders to guide decision-making.</p> <p>Demonstrates ongoing flexibility and responsiveness within the context of collaboration and systematic evaluation of changes, which results in meaningful improvements and improved outcomes.</p>



# **3**

## **RVSD CONTINUUM OF PROFESSIONAL PRACTICE**

### **School Nurse**



### 3

## RVSD CONTINUUM OF PROFESSIONAL PRACTICE School Nurse

**Name** Click or tap here to enter text.

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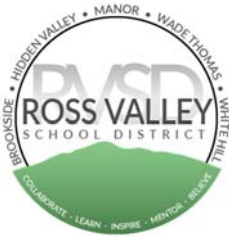
Standard 4: Developing as a Professional School Psychologist				
<b>Evidence</b> Click or tap here to enter text.				
Key Element	Exploring	Applying	Integrating	Innovating
<b>4.1: Reflecting on Professional Practice</b>	The school nurse does not reflect on practice, or the reflections are inaccurate or self-serving.	The school nurse's reflection on practice is moderately accurate and objective without citing specific examples, and with only global suggestions as to how the practice might be improved.	The school nurse's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics.	The school nurse's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students.  School nurse draws on an extensive repertoire to implement alternative strategies that may or may not need to occur immediately.
Key Element	Exploring	Applying	Integrating	Innovating
<b>4.2: Maintaining accurate and confidential records</b>	The school nurse's data-management system cannot be used to monitor student progress or to adjust treatment when needed.	The school nurse is available to staff for questions and planning and communicates student goals and objectives when requested	The school nurse initiates contact with teachers and administrators to provide information pertaining to students and collaborates with	The school nurse has developed a highly effective data-management system for creatively monitoring student progress that is in place in



### 3

## RVSD CONTINUUM OF PROFESSIONAL PRACTICE School Nurse

		using an exceeding amount of professional jargon.	teachers using some professional jargon.	multiple environments and uses it to adjust treatment when needed.  The school nurse communicates student data with teachers/parents and confers regularly with students regarding progress. Students participate in managing and/or communicating their progress.
Key Element	Exploring	Applying	Integrating	Innovating
<b>4.3: Collaborating with Administrators, Staff, and Families</b>	The school nurse is unavailable to staff for questions, planning, communicating student goals and objectives when requested and uses an excessive amount of professional jargon without explaining in terms that are understandable by the school community.	The school nurse is available to staff for questions and planning and communicates student goals and objectives when requested using an exceeding amount of professional jargon.	The school nurse initiates contact with teachers and administrators to provide information pertaining to students and collaborates with teachers using some professional jargon.	The school nurse plans collaboration with teachers, administrators, and/or families to confer regarding cases, provides information pertaining to students, solicits their perspectives on individual students without the use of professional jargon.
Key Element	Exploring	Applying	Integrating	Innovating
<b>4.4: Participating in a Professional Community</b>	The school nurse is not available to staff for questions and/or planning and declines to communicate student goals and objectives.	The school nurse is available to staff for questions and/or planning and communicates student goals when requested using an exceeding amount of professional jargon.	The school nurse initiates contact with teachers and administrators to provide information pertaining to students and collaborates with teachers using some professional jargon.	The school nurse plans collaboration with teachers, administrators, and/or families to confer regarding cases, provides information pertaining to students, solicits their perspectives on individual students without the use of professional jargon.
Key Element	Exploring	Applying	Integrating	Innovating
<b>4.5: Growing and Developing Professionally</b>	The school nurse does not participate in professional development activities provided by the district, even when such activities are clearly needed for the development of skills.	The school nurse participates in less than half the required professional development activities provided by the district, which are relevant to their profession.	The school nurse participates in all professional development activities provided by the district, which are relevant to their profession.	The school nurse attends all required professional development meetings for the department/district and makes a substantial contribution to the profession through such activities

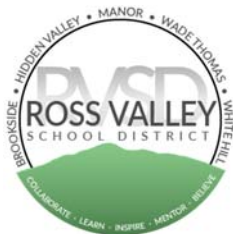


### 3

## RVSD CONTINUUM OF PROFESSIONAL PRACTICE

### School Nurse

	The school nurse does not pursue professional development opportunities outside the district.	The school nurse pursues limited professional development opportunities outside the district.	The school nurse pursues professional development opportunities outside the district	as presenting relevant information to colleagues during workshops.  The school nurse actively pursues professional development opportunities outside the district.
Key Element	Exploring	Applying	Integrating	Innovating
<b>4.6: Showing Professionalism including integrity, advocacy and maintaining confidentiality</b>	The school nurse is not trustworthy or dependable in their interactions with colleagues, students, and the public, with evidence of unprofessionalism documented more than two times towards the individual, limited advocacy role for students, and violates norms of confidentiality.	The school nurse is trustworthy and dependable in interactions with colleagues, students, and the public, with evidence of unprofessionalism documented towards the individual, advocacy role for students, and does not violate norms of confidentiality.	The school nurse is trustworthy, dependable, and confidential with no evidence of unprofessionalism documented, advocates for students when needed, and does not violate norms of confidentiality.	The school nurse is trustworthy, dependable, and confidential in all interactions with colleagues, students, and the public with no evidence of unprofessionalism documented, advocates for students when needed, and, takes a leadership role with colleague and does not violate norms of confidentiality



# 4

## RVSD CONTINUUM OF PROFESSIONAL PRACTICE School Psychologist

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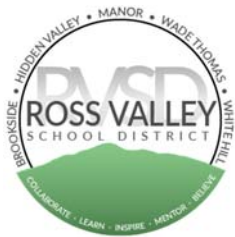
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Standard 1: Engaging and Supporting All Students in Learning				
<b>Evidence</b> Click or tap here to enter text.				
Key Element	Exploring	Applying	Integrating	Innovating
<b>1.1: Demonstrating Knowledge of Content and Best Practice</b>	Demonstrates limited knowledge of best practices relative to planning and preparation for comprehensive service delivery.	Demonstrates some knowledge of best practices relative to planning and preparation for comprehensive service delivery.	Demonstrates sufficient knowledge of best practices relative to planning and preparation for comprehensive service delivery.	Demonstrates extensive knowledge of best practices and applies knowledge across stakeholders and settings.
Key Element	Exploring	Applying	Integrating	Innovating
<b>1.2: Demonstrating Knowledge of Client Development and Individual Needs</b>	Demonstrates fundamental knowledge of the client's developmental, achievement, social, behavioral, and/or cultural needs.	Demonstrates fundamental knowledge of the client's developmental, achievement, social, behavioral, and/or cultural needs and uses knowledge to inform planning and preparation.	Demonstrates sufficient knowledge of the client's developmental, achievement, social, behavioral, and/or cultural needs and uses needs to inform planning and preparation for comprehensive service delivery.	Demonstrates extensive knowledge of the client's developmental, achievement, social, behavioral, and/or cultural needs and uses needs to work within an interdisciplinary context to inform planning and preparation for comprehensive service delivery.

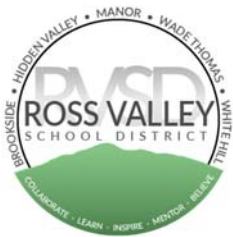


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## RVSD CONTINUUM OF PROFESSIONAL PRACTICE School Psychologist

Key Element	Exploring	Applying	Integrating	Innovating
<b>1.3: Demonstrating Knowledge of a Variety of Assessment Techniques</b>	Has limited knowledge of assessment techniques that results in poorly defined recommendations. Does not use data sources to inform instruction that is aligned with evidenced-based practices.	Demonstrates an emerging knowledge of assessment, but inconsistently defines recommendations. Inconsistently uses data sources to inform instruction that is aligned with evidenced-based practices.	Has sufficient knowledge of assessment that results in well-defined recommendations that are student-friendly. Uses data sources to make recommendations to inform instruction that is aligned with evidenced-based practices.	Has extensive knowledge of assessment, resulting in well-defined recommendations that are student-friendly. Consistently uses data sources to inform instruction that is aligned with evidenced-based practices.
Key Element	Exploring	Applying	Integrating	Innovating
<b>1.4: Demonstrating Knowledge of Resources</b>	Has limited knowledge of resources in the area to support students and families.	Demonstrates some knowledge of resources and the ability to use this information to inform the planning and preparation of services.	Demonstrates sufficient knowledge of resources and uses this information to inform planning and preparation relative to the provision of comprehensive services.	Demonstrates extensive knowledge of resources and shares this information with others to inform collaborative planning and preparation relative to the provision of comprehensive and well-integrated services.
Key Element	Exploring	Applying	Integrating	Innovating
<b>1.5: Collaborating on the Design of Coherent Service Delivery</b>	Is unable to contribute to the meaningful design of comprehensive service delivery due to limited knowledge in designing structures, supports, processes, and resources.	Is able to partially contribute to the meaningful design of comprehensive service delivery due to some knowledge in designing structures, supports, processes, and resources.	Is able to contribute to the meaningful design of comprehensive service delivery due to sufficient knowledge in designing structures, supports, processes, and resources.	Is able to make significant contributions to the meaningful design of comprehensive service delivery due to extensive knowledge in designing structures, supports, processes, and resources. Works within an interdisciplinary team to design and integrate comprehensive services for the individual and system.
Key Element	Exploring	Applying	Integrating	Innovating
<b>1.6: Designing Student Assessments</b>	Is unable to identify/use assessment methods and measures that are culturally competent and congruent with instructional outcomes for students.	Is able to identify/use some assessments that are culturally competent and that based on the findings can plan appropriate interventions.	Is able to identify and use culturally competent assessments to plan interventions.  Relies on both standardized and non-standardized assessments. Uses more than one source but	Uses an approach to assessment that is fully aligned with instructional outcomes for both content and process, and adapts assessment methodologies for individual students, as needed.

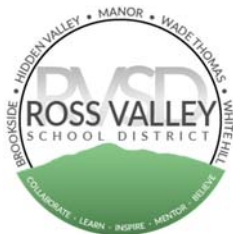




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## RVSD CONTINUUM OF PROFESSIONAL PRACTICE School Psychologist

	Relies solely on referral from parent/staff and does not use data gathered from multiple sources, including observations, parent interviews, anecdotal information that is non-standardized to make a determination as well information from other staff members assessments.	Relies heavily on standardized assessments and does not use multiple sources to gather data.  Uses progress monitoring data to determine if the student met instructional outcomes.	does not reflect on the data to determine if other data is indicated.  Generally is able to identify whether the majority of instructional outcomes were attained via the use of appropriate methods, and measures and recommends appropriate adaptations for individuals/ groups of students.	Ensures that all assessments are culturally competent and if further information is needed will add to the assessments usually given in order to rule out some findings.  Consistently will use multiple sources to make determinations.
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## RVSD CONTINUUM OF PROFESSIONAL PRACTICE School Psychologist

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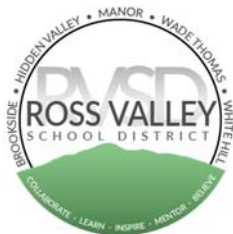
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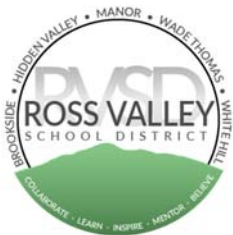
Standard 2: Creating and Maintaining Effective Environments for Student Learning				
<b>Evidence</b> Click or tap here to enter text.				
Key Element	Exploring	Applying	Integrating	Innovating
<b>2.1: Creating an Environment of Respect and Rapport</b>	Interacts with clients in a manner that is characterized by limited rapport, conflict, and tension. Building mutual trust and collaboration is limited.  Ignores factors related to culture or religion that may impact interaction and relational trust.	Interacts with clients in a manner that is characterized by adequate rapport, confidentiality, and mutual respect. Proactively and consistently attempts to establish a safe, positive, and respectful climate.	Interacts with clients in a manner that is characterized by adequate rapport, confidentiality, and mutual respect. Proactively and consistently attempts to establish a safe, positive, and respectful climate.	Interacts with clients in a manner that is characterized by high levels of rapport, confidentiality, and mutual respect. Proactively works with other professionals in the setting to establish a safe, positive, and respectful climate and to collect feedback to sustain and/or continue to improve the environment.
Key Element	Exploring	Applying	Integrating	Innovating
<b>2.2: Establishing a Culture for Positive Mental Health and Learning</b>	Does not believe in the importance of or does not contribute meaningfully toward the establishment of a culture that is characterized by high standards for	Develops physical and/ or virtual learning environments that reflect student diversity and provides a range of resources for learning.  Utilizes a variety of structures for	Believes in the importance or consistently contributes meaningfully toward the establishment of a culture that is characterized by high standards for academic and behavioral success.	Is a model and leader with respect to significant and consistent contributions toward the establishment of a culture that is characterized by high standards for academic and behavioral success.



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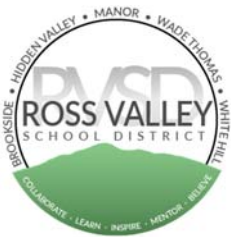
	academic and behavioral success.	interaction during learning activities that ensure a focus on and completion of learning tasks.  Students use a variety of resources in learning environments and interact in ways that deepen their understanding of the content and develop constructive social and academic interactions.		
Key Element	Exploring	Applying	Integrating	Innovating
<b>2.3: Managing Procedures</b>	Demonstrates a lack of understanding of legal and district procedures in determining eligibility for special education and 504 plans. Lacks the skills to use technology tools and programs. Fails to engage in professional growth and learning to gain needed knowledge and skills	Inconsistently applies legal and district procedures regarding special education and/or 504 eligibility.  Reports provide limited information to use in order to determine eligibility, needs, and to make decisions about services and programming.  Knowledge and skills using technology tools and programs are insufficient. Involved in continued professional development regarding the use of technology tools and programs.	Participates in special education initial and triennial evaluations and 504 assessments to determine eligibility and needs in order to make decisions in regard to services and programming.  Administers assessments accurately and completes all assigned components of evaluations meeting the mandated timelines, if applicable.  Reports are legally compliant. Uses some technology tools and programs to collect assessment data.	Effectively participates in special education initial and triennial evaluations and 504 assessments to determine eligibility and needs in order to make decisions regarding services and programming. Understands district and legal procedures regarding special education and 504 plans including referral, intervention, strategies, and processes.  Administers assessments accurately and completes all assigned components of evaluations, if applicable, meeting the mandated timelines. Reports are legally compliant. Assessment reports are completed in a timely manner and allow the team to review data.  Uses technology tools and programs to collect assessment data, score assessments, and



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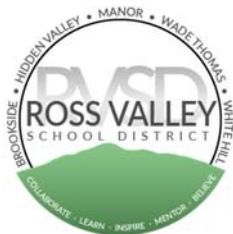
				summarize data, Develops and maintains data by using a system.  Empowers clients to adhere to routines and procedures.
Key Element	Exploring	Applying	Integrating	Innovating
<b>2.4: Managing Student Behavior</b>	<p>Demonstrates little knowledge of behavior intervention principles. Does not collaborate with teachers to design a plan that can be used within a classroom system.</p> <p>Demonstrates little knowledge of what data and how to collect the data and does not guide the team to utilize data to design individual behavior intervention plans.</p> <p>Provides little/no assistance to school personnel at the systems and individual level relative to the implementation of positive behavioral support strategies and/or a continuum of mental health services.</p>	<p>Occasionally demonstrates knowledge of behavior intervention principles. Sometimes collaborates with teachers and staff in the development of classroom systems management procedures, and individualized behavior plans. Occasionally gathers data for the purpose of designing individual behavior interventions. Facilitates designing of the behavior intervention plan by using data.</p> <p>Provides some assistance to school personnel at the systems and individual level relative to the implementation of positive behavioral support strategies and/or a continuum of mental health services.</p>	<p>Frequently demonstrates knowledge of behavior intervention principles. Frequently collaborates with teachers and staff in the development of classroom systems management procedures, and individualized behavior plans. Assists school teams in the collection of data for the purpose of designing individual behavior interventions. Facilitates designing of the behavior intervention plan by using data.</p> <p>Provides assistance to school personnel at the systems and individual level relative to the implementation of positive behavioral support strategies and/or a continuum of mental health services.</p>	<p>Consistently demonstrates knowledge of behavior intervention principles and collaborates with staff in their development. Consistently provides staff training specific to school-wide, classroom, and individual systems and management procedures. Uses data at both an individual student level, classroom level, and school-wide systems level to design appropriate behavior interventions. Continues to collect behavioral data to determine progress and need for revision of behavior plan.</p> <p>Provides comprehensive assistance to school personnel at the systems and individual level relative to the implementation of positive behavioral support strategies and/or a continuum of mental health services. Outcomes support a consistently positive impact.</p>
Key Element	Exploring	Applying	Integrating	Innovating
<b>2.5: Organizing Physical Space</b>	Does not effectively organize physical space to ensure privacy, safety, and confidentiality.	Demonstrates some ability to organize physical space to ensure privacy, safety, and confidentiality.	Demonstrates adequate ability to organize physical space to ensure privacy, safety, and confidentiality.	Is highly effective in organizing physical space and assisting others to do the same to ensure maximal levels of privacy, safety, and confidentiality.



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	Inconsistently provides evidence-based methodologies, and teams do not develop the capacity within an interdisciplinary team to enhance individual achievement outcomes using a Multi-Tiered System of Support (MTSS).	Inconsistently provides evidence-based methodologies, and teams are unable to build the capacity within an interdisciplinary team to enhance individual achievement outcomes using a Multi-Tiered System of Support (MTSS).	Demonstrates the ability to facilitate evidence-based methodologies and works to build the same level of capacity within an interdisciplinary team to enhance individual achievement outcomes using a Multi-Tiered System of Support (MTSS).	Demonstrates extensive ability to facilitate evidence-based methodologies and works to build the same level of capacity within an interdisciplinary team to enhance individual achievement outcomes using a Multi-Tiered System of Support (MTSS).
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## RVSD CONTINUUM OF PROFESSIONAL PRACTICE School Psychologist

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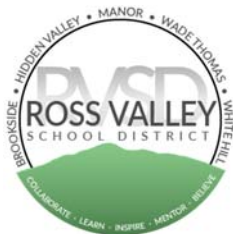
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Standard 3: Planning Instruction and Designing Learning Experiences for All Students				
<b>Evidence</b> Click or tap here to enter text.				
Key Element	Exploring	Applying	Integrating	Innovating
<b>3.1: Communicating Clearly and Accurately</b>	Exhibits spoken and written language that is not clear and information is incorrect. Presents the key relevant information to families in a technical manner and does not engage them in a conversation to promote student learning outcomes. Interprets assessment data to teachers that don't relate to the student's classroom performance and provides a student-specific evidence-based recommendation  Demonstrates a limited number of positive home-school partnerships. Minimally demonstrate a continuum of services that includes outreach	Exhibits spoken and written language that is clear. Presents the key relevant information to families in a technical manner that limits engaging them in a conversation to promote student learning outcomes  Interprets assessment data to teachers and rarely relates them to the student's classroom performance and provides student-specific evidence-based recommendations.	Exhibits spoken and written language that is clear and correct. Presents the key relevant assessment findings to families in a clear, concise, non-technical manner that engages them in a conversation to promote student learning outcomes. Interprets assessment data to teachers and relates them to the student's classroom performance and provides student-specific evidence-based recommendations  Collaborates with families, facilitates positive home-school	Consistently exhibits spoken and written language that is clear and correct. When presenting the report, adjusts vocabulary and language to the needs of the listener.  Presents the key relevant assessment findings to families in a clear, concise, non-technical manner that engages them in a conversation to promote student learning outcomes. Interprets assessment data to teachers and relates them to the student's classroom performance and provides



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## RVSD CONTINUUM OF PROFESSIONAL PRACTICE School Psychologist

	and support to students and families.	Collaborates with families, facilitates positive home-school partnerships, and/or provides a continuum of services that includes outreach and support to families on an inconsistent basis.	partnerships, and/or provides a continuum of services that includes outreach and support to families on a consistent basis.	student-specific evidence-based recommendations.  Effectively collaborates with families, facilitates positive homeschool partnerships, and/or provides a continuum of services that includes outreach and support to families on a consistent basis.
Key Element	Exploring	Applying	Integrating	Innovating
<b>3.2: Using Questioning, Discussion, and Consultation Techniques</b>	Provides limited consultation or use of effective collaboration or oral/written communication strategies to enhance the quality and/or continuum of services.	Provides some consultation. Facilitates some interdisciplinary collaboration and uses oral/written communication strategies to enhance the quality and/or continuum of service.  Demonstrates improvement of the consultation and collaboration quality as it relates to service delivery.	Provides effective consultative services and facilitates interdisciplinary collaboration. Has adequately developed oral and written communication skills. Demonstrates consistency in the quality of consultation and collaboration as it relates to service delivery and outcomes.	Provides highly effective consultative services and facilitates interdisciplinary collaboration. Has adequately developed oral and written communication skills. Demonstrates consistency in the quality of consultation and collaboration as it relates to service delivery and outcomes. Builds individual- and systems level capacity through consultation and collaboration.
Key Element	Exploring	Applying	Integrating	Innovating
<b>3.3: Enhancing Learning Outcomes</b>	Demonstrates limited ability to facilitate evidence-based methodologies to enhance student achievement outcomes.	Demonstrates some ability to facilitate evidence-based methodologies to enhance student achievement outcomes.	Demonstrates sufficient ability to facilitate evidence-based methodologies to enhance student achievement outcomes as part of comprehensive service delivery.	Demonstrates extensive ability to facilitate evidence-based methodologies and works to build the same level of capacity within an interdisciplinary team to enhance individual-level achievement outcomes and comprehensive service delivery.
Key Element	Exploring	Applying	Integrating	Innovating
<b>3.4: Using Assessment in Learning and Mental Health Services toward</b>	Rarely provides a continuum of services or evaluation tools that assesses the quality of those services toward improved, academic, social, and life skills.	Provides some degree of services and evaluation tools to assess outcomes toward improved, academic, social, and life skills.	Provides adequate services and evaluation tools to assess the impact of services relative to the development of academic, social, and life skills,	Provides a continuum of services and evaluation tools that assesses the impact of services relative to the development of academic,

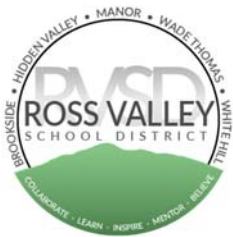


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## RVSD CONTINUUM OF PROFESSIONAL PRACTICE School Psychologist

<b>Educational, Social, and Life Outcomes</b>			and infrequently collaborates with other professionals to coordinate and integrate efforts in order to build capacity and enhance service delivery outcomes using reliable and valid evaluation criteria.	social, and life skills, and collaborates with other professionals to coordinate and integrate efforts in order to build capacity and enhance service delivery outcomes using reliable and valid evaluation criteria.
<b>Key Element</b>	<b>Exploring</b>	<b>Applying</b>	<b>Integrating</b>	<b>Innovating</b>
<b>3.5: Demonstrating Flexibility and Responsiveness</b>	Rarely provides services or is responsive to an existing individual or systems-level needs.	Provides some services that are prevention-oriented and/or responsive to an existing individual or systems-level needs.	Offers services that are prevention oriented and/or responsive to an existing individual or systems-level needs on a consistent basis.	Offers high-quality services that are prevention-oriented and/or responsive to an existing individual or systems-level needs within the context of an interdisciplinary effort. The effectiveness and quality of services are routinely evaluated and refined.





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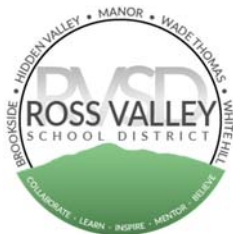
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Standard 4: Developing as a Professional School Psychologist				
<b>Evidence</b> Click or tap here to enter text.				
Key Element	Exploring	Applying	Integrating	Innovating
<b>4.1: Reflecting on Professional Practice</b>	Infrequently demonstrates reflective practice relative to adherence to professional, ethical, and legal standards; quality of services and/or professional learning needs and opportunities that would enhance growth.	Demonstrates some reflective practice relative to adherence to professional, ethical, and legal standards; quality of services; and /or professional learning needs and opportunities that would enhance growth.	Demonstrates consistent levels of reflective practice relative to adherence to professional, ethical, and legal standards; quality of services; and/or professional learning needs and opportunities that would enhance growth.	Engages in high levels of reflective practice relative to professional, ethical, and legal standards; quality of services; and/or professional learning needs and opportunities that would enhance growth.  Solicits input from clients, colleagues, and administrators to improve the quality of school psychological services.
Key Element	Exploring	Applying	Integrating	Innovating
<b>4.2: Maintaining an effective data management system</b>	Is unable to maintain accurate records.	Demonstrates some ability to maintain accurate records.	Consistently maintains records that are current, accurate, secure, and organized.	Consistently maintains records that are current, accurate, secure, and organized, and assists others with this process.



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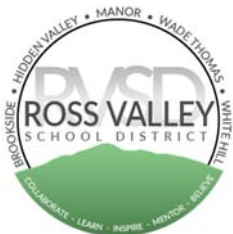
Key Element	Exploring	Applying	Integrating	Innovating
<b>4.3: Collaborating with Administrators, Staff, and Families</b>	Rarely demonstrates written, oral communication skills and advocacy with stakeholders.	Inconsistently demonstrates effective written, oral communication skills and advocacy with stakeholders.	Consistently demonstrates effective communication and advocacy skills with stakeholders. Uses these skills to facilitate team building, facilitate collective ownership, and build capacity to enhance service delivery outcomes.  Demonstrates highly effective written communication skills with stakeholders.	Demonstrates highly effective communication and advocacy skills with stakeholders. Uses these skills to facilitate team building, facilitate collective ownership, and build capacity to enhance service delivery outcomes.  Demonstrates highly effective written communication skills with stakeholders.
Key Element	Exploring	Applying	Integrating	Innovating
<b>4.4: Participating in a Professional Community</b>	Rarely participates and contributes within the team.  Works in isolation and rarely participates or provides professional learning.	Inconsistently demonstrates effective written, oral communication skills and advocacy with stakeholders.	Consistently demonstrates effective communication and advocacy skills with stakeholders. Uses these skills to facilitate team building, facilitate collective ownership, and build capacity to enhance service delivery outcomes.	Demonstrates highly effective communication and advocacy skills with stakeholders. Uses these skills to facilitate team building, facilitate collective ownership, and build capacity to enhance service delivery outcomes.
Key Element	Exploring	Applying	Integrating	Innovating
<b>4.5: Growing and Developing Professionally</b>	Is aware of applying research to practice.  Makes contributions that rarely leads to improvement in the quality of services.  Rarely demonstrates professional growth and development.	Attempts to apply research to practice.  Makes contributions that inconsistently impact the quality of services.  Secures limited professional growth and development opportunities.	Consistently applies research to practice.  Makes contributions that result in improved quality of services.  Seeks opportunities that result in professional growth and development on an ongoing basis.	Effectively applies research to practice.  Regularly contributes to improving the quality of services.  Realizes professional growth opportunities that will provide information and shares with others who are seeking to improve the quality of services delivered to individuals and the system.



# 4

## RVSD CONTINUUM OF PROFESSIONAL PRACTICE School Psychologist

Key Element	Exploring	Applying	Integrating	Innovating
<b>4.6: Showing Professionalism including integrity, advocacy and maintaining confidentiality</b>	<p>Rarely demonstrates school professionalism that is characterized by integrity and ethical conduct as per NASP and APA standards.</p> <p>Rarely provides students with services that are tailored to their needs.</p> <p>Rarely seeks feedback to evaluate school professionalism and recommendations for areas of improvement.</p>	<p>Demonstrates inconsistent levels of school professionalism characterized by integrity and ethical conduct as per NASP and APA standards.</p> <p>Provides students with adequate services that are tailored to their needs.</p> <p>Begins to seek feedback to evaluate school professionalism and recommendations for areas of improvement.</p>	<p>Demonstrates consistent levels of school professionalism characterized by integrity and ethical conduct as per NASP and APA standards.</p> <p>Consistently provides students with adequate services that are tailored to their needs.</p> <p>Inconsistently seeks feedback to evaluate school professionalism and recommendations for areas of improvement.</p>	<p>Demonstrates the highest level of school professionalism characterized by integrity and ethical conduct as per NASP and APA standards.</p> <p>Provides students with high-quality services that are tailored to their needs.</p> <p>Routinely seeks feedback to evaluate school professionalism and recommendations for areas of improvement.</p>



# 5

## RVSD CONTINUUM OF PROFESSIONAL PRACTICE Speech and Language Pathologist

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Standard 1: Engaging and Supporting All Students in Learning				
<b>Evidence</b> Click or tap here to enter text.				
Key Element	Exploring	Applying	Integrating	Innovating
<b>1.1: Demonstrating knowledge and skill in the speech-language pathology therapy area as evidenced through:</b> <ul style="list-style-type: none"> <li>• Articulation</li> <li>• Phonology</li> <li>• Apraxia</li> <li>• Oral Motor</li> <li>• Language-Receptive and Expressive</li> <li>• Fluency</li> <li>• Voice</li> <li>• Pragmatic</li> </ul>	Speech/Language Pathologist demonstrates little or no knowledge and skill in the therapy area based on caseload; does not hold or maintain the teaching certificate and/or license.	Speech/Language Pathologist demonstrates basic knowledge and skill in the therapy area; maintains the teaching certificate and/or license based on current caseload.	Speech/Language Pathologist demonstrates thorough knowledge and skill in the therapy area; maintains the teaching certificate and/or license based on current caseload.	Speech/Language Pathologist demonstrates extensive knowledge and skill in the therapy area; maintains a certificate of clinical competence (C's) by participating in required CEU's and license and holds additional endorsements and/or licenses that could include ESL, Bilingual, ASL, etc. based on current caseload.



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## RVSD CONTINUUM OF PROFESSIONAL PRACTICE Speech and Language Pathologist

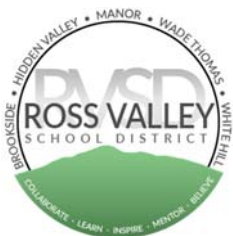
Key Element	Exploring	Applying	Integrating	Innovating
<b>1.2: Establishing speech/language pathology plan appropriate to the students' needs in the Least Restrictive Environment or school setting</b>	Speech/Language Pathologist has a developmentally appropriate plan for the therapy services that are rudimentary or partially suitable to the setting and to the needs of the students.	Speech/Language Pathologist has a developmentally appropriate plan for the therapy services that is vague and imprecise or partially suitable to the setting and to the needs of the students.	Speech/Language Pathologist has a developmentally appropriate plan for the therapy services that is clear and appropriate to the setting of the school and to the needs of the students and has been developed collaboratively with the Team (IEP, SST, IST).	Speech/Language Pathologist has a developmentally appropriate plan for the therapy services that is highly appropriate to the school setting and to the needs of the students, has been developed collaboratively with the Team (IEP, SST, IST), and includes a variety of service delivery models (individual, small group, push-in, co-therapy, etc.) that would meet the students' needs.
Key Element	Exploring	Applying	Integrating	Innovating
<b>1.3: Demonstrating knowledge of the district, state, and federal regulations and guidelines for speech-language pathology</b>	Speech/Language Pathologist does not consistently apply knowledge of special education laws and procedures.	Speech/Language Pathologist demonstrates basic knowledge of special education laws, procedures, and additionally asks for guidance.	Speech/Language Pathologist demonstrates a thorough knowledge of special education laws and district procedures and communicates eligibility criteria, district policies, and procedures to the Team (IEP, SST, IST).	Speech/Language Pathologist's knowledge and communication of special education laws and district procedures are extensive; Speech- Language Pathologist takes a leadership role in presenting, reviewing, and revising district policies.
Key Element	Exploring	Applying	Integrating	Innovating
<b>1.4: Demonstrating knowledge of resources, both within and beyond the school and district</b>	Speech/Language Pathologist demonstrates little or no knowledge of resources for students available through the school or district.	Speech/Language Pathologist demonstrates basic knowledge for students available through the school or district.	By researching and/or collaborating the Speech/Language Pathologist demonstrates a thorough knowledge of resources for students available through the school or district and some familiarity with resources within the larger community.	By researching and/or collaborating the Speech/Language Pathologist demonstrates extensive knowledge of culturally competent resources and accesses resources for students available through the school or district within the larger community.



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## RVSD CONTINUUM OF PROFESSIONAL PRACTICE Speech and Language Pathologist

Key Element	Exploring	Applying	Integrating	Innovating
<b>1.5: Structures and chooses therapy activities and materials to meet the goals and objectives of individual students based on assessment data</b>	The therapy services consist of a random collection of unrelated activities, lacking coherence or an overall structure and goals are infrequently monitored for progress.	Speech/Language Pathologist has a guiding objective and includes a number of worthwhile activities but does not monitor progress frequently enough to determine if the student has met goals.	Speech/Language Pathologist includes important aligned activities and frequently monitors progress to ensure the rate of improvement to meet goals.	Speech/Language Pathologist consults with the IEP team and explains how the therapy will provide access to the curriculum to support students individually and ensures carryover across educational settings by collecting data points throughout the progress reporting period.
Key Element	Exploring	Applying	Integrating	Innovating
<b>1.6: Adjusts and revises the therapy services as needed in order to meet the needs of individual students</b>	Speech/Language Pathologist has no plan to revise therapy services and resists suggestions that such a revision is important.	Speech/Language Pathologist has an unclear plan to revise therapy services and accepts and implements suggestions for revision of the plan.	Speech/Language Pathologist has a plan to revise therapy services that are supported by evidence-based practice and quantitative and qualitative data necessary to revise IEP if appropriate.	Speech/Language Pathologist has a clear plan to revise therapy services to ensure the student makes growth and is supported by multiple sources, evidence-based practice and quantitative and qualitative data necessary to revise IEP if appropriate.



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## RVSD CONTINUUM OF PROFESSIONAL PRACTICE Speech and Language Pathologist

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Standard 2: Creating and Maintaining Effective Environments for Student Learning				
<b>Evidence</b> Click or tap here to enter text.				
Key Element	Exploring	Applying	Integrating	Innovating
<b>2.1: Creating an environment of respect and rapport</b>	Speech/Language Pathologist's interactions with students are negative or inappropriate; students are not engaged in the therapy setting with limited opportunity to rehearse skills.	Speech/Language Pathologist's interactions are positive; the Speech/Language Pathologist's efforts at developing rapport are partially established. Student engagement is limited as evidenced by the unstructured time during treatment sessions.	Speech/Language Pathologist's interactions with students are respectful, inconsistently provides positive and corrective feedback; students appear engaged in the therapy setting.	Speech/Language Pathologist's interactions with the students are respectful, provide positive and corrective feedback; the students are engaged in the therapy setting.
Key Element	Exploring	Applying	Integrating	Innovating
<b>2.2: Organizing time effectively</b>	Speech/Language Pathologist does not have organizational skills demonstrated by an inability to meet deadlines for evaluations and meetings,	Speech/Language Pathologist has met deadlines though no evidence with the use of an effective organizational system i.e.: agenda, for	Speech/Language Pathologist inconsistently utilizes an organizational system to meet deadlines for evaluations and meetings, provides therapy based on a set schedule, and completes	Speech/Language Pathologist has an effective organizational system to meet deadlines for evaluating students and completing meetings, providing therapy and completing





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## RVSD CONTINUUM OF PROFESSIONAL PRACTICE Speech and Language Pathologist

	provides therapy on an inconsistent schedule, and completes reports and IEP paperwork in an untimely manner.	evaluations and meetings, sees some students for therapy based on set therapy schedule, and completes some reports and paperwork in a timely manner.	reports and paperwork in a timely manner.	paperwork in a timely manner, prepares materials to assist with colleague collaboration, as well as utilizes time for other duties that will assist in meeting the needs of students at their school.
Key Element	Exploring	Applying	Integrating	Innovating
<b>2.3: Managing therapy procedures including instructional groups, materials/supplies, and transitions</b>	<p>Speech/Language Pathologist groups students randomly and does not consider age/communication needs,</p> <p>Materials/supplies are not prepared in advance and routines are not established and/or followed which results in ineffective use of therapy time.</p>	<p>Speech/Language Pathologist inconsistently group students based on age/communication needs,</p> <p>Inconsistently has materials/supplies prepared in advance and routines are applied inconsistently thereby not using the therapy time effectively.</p>	<p>Speech/Language Pathologist groups students based on age/communication needs have materials/supplies prepared in advance, and transitions in a timely manner.</p> <p>Speech/Language Pathologist demonstrates inconsistent problem-solving skills necessary for making adjustments to support student learning during therapy.</p> <p>Students demonstrate an understanding of the routines in the speech room.</p>	<p>Speech/Language Pathologist groups students based on age/communication needs have materials/supplies prepared in advance, transitions in a timely manner; can access and scaffold the tasks with appropriate materials based on student needs.</p> <p>Students demonstrate an understanding of the routines in the speech room.</p>
Key Element	Exploring	Applying	Integrating	Innovating
<b>2.4: Establishing standards of conduct in the therapy setting</b>	Speech/Language Pathologist has no clear set rules of conduct in the evaluation and therapy session and disregards or fails to address negative student behavior during evaluation or treatment.	Speech/Language Pathologist has clear rules of conduct in the evaluation and therapy session that are inconsistently enforced and attempts to monitor and correct negative student behavior during evaluation and treatment with partial success.	Student behavior is generally appropriate. Speech/Language Pathologist has clear rules of conduct in the evaluation and therapy session that are consistently enforced and attempts to monitor, and correct negative student behavior is successful. Rules of conduct are posted and discussed with the students.	<p>Student behavior is entirely appropriate. Speech/Language Pathologist has clear rules of conduct in the evaluation and therapy session that are consistently enforced, and attempts to monitor and correct negative student behavior(s) is successful.</p> <p>Rules of conduct are posted and discussed with the students. Students can site</p>

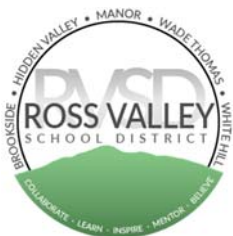




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## RVSD CONTINUUM OF PROFESSIONAL PRACTICE Speech and Language Pathologist

				classroom rules and/or engage in self-monitoring of appropriate behavior.
Key Element	Exploring	Applying	Integrating	Innovating
<b>2.5: Organizing physical space for testing of students and providing therapy.</b>	The Speech/Language Pathologist has a disorganized evaluation and therapy space and does not arrange the space to work with student(s). Materials are usually unavailable.	The Speech/Language Pathologist has an organized evaluation and therapy space and uses the furniture and materials available to conduct evaluations and treatment. The setting is not rearranged or modified to meet each student's individual needs.	The Speech/Language Pathologist has an organized evaluation and therapy space and uses the furniture and materials available to conduct evaluations and treatment. The setting is rearranged or modified to meet each student's individual needs.	The Speech/Language Pathologist has an organized evaluation and therapy space and uses the furniture and materials available to conduct evaluations and treatment. The setting is rearranged or modified to meet each student's individual needs. The Speech/Language Pathologist makes effective use of physical resources including computer technology.



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## RVSD CONTINUUM OF PROFESSIONAL PRACTICE Speech and Language Pathologist

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Standard 3: Planning Instruction and Designing Learning Experiences for All Students				
<b>Evidence</b> Click or tap here to enter text.				
Key Element	Exploring	Applying	Integrating	Innovating
<b>3.1: Responding to referrals, collecting information, evaluating student needs and writing reports</b>	Speech/Language Pathologist has a foundational knowledge of the Speech-Language Department's best practices for evaluation procedures, yet rarely follows the procedures or addresses all communication areas including expressive/receptive language, articulation/phonology, voice, fluency, and oral-motor.  The written evaluation and oral reporting is not interpreted accurately or explained to the stakeholders.	Speech/Language Pathologist follows Speech-Language Department best practices for evaluation procedures and addresses all communication areas (including expressive/receptive language, articulation/phonology, voice, fluency, and oral-motor), understanding the need to alter, yet minimally adjusts the assessment to students' needs by using information gathered anecdotally.	Speech/Language Pathologist follows Speech-Language Department's required evaluation procedures and addresses all necessary communication areas (including global language assessment with language sample, articulation/phonology, voice, fluency, and oral-motor), demonstrating a broad knowledge and use of a variety of formal and informal assessment tools that are culturally competent.	Speech/Language Pathologist follows Speech-Language Department's required evaluation procedures and addresses all necessary communication areas (including global language assessment with language sample, articulation/phonology, voice, and fluency) that are culturally competent and relies on data as, demonstrating extensive knowledge of a variety of formal and informal assessment tools by making adjustments to the battery of tests to address students' needs, seeks out additional resources or evaluation components when needed based on the data.



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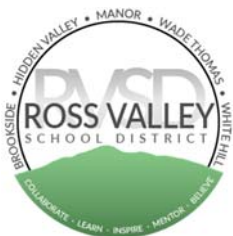
	Only addresses the school/parent referral and does not look at the data to discover underlying issues.	The written evaluation and oral reporting is somewhat interpreted accurately or explained to the stakeholders.	Writes a clear evaluation report including interpretation of test scores and explains and uses visual aids to defend assessments.	Writes a clear and comprehensive evaluation report including observations and interpretation of test scores and explains and uses visual aids to defend assessments.
Key Element	Exploring	Applying	Integrating	Innovating
<b>3.2: Developing and implementing goals and treatment plans to maximize students' success</b>	<p>Speech/Language Pathologist rarely follows the Speech-Language Department's format for goal writing and the goals rarely correlate with the findings of the assessment by not addressing all areas of need.</p> <p>Provides some methodologies or strategies to enhance individual student achievement outcomes using a Multi-Tiered System of Support (MTSS).</p>	<p>Speech/Language Pathologist partially follows the Speech-Language Department's format for goal writing and the goals partially correlate with the findings from the assessment.</p> <p>Inconsistently provides evidence-based methodologies and does not develop the capacity within an interdisciplinary team to enhance individual achievement outcomes using a Multi-Tiered System of Support (MTSS).</p>	<p>Speech/Language Pathologist follows all requirements within the Speech-Language Department's format for goal writing, the goals correlate with the findings from the assessment, and inconsistently relates goals to the curriculum.</p> <p>Demonstrates the ability to facilitate evidence-based methodologies and works to build the same level of capacity within an interdisciplinary team to enhance individual achievement outcomes using a Multi-Tiered System of Support (MTSS).</p>	<p>Speech/Language Pathologist follows the Speech-Language Department's format for goal writing, the goals correlate with the findings from the assessment and uses the developmental sequence to incorporate speech/language goals across the curriculum.</p> <p>Demonstrates extensive ability to facilitate evidence-based methodologies and works to build the same level of capacity within an interdisciplinary team to enhance individual achievement outcomes using a Multi-Tiered System of Support (MTSS).</p>
Key Element	Exploring	Applying	Integrating	Innovating
<b>3.3: Engaging students in therapeutic services</b>	Speech/Language Pathologist's vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.	Speech/Language Pathologist's explanation consists of a monologue, without checking for understanding with no invitation to the students for intellectual engagement.	The Speech/Language Pathologist links the instructional purpose of the lesson to access prior knowledge and checks for understanding; directions and procedures are clear and	The Speech/Language Pathologist links the instructional purpose of the lesson to student interests; the lessons access prior knowledge and checks for understanding; directions and procedures are clear and anticipate possible student misunderstanding.



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		Speech/Language Pathologist's explanation of content is unclear and is developing basic conceptual understanding by scaffolding.	anticipate possible student misunderstanding.  Speech/Language Pathologist's explanation of content is inconsistent and not always clear and is developing conceptual understanding through scaffolding and connecting with student's interests.	Speech/Language Pathologist's explanation of content is thorough and clear, developing conceptual understanding through artful scaffolding and connecting with students' interests.
Key Element	Exploring	Applying	Integrating	Innovating
<b>3.4: Communicating with families</b>	Speech/Language Pathologist rarely communicates with parents/guardians and rarely documents attempt to communicate with the parents/guardians.	The Speech/Language Pathologist communicates with parents/guardians, but the Speech/Language Pathologist inconsistently relays information in a professional manner or takes into consideration cultural, socioeconomic, and linguistic factors.	The Speech/Language Pathologist communicates with parents/guardians in a professional manner and takes into consideration cultural, socioeconomic, and linguistic factors.	Speech/Language Pathologist initiates communication with parents/guardians in a professional manner while being thoughtful of cultural, socio-economic, and linguistic factors and provides outside information on resources and training to address the student's communication needs.



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Standard 4: Developing as a Professional Speech/Language Pathologist				
<b>Evidence</b> Click or tap here to enter text.				
Key Element	Exploring	Applying	Integrating	Innovating
<b>4.1: Reflecting on professional practice</b>	The Speech/Language Pathologist does not reflect on practice, or the reflections are inaccurate or self-serving.	The Speech/Language Pathologist's reflection on practice is moderately accurate and objective without citing specific examples, and with only global suggestions as to how it might be improved.	The Speech/Language Pathologist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics.  Speech/Language Pathologist makes some specific suggestions as to how the therapy program might be improved.	The Speech/Language Pathologist's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students.  Speech- Language Pathologist draws on an extensive repertoire to implement alternative strategies that may or may not need to occur immediately.
Key Element	Exploring	Applying	Integrating	Innovating
<b>4.2: Maintaining an effective data-management system</b>	The Speech/Language Pathologist's data-management system cannot be used to monitor student	The Speech/Language Pathologist inconsistently uses a data- management system for monitoring student progress and	The Speech/Language Pathologist has developed an effective data- management system for monitoring student	The Speech/Language Pathologist has developed a highly effective data-management system for creatively monitoring student



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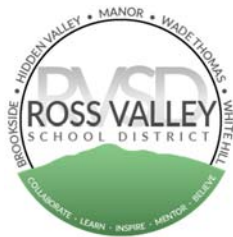
	progress or to adjust treatment when needed.	occasionally uses it to adjust treatment when needed.	progress and uses it to adjust treatment when needed.	progress that is in place in multiple environments and uses it to adjust treatment when needed.  The Speech/Language Pathologist communicates student data with teachers/parents and confers regularly with students regarding progress. Students participate in managing and/or communicating their progress.
Key Element	Exploring	Applying	Integrating	Innovating
<b>4.3: Collaborating with administrators, staff, and families</b>	The Speech/Language Pathologist is unavailable to staff for questions and planning and declines to communicate student goals and objectives.	The Speech/Language Pathologist is available to staff for questions and planning and communicates student goals and objectives when requested using too much professional jargon.	The Speech/Language Pathologist initiates contact with teachers and administrators to provide information pertaining to students and collaborates with teachers using some professional jargon.	The Speech/Language Pathologist plans collaboration with teachers, administrators, and/or families to confer regarding cases, provides information pertaining to students, solicits their perspectives on individual students without the use of professional jargon.
Key Element	Exploring	Applying	Integrating	Innovating
<b>4.4: Participating in a professional community</b>	Speech/Language Pathologist's relationships with colleagues are negative or self-serving and Speech/Language Pathologist avoids being involved in school and district events, committees, and projects.	Speech/Language Pathologist's relationships with colleagues are cordial. They participate in school and district events, committees, and projects when specifically asked to do so.	Speech/Language Pathologist participates actively in school and district events, committees, and projects and maintains positive and productive relationships with colleagues.	Speech/Language Pathologist assumes a leadership role with colleagues and makes substantial contributions to school and district events, committees, and projects.
Key Element	Exploring	Applying	Integrating	Innovating
<b>4.5: Growing and developing professionally</b>	Speech/Language Pathologist does not participate in professional development activities provided by the	Speech/Language Pathologist participates in less than half the required professional development	Speech/Language Pathologist participates in all professional development activities provided by the district, which	Speech/Language Pathologist attends all required professional development meetings for the department/district and makes a



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## RVSD CONTINUUM OF PROFESSIONAL PRACTICE Speech and Language Pathologist

	<p>district, even when such activities are clearly needed for the development of skills.</p> <p>Speech/Language Pathologist does not pursue professional development opportunities outside the district.</p>	<p>activities provided by the district, which are relevant to their profession.</p> <p>Speech/Language Pathologist pursues limited professional development opportunities outside the district.</p>	<p>are relevant to their profession.</p> <p>Speech/Language Pathologist pursues professional development opportunities outside the district.</p>	<p>substantial contribution to the profession through such activities as presenting relevant information to colleagues during workshops.</p> <p>Speech/Language Pathologist pursues professional development opportunities outside the district.</p>
Key Element	Exploring	Applying	Integrating	Innovating
<b>4.6: Showing professionalism, including integrity, advocacy, and maintaining confidentiality</b>	Speech/Language Pathologist is not trustworthy or dependable in their interactions with colleagues, students, and the public, with evidence of unprofessionalism documented more than two times towards the individual, limited advocacy role for students and violates norms of confidentiality.	Speech/Language Pathologist is trustworthy and dependable in interactions with colleagues, students, and the public, with evidence of unprofessionalism documented towards the individual, advocacy role for students, and does not violate norms of confidentiality.	Speech/Language Pathologist is trustworthy, dependable, and confidential with no evidence of unprofessionalism documented, advocates for students when needed and does not violate norms of confidentiality.	Speech/Language Pathologist is trustworthy, dependable, and confidential in all interactions with colleagues, students, and the public with no evidence of unprofessionalism documented, advocates for students when needed and, takes a leadership role with colleagues and does not violate norms of confidentiality.



## 6

### RVSD The Continuum for Professional Practice TUMs Guiding Questions (Optional)

**Unit Member** Click or tap here to enter text.

**Position** Click or tap here to enter text.

**Site** Choose a school.

**School Year** Choose a school year.

☐ **Temporary**

☐ **Probationary – 1<sup>st</sup> Year**

☐ **Permanent (CEP)**

☐ **Probationary – 2<sup>nd</sup> Year**

☐ **Permanent (PDP)**

#### **Directions**

- A. The evaluator and/or the unit member may use the following guiding questions below in determining placement on the Continuum.
- B. Document Maintenance if used: Original - Evaluator or Unit Member (whoever utilizes) & Copy - Evaluator or Unit Member (whoever does not utilize)

#### **Standard 1: Engaging and Supporting All Students in Learning**

- A. How do I know my students as people and as learners?
- B. How do I differentiate instruction based on what I know about my students' strengths, interests and needs?
- C. How do I connect classroom learning to students' life experiences and cultural backgrounds?
- D. How do I make connections between the subject matter and real-life contexts?
- E. How do I engage all students in a variety of learning experiences that accommodate the different ways they learn?
- F. How do I adapt materials and resources, make accommodations, and use appropriate assistive equipment and other technologies to support students' diverse learning needs?
- G. How do I encourage students to use multiple approaches and solutions to solve problems?
- H. How do I encourage students to ask critical questions and consider diverse perspectives about subject matter?
- I. How do I systematically check for student understanding and revise plans accordingly?
- J. How do I adjust lesson plans based on students' interests and understanding?

#### **Standard 2: Creating and Maintaining Effective Environments for Student Learning**

- A. How do I model and promote fairness, equity and respect in a classroom atmosphere that values all individuals, cultures and diversity?
- B. How do I engage students in classroom decision making, shared problem solving and conflict resolution?
- C. How do I develop students' sense of responsibility to and for one another and provide opportunities for leadership?
- D. How do I create an environment that promotes optimal learning for each student?
- E. How do I arrange the learning environments to facilitate positive and productive classroom interactions?
- F. How do I create a safe, accessible learning environment for all students, which encourages risk taking and fosters students' self-esteem?



- G. How do I motivate and set high expectations for all students to learn and set challenging learning goals?
- H. How do I foster and support appropriate student behavior and respond to inappropriate behaviors in an efficient, fair, and equitable way?
- I. How do I help all students learn to take responsibility for their own behavior and actions?
- J. How do I develop daily schedules, timelines, classroom routines, and norms that maximize learning?
- K. How do I organize and pace instruction to optimize learning time and accomplish learning goals?

### **Standard 3: Understanding and Organizing Subject Matter for Student Learning**

- A. How do I integrate key concepts, themes, relationships, and connections across subject matter areas and incorporate different perspectives?
- B. How do I maintain and utilize current understanding of relevant content standards and frameworks?
- C. How and why do I apply my knowledge of human development and learning theory to the unique students that I teach?
- D. How and why do I build understanding of my students with special needs in order to know how and when to differentiate instruction?
- E. How do I best determine student readiness to learn, and then use that knowledge to organize, sequence, and enhance the curriculum?
- F. How do I apply my knowledge of the subject matter to organize curriculum, plan lessons and units, and select instructional strategies that demonstrate key concepts and their interrelationships?
- G. How do I challenge all students to think critically in the subject area and develop enthusiasm for and a deep knowledge of the subject matter?
- H. How do I know the full range of materials, resources, and technologies provided by the school or district?
- I. How do I learn about and access new instructional resources to support student learning?
- J. How do I select materials, resources, and technologies to support subject matter instruction of my English learners and students with special needs?
- K. How do I ensure access to the critical concepts and themes in the academic content standards and state curriculum frameworks for students at various levels of English proficiency and for students with special needs?

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

- A. How do I plan lessons and units that promote access to academic content standards for all students? (Prior knowledge; individual cognitive, social, emotional, and physical development)
- B. How do I determine learning goals that address all students' language abilities and diverse learning needs?
- C. How do I communicate clear, challenging, and achievable expectations for students?
- D. How do I design an instructional program that considers the long-term and the short-term?
- E. How do I use assessment results for long-term and short-term planning?
- F. How do I check for understanding, prepare for adjustments, remediate or accelerate instruction, and individualize when appropriate?

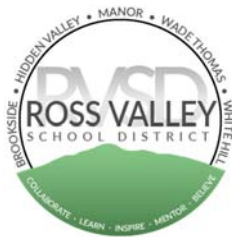
- G. How do I proactively prepare for appropriate adjustments based on my assessment of student learning while teaching?

#### **Standard 5: Assessing Student for Learning**

- A. How do I become knowledgeable of the different types of assessments - and their uses, benefits and limitations - that I draw on to inform my instruction?
- B. How do I select assessment strategies and instruments appropriate to the learning outcomes being evaluated?
- C. How do I collect, select, and reflect upon evidence of student learning?
- D. How do I assess and interpret data based on how an assessment is scored and what results it reports?
- E. Why do I review student assessment data with colleagues?
- F. How do I use assessment goals to monitor my teaching and guide planning and instruction?
- G. How do I use multiple sources of assessment data to support the development of learning goals?
- H. How do I develop and use tools and guidelines that help all students assess their work and monitor their learning goals?
- I. How do I provide opportunities for all students to engage in peer discussion and reflection of their work?
- J. How do I use technology to analyze student learning and inform discussion?
- K. How do I provide all students and their families timely information about students' progress as they engage in learning activities?

#### **Standard 6: Developing as a Professional Educator**

- A. How do I analyze my teaching to understand what contributes to student learning and formulate professional development plans that are based on my reflection and analysis?
- B. How do I ensure that professional goals are informed by appropriate resources such as knowledge base for teaching, school and district priorities, colleagues, supervisors, mentors, and my personal reflections?
- C. How do I continue to seek out and refine approaches that make the curriculum accessible to all students?
- D. How do I collaborate with teachers, administrators, specialists, paraeducators, and staff to ensure that all students' diverse learning needs, interests, and strengths are met?
- E. How do I contribute to the learning of other educators?
- F. How do I engage families as sources of knowledge about students' strengths, interests, and needs in support of their learning and personal growth and development?
- G. How do I promote collaboration between school and community?
- H. How do I seek out and use additional resources from the local community and businesses to support student learning?
- I. How do I challenge myself intellectually and creatively throughout my career?
- J. How do I find support and develop strategies to balance professional responsibilities with my personal needs?
- K. How do I extend my knowledge about my professional and legal responsibilities for students' learning, behavior, and safety?
- L. How do I maintain professional conduct and integrity in the classroom and school community?



# 7

## RVSD The Continuum for Professional Practice Non-TUMs Guiding Questions (Optional)

**Unit Member** Click or tap here to enter text.

**Position** Click or tap here to enter text.

**Site** Choose a school.

**School Year** Choose a school year.

☐ **Temporary**

☐ **Probationary – 1<sup>st</sup> Year**

☐ **Permanent (CEP)**

☐ **Probationary – 2<sup>nd</sup> Year**

☐ **Permanent (PDP)**

### Directions

- A. The evaluator and/or the unit member may use the following guiding questions below in determining placement on the Continuum.
- B. Document Maintenance if used: Original - Evaluator or Unit Member (whoever utilizes) & Copy - Evaluator or Unit Member (whoever does not utilize)

### **Standard 1: Engaging and Supporting All Students in Learning**

- A. How do I know my students as people and as learners?
- B. How do I differentiate instruction based on what I know about my students' strengths, interests and needs?
- C. How do I connect classroom learning to students' life experiences and cultural backgrounds?
- D. How do I make connections between the subject matter and real-life contexts?
- E. How do I engage all students in a variety of learning experiences that accommodate the different ways they learn?
- F. How do I adapt materials and resources, make accommodations, and use appropriate assistive equipment and other technologies to support students' diverse learning needs?
- G. How do I encourage students to use multiple approaches and solutions to solve problems?
- H. How do I encourage students to ask critical questions and consider diverse perspectives about subject matter?
- I. How do I systematically check for student understanding and revise plans accordingly?
- J. How do I adjust lesson plans based on students' interests and understanding?

### **Standard 2: Creating and Maintaining Effective Environments for Student Learning**

- A. How do I model and promote fairness, equity and respect in a classroom atmosphere that values all individuals, cultures and diversity?
- B. How do I engage students in classroom decision making, shared problem solving and conflict resolution?
- C. How do I develop students' sense of responsibility to and for one another and provide opportunities for leadership?
- D. How do I create an environment that promotes optimal learning for each student?
- E. How do I arrange the learning environments to facilitate positive and productive classroom interactions?

- F. How do I create a safe, accessible learning environment for all students, which encourages risk taking and fosters students' self-esteem?
- G. How do I motivate and set high expectations for all students to learn and set challenging learning goals?
- H. How do I foster and support appropriate student behavior and respond to inappropriate behaviors in an efficient, fair, and equitable way?
- I. How do I help all students learn to take responsibility for their own behavior and actions?
- J. How do I develop daily schedules, timelines, classroom routines, and norms that maximize learning?
- K. How do I organize and pace instruction to optimize learning time and accomplish learning goals?

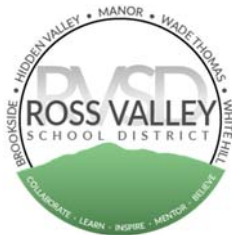
### **Standard 3: Planning Instruction and Designing Learning Experiences for All Students**

- A. How do I integrate key concepts, themes, relationships, and connections across subject matter areas and incorporate different perspectives?
- B. How do I maintain and utilize current understanding of relevant content standards and frameworks?
- C. How and why do I apply my knowledge of human development and learning theory to the unique students that I teach?
- D. How and why do I build understanding of my students with special needs in order to know how and when to differentiate instruction?
- E. How do I best determine student readiness to learn, and then use that knowledge to organize, sequence, and enhance the curriculum?
- F. How do I apply my knowledge of the subject matter to organize curriculum, plan lessons and units, and select instructional strategies that demonstrate key concepts and their interrelationships?
- G. How do I challenge all students to think critically in the subject area and develop enthusiasm for and a deep knowledge of the subject matter?
- H. How do I know the full range of materials, resources, and technologies provided by the school or district?
- I. How do I learn about and access new instructional resources to support student learning?
- J. How do I select materials, resources, and technologies to support subject matter instruction of my English learners and students with special needs?
- K. How do I ensure access to the critical concepts and themes in the academic content standards and state curriculum frameworks for students at various levels of English proficiency and for students with special needs?

### **Standard 4: Developing as a Professional**

- A. How do I analyze my teaching to understand what contributes to student learning and formulate professional development plans that are based on my reflection and analysis?
- B. How do I ensure that professional goals are informed by appropriate resources such as knowledge base for teaching, school and district priorities, colleagues, supervisors, mentors, and my personal reflections?
- C. How do I continue to seek out and refine approaches that make the curriculum accessible to all students?
- D. How do I collaborate with teachers, administrators, specialists, paraeducators, and staff to ensure that all students' diverse learning needs, interests, and strengths are met?

- E. How do I contribute to the learning of other educators?
- F. How do I engage families as sources of knowledge about students' strengths, interests, and needs in support of their learning and personal growth and development?
- G. How do I promote collaboration between school and community?
- H. How do I seek out and use additional resources from the local community and businesses to support student learning?
- I. How do I challenge myself intellectually and creatively throughout my career?
- J. How do I find support and develop strategies to balance professional responsibilities with my personal needs?
- K. How do I extend my knowledge about my professional and legal responsibilities for students' learning, behavior, and safety?
- L. How do I maintain professional conduct and integrity in the classroom and school community?



# 8

## CONVENTIONAL EVALUATION PROGRAM (CEP) PLAN

**Unit Member** Click or tap here to enter text.

**Position** Click or tap here to enter text.

**Site** Choose a school.

**School Year** Choose a school year.

☐ **Temporary**

☐ **Probationary – 1<sup>st</sup> Year**

☐ **Permanent (CEP)**

☐ **Probationary – 2<sup>nd</sup> Year**

☐ **Permanent (PDP)**

**Date of CEP Plan Conference** Click or tap to enter a date.

### Directions

- A. Unit member reflects on their practice and prepares the Continuum.
- B. Unit member develops their Plan in the areas of two standards and two key elements they selected for the Continuum.
- C. Note the overall evaluation will address all of the key elements in all Standards.
- D. Unit member provides copies of and presents their Continuum and their Plan to their evaluator at the evaluation conference to be held no later than October 15. If they are not completed at the time of the conference, unit member will finalize no later than 5 work days after the conference. A meeting is not needed to review revisions to and/or obtain signatures on the Plan.
- E. Document Maintenance:
  - a. CEP Plan: Original - Personnel File & Copies - Unit Member and Evaluator
  - b. The Continuum: Original - Unit Member & Copy - Evaluator

**What 2 standards and key elements have you chosen?**

Standard #	Element	Element
Standard #	Element	Element

**Why did you choose these particular standards and key element/s on which to focus?**

Click or tap here to enter text.

**Describe how you plan to work on these key elements. What practice, action, or strategy will you utilize?**

Click or tap here to enter text.

**How will your Plan support student learning?**

Click or tap here to enter text.

**How will your Plan improve your practice?**

Click or tap here to enter text.

**What evidence will you have to demonstrate implementation of your Plan?**

Click or tap here to enter text.

**Are there any areas of support or assistance you would like to have?**

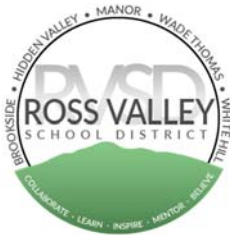
Click or tap here to enter text.

**Unit Member Signature** \_\_\_\_\_

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

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

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



## 9

### CONVENTIONAL EVALUATION PROGRAM (CEP) PLAN MID-YEAR REPORT

**Unit Member** Click or tap here to enter text.

**Position** Click or tap here to enter text.

**Site** Choose a school.

**School Year** Choose a school year.

☐ **Temporary**

☐ **Probationary – 1<sup>st</sup> Year**

☐ **Permanent (CEP)**

☐ **Probationary – 2<sup>nd</sup> Year**

☐ **Permanent (PDP)**

**Date of Mid-Year Report** Click or tap to enter a date.

#### Directions

- A. Unit member reflects on their practice and updates the Continuum as needed. If updated, unit member provides a copy to their evaluator.
- B. Unit member reflects on their Plan progress, prepares the Mid-Year Report, and provides a copy to their evaluator by January 15<sup>th</sup>.
- C. Note the overall evaluation will address all of the key elements in all Standards.
- D. A conference is not required to review the Mid-Year Report, but one may be requested by either the unit member or the evaluator.
- E. Document Maintenance:
  - a. Mid-Year Report: Original - Unit Member & Copy - Evaluator
  - b. The Continuum, if updated: Original - Unit Member & Copy - Evaluator

**Reflect on your CEP Plan. Are you on target for completing your Plan? Identify any procedural problems or support needs you might have.**

Click or tap here to enter text.

**How has this process influenced your practice and student learning? What adjustments, if any, have you made to your CEP Plan as a result of your mid-year reflection?**

Click or tap here to enter text.

**Are there any areas of support or assistance you would like to have?**

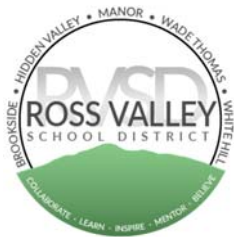
Click or tap here to enter text.

**Unit Member Signature** \_\_\_\_\_

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

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

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



# 10

## CONVENTIONAL EVALUATION PROGRAM (CEP) PLAN YEAR-END REPORT

**Unit Member** Click or tap here to enter text.

**Position** Click or tap here to enter text.

**Site** Choose a school.

**School Year** Choose a school year.

☐ **Temporary**

☐ **Probationary – 1<sup>st</sup> Year**

☐ **Permanent (CEP)**

☐ **Probationary – 2<sup>nd</sup> Year**

☐ **Permanent (PDP)**

**Date of Year-End Report** Click or tap to enter a date.

### Directions

- A. Unit member updates the Continuum as needed. If updated, a copy is provided to the evaluator.
- B. Unit member reflects on their Plan progress/completion, prepares the Year-End Report, and provides a copy to their evaluator not less than 5 work days prior to the Summative Evaluation conference which will occur no later than 30 calendar days before the unit member's last contract day.
- C. Note the overall evaluation will address all of the key elements in all Standards.
- D. Document Maintenance:
  - a. Year-End Report: Original - Personnel File & Copies - Unit Member and Evaluator
  - b. The Continuum, if updated: Original - Unit Member & Copy - Evaluator

### Describe your successes.

Click or tap here to enter text.

### What challenges did you encounter?

Click or tap here to enter text.

### What evidence did you gather for your CEP Plan?

Click or tap here to enter text.

### How did your CEP Plan support student learning?

Click or tap here to enter text.

### How did your CEP Plan improve your practice?

Click or tap here to enter text.

### Is there anything else you would like to share that has positively impacted your craft, the school year, your students' progress, and/or your growth (that your evaluator may not be aware of)?

Click or tap here to enter text.

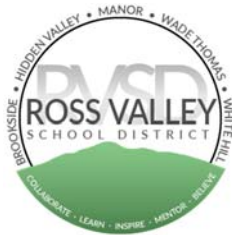
**Unit Member Signature** \_\_\_\_\_

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

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

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





# 11

## PROFESSIONAL DEVELOPMENT PROGRAM (PDP) PLAN

**Unit Member** Click or tap here to enter text.

**Position** Click or tap here to enter text.

**Site** Choose a school.

**School Year** Choose a school year.

☐ **Temporary**

☐ **Probationary – 1<sup>st</sup> Year**

☐ **Permanent (PDP)**

☐ **Probationary – 2<sup>nd</sup> Year**

**Date of PDP Plan Conference** Click or tap to enter a date.

### Directions

- A. Unit member reflects on their practice and prepares the Continuum.
- B. Unit member develops their Plan in any area they wish to grow professionally.
- C. Although the Plan may not involve on all standards, the overall evaluation will address all of the key elements in all Standards.
- D. Unit member provides copies of and presents their Continuum and their Plan to their evaluator at the evaluation conference to be held no later than October 15. If they are not completed at the time of the conference, unit member will finalize no later than 5 work days after the conference. A meeting is not needed to review revisions to and/or obtain signatures on the Plan.
- E. Document Maintenance:
  - a. PDP Plan: Original - Personnel File & Copies - Unit Member and Evaluator
  - b. The Continuum: Original - Unit Member & Copy - Evaluator

**What standards and key elements does your plan involve?**

Standard #	Element	Element
Standard #	Element	Element

**What is the goal of your PDP Plan?**

Click or tap here to enter text.

**Describe the steps you will take to implement your PDP Plan?**

Click or tap here to enter text.

**How will your PDP Plan support student learning?**

Click or tap here to enter text.

**How will your PDP Plan improve your practice?**

Click or tap here to enter text.

**What support do you need to implement your PDP Plan?**

Click or tap here to enter text.

**What evidence will you gather for your PDP Plan?**

Click or tap here to enter text.

**How will you share what you have learned with others?**

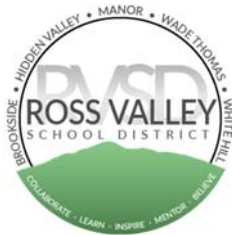
Click or tap here to enter text.

**Unit Member Signature** \_\_\_\_\_

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

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

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



# 12

## PROFESSIONAL DEVELOPMENT PROGRAM (PDP) PLAN MID-YEAR REPORT

**Unit Member** Click or tap here to enter text.

**Position** Click or tap here to enter text.

**Site** Choose a school.

**School Year** Choose a school year.

☐ **Temporary**

☐ **Probationary – 1<sup>st</sup> Year**

☐ **Permanent (PDP)**

☐ **Probationary – 2<sup>nd</sup> Year**

**Date of Mid-Year Report** Click or tap to enter a date.

### Directions

- A. Unit member reflects on their practice and updates the Continuum as needed. If updated, unit member provides a copy to their evaluator.
- B. Unit member reflects on their Plan progress, prepares the Mid-Year Report, and provides a copy to their evaluator by January 15<sup>th</sup>.
- C. Although the Plan may not involve all standards, the overall evaluation will address all of the key elements in all Standards.
- D. A conference is not required to review the Mid-Year Report, but one may be requested by either the unit member or the evaluator.
- E. Document Maintenance:
  - a. Mid-Year Report: Original - Unit Member & Copy - Evaluator
  - b. The Continuum, if updated: Original - Unit Member & Copy - Evaluator

**Reflect on your PDP Plan. Are you on target for completing your PDP Plan? Identify any procedural problems or support needs you might have.**

Click or tap here to enter text.

**How has this process influenced your practice and student learning? What adjustments, if any, have you made to your PDP Plan as a result of your mid-year reflection?**

Click or tap here to enter text.

**Are there any areas of support or assistance you would like to have?**

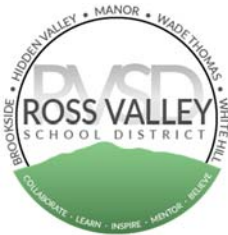
Click or tap here to enter text.

**Unit Member Signature** \_\_\_\_\_

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

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

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



# 13

## PROFESSIONAL DEVELOPMENT PROGRAM (PDP) PLAN YEAR-END REPORT

**Unit Member** Click or tap here to enter text.

**Position** Click or tap here to enter text.

**Site** Choose a school.

**School Year** Choose a school year.

☐ **Temporary**

☐ **Probationary – 1<sup>st</sup> Year**

☐ **Permanent (PDP)**

☐ **Probationary – 2<sup>nd</sup> Year**

**Date of Year-End Report** Click or tap to enter a date.

### Directions

- A. Unit member updates the Continuum as needed. If updated, a copy is provided to the evaluator.
- B. Unit member reflects on their Plan progress/completion, prepares the Year-End Report, and provides a copy to their evaluator not less than 5 work days prior to the Summative Evaluation conference which will occur no later than 30 calendar days before the unit member's last contract day.
- C. Although the Plan may not involve on all standards, the overall evaluation will address all of the key elements in all Standards.
- D. Document Maintenance:
  - a. Year-End Report: Original - Personnel File & Copies - Unit Member and Evaluator
  - b. The Continuum, if updated: Original - Unit Member & Copy - Evaluator

### Describe your successes.

Click or tap here to enter text.

### What challenges did you encounter?

Click or tap here to enter text.

### What evidence did you gather for your PDP Plan?

Click or tap here to enter text.

### How did your PDP Plan support student learning?

Click or tap here to enter text.

### How did your PDP Plan improve your practice?

Click or tap here to enter text.

### How will you share what you have learned with others?

Click or tap here to enter text.

### Is there anything else you would like to share that has positively impacted your craft, the school year, your students' progress, and/or your growth (that your evaluator may not be aware of)?

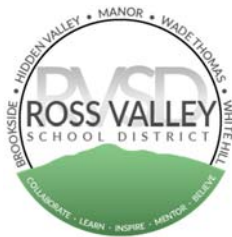
Click or tap here to enter text.

**Unit Member Signature** \_\_\_\_\_

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

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

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



# 14

## TUM LESSON PLAN

**Unit Member** Click or tap here to enter text.

**Position** Click or tap here to enter text.

**Site** Choose a school.

**School Year** Choose a school year.

☐ **Temporary**

☐ **Probationary – 1<sup>st</sup> Year**

☐ **Permanent (CEP)**

☐ **Probationary – 2<sup>nd</sup> Year**

☐ **Permanent (PDP)**

**Lesson** Click or tap here to enter text.

**Date/Time of Observation** Click or tap to enter a date.

**Date/Time of Pre-Observation Conference** Click or tap to enter a date.

**Date/Time of Post-Observation Conference** Click or tap to enter a date.

### Directions

- A. In preparation of a Formal Observation, the unit member completes and brings this Lesson Plan form to the pre-observation conference to discuss with the evaluator. Although not required, this form may be used in preparation of an informal observation.
- B. It is understood that the Lesson Plan is subject to change based upon instructional progress up to observation date or unforeseen circumstances.
- C. Document Maintenance: Original - Unit Member & Copy - Evaluator

**How does this lesson relate to the elements of Common Core State Standards and/or the Next Generation Science Standards, including the ELD Standards?**

Click or tap here to enter text.

**List the learning standard/s and ELD standards (if applicable) this lesson will address:**

Click or tap here to enter text.

**Learning Outcomes/Objectives (What specific behaviors will the students demonstrate to show they have achieved the goal? These must be observable and measurable.):**

Click or tap here to enter text.

**What are the short-term and long-term goals of this lesson?**

Click or tap here to enter text.

**Connection to prior knowledge/purpose (What connections can be made to real life, students' home culture, broader themes, and/or previous lesson?):**

Click or tap here to enter text.

**Assessment (How will you check for understanding and each learner's level of achievement? What formal/informal evaluation measures will you use? Check ELA/ELD standards for appropriate assessment):**

Click or tap here to enter text.

**Materials Needed (supplies/equipment/teaching aids):**

Click or tap here to enter text.

**Special populations (e.g. Sp Ed, 504, EL, behavior, high achievers, and/or low achievers). How will you modify or extend your program, instruction, classroom activities and/or homework?:**

Click or tap here to enter text.

**Guided Practice (What strategies will the students have to work individually and in pairs or groups, as well as opportunities to speak, listen, read, and write? How will the students practice the skills/concepts presented while you are available for assistance?):**

Click or tap here to enter text.

**Independent Practice (What assignment/s, if any, are planned to reinforce and/or extend learning? How will students plan, locate, evaluate, select, and/or use information?):**

Click or tap here to enter text.

**Lesson Closure (Include opportunities for student reflection and connection to future learning):**

Click or tap here to enter text.

**Other Factors to Consider:**

**Technology (In what ways is use of technology connected/utilized in this lesson?):**

Click or tap here to enter text.

**Parent/volunteer/classroom assistant participation:**

Click or tap here to enter text.

**Early/Late Finishers:**

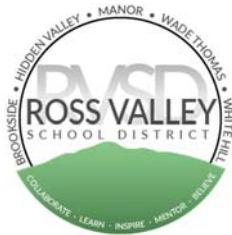
Click or tap here to enter text.

**Unit Member Signature** \_\_\_\_\_

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

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

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



# 15

## Non-TUM LESSON/THERAPY PLAN

**Unit Member** Click or tap here to enter text.

**Position** Click or tap here to enter text.

**Site** Choose a school.

**School Year** Choose a school year.

☐ **Temporary**

☐ **Probationary – 1<sup>st</sup> Year**

☐ **Permanent (CEP)**

☐ **Probationary – 2<sup>nd</sup> Year**

☐ **Permanent (PDP)**

**Lesson** Click or tap here to enter text.

**Date/Time of Observation** Click or tap to enter a date.

**Date/Time of Pre-Observation Conference** Click or tap to enter a date.

**Date/Time of Post-Observation Conference** Click or tap to enter a date.

### Directions

- A. In preparation of a Formal Observation, the unit member completes and brings this Lesson Plan form and the Individual Education Plan (IEP), 504 Plan, Behavior Plan, Treatment goals, Rtl Plan, and/or Health Plan to the pre-observation conference to discuss with the evaluator. Although not required, this form may be used in preparation of an informal observation.
- B. It is understood that the Lesson Plan is subject to change based upon instructional progress up to observation date or unforeseen circumstances.
- C. Document Maintenance: Original - Unit Member & Copy - Evaluator

**Student Goals (How does this lesson relate to the IEP goal(s)/Rtl goals and meeting the student's/s' benchmarks to achieve the goal?):**

Click or tap here to enter text.

**List the learning standard/s and ELD standards (if applicable) this lesson will address:**

Click or tap here to enter text.

**Learning Outcomes/Objectives (What observable behaviors will the student/s demonstrate to show they have achieved the goal?):**

Click or tap here to enter text.

**Connection to Prior Knowledge (What connections can be made to real life, student's/s' home culture, broader themes, and/or previous lesson?):**

Click or tap here to enter text.

**Assessment (How will you check for understanding? How are you progress monitoring and collecting data to determine mastery of skill?):**

Click or tap here to enter text.

**Materials Needed (supplies/equipment/teaching aids):**

Click or tap here to enter text.



**Differentiating/Scaffolding (How are you differentiating your practice/instruction to meet the variety of needs of the student/s in the lesson?):**

Click or tap here to enter text.

**Guided Practice (What strategies will the student/s have to work individually and in pairs or groups, as well as opportunities to speak, listen, read, and/or write? How will the students practice the skills/concepts presented while you are available for assistance?):**

Click or tap here to enter text.

**Independent Practice (What assignment/s, if any, are planned to reinforce and/or extend learning? How will students plan, locate, evaluate, select, and/or use information?):**

Click or tap here to enter text.

**Lesson Closure (Include opportunities for student reflection and connection to future learning):**

Click or tap here to enter text.

**Other Factors to Consider:**

**Technology (In what ways is use of technology connected/utilized in this lesson?):**

Click or tap here to enter text.

**Parent/volunteer/classroom assistant participation:**

Click or tap here to enter text.

**Early/Late Finishers:**

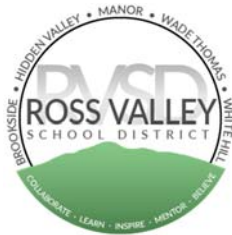
Click or tap here to enter text.

**Unit Member Signature** \_\_\_\_\_

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

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

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



# 16

## Non-TUM PRESENTATION/MEETING PLAN

**Unit Member** Click or tap here to enter text.

**Position** Click or tap here to enter text.

**Site** Choose a school.

**School Year** Choose a school year.

☐ **Temporary**

☐ **Probationary – 1<sup>st</sup> Year**

☐ **Permanent (CEP)**

☐ **Probationary – 2<sup>nd</sup> Year**

☐ **Permanent (PDP)**

**Lesson** Click or tap here to enter text.

**Date/Time of Observation** Click or tap to enter a date.

**Date/Time of Pre-Observation Conference** Click or tap to enter a date.

**Time of Post-Observation Conference** Click or tap to enter a date.

### Directions

- A. In preparation of a Formal Observation, the unit member completes and brings this Lesson Plan form to the pre-observation conference to discuss with the evaluator. Although not required, this form may be used in preparation of an informal observation.
- B. It is understood that the Lesson Plan is subject to change based upon instructional progress up to observation date or unforeseen circumstances.
- C. Document Maintenance: Original - Unit Member & Copy - Evaluator

**What is the purpose of this presentation/meeting? Why are you having the presentation/meeting?**

Click or tap here to enter text.

**How will you adjust the presentation/meeting to meet the needs of the audience (e.g. students, parents, colleagues) to support understanding how student needs impacts access to the curriculum?**

Click or tap here to enter text.

**Written Communication (What visual supports will be prepared for this presentation/meeting?):**

Click or tap here to enter text.

**How are you connecting and incorporating prior knowledge with the audience for the purpose of this presentation/meeting (How do you connect SST, RtI, General Education Assessment, Academic Assessment, etc. information within the presentation/meeting? How will you engage stakeholders to check in for understanding?):**

Click or tap here to enter text.

**Assessment (How will you report on a learner's level of achievement? What formal/informal evaluation data and evaluation measures will be presented? Have you connected goals to curriculum/state standards?):**

Click or tap here to enter text.

**Materials Needed (Did you craft an agenda? Do you have enough copies to share? Did you generate proposed IEP Goals? Did you bring reference materials, resources, e.g. charts, continuums, and developmental scales?):**

Click or tap here to enter text.

**Special considerations (How will you modify information given concerns of the team?):**

Click or tap here to enter text.

**Professional Skills (As a case manager, how do you plan on running the meeting? How will you explain eligibility criteria for handicapping conditions? How will you explain the assessment/progress toward goals data? How will you explain the proposed IEP goals and methodology to achieve said goals? How will you explain professional terminology?):**

Click or tap here to enter text.

**Follow-up (How will you demonstrate completion of follow-up issues? How will you demonstrate collaboration in the implementation of plans? How will you demonstrate completion of follow-up issues, e.g. general education accommodations, requests from team members? When will you update online systems to affirm and attest the IEP along with other maintenance requirements, e.g. deleting elements/deleting services/individuals?):**

Click or tap here to enter text.

**Other Factors to Consider:**

**Technology (In what ways will technology be used, e.g. completion of the SLD eligibility page, BIP, uploading reports to online program, and/or entering data within the online program, etc?):**

Click or tap here to enter text.

**Parent/team member participation (How will you encourage and document participation?):**

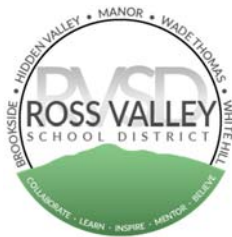
Click or tap here to enter text.

**Unit Member Signature** \_\_\_\_\_

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

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

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



# 17

## PRE-OBSERVATION CONFERENCE FORM

**Unit Member** Click or tap here to enter text.

**Position** Click or tap here to enter text.

**Site** Choose a school.

**School Year** Choose a school year.

☐ **Temporary**

☐ **Probationary – 1<sup>st</sup> Year**

☐ **Permanent (CEP)**

☐ **Probationary – 2<sup>nd</sup> Year**

☐ **Permanent (PDP)**

**Lesson** Click or tap here to enter text.

**Date/Time of Observation** Click or tap to enter a date.

**Date/Time of Pre-Observation Conference** Click or tap to enter a date.

**Date/Time of Post-Observation Conference** Click or tap to enter a date.

### Directions

- A. In preparation of a Formal Observation, the unit member completes and brings this Lesson Plan form to the pre-observation conference to discuss with the evaluator. It is understood that the Lesson Plan is subject to change based upon instructional progress up to observation date or unforeseen circumstances.
- B. Parts 1 and 2 of the Pre-Observation Conference Form are to be discussed and documented at the pre-observation conference.
- C. Document Maintenance: Original - Evaluator & Copy - Unit Member

### Part 1: Review of Lesson Plan

#### Comments:

Click or tap here to enter text.

### Part 2:

**Is there a specific area on which you want my specific feedback?**

Click or tap here to enter text.

**Are there any special challenges or considerations of which I should be aware when observing?**

Click or tap here to enter text.

**Is there anything that I can do during this observation to make you feel as comfortable as possible?**

Click or tap here to enter text.

**Are there any supports you will need in preparation of or during the observation?**

Click or tap here to enter text.

**Additional comments/notes:**

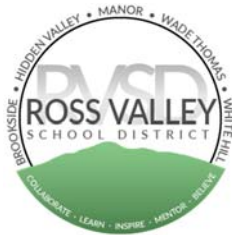
Click or tap here to enter text.

**Unit Member Signature** \_\_\_\_\_

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

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

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



# 18

## TUM OBSERVATION RECORD

**Unit Member** Click or tap here to enter text.

**Position** Click or tap here to enter text.

**Site** Choose a school.

**School Year** Choose a school year.

☐ **Temporary**

☐ **Probationary – 1<sup>st</sup> Year**

☐ **Permanent (CEP)**

☐ **Probationary – 2<sup>nd</sup> Year**

☐ **Permanent (PDP)**

☐ **Formal**

☐ **Informal**

☐ **Subsequent**

**Lesson Observed** Click or tap here to enter text.

**Date/Time of Observation** Click or tap to enter a date.

**Date/Time of Pre-Observation Conference, if applicable** Click or tap to enter a date.

**Date/Time of Post-Observation Conference** Click or tap to enter a date.

### Directions

- A. The evaluator completes the Observation Record for formal, informal, and subsequent observations. Note: not all elements of each Standard may be observable during each observation.
- B. A post-observation conference is to be held no later than 5 work days after the observation, absent any unforeseen circumstances. The reason for any unforeseen circumstance will be explained in the conference date/time section on the Observation Record.
- C. The Observation Record is to be provided to the unit member at the post-observation conference and if revisions are needed, it must be finalized and provided to the unit member no later than 5 work days after the conference. A meeting is not needed to review the finalized Observation Record and/or to obtain signatures.
- D. The unit member has the right to respond in writing to the Observation Record within 10 work days, and the response will be appended and maintained with the Observation Record.
- E. Document Maintenance: Original - Evaluator & Copy - Unit Member

### Selective Scripting

**For note taking during the observation. For example, use a “T” or the teacher’s initials to describe Teacher actions (doing/saying) and an “S” or a student’s initials to describe Student actions (doing/saying). Note the time or length of time of transitions, activities, guided modeling, student practice, prompting, etc, as well as the materials, equipment, resources, and technology used.**

Click or tap here to enter text.

STANDARD & KEY ELEMENTS	EVIDENCE
<p><b>Standard 1: Engaging and Supporting All Students in Learning</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 1.1 Using Knowledge of students to engage them in learning.</li> <li><input type="checkbox"/> 1.2 Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests.</li> <li><input type="checkbox"/> 1.3 Connecting subject matter to meaningful, real-life contexts.</li> <li><input type="checkbox"/> 1.4 Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs.</li> <li><input type="checkbox"/> 1.5 Promoting critical thinking through inquiry, problem solving and reflection.</li> <li><input type="checkbox"/> 1.6 Monitoring student learning and adjusting instruction while teaching.</li> </ul> <p>✓ denotes key element observed</p>	<p>Click or tap here to enter text.</p>
STANDARD & KEY ELEMENTS	EVIDENCE
<p><b>Standard 2: Creating and Maintaining an Effective Environment for Learning</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 2.1 Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully.</li> <li><input type="checkbox"/> 2.2 Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students.</li> <li><input type="checkbox"/> 2.3 Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe.</li> <li><input type="checkbox"/> 2.4 Creating a rigorous learning environment with high expectations and appropriate support for all students.</li> <li><input type="checkbox"/> 2.5 Developing, communicating, and maintaining high standards for individual and group behavior.</li> <li><input type="checkbox"/> 2.6 Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn.</li> <li><input type="checkbox"/> 2.7 Using instructional time to optimize learning.</li> </ul> <p>✓ denotes key element observed</p>	<p>Click or tap here to enter text.</p>
STANDARD & KEY ELEMENTS	EVIDENCE

<p><b>Standard 3: Understanding and Organizing Subject Matter for Student Learning</b></p> <p><input type="checkbox"/> 3.1 Demonstrating knowledge of subject matter, academic content standards, and curriculum framework.</p> <p><input type="checkbox"/> 3.2 Applying knowledge of student development and proficiencies to ensure student understanding of subject matter.</p> <p><input type="checkbox"/> 3.3 Organizing curriculum to facilitate student understanding of the subject matter.</p> <p><input type="checkbox"/> 3.4 Utilizing instructional strategies that are appropriate to the subject matter.</p> <p><input type="checkbox"/> 3.5 Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students.</p> <p><input type="checkbox"/> 3.6 Addressing the needs of English learners and students with special needs to provide equitable access to the content.</p> <p>✓ denotes key element observed</p>	<p>Click or tap here to enter text.</p>
STANDARD & KEY ELEMENTS	EVIDENCE
<p><b>Standard 4: Planning Instruction and Designing Learning Experiences for All Students.</b></p> <p><input type="checkbox"/> 4.1 Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction.</p> <p><input type="checkbox"/> 4.2 Establishing and articulating goals for student learning.</p> <p><input type="checkbox"/> 4.3 Developing and sequencing long-term and short-term instructional plans to support student learning.</p> <p><input type="checkbox"/> 4.4 Planning instruction that incorporates appropriate strategies to meet the learning needs of all students.</p> <p><input type="checkbox"/> 4.5 Adapting instructional plans and curricular materials to meet the assessed learning needs of all students.</p> <p>✓ denotes key element observed</p>	<p>Click or tap here to enter text.</p>
STANDARD & KEY ELEMENTS	EVIDENCE



<p><b>Standard 5: Assessing Students Learning</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 5.1 Applying knowledge of the purposes, characteristics, and uses of different types of assessments.</li> <li><input type="checkbox"/> 5.2 Collecting and analyzing assessment data from a variety of sources to inform instruction.</li> <li><input type="checkbox"/> 5.3 Reviewing data, both individually and with colleagues, to monitor student learning.</li> <li><input type="checkbox"/> 5.4 Using assessment data to establish learning goals and to plan differentiate, and modify instruction.</li> <li><input type="checkbox"/> 5.5 Involving all students in self-assessments, goal setting and monitoring progress.</li> <li><input type="checkbox"/> 5.6 Using available technologies to assist in assessment, analysis and communication of student learning.</li> <li><input type="checkbox"/> 5.7 Using assessment information to share timely and comprehensible feedback with students and their families.</li> </ul> <p>✓ denotes key element observed</p>	<p>Click or tap here to enter text.</p>
STANDARD & KEY ELEMENTS	EVIDENCE
<p><b>Standard 6: Developing as a Professional Educator</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 6.1 Reflecting on teaching practice in support of student learning.</li> <li><input type="checkbox"/> 6.2 Establishing professional goals and engaging in continuous and purposeful and professional growth and development.</li> <li><input type="checkbox"/> 6.3 Collaborating with colleagues and the broader professional community to support teacher and student learning.</li> <li><input type="checkbox"/> 6.4 Working with families to support student learning.</li> <li><input type="checkbox"/> 6.5 Engaging local communities in support of the instructional program.</li> <li><input type="checkbox"/> 6.6 Managing professional responsibility to maintain motivation and commitment to all.</li> <li><input type="checkbox"/> 6.7 Demonstrating professional responsibilities, integrity and ethical conduct.</li> </ul> <p>✓ denotes key element observed</p>	<p>Click or tap here to enter text.</p>

Based on this observation, is the Unit Member progressing toward the Professional Standards? As a reminder, the Summative Evaluation will include all Evaluation Sources utilized.	Yes	No	Not observed
1. Engaging and supporting all students in learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Creating and maintaining effective environments for learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. Understanding and organizing subject matter for student learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Planning instruction and designing learning experiences for all students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Assessing students learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Developing as a professional educator	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Based on this observation, is the Unit Member making progress toward the ED CODE 44662 CRITERIA? As a reminder, the Summative Evaluation will include all Evaluation Sources utilized.	Yes	No	Not observed
1. Progress of pupils towards established standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Instructional strategies and techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Adherence to curriculum objectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Establishment and maintenance of a suitable learning environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Knowledge of subject matter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Commendations and Recommendations must address Professional Standards 1-6.**

**Recommendations for improvement should be specific and include methods of support.**

**Commendations:**

Click or tap here to enter text.

**Recommendations:**

Click or tap here to enter text.

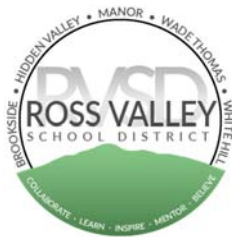
A signature on this document does not necessarily mean that the unit member agrees with the information included, but merely indicates that the unit member has been given the opportunity for discussion and has read the contents. The unit member has the right to respond in writing, within 10 work days and the response will be appended and maintained with the Observation.

**Unit Member Signature** \_\_\_\_\_

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

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

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



# 19

## Non-TUM OBSERVATION RECORD

**Unit Member** Click or tap here to enter text.

**Position** Click or tap here to enter text.

**Site** Choose a school.

**School Year** Choose a school year.

☐ **Temporary**

☐ **Probationary – 1<sup>st</sup> Year**

☐ **Permanent (CEP)**

☐ **Probationary – 2<sup>nd</sup> Year**

☐ **Permanent (PDP)**

☐ **Formal**

☐ **Informal**

☐ **Subsequent**

**Lesson Observed** Click or tap here to enter text.

**Date/Time of Observation** Click or tap to enter a date.

**Date/Time of Pre-Observation Conference, if applicable** Click or tap to enter a date.

**Date/Time of Post-Observation Conference** Click or tap to enter a date.

### Directions

- A. The evaluator completes the Observation Record for formal, informal, and subsequent observations. Note: not all elements of each Standard may be observable during each observation.
- B. A post-observation conference is to be held no later than 5 work days after the observation, absent any unforeseen circumstances. The reason for any unforeseen circumstance will be explained in the conference date/time section on the Observation Record.
- C. The Observation Record is to be provided to the unit member at the post-observation conference and if revisions are needed, it must be finalized and provided to the unit member no later than 5 work days after the conference. A meeting is not needed to review the finalized Observation Record and/or to obtain signatures.
- D. The unit member has the right to respond in writing to the Observation Record within 10 work days, and the response will be appended and maintained with the Observation Record.
- E. Document Maintenance: Original - Evaluator & Copy - Unit Member

### Selective Scripting

**For note taking during the observation. For example, use a “T” or the teacher’s initials to describe Teacher actions (doing/saying) and an “S” or a student’s initials to describe Student actions (doing/saying). Note the time or length of time of transitions, activities, guided modeling, student practice, prompting, etc, as well as the materials, equipment, resources, and technology used.**

Click or tap here to enter text.

STANDARD & KEY ELEMENTS	EVIDENCE
<p><b>Standard 1: Engaging and Supporting All Students in Learning</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 1.1: Demonstrating Knowledge of Counseling Theory, Best Practice, and Techniques</li> <li><input type="checkbox"/> 1.2: Demonstrating Knowledge of Child and Adolescent Development</li> <li><input type="checkbox"/> 1.3: Setting Instructional Outcomes and Goals for Comprehensive School Counseling Services</li> <li><input type="checkbox"/> 1.4: Demonstrating Knowledge of Resources</li> <li><input type="checkbox"/> 1.5: Designing Coherent Service Delivery and School Counseling Program</li> <li><input type="checkbox"/> 1.6: Designing, Implementing and/or Utilizing Student Assessments</li> </ul> <p>✓ denotes key element observed</p>	<p>Click or tap here to enter text.</p>
STANDARD & KEY ELEMENTS	EVIDENCE
<p><b>Standard 2: Creating and Maintaining an Effective Environment for Learning</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 2.1: Creating an Environment of Respect and Rapport</li> <li><input type="checkbox"/> 2.2: Supporting a Culture for Positive Mental Health and Learning</li> <li><input type="checkbox"/> 2.3: Managing Procedures</li> <li><input type="checkbox"/> 2.4: Managing Student Behavior</li> <li><input type="checkbox"/> 2.5: Organizing Physical Space</li> </ul> <p>✓ denotes key element observed</p>	<p>Click or tap here to enter text.</p>
STANDARD & KEY ELEMENTS	EVIDENCE

<p><b>Standard 3: Planning Instruction and Designing Learning Experiences for All Students</b></p> <p><input type="checkbox"/> 3.1: Communicating Clearly and Accurately</p> <p><input type="checkbox"/> 3.2: Using Questioning and Discussion Techniques</p> <p><input type="checkbox"/> 3.3: Engaging Students in Learning and Development</p> <p><input type="checkbox"/> 3.4: Using Assessment in the Delivery of Academic, Career and Personal Social Development Services</p> <p><input type="checkbox"/> 3.5: Demonstrating Flexibility and Responsiveness</p> <p>✓ denotes key element observed</p>	<p>Click or tap here to enter text.</p>
<p><b>STANDARD &amp; KEY ELEMENTS</b></p>	<p><b>EVIDENCE</b></p>
<p><b>Standard 4: Developing as a Professional Educator</b></p> <p><input type="checkbox"/> 4.1: Reflecting on Professional Practice</p> <p><input type="checkbox"/> 4.2: Collaborating with administrators, staff and families</p> <p><input type="checkbox"/> 4.3: Maintaining an effective data- management system</p> <p><input type="checkbox"/> 4.4: Participating in a Professional Community</p> <p><input type="checkbox"/> 4.5: Growing and Developing Professionally</p> <p><input type="checkbox"/> 4.6: Showing professionalism, including integrity, advocacy, and maintaining confidentiality</p> <p>✓ denotes key element observed</p>	<p>Click or tap here to enter text.</p>

Based on this observation, is the Unit Member progressing toward the Professional Standards? As a reminder, the Summative Evaluation will include all Evaluation Sources utilized.	Yes	No	Not observed
1. Engaging and supporting all students in learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Creating and maintaining effective environments for learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Planning instruction and designing learning experiences for all students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Developing as a professional educator	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Based on this observation, is the Unit Member making progress toward the ED CODE 44662 CRITERIA? As a reminder, the Summative Evaluation will include all Evaluation Sources utilized.	Yes	No	Not observed
1. Progress of pupils towards established standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Instructional strategies and techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Adherence to curriculum objectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Establishment and maintenance of a suitable learning environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Knowledge of subject matter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Commendations and Recommendations must address Professional Standards 1-6.**

**Recommendations for improvement should be specific and include methods of support.**

**Commendations:**

Click or tap here to enter text.

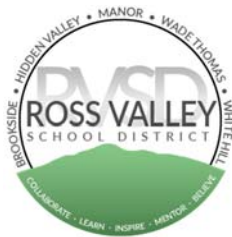
**Recommendations:**

Click or tap here to enter text.

A signature on this document does not necessarily mean that the unit member agrees with the information included, but merely indicates that the unit member has been given the opportunity for discussion and has read the contents. The unit member has the right to respond in writing, within 10 work days and the response will be appended and maintained with the Observation.

**Unit Member Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Evaluator Signature** \_\_\_\_\_ **Date** \_\_\_\_\_



# 20

## POST-OBSERVATION CONFERENCE GUIDING QUESTIONS (OPTIONAL)

**Unit Member** Click or tap here to enter text.

**Position** Click or tap here to enter text.

**Site** Choose a school.

**School Year** Choose a school year.

☐ **Formal**

☐ **Informal**

☐ **Subsequent**

**Lesson Observed** Click or tap here to enter text.

**Date/Time of Pre-Observation Conference, if applicable** Click or tap to enter a date.

**Date/Time of Observation** Click or tap to enter a date.

**Date/Time of Post-Observation Conference** Click or tap to enter a date.

### Directions

- A. At the post-observation conference, the evaluator and/or the unit member may use the guiding questions below to guide the conversation.
- B. Document Maintenance if used: Original - Evaluator or Unit Member (whoever utilizes) & Copy - Evaluator or Unit Member (whoever does not utilize)

**1. Summarize your impressions of the lesson (for NonTums = lesson/meeting/presentation) (How did the lesson work for you and your students? What went well? What didn't go as you expected? What adjustments did you make? What might you change if you do this lesson again?)**

Click or tap here to enter text.

**2. For a formal observation (or an informal if the Lesson Plan was used), review any changes that occurred to the Lesson Plan that was presented in the Informal Observation conference.**

Click or tap here to enter text.

**3. Share data to support your impressions (How successful were your students? What did you learn from this data? Did the students meet your learning goals? What will you do with this information?)**

Click or tap here to enter text.

**4. Upon reflection of this lesson, what are your next steps?**

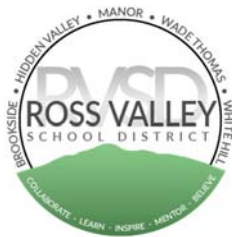
Click or tap here to enter text.

**5. How can the evaluator continue to support you in your learning and your teaching? Do you have any specific feedback to share?**

Click or tap here to enter text.

**6. Review of evaluator's evidence, commendations and recommendations. Correction of inaccuracies, if any:**

Click or tap here to enter text.



# 21

## SUMMATIVE EVALUATION

**Unit Member** Click or tap here to enter text.

**Position** Click or tap here to enter text.

**Site** Choose a school.

**School Year** Choose a school year.

☐ **Temporary**

☐ **Probationary – 1<sup>st</sup> Year**

☐ **Permanent (CEP)**

☐ **Probationary – 2<sup>nd</sup> Year**

☐ **Permanent (PDP)**

### Directions

- A. In preparation of the Summative Evaluation conference, the evaluator completes the Summative Evaluation form.
- B. The conference will occur no later than 30 calendar days before the unit member's last contract day, absent any unforeseen circumstances. If applicable, the reason for the unforeseen circumstance is to be explained in the conference date/time section on the Summative Evaluation.
- C. The evaluator provides a copy to the unit member at the conference, and if revisions are needed, it must be finalized and provided to the unit member no later than 5 work days after the conference. A meeting is not needed to review the finalized Summative Evaluation and/or to obtain signatures.
- D. The unit member has the right to respond in writing to the Summative Evaluation within 10 work days, and the response will be appended and maintained with the Observation Record.
- E. Document Maintenance: Original - Personnel File & Copies - Unit Member and Evaluator

### TUM PROFESSIONAL STANDARDS RATINGS:

**4 Distinguished**

**3 Proficient**

**2 Improvement Needed**

**1 Unsatisfactory**

Standards	Rating
1. Engaging and supporting all students in learning	Choose an item.
2. Creating and maintaining an effective environment for learning	Choose an item.
3. Understanding and organizing subject matter for student learning	Choose an item.
4. Planning instruction and designing learning experiences for all students	Choose an item.
5. Assessing students for learning	Choose an item.
6. Developing as a professional educator	Choose an item.
Overall Rating	Choose an item.



**Non-TUM PROFESSIONAL STANDARDS RATINGS:****4 Distinguished****3 Proficient****2 Improvement Needed****1 Unsatisfactory**

Standards	Rating
1. Engaging and supporting all students in learning	Choose an item.
2. Creating and maintaining an effective environment for learning	Choose an item.
3. Planning instruction and designing learning experiences for all students	Choose an item.
4. Developing as a professional educator	Choose an item.
Overall Rating	Choose an item.

**ED CODE 44662 CRITERIA RATINGS:****4 Distinguished****3 Proficient****2 Improvement Needed****1 Unsatisfactory**

Criteria	Rating
1. Progress of pupils towards established standards	Choose an item.
2. Instructional strategies and techniques	Choose an item.
3. Adherence to curriculum objectives	Choose an item.
4. Establishment and maintenance of a suitable learning environment	Choose an item.
5. Knowledge of subject matter	Choose an item.
Overall Rating	Choose an item.

**Observation Dates (list only those that included a post-observation conference and completed observation record; put NA if no observations were conducted in a category)**

**Formal Observation/s:**

Click or tap here to enter text.

**Informal Observation/s:**

Click or tap here to enter text.

**Subsequent Observation/s:**

Click or tap here to enter text.

**Evaluation Sources****List Evaluation Sources used for evaluation:**

Click or tap here to enter text.

## Comments

Click or tap here to enter text.

**Commendations and Recommendations must address Teaching Standards 1-6 and Ed Code Criteria 1-5. Recommendations for improvement should be specific and include methods of support.**

### **Commendations:**

Click or tap here to enter text.

### **Recommendations:**

Click or tap here to enter text.

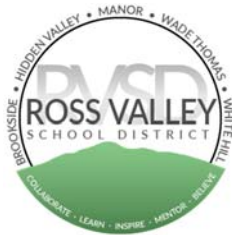
For Permanent unit members only, check if referred to a Support Improvement Plan ☐

For Permanent teaching unit members (TUMs) only, check if referred to Peer Assistance and Review (PAR) ☐

A signature on this document does not necessarily mean that the unit member agrees with the information included, but merely indicates that the unit member has been given the opportunity for discussion and has read the contents. The unit member has the right to respond in writing, within 10 work days and the response will be appended and maintained with the Summative Evaluation.

**Unit Member Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Evaluator Signature** \_\_\_\_\_ **Date** \_\_\_\_\_



# 22

## PERMANENT SUPPORT AND IMPROVEMENT PLAN

**Unit Member** Click or tap here to enter text.

**Position** Click or tap here to enter text.

**Site** Choose a school.

**School Year** Choose a school year.

**Duration of Plan** Click or tap here to enter text.  
(4 to 16 weeks) **From**

- Click or tap here to enter text.  
**To**

### Directions

- A. The unit member and the evaluator meet to develop the Support and Improvement Plan, referencing The Continuum for Professional Practice and the RVSD Professional Development Cycle, as needed.
- B. Document Maintenance: Original - Personnel File & Copies - Unit Member and Evaluator

#### Describe Area/s of Concern:

Click or tap here to enter text.

#### List the applicable Professional Standards and/or Ed Code Criteria:

Click or tap here to enter text.

#### Explain the specific improvement/s to be made:

Click or tap here to enter text.

#### Describe what satisfactory progress will look like:

Click or tap here to enter text.

#### List the support/s to be provided:

Click or tap here to enter text.

#### Observation Dates (formal & informal):

Click or tap here to enter text.

#### Conference Dates:

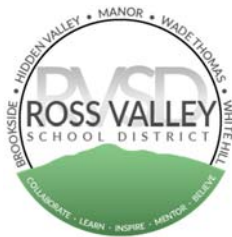
Click or tap here to enter text.

**Unit Member Signature** \_\_\_\_\_

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

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

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



## 23

### PERMANENT SUPPORT AND IMPROVEMENT MID-PLAN REPORT

**Unit Member** Click or tap here to enter text.

**Position** Click or tap here to enter text.

**Site** Choose a school.

**School Year** Choose a school year.

**Duration of Plan** Click or tap here to enter text.  
(4 to 16 weeks) **From**

- Click or tap here to enter text.  
**To**

#### Directions

- A Mid-Plan Report is completed at least every 4 work weeks.
- For development of the Support and Improvement Mid-Plan Report, the evaluator completes this form.
- The evaluator provides a copy to the unit member at the review conference, and if revisions are needed, it must be finalized and provided to the unit member no later than 5 work days after the conference. A meeting is not needed to review the finalized Mid-Plan Report and/or to obtain signatures.
- Document Maintenance: Original - Evaluator & Copy - Unit Member

**Describe the unit member's progress on the Support and Improvement Plan (Is the unit member on target for satisfactory completion of the Support and Improvement Plan? Which standards remain to be met? Does the Support and Improvement Plan need to be revised? If so, make the necessary revisions on the Support and Improvement Plan form, noting the date of the revision.):**  
Click or tap here to enter text.

**Identify any procedural problems or support needed by the unit member.**  
Click or tap here to enter text.

A signature on this document does not necessarily mean that the unit member agrees with the information included, but merely indicates that the unit member has been given the opportunity for discussion and has read the contents. The unit member has the right to respond in writing, within 10 work days and the response will be appended and maintained with the Summative Evaluation.

**Unit Member Signature** \_\_\_\_\_

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

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

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