

# Tentative Agreement between Lynwood Unified School District And Lynwood Teachers Association

2017-18 and 2018-19 Reopeners

July 1, 2016-June 30, 2019

October 17, 2018

The Lynwood Unified School District (LUSD) and the Lynwood Teachers Association (LTA) have met and negotiated in good faith to reach this Tentative Agreement for the 2017-18 and 2018-19 Reopeners. This document and the Article attachments contain the full and complete agreement between Lynwood Unified School District (LUSD) and the Lynwood Teachers Association (LTA) for all articles opened by either party through the collective bargaining agreement. For complete information on the Agreement and full details please refer to the language in each Article attached. The following is a summary of highlights.

## ARTICLE CHANGES SPECIFIED

I	<b>Recognition:</b> No Changes
II	<b>Management Rights:</b> No Changes
III	<b>Association Rights:</b> No Changes
IV	<b>Rights and Duties of Unit Members:</b> No Changes
V	<b>Summer School Assignments:</b> No Changes
VI	<b>Concerted Activities:</b> No Changes
VII	<b>Grievance Procedure:</b> No Changes
VIII	<b>Salary and Salary Schedule Rules &amp; Regulations: Summary of Changes</b>

- **2017-18 Pay and Allowances Provisions:**
  - A 3% one-time off schedule bonus for 2017-18 based on annual earnings retroactive to July 1, 2017 terminating on June 30, 2018. This provision applies to active bargaining unit members as of June 30, 2018 (Teacher/Counselors, CTE, Adult School, SLP, Psychologist, and ECE).
- **2018-19 Pay and Allowances Provisions (Update Appendix A-E):**
  - A 1.5% on schedule increase to the LTA salary schedule retroactive to 7/1/18

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for active bargaining unit members. (Teacher/Counselors, CTE, Adult School, SLP, Psychologist, and ECE). (Note: LTA has elected to apply .5% of the 2% ongoing to the benefit caps at each level in the amount of \$46 tenthly.)

- Beginning 2018/19, increase work year from 182 to 185 days, equivalent to an additional approximately 1.65% on schedule. The additional days will be funded from LCAP and support the professional growth of teachers and provide additional opportunities for collaboration and lesson development that will benefit student learning.
  - A 1.0% on schedule increase effective 6/30/19 at 11:59 p.m. for active bargaining unit members. (Teacher/Counselors, CTE, Adult School, SLP, Psychologist, and ECE).
  - Adjust ECE Teacher salary schedule from 25 steps to 22 steps. Step 25 becomes Step 22, Steps 1-21 remain the same. The changes to the schedule are retroactive to 7/1/18.
- **2018-19 Elementary Honorarium Pay (Update Appendix F):**
    - Effective July 1, 2018, the District has agreed to update **Appendix F Honorarium Pay** to include an allocation of 3% of Group 3-Step 1 to Elementary Grade Level Chairs and 2% of Group 3-Step 1 to Mathathon Coaches.

(See Article VIII attached for full details)

## IX Health and Welfare Benefits: Summary of Changes

- **Maintain 2018 Status Quo District Contribution** through 12/31/18 for 2018 PERS health and welfare benefit plan year (1Party \$660, 2Party \$1,135, 3Party \$1,400).
- **2019 Benefit Cap Language:** Updated benefit cap language is included based on the medical caps as follows: 1 Party-\$706, 2 Party-\$1,181 and 3+ Party-1,446 effective 1/1/19 (Note: LTA has elected to apply .5% of the 2% ongoing to the benefit caps at each level in the amount of \$46 tenthly). The lowest cost plans for dental and vision continue to be fully paid by the District above the cap.

(See Article IX attached for full details)

## X Hours of Employment: Summary of Changes

- The first two (2) non-instructional days of the traditional work year will be structured as follows: 1) Up to one (1) day will be coordinated by the Principal to address operation/professional development needs, Day two (2) will be utilized for Teacher planning/preparation. Day one (1) and day (2) above may be divided in to half-days (e.g. Day one (1) morning Principal coordinated and afternoon for Teacher planning/preparation). The Superintendent reserves the option in rare circumstances to use 1.5 days of the two (2) days to address critical State mandates, significant operational or instructional needs in a timely manner. In the event the Superintendent exercises this option, the remaining half-day and the first early release Wednesday will be utilize for Teacher planning/preparation.
- Three (3) days will be added to the work years of Teachers, Counselors, Speech Language Pathologist and Psychologist for the purpose of professional

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development under LCAP funding. The three (3) days for 2018/19 will be added after instruction concludes. Starting in 2019/20 the three (3) days will be incorporated during the year for Quarter 1, Quarter 2, and Quarter 3. A side letter between LUSD and LTA defines timelines for completion of two (2) (calendar) years.

- Professional development activities are funded through supplemental/concentration grants in compliance with LCAP and/or school plans for student achievement. The District retains the authority to review and address LCAP compliance matters.
  - The activities will be planned based on the site Leadership team input regarding LCAP focused grade level/subject area planning/collaboration and the needs of the site.
- Effective 2019/20, ECE Teachers will increase workdays from 182 to 185 days, three (3) professional development days replace the required the 10.1.6 twenty-one hours of professional development. The salary will adjust according and place Appendix A.
  - Clarification of Speech/Language Pathologist work year options (185/198/208)
  - Clarification of Psychologist work year options (185/198/208)
  - Effective in 2018/19, the parent conference week student release time for K-6 Elementary schools will be adjusted to a minimum day in accordance with the District-wide calendar.
  - Counselor workday is adjusted from 7.5 hours to 7 hours.
- (See Article X attached for full details)

- XI **Special Education:** No Changes
- XII **Transfers:** No Changes
- XIII **Unit Member Evaluation:** Summary of Changes

- **Evaluation Article Changes:** Revise language per agreement.
  - **Evaluation forms and rubrics:** New forms for: Instructional Coaches and Leads, Early Childhood Education Teachers, Counselors, Speech/Language Pathologists; School Psychologists, Program Specialists specific to duties performed. Forms and rubrics will be included in Appendix J for LTA job categories above. Unit members may elect to use the old or new forms for 2018-19. New forms will be used for 2019-20.
  - **Peer Assistance and Review:** Updates to panel selection and process to support bargaining unit members.
  - **Evaluation Criteria:** Revised language per agreement and inclusion of new evaluations and rubrics--Appendix J-Evaluation Criteria
- (See Article XIII attached for full details)

- XIV **Class Size:** No Changes
- XV **Leave Provisions:** No Changes
- XVI **Safety Conditions:** No Changes
- XVII **Non-Discrimination:** No Changes
- XVIII **Effect of Agreement:** No Changes
- XIX **Successor Agreement:** No Changes
- XX **Definitions:** No Changes
- XXI **Reduced Services Program:** No Changes

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<b>XXII</b>	<b>Duration and Reopeners: No Changes</b>
<b>Appendix A</b>	<b>Teachers/Counselors Salary Schedule</b>
<b>Appendix B</b>	<b>Adult School Teacher Salary Schedule</b>
<b>Appendix C</b>	<b>Early Childhood Education Teachers Salary Schedule</b>
<b>Appendix D</b>	<b>Speech/Pathologists Salary Schedule</b>
<b>Appendix E</b>	<b>School Psychologists Salary Schedule</b>
<b>Appendix F</b>	<b>Honorarium Pay: Add language</b>

- **2018-19 Elementary Honorarium Pay:** Effective July 1, 2018, the District has agreed to update **Appendix F Honorarium Pay** to include an allocation of 3% of Group 3-Step 1 to Elementary Grade Level Chairs and 2% of Group 3-Step 1 to Mathathon Coaches.

<b>Appendix G</b>	<b>Grievance Form: No Changes</b>
<b>Appendix H</b>	<b>Sign-In Sheet: No Changes</b>
<b>Appendix I</b>	<b>Ed. Code 48910: No Changes</b>
<b>Appendix J</b>	<b>Evaluation Forms (J1-J?)</b>

- **Evaluation forms and rubrics will include:** Teacher, and new forms for: Instructional Coaches and Leads, Early Childhood Education Teachers, Counselors, Speech/Language Pathologists; School Psychologists, Program Specialists specific to duties performed. Forms and rubrics will be included in Appendix J for LTA job categories above.
- **Evaluation Criteria:** Revised language per agreement and inclusion of new evaluations and rubrics--Appendix J-Evaluation Criteria

**Side Letter/MOU Commitments:**

- **Physical Relief Access at the Elementary Level:** The District recognizes the need to provide reasonable access to restrooms to address unanticipated physical needs. The District will collaborate with LTA on a form and process to address physical relief concerns by Teachers at the Elementary level, if the issue has not been addressed successfully at the site by the Principal. Forms and concerns unresolved at the site will be reviewed by Human Resources/LTA.
- **Elementary/Secondary Honorarium Title/Functions Review:** The District will collaborate with LTA on a review of elementary/secondary honorarium titles/functions with the goal of completion by April 15, 2019. Any outcomes or recommendations are subject to negotiations for a successor agreement. The District will appoint three members to the review committee and LTA will appoint three members.
- **FHS/LHS Bell Schedule Review:** Human Resources will conduct a review of FHS and LHS to compare bell schedule similarities and differences. A report will be completed by 12/1/18 and a meeting will be scheduled with Human Resources and LTA representatives on 12/12/18 to discuss findings.
- **Multiple Measures Pilot for 2018-19:** Multiple measures of teacher effectiveness is based on individual/classroom student achievement data. The measures selected by the Teacher will be the subject of a discussion between the Teacher and the Principal in this pilot. The pilot for 2018/19 will include a minimum of one (1) volunteer teacher from each school participating. Participating schools shall be identified by the District and include four (4) elementary, one (1) middle and two (2) high school. Volunteer teachers will select two (2) measures of their choice

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to present to the principal/designee not less than thirty (30) days prior to the end of the school year. A standard form will be developed by LUSD/LTA and used to identify the measures discussed and to seek feedback from participating volunteer teachers and principals/designees.

- **A Memorandum of Understanding for an Early Notification Retirement Incentive** will be approved. The District will provide \$7,500 to eligible unit members who submit an irrevocable retirement request by the deadline, 1/31/19, on a first come-first serve basis up to the cap.
- **Instructional Calendar Development:** A separate side letter will be developed to review and provide input for 2019/20 and 2020/21 instructional calendars.
- **TK-2 and Special Education Grading:** The District and LTA will establish a committee to review the application of the on-line grading system and grading practices for TK-2 and special education students. The committee shall include the Director of Special Education and two (2) elementary school principals appointed by the District and one (1) kindergarten teacher, one (1) first grade teacher, and (1) second grade teacher appointed by LTA.

**Attachments:**

- **Article IX Health and Welfare**
- **Article X Hours of Employment**
- **Article XIII Unit Member Evaluation: Evaluation forms and rubrics available upon request**
- **Appendix J Criteria**

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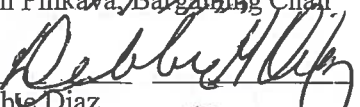
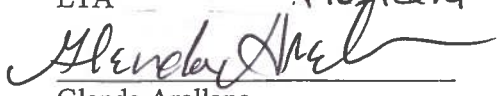

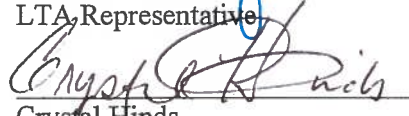

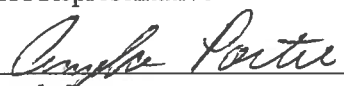
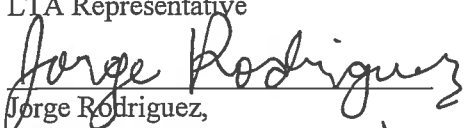
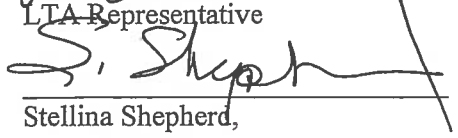
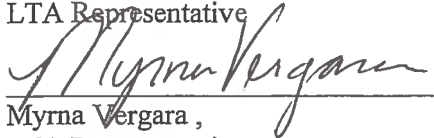
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## LTA Agreement 2017 – 2018 and 2018 - 2019 Reopeners

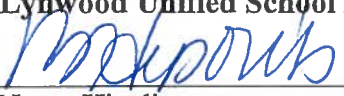

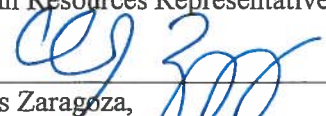
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LTA/CTA/NEA**

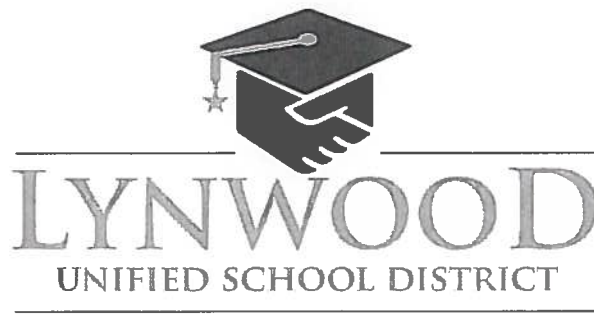
**Governing Board Of  
Lynwood Unified School District**

 Tom Pinkava, Bargaining Chair	10/18/18 Date
 Debbie Diaz, LTA President	10/13/18 Date
 Glenda Arellano, LTA Representative	10/18/18 Date
 Maelanie Galima, LTA Representative	10.18.2018 Date
 Crystal Hinds, LTA Representative	10/18/18 Date
 Michael Montoya, LTA Representative	10/18/18 Date
 Angela Porter, LTA Representative	10/18/18 Date
 Jorge Rodriguez, LTA Representative	10/18/18 Date
 Stellina Shepherd, LTA Representative	10/18/18 Date
 Myrna Vergara, LTA Representative	10/18/18 Date

_____ Ms. Alfonso Morales, Esq., President	_____ Date
_____ Ms. Alma Renteria, M. Ed., Vice President	_____ Date
_____ Ms. Maria G. Lopez, Clerk	_____ Date
_____ Mr. Briseida Gonzalez, MSW Member	_____ Date
_____ Mr. Gary Hardie Jr., Member	_____ Date
_____ Gudiel R. Crosthwaite, Ph.D. Superintendent and Secretary to the Board	_____ Date

**Negotiating Team  
Lynwood Unified School District**

 Nancy Hipolito, Assistant Superintendent of Human Resources	10/18/18 Date
 John Caldecott, Human Resources Representative	10/18/18 Date
 Carlos Zaragoza, Director of Human Resources	10/18/18 Date



**Human Resources Department**

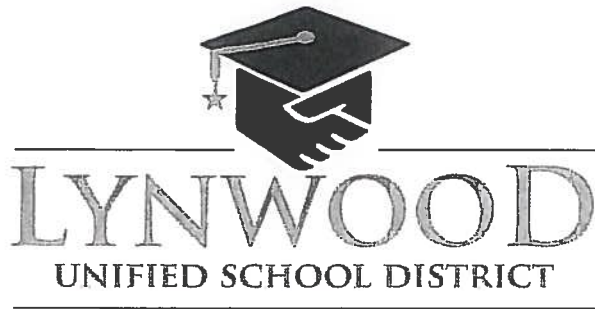
**Lynwood Unified School District and Lynwood Teachers Association  
October 17, 2018**

1. This Side Letter of Agreement is entered into by and between Lynwood Unified School District ("District") and Lynwood Teachers Association ("LTA"), hereinafter referred to as "the parties", to establish agreement on the following commitments:
  - a. Elementary/Secondary Honorarium Review
  - b. High School Bell Schedule Review
  - c. Online grading and grading practice for TK-2 and Special Education students
  - d. Multiple Measures Pilot for LTA Evaluations
2. The Parties to review honorariums for LTA members.
  - a. The Parties will collaborate on a review of elementary/secondary honorarium titles/functions with the goal of completion by April 15, 2019.
  - b. Any outcomes or recommendations are subject to negotiations for a successor agreement.
  - c. The District will appoint three members to the review committee and LTA will appoint three members.
3. The Parties to review the bell schedule at Lynwood High School and Firebaugh High School.
  - a. The Human Resources department will conduct a review of Firebaugh High School and Lynwood High School to compare bell schedule similarities and differences.
  - b. A report will be completed by December 1, 2018 and a meeting will be scheduled with Human Resources and LTA representatives on December 12, 2018 to discuss findings.
4. The Parties agree to review the online grading and grading practices for TK-2 and Special Education students.
  - a. The District and LTA will establish a committee to review the application of the on-line grading system and grading practices for TK-2 and special education students.
  - b. The committee shall include the Director of Special Education and two (2) elementary school principals appointed by the District and one (1) kindergarten

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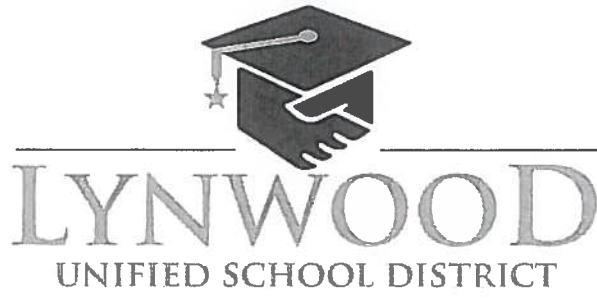
teacher, one (1) first grade teacher, and (1) second grade teacher appointed by LTA.

5. The Parties agree to a multiple measures pilot for 2018-2019 as follows:
  - a. Multiple measures of teacher effectiveness is based on individual/classroom student achievement data. The measures selected will be the subject of a discussion between the Teacher and the Principal.
  - b. The pilot for 2018/19 will include a minimum of one (1) volunteer teacher from each school participating. Participating schools shall be identified by the District and include four (4) elementary, one (1) middle teacher and two (2) high school teachers.
  - c. Volunteers teachers will select two (2) measures of their choice to present to the principal/designee not less than 30 days prior to the end of the school year.
  - d. A standard form will be developed by LUSD/LTA and used to identify the measures discussed and to seek feedback from participating volunteer teachers and principals/designees.

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**Human Resources Department**

**Lynwood Unified School District and Lynwood Teachers Association  
October 17, 2018**

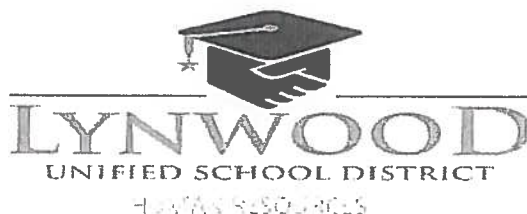
1. This Side Letter of Agreement is entered into by and between Lynwood Unified School District ("District") and Lynwood Teachers Association ("LTA"), hereinafter referred to as "the parties" to address the Physical Relief Access for teachers at the Elementary Level.
2. The District recognizes the need to provide reasonable access to restrooms to address unanticipated physical needs.
3. The Parties will collaborate on a form and process to address physical relief concerns by Teachers at the Elementary level, if the issue has not been addressed successfully at the site by the Principal.
4. Forms and concerns unresolved at the site will be reviewed by Human Resources/LTA.

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**MEMORANDUM OF UNDERSTANDING**  
**Between**  
**Lynwood Unified School District and Lynwood Teachers Association**  
**October 17, 2018**

**2018-2019 EARLY RETIREMENT NOTIFICATION INCENTIVE:**

The parties have met and fully negotiated a 2018 - 2019 Early Retirement Notification Incentive for the Lynwood Teacher Association bargaining unit members. The conditions of the Incentive are as follows:

**QUALIFICATIONS:**

All of the following requirements must be met:

1. Employee must be eligible for STRS retirement. Employee must submit an irrevocable retirement on or before Friday, January 31, 2019 at 4:00pm.
2. The effective date of the retirement shall be Wednesday, June 19, 2019.
3. The irrevocable retirement notice will be date/time stamped and accepted by Human Resources Office staff. Bargaining unit member retirement notices verified to be within the first twenty (20), on a first come first serve basis, will automatically qualify for the incentive.
4. By mutual agreement of the District and the Lynwood Teachers Association, the cap of twenty (20) may be increased.
5. All unit members shall receive a copy of the board approved MOU mailed to their home address on file with Human Resources as well as provided to the sites for distribution.

**2018-2019 INCENTIVE AMOUNT BASED ON CURRENT FTE (Full Time Equivalent):**

- The amount of the incentive will be a one-time lump sum of \$7500 for full time employees\*
- The amount of the incentive will be prorated for part time employees based on their current FTE status.

**2018-2019 PAYMENT OF INCENTIVE AMOUNT**

\*The appropriate one-time incentive payment, based on current FTE, will be issued to eligible employees on the June 30, 2019 payroll.

Note: The appropriate one-time incentive payment, based on current FTE, for Lynwood Teachers Association employees will not be less than the amount agreed to for other employee groups and/or other individual employees.

(Subject to Board Approval on November 8, 2018)

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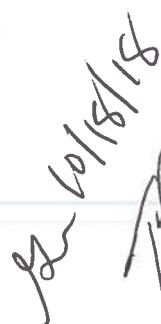
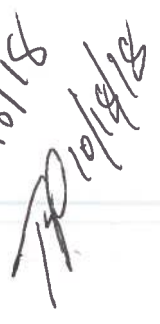
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**MEMORANDUM OF UNDERSTANDING**  
**Between**  
**Lynwood Unified School District and Lynwood Teachers Association**  
**October 17, 2018**

**Instructional Calendar**

1. This Side Letter of Agreement is entered into by and between Lynwood Unified School District ("District") and Lynwood Teachers Association ("LTA"), hereinafter referred to as "the parties", to establish Instructional Calendars for the 2019-2020 and 2020-2021 school years.
2. The Parties agree to meet and receive input from the LTA regarding the placement of the three additional days into the instructional calendar for the 2019-2020 and 2020-2021.
3. The Parties are in agreement that the additional days will support the professional growth of teachers and provide additional opportunities for collaboration and lesson development that will benefit student learning.
4. The Parties agree that the professional development activities are funded through supplemental/concentration grants in compliance with LCAP and/or school plans for student achievement. The District retains the authority to review and address LCAP compliance matters.
5. The Parties agree that the activities will be planned based on Site Leadership team input regarding LCAP focused grade level/subject area planning/collaboration and the needs of the site.
6. The Parties agree that the input shall be received no later than November 29, 2018 and submitted to the Board of Education for approval in December 2018.

  
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**LUSD Tentative Agreement 10-17-18**  
**ARTICLE IX**  
**HEALTH AND WELFARE BENEFITS**

- 9.1 Employees may choose coverage for themselves and their eligible dependents and/or domestic partners for whom a Declaration of Domestic Partnership is currently on file in the office of the Secretary of State for the State of California. A choice shall be made from any of the approved plans offered during the open enrollment period.
- 9.2 Beginning ~~July 1, 2017~~ January 1, 2019 the District's ~~annual~~ tenthly contribution for medical insurance for a full-time employee shall be set at a maximum of 1 Party-\$706.00, 2-Party-\$1,181.00, and 3+Party-\$1,446. set at \$8170 annually. The District will deposit \$8170 per full-time employee into a Health Reserve Account for the purpose of providing health, dental and vision insurance. In the event a unit member is not full-time, the contribution allocation will be prorated.
- 9.3 ~~The Lynwood Teacher Association will determine how the money will be allocated to provide health insurance for unit members. Each individual employee shall receive the full lowest cost health, dental, and vision coverage. The District will provide the full cost of the lowest cost dental and vision plan for individual employees above the medical cap in 9.1. If an individual employee selects a higher cost insurance plan, the additional cost will be borne by the employee through payroll deduction. Additional resources left in the Health Benefits Reserve Account (after all employees have been offered the lowest health, dental, and vision plan) will be used to cover portions of two party and family coverage for unit members. These additional portions will be defined as the LTA Additional Contributions Rates.~~
- 9.4 If the monthly premium of the health, dental and vision benefit plans selected by the employee exceeds the monthly allocated contribution, the Payroll Department shall deduct the balance through payroll deduction.
- 9.4.1 The monthly contribution rates shall be established annually. Members will be provided with premium costs thirty (30) ~~ten (10)~~ days after the premiums have been confirmed by the insurance carrier for the upcoming enrollment period.
- 9.4.2 The employee out-of-pocket cost is the difference between the total cost of all premiums for the plans selected by the employees less the District contributions set in Section 9.2 and 9.3 above. total of the lowest cost health, dental, and vision premium and the established LTA Additional Contributions Rates.

**The cost of all premiums selected -- (Lowest premium cost of health, dental and vision plans + LTA Additional Contribution Rate) = Employee Out of Pocket Cost.**

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~~9.5 The Lynwood Teachers Association will provide fiscal oversight of the Health Benefits Reserve Account. LTA/CTA/NEA will assure that within the dollar amount allocated for the Health Benefits Reserve Account, plan designs, contribution rates for single coverage, two-party coverage, and family coverage are established.~~

9.65 The District will provide life insurance in the amount of \$10,000 for all members covered by this Agreement. The premium for the ~~2017-2018~~ 2018-2019 school year will cost Lynwood USD as follows:

MET Life Insurance	\$4.15
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This includes \$5,000 spouse coverage and \$2,500 child life coverage. The PARTIES will investigate the ability for members to increase, at the member's expense, the amount of coverage.

9.6 Unit members who work a complete school year shall have health and welfare benefits effective through September 30. Unit members who are employed subsequent to the first day of the school year shall have their health and welfare benefits effective at the beginning of the payroll period immediately following their employment.

Unit members who terminate their employment prior to the close of the school year shall be provided coverage up to and including the last day of the pay period in which the termination occurred.

Unit members shall continue to be covered under the health and welfare program through September 30<sup>th</sup> during the year in which the contract expires.

9.7 The District shall pay the highest HMO individual single rate ~~established above~~ for health insurance for retirees. Retirees eligible for retiree health benefits may choose from amongst the health plans offered to unit members. Retirees may pay the difference to enroll their dependents in two-party or family plans. The retiree must be receiving benefits from STRS and be fifty-five (55) years of age or older and have been employed by Lynwood Unified School District for a minimum of ten (10) years. Retirees will be covered for a period not to exceed five (5) years beginning October 1st following the date of retirement. All Medicare qualified employees shall enroll into the Medicare program at the age of sixty-five (65). When an employee turns sixty-five (65), and has less than five (5) years of District paid retiree insurance, the District will cover a Medicare supplemental plan up to \$200 monthly for the balance of five years.

9.8 **COBRA:** Pursuant to the Consolidated Omnibus Budget Reconciliation Act (COBRA) and comparable State law, eligible employees or dependents may have continuation of coverage for a given period at their own expense under the District's health, dental and vision care plans in the event of termination of employment. The District will follow all pertinent and applicable laws.

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9.9 The monthly premium for continued coverage shall be determined at the time of eligibility and shall be subject to change; however, the premium change of employees will not exceed 102 percent of the premium paid by the District for active employees and/or dependents in a comparable status. The continuation coverage shall be the same as the coverage available to continuing employees, regardless of the employee's health at the time.

9.10 It shall be the responsibility of the employee or the dependent to notify the Health Insurance Section of a divorce, legal separation or loss of eligibility of a dependent child at the time of such event. At the time of eligibility for continuation coverage, and upon such notification, and selection form shall be provided by the District.

9.11 COBRA shall be administered pursuant to federal law, and all decisions and rules with respect to eligibility, premium costs, qualification for benefits, and level of benefits shall be in accordance with published federal government guidelines. Accordingly, it is expressly understood that all such matters, as well as any other questions or issues relating to COBRA, are excluded from the grievance and arbitration procedures.

9.12 The District will adopt and implement the model Board Policy regarding Catastrophic Sick Leave Program provided by the California School Boards Association, which shall apply to LTA unit members, in a manner that is comparable to that currently offered to the District's classified employees.

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**LUSD 10-17-18 Tentative Agreement**

**ARTICLE X**

**HOURS OF EMPLOYMENT & WORKING CONDITIONS**

10.1 Unless specified otherwise, the length of the workday for all full-time unit members shall be seven (7) hours for unit members assigned to a traditional (~~182~~185-days) year inclusive of a thirty (30) minute, duty-free lunch period. The lunch period shall not include passing or line-up time. The schedule for the workday shall be set by the principal/immediate supervisor.

10.1.1 The workday for counselors who work in schools that are on a traditional (~~185~~182-days) school calendar year shall be seven hours ~~and thirty minutes~~ per day inclusive of a 30-minute duty free lunch period. The schedule for the workday shall be set by the principal/immediate supervisor.

10.1.2 The work year of counselors shall consist of ~~182~~185 days per year. Additional days of service shall consist of up to five (5) days at the conclusion of the school year in the month of June and the use of up to an additional five (5) days during the month of August prior to the start of the school year. The use and allocation of such days shall be at the discretion and designation of the District.

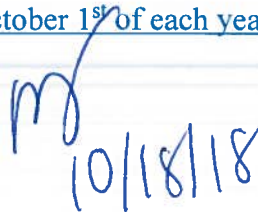
10.1.3 The length of the workday for speech/language pathologists shall be eight (8) hours per day, inclusive of a thirty (30) minute duty free lunch. The schedule for the workday shall be set by the Director of Special Education or Designee. The work year for speech/language pathologists shall be ~~208~~205 days per year. At their option, speech/language pathologists may select instead to work either a traditional ~~185~~182 days per year or 198 days per year, with all additional days worked during extended school year. Such selection shall be made prior to July 1<sup>st</sup> for the academic year.

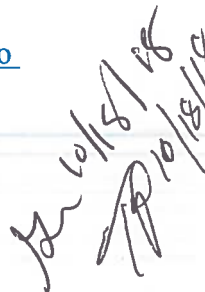
10.1.4 The 208-day speech/language pathologists work year shall consist of:

- 185 days during the traditional year;
- a minimum of thirteen (13) days during extended school year; and
- ten (10) unassigned days scheduled as follows:
  - up to five (5) days during the month of August;
  - up to five (5) days during Winter Break; and
  - up to five (5) days during Spring Break.

By June 30<sup>th</sup> of each year, speech/language pathologists shall submit to the Director of Special Education or Designee a work year calendar, including all proposed extended school year and unassigned work days, totaling 208 work days. Calendars shall be subject to approval by the Director of Special Education or Designee. Speech/language pathologists shall have the ability to modify the work year calendar, in consultation with the Director of Special Education or Designee, up to October 1<sup>st</sup> of each year.

  
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10.1.45 The length of the workday for school psychologists shall be eight (8) hours per day, inclusive of thirty (30) minute duty free lunch. The schedule for the workday shall be set by the Director of Special Education or Designee. The work year for school psychologists shall be ~~208~~205 days per year. At their option school psychologists may select instead to work either a traditional ~~185~~182 days per year or 198 days per year, with all additional days worked during extended school year. Such selection shall be made prior to July 1<sup>st</sup> for the academic year, ~~and shall be placed on the appropriate salary schedule reflecting 182 days of service.~~

10.1.6 The 208-day school psychologists work year shall consist of:

- 185 days during the traditional year;
- a minimum of thirteen (13) days during extended school year, and
- ten (10) unassigned days scheduled as follows:
  - up to five (5) days during the month of August;
  - up to five (5) days during Winter Break; and
  - up to five (5) days during Spring Break

By June 30<sup>th</sup> of each year, school psychologists shall submit to the Director of Special Education or Designee a work year calendar, including all proposed extended school year and unassigned work days, totaling 208 work days. Calendars shall be subject to approval by the Director of Special Education or Designee. School psychologists shall have the ability to modify the work year calendar, in consultation with the Director of Special Education or Designee, up to October 1<sup>st</sup> of each year.

10.1.57 The length of the workweek for full-time adult school teachers shall be at least twenty-seven (27) hours per week. The work day for full-time adult school teachers shall be inclusive of a thirty (30) minute duty free lunch. The schedule for the workday shall be set by the principal/immediate supervisor. The work year for full-time adult school teachers shall consist of ~~a traditional~~ 182 days per year.

10.1.68a. For the 2018-19 School Year:

~~t~~The Early Childhood Education Teacher assignment shall be 182 work days and 8 hours per day.

Early Childhood Teachers shall be required to participate in an additional 21 hours of professional development as determined by the District. Such additional hours shall be paid at the hourly rate of compensation of .001 times the salary base at Step 1 of the current Early Childhood Education Teacher Salary Schedule.

b. Beginning with the 2019-20 School Year, the Early Childhood Education Teacher assignment shall be 185 work days, with 3 days of professional development as determined by the District, at 8 hours per day.

c. The schedule for the work year and workday shall be set by the Director of Early

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Childhood Education, in collaboration with Early Childhood Education Teachers.

~~Early Childhood Teachers shall be required to participate in an additional 21 hours of professional development as determined by the District. Such additional hours shall be paid at the hourly rate of compensation of .001 times the salary base at step 1 of the current Early Childhood Education Teacher Salary Schedule.~~

10.1.79 Unit members will be scheduled for duty free lunch after 11:00 am.

10.1.810 The work year shall be outlined in the school calendar and consist of:

a. The first two (2) non-instructional days of the traditional work year will be structured as follows: 1) Up to one (1) day will be coordinated by the Principal to address operation/professional development needs; Day two (2) will be utilized for teacher planning/preparation. Day one (1) and day (2) above may be divided in to half-days (e.g. Day one (1) morning Principal coordinated and afternoon for teacher planning/preparation). The Superintendent reserves the option in rare circumstances to use 1.5 days of the two (2) days to address critical State mandates, significant operational or instructional needs in a timely manner. In the event the Superintendent exercises this option, the remaining half-day and the first early release Wednesday will be utilized for teacher planning/preparation.

b. Three (3) days will be added to the work year of Teachers, Counselors, Speech Language Pathologist and Psychologist for the purpose of professional development under LCAP funding. The three (3) days for 2018/19 will be added after instruction concludes. Starting in 2019/20 the three (3) days will be incorporated during the year for Quarter 1, Quarter 2, and Quarter 3. A side letter between LUSD and LTA defines timelines for completion of two (2) (calendar) years. Professional development activities are funded through supplemental/concentration grants in compliance with LCAP and/or school plans for student achievement. The District retains the authority to review and address LCAP compliance matters. The activities will be planned based on Site Leadership Team input regarding LCAP focused grade level/subject area planning/collaboration and the needs of the site.

10.1.911 Unit members may leave the work site during their lunch period provided the unit member notifies the principal or his/her designee of such absence.

## 102 Preparation and Planning Time

10.2.1 Elementary school unit members shall have forty-five (45) minutes during the workday for preparation and planning. It is understood the additional minutes will not interfere with instructional minutes.

10.2.2 Early Childhood Education Teachers shall have a minimum forty-five (45) minutes for preparation and planning included within their eight (8) hour workday.

10.2.3 The District will provide secondary school unit members with what is commonly known as a "traditional academic schedule" that includes five (5) assigned teacher periods per workday and one (1) unassigned period per workday for preparation

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and planning. Additionally, secondary school classroom teachers who travel from one school to another on a regular basis shall have a travel period included in their daily schedule as follows four (4) assigned teacher periods per workday, one (1) unassigned period per workday for preparation and planning, and one (1) travel period for commuting between school assignments.

~~This section shall apply to TK—12 grade classroom teachers.~~

102.4 Unit members who travel from one school to another on a regular basis shall have the same rights to a planning/preparation period, lunch period, and physical relief breaks as do other unit members.

102.5 This section shall not apply to counselors, speech/language pathologists, or school psychologists.

103 Adjunct Duties: Unit members shall participate in other school and District professional activities and perform professional assignments beyond the regular workday as described in Section 10.1. This additional time shall not exceed eight (8) hours per month, excluding non-instructional days, and would include any faculty meetings, grade level meetings, curriculum meetings, and/or other adjunct duties.

104 Substitute Assignments:

10.4.1 If a 7-12 unit member is assigned to utilize all or part of his/her preparation period to substitute for an absent unit member, then that unit member shall be reimbursed at one-fifth (1/5) of the daily substitute rate of pay.

10.4.2 If a K-6 unit member has students from an absent unit member's class assigned to his/her class for all or part of the day, then that unit member shall be reimbursed at one-fifth (1/5) of the daily substitute rate of pay. The site administrator shall make a reasonable effort to equitably distribute the students of the absent unit member among five (5) unit members. Except in cases of an emergency, such assignment shall be voluntary.

10.4.3 If no substitute is available, the principal shall make a determination regarding the distribution of the students, but such distribution shall be on a rotational basis.

105 In each school there will be a typewritten alphabetical list of all bargaining unit members assigned to that school site. This list will be available at each school in a designated place accessible to unit members. Each unit member will initial next to his/her name in the "In" column by 8:00 a.m. each workday. If the unit member arrives after 8:00 a.m., he/she shall initial and indicate the time of arrival in the "In" column. Each list will reflect one week of attendance. Any unit member who leaves prior to the end of the workday will indicate the time of departure from the school site in the "Out" column along with his/her initials. The Sign-In Sheet is attached to this Agreement as Appendix I.

106 On rainy days each unit member ~~will~~must be provided a relief break in the morning and another relief break in the afternoon, contingent upon the availability of coverage as determined by the principal.

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~~10.6~~10.7 Bargaining unit members in whose classes special education students are placed will be provided with in-service assistance upon written request within (30) calendar days. The specific assistance shall be by mutual agreement of the unit member and the administrator.

~~10.7~~10.8 The District shall ensure that each unit member has a key to his/her classroom, workroom, restroom, and elevator key (if applicable) at the beginning of the school year. Furthermore, every teacher will be given adequate space to store necessary supplies, a private desk, and work area to prepare for their work.

~~10.8~~10.9 Release Time for District Committee and Council Service: Unit members appointed to District approved committees or councils meetings during the workday shall be granted release time during their workday at no loss of pay or benefits to fulfill the obligations of the appointment.

~~10.9~~10.10 Lesson Plans: Members of the bargaining unit shall be responsible for developing weekly lesson plans. Lesson plans shall be posted in the member's classroom weekly and shall be current and available for viewing.

~~10.10~~10.11 Grading and Report Cards:

~~10.10.1~~10.11.1 Members of the bargaining unit have the right to assign grades to students. Such assignment of grades shall be based upon the work performed by individual students. At the beginning of each semester and/or school year, members of the bargaining unit shall provide students in each assigned class and/or parents of students in elementary and secondary grades with the grading criteria being utilized. Members of the bargaining unit shall maintain an accurate log of student's grades, assignments and any other documents necessary to support the grades assigned. Starting 2017-18, members of the bargaining unit shall utilize the on-line grading system implemented by the District. The gradebook and supporting documentation such as, student assessments or current work samples, shall be on file in the classroom and available for viewing at the conclusion of each grading period.

~~10.10.2~~10.11.2 The ~~Early dismissal~~ District Minimum ~~d~~Day immediately prior to the date upon which report cards are due shall be reserved to unit members for completing grades and reports. Following the early dismissal of students, no meetings or activities shall be scheduled for unit members for the remainder of the day.

~~10.11~~10.12 Professional Development:

Unit members shall be expected to participate in programs of professional development and training organized by the District. Professional development programs shall cover a diverse area of specializations and needs relevant to all unit members.

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10.12 10.13 Curriculum Development:

A Staff Curriculum Development Committee shall be formed which shall serve as a subcommittee of the District-wide Curriculum Committee. The committee shall present a recommended program for each school year to the District-wide Curriculum Committee based on student academic outcomes. The committee shall consist of a representative from each grade level and/or academic area. Such representatives shall be appointed by the Association. The committee shall be chaired by an administrator selected by the Superintendent.

10.13 10.14 Instructional Assistants:

Instructional assistants may be assigned where appropriate by the Superintendent or his/her designee. For reasonable cause, a unit member may request that an instructional assistant be reassigned.

10.14 10.15 Attendance at Educational Conferences and Meetings:

10.14.1 10.15.1 Actual expenses for education conferences, including travel, meals and lodging shall be granted when attendance at such conferences has been approved by the Board. The Superintendent shall be responsible to see that the expenses for such conferences are held to the lowest reasonable cost.

10.14.2 10.15.2 Applications to attend conferences must be submitted to the Principal, approved by the Superintendent and ratified by the Board of Education. No reimbursement, including substitute teachers, shall be granted unless prior approval is granted.

10.16 During parent/teacher conference weeks, dismissal of elementary students shall be on a minimum day in accordance with the District-wide calendar. The remaining portion of the workday shall be used by affected bargaining unit members to prepare for and conduct parent/teacher conferences.

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~~10.18 Early Childhood Education Teachers: At the conclusion of the 2016-17, 2017-18 and 2018-19 academic years bargaining unit members who do not hold a Bachelor's Degree shall submit to Human Resources an updated transcript demonstrating a reasonable amount of coursework completed towards the Bachelor's Degree no later than June 30 of each year. Reasonable progress toward completion shall be solely determined by the District. Such bargaining unit members shall be given until June 30, 2019 to complete the Bachelor's Degree. The District shall have no obligation to continue to employ those bargaining unit members who fail to complete the Bachelor's Degree by June 30, 2019 beyond the conclusion to the 2018-19 academic year. Members of the bargaining unit as described herein this section waive any right to appeal or otherwise contest the District's decision and action to terminate such employee's employment for failure to acquire a Bachelor's Degree on or before June 30, 2019.~~

  
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**LUSD Tentative Agreement 10-17-18**  
**ARTICLE XIII**  
**UNIT MEMBER EVALUATION**

13.1 The purpose of the evaluation program is to first improve the quality of instruction, promote professional growth, and improve services to students so that student performance may be improved.

13.2 All unit members shall be evaluated under the provisions of the Stull Act. The District shall provide the necessary training for those administrators engaged in the process of evaluation to assure a level of competence by the evaluators. Administrators who have completed the necessary training shall participate in the evaluation process.

13.3 Evaluation Procedure

13.3.1 a. Probationary and temporary unit members shall be evaluated each school year. Permanent (tenured) unit members shall be evaluated every other school year.

b. By mutual agreement between the evaluator and the unit member being evaluated, a permanent (tenured) unit member with at least ten (10) years with the District may be evaluated every five (5) school years provided he/she is highly qualified (as defined in 20 U.S.C. Sec 7801) and his/her previous evaluation met or exceeded standards. The evaluator or evaluatee may withdraw consent at any time.

c. If a unit member is not evaluated during the scheduled year, such evaluation shall take place in the following school year.

13.3.2 Unit members to be evaluated during a particular school year shall be informed of the identity of the evaluator and furnished a copy of the evaluation procedures, relevant forms, and advised of the criteria upon which the evaluation is based no later than thirty (30) work days following the beginning of the unit member's school year in which the evaluation is to take place. Evaluation criteria shall be relevant to the work performed. The LUSD Evaluation Form, LUSD Evaluation Criteria, and LUSD Evaluation Rubric are included in Appendix J-1, J-2, and J-3 of this Agreement.

1. Teachers;

2. Teacher Specialist (Program Specialists, Instructional Leads and Coaches);

3. Early Childhood Education Teachers;

4. Counselors;

5. Speech/Language Pathologists;

6. School Psychologists.

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13.3.3 The evaluator shall meet with the unit member to be evaluated on or before forty-five (45) working days following the beginning of the unit member's school year in which the evaluation is to take place to review the evaluation procedures pursuant to statutory requirements and this Agreement. In this meeting, the evaluator shall inform the evaluatee of the final evaluation conference date.

13.3.4 Unit member evaluation shall include at least one (1) and no more than two (2) formal observation in accordance with the Evaluation Form (Appendix J-1, J-2, and J-3). Prior to visitation for the formal observation, the evaluator and evaluatee shall meet and establish the date and time for the formal observation. If the evaluator and evaluatee are unable to agree on a formal observation date, the evaluator shall establish the date and notify the evaluatee. Where a formal observation(s) must be rescheduled, the evaluatee shall be notified at least two working days prior to the rescheduled observation(s). Within ten work days of completion of the formal observation(s), the evaluator and evaluatee shall meet to discuss the formal observation(s). This procedure shall not limit management rights to informal observations of a unit employee.

13.3.5 In the case of teacher evaluations, one week prior to the formal observation, the evaluatee shall provide to the evaluator a copy of their lesson plan for the established date and time of the formal observation. Such lesson plans need not be provided in any specific format.

13.3.6~~5~~The evaluation process will take into consideration the following:

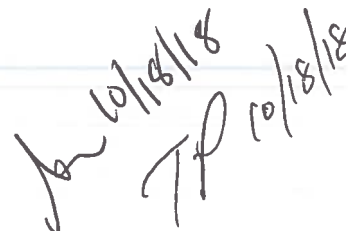
- a. Classroom observations and visitations shall be in accordance with the District's evaluation form used.

13.3.7~~6~~In the case of unsatisfactory evaluation(s), the evaluatee shall be informed in writing on the Plan of Assistance for Improvement Form (Appendix J- ) as to the reasons for the unsatisfactory evaluation, the specific recommendations for improvement, the standards expected of him/her, corrective action which must be taken, and the assistance and resources available to implement such recommendations for improvement.

13.3.8~~7~~A final evaluation conference between the unit member and the evaluator shall be held no later than thirty (30) days before the unit member's last scheduled workday on the school calendar for the school year in which the unit member's evaluation takes place. (Ed. Code 44663). During this conference, the unit member shall be provided a written copy of his/her final evaluation. In the event the unit member disputes the content of the final evaluation, the unit member may prepare a written response to the evaluation which shall be attached and incorporated into the final evaluation.

  
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13.3.98 Unit members shall not participate in the evaluation(s) and/or observations of other unit members.

**PEER ASSISTANCE AND REVIEW PROGRAM**  
**Mentor Program – Volunteer program**

13.4 Peer Assistance and Review Program

- a. The Peer Assistance and Review Program for Teachers (PAR) shall be conducted in accordance with the Education Code and Sections 13.4 through 13.142, herein.
- b. Permanent teachers who have received unsatisfactory ratings in an evaluation conducted under this Article and Education Code §44644 are required to participate in the PAR Program.
- c. Temporary and probationary teachers not covered under the Beginning Teacher Support and Assessment Program, and experienced teachers in need of individualized assistance may volunteer to participate in the PAR Program.
- d. Permanent Program Specialists, Instructional Leads and Coaches, Early Childhood Education Teachers, Counselors, Speech/Language Pathologists, or School Psychologists who have received unsatisfactory ratings in an evaluation conducted under this Article shall be referred to the PAR Panel for peer assistance in accordance with Section 13.11 of this Article.

13.5 The Peer Assistance and Review Panel (PAR Panel)

13.5.1 The PAR Panel shall be a five (5) member panel, the majority of which shall be teachers. Two (2) members shall be administrators selected by the District. Three (3) members shall be teachers selected by a process determined by the Association Executive Board.

13.5.2 A Teacher members shall be eligible to serve on the PAR Panel provided he/she is currently be in the classroom and hasve five (5) years classroom experience in the District within the past five (5) years. If no qualified teacher volunteers for appointment to the PAR Panel, a teacher volunteer currently in the classroom with at least three (3) years of recent classroom experience in the District shall be selected in accordance with section 13.5.1 above.

13.5.3 PAR Panel Terms

- a. Program Implementation: Effective July 1, 2018~~In the first year of the program:~~
  - i. -One teacher shall be selected for a one-year term.;
  - ii. -One teacher shall be selected for a two-year term.
  - iii. , and the third One teacher shall be selected for a three-year term.

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- b. Following program implementation, teacher members shall be selected for three-year terms by a process determined by the Association Executive Board.
- c. Administrator members shall be selected for two-year terms by a process determined by the District.  
Upon expiration, teacher members selected for a one year or two year term may be selected for an additional three year term.
- ~~b. Future teacher members shall be selected for three year terms.~~
- ~~e. Upon expiration, teacher members selected for a one year or two year term may be selected for an additional three year term.~~
- ~~d. Teacher members completing a three year term shall not be re-selected until after a minimum of three years.~~
- ~~e. If no qualified teacher volunteers for appointment to the PAR Panel, a teacher volunteer currently in the classroom with at least three years of recent classroom experience in the District shall be selected in accordance with section 13.5.1 above.~~

13.5.34 The PAR Panel shall establish its own meeting schedule at mutually agreeable times and places. A quorum requires three members: two must be teachers and one must be an administrator.

- a. Teachers who are members of the PAR Panel shall be released from their regular duties to attend meetings scheduled during the regular work day.
- b. Teacher members of the PAR Panel shall receive additional hourly pay not to exceed \$1,000 per school year for work required in administering the PAR Program beyond their regular work day. The PAR Panel chairperson shall request approval of the Board of Education for the extra hours. The PAR Panel chair person shall verify hours served to the District Payroll Department.

13.5.54 The PAR Panel shall be responsible for the following:

- a. Establishing its own rules of procedure and selecting a chairperson under these rules.
- b. Adopting rules and regulations to accomplish the provisions of this article, which must be approved by the Association Executive Board and the Board of Education or designee. These rules and regulations shall be consistent with the provisions of this Agreement, District board policies and administrative regulations, and in the event of inconsistency, this Agreement shall prevail.
- c. Providing annual training for PAR Panel members, which must be approved by the Association Executive Board and the Board of Education designee.
- d. Establishing an application procedure for Consulting Teachers.
- e. Organizing and participating in interviewing applicants for Consulting Teacher positions.

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- f. Nominating Consulting Teachers to the Board of Education for approval.
- g. Forming a list of approved Consulting Teachers and notifying each approved Consulting Teacher.
- h. Providing training for the Consulting Teachers, which must be approved by the Association Executive Board and the Board of Education or designee.
- i. Establishing a process for accepting permanent teachers as voluntary participants in the PAR Program.
- j. Receiving and approving requests from the District for assistance in supporting beginning teachers not covered under the Beginning Teacher Support and Assessment Program.
- k. Providing final approval of assignments of Consulting Teacher to Participating Teachers.
- l. Reviewing each final status report prepared by each Consultant Teacher and reporting to the Board of Education as required by law.
- m. Placing a copy of the final status report for each Referred Participating Teacher in that Teacher's personnel file.
- n. Conducting an annual review of each Consulting Teachers performance and recommending to the Board of Education that Consulting Teachers not performing effectively be terminated.
- o. Conducting an annual evaluation of the impact of the PAR Program in order to improve the Program. Copies shall be sent to the Board of Education and the Association.
- p. Scheduling PAR Panel member to randomly check Consulting Teacher activities and reporting to the panel.
- q. Coordinating peer assistance for Permanent Program Specialists, Instructional Leads and Coaches, Early Childhood Education Teachers, Counselors, Speech/Language Pathologists, or School Psychologists who have received unsatisfactory ratings in an evaluation in accordance with Section 13.11 of this Article.

### 13.6 Consulting Teachers

13.6.1 A Consulting Teacher is a teacher who provides assistance to a Participating Teacher pursuant to the PAR program.

13.6.2 Qualifications shall be set forth in the PAR Panel rules and regulations, provided the following shall constitute minimum qualifications.

- a. Credentialed elementary and secondary teacher with permanent status.
- b. Five (5) or more years classroom experience in the District in the past five (5) years.
- c. Currently a classroom teacher.

13.6.3 If no qualified teacher volunteers for appointment as a Consulting Teacher, the PAR Panel shall request from Principals a list of recommended teachers qualified to

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serve as Consulting Teacher. then The PAR Panel may appoint a teacher volunteer currently in the classroom with at least three (3) years classroom experience in the District during the past three (3) years in the District from the list of potential candidates provided by the Principals.

13.6.4 Applicants must submit the PAR Panel form to the PAR Panel. The following references must be included:

- a. Reference from the sSite Administrator.
- b. Reference from another classroom teacher with a minimum of five (5) years classroom experience in the District.

13.6.5 All applications and references shall be treated with confidentiality.

13.6.6 Consulting Teachers shall be selected by a majority vote of at least three members of the PAR Panel: two must be teachers and one must be an administrator.

- a. The Panel shall conduct a classroom observation of each applicant. This may be accomplished by individual members, small groups, or the whole Panel. At least two (2) Panel members, one administrator and one teacher, Each PAR Panel member must observe the applicant in the classroom. Observations may be conducted by individual members, small groups, or the whole Panel.

13.6.7 The term of a Consulting Teacher shall be two years. At the conclusion of two years, the Consulting Teacher, may apply for an additional term of two years using a simplified application developed by the PAR Panel. Consulting Teachers shall be approved for an additional term by a majority vote of at least three members of the PAR Panel: two must be teachers and one must be an administrator. Four years is the maximum permitted to serve as a Consulting Teacher. Consulting Teachers completing a four-year term shall not be re-elected until after a minimum of three years.

13.6.8 The Consulting Teacher shall receive hourly pay for all work beyond the regular workday and per diem pay for full days worked beyond the regular year not to exceed a combined total of \$3,000 annually for each assigned Referred Participating Teacher and \$1,500 annually for each assigned Volunteer Participating Teacher.

13.6.9 The Consulting Teacher's assistance may include, but shall not be limited to, the following activities:

- a. Consulting with the Participating Teacher.
- b. Observing the Participating Teacher during classroom instruction.
- c. Demonstrating good practices to the Participating Teacher.

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- d. Arranging for the Participating Teacher to observe the Consulting Teacher or other selected teachers.
- e. Arranging for the Participating Teacher to receive training in teaching techniques or in designated subject matter areas. The PAR Panel shall provide training for the Consulting Teacher in accordance with Section 13.5.4 above.
- f. Maintaining appropriate records of the Participating Teacher's activities and progress.
- g. Discussing activities and progress with the Participating Teacher.

13.7 The Consulting Teacher shall submit status reports to the PAR Panel, with copies to the Participating Teacher and the Stull evaluator. This shall be primarily a journal describing the assistance provided and the progress of the Participating Teacher.

13.7.1 The Consulting Teacher shall submit a final status report to the PAR Panel, with copies to the Participating Teacher and the Stull evaluator.

- a. This report shall be a review of the monthly reports with emphasis upon describing the progress of the Participating Teacher. The report shall include a statement whether the Referred Participating Teacher has satisfactorily achieved the objectives of the improvement plan.
- b. This report must be submitted by March 5 so the evaluator may examine it prior to making the final evaluation of the Participating Teacher.

13.8 Referred Participating Teacher.

13.8.1 Referred Participating Teacher is a permanent certificated teacher who has received an unsatisfactory rating in the final evaluation under Article XIII of this Agreement and must participate in the PAR Program.

- a. The Stull evaluator's recommendation for the improvement of the Referred Participating Teacher's performance in the unsatisfactory evaluation shall be the performance goals for the Referred Participating Teacher. These goals shall be in writing, clearly stated, aligned with pupil learning, and consistent with Ed. Code §44662 and this Article.
- b. The Stull evaluator shall develop an improvement plan for assistance to meet those performance goals. This plan shall be in writing, clearly stated, aligned with pupil learning, and consistent with Ed. Code §44662 and this Article. The Consulting Teacher shall discuss parallel strategies and methodologies with the Stull evaluator and the Participating Teacher that can be used to implement the Stull evaluator's improvement plan and assist the Referred Participating Teacher in meeting the Stull evaluator's performance goals.

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13.8.2 The Stull evaluator must notify the PAR Panel in writing five (5) work days after issuing the final unsatisfactory evaluation of the Referred Participating Teacher. The PAR Panel shall immediately assign a Consulting Teacher.

13.8.3 Paragraphs a and b, above, shall be implemented within ten (10) work days after the final evaluation is provided to the Referred Participating Teacher and no later than twenty (20) work days before the end of the school year.

### 13.9 Volunteer Participating Teacher

13.9.1 A Volunteer Participating Teacher is a permanent certificated teacher, who last received a satisfactory rating in an evaluation under Article XIII of this agreement or is a temporary/probationary teacher not covered under the Beginning Teacher Support and Assessment Program, and volunteers to participate in the PAR Program.

- a. Volunteer Participating Teacher shall receive peer assistance only, and the Consulting Teacher shall not evaluate or document performance of the Volunteer Participating Teacher.
- b. A Volunteer Participating Teacher may select his/her Consulting Teacher from a list of available Consulting Teachers provided by the PAR Panel. Any changes in the Consulting Teacher's initial assignment shall be approved by the PAR Panel. Volunteer Participating Teachers shall be given assistance only after the needs of the Referred Participating Teachers have been met.
- c. The Volunteer Participating Teacher may terminate participation at any time by written notice to the PAR Panel with a copy to the site administrator.
  1. The teacher's name shall not be given to the Board of Education.
  2. No status report shall be forwarded to the Board of Education.
  3. No status report shall be placed in the teacher's personnel file.

13.9.2 Participation in the PAR Program by a probationary or temporary teacher shall not limit the District's rights under the law.

### 13.10 Consulting Teacher Workload

13.10.1 A Consulting Teacher may be assigned no more than two Referred Participating Teachers per school year or no more than four Volunteer Participating Teachers per school year or a combination of no more than one Referred Participating Teacher and two Volunteer Participating Teachers per school year.

13.10.2 The minimum assistance required by the Consulting Teacher under section 13.6.9 above shall be established by the PAR Panel.

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13.11 Peer Assistance for Permanent Program Specialists, Instructional Leads and Coaches, Early Childhood Education Teachers, Counselors, Speech/Language Pathologists, or School Psychologists who have received unsatisfactory ratings in an evaluation:

13.11.1 Affected Permanent Instructional Leads and Coaches, Program Specialists, Early Childhood Education Teachers, Counselors, Speech/Language Pathologists, or School Psychologists shall receive peer assistance in the form of a Consulting Member from the relevant member classification.

13.11.2 The PAR Panel shall request from Permanent Program Specialists, Instructional Leads and Coaches, Early Childhood Education Teachers, Counselors, Speech/Language Pathologists, or School Psychologists volunteers to serve as Consulting Members. Such requests shall be made on an as needed basis to eligible volunteers.

13.11.3 Eligible volunteers shall meet the following minimum qualifications to serve as Consulting Members:

- a. Currently a Permanent Program Specialist, Instructional Lead and Coach, Early Childhood Education Teacher, Counselor, Speech/Language Pathologist, or School Psychologist.
- b. Five (5) or more years experience in the District in the past five (5) years.
- c. Received a MEETS DISTRICT EXPECTATIONS or better on most recent evaluation.

13.11.4 Volunteers shall notify the PAR Panel Chair of their interest in serving as a Consulting Member. Consulting Members shall be approved by a majority vote of at least three members of the PAR Panel: two must be teachers and one must be an administrator.

13.11.5 The Consulting Member's assistance may include, but shall not be limited to the following activities:

- a. Consulting with the affected Permanent Program Specialist, Instructional Lead and Coach, Early Childhood Education Teacher, Counselor, Speech/Language Pathologist, or School Psychologist regarding his/her recent evaluation and the evaluator's plan for improvement.
- b. Observing the affected Permanent Program Specialist, Instructional Lead and Coach, Early Childhood Education Teacher, Counselor, Speech/Language Pathologist, or School Psychologist in his/her work setting.
- c. Demonstrating good practices to the affected Permanent Program Specialist, Instructional Lead and Coach, Early Childhood Education Teacher, Counselor, Speech/Language Pathologist, or School Psychologist

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- d. Arranging for the affected Permanent Program Specialist, Instructional Lead and Coach, Early Childhood Education Teacher, Counselor, Speech/Language Pathologist, or School Psychologist observe the Consulting Member or other selected members.
- e. Arranging for the affected Permanent Program Specialist, Instructional Lead and Coach, Early Childhood Education Teacher, Counselor, Speech/Language Pathologist, or School Psychologist to receive training.
- f. Discussing activities and progress with the Participating Teacher.

13.11.5 The Consulting Member shall not evaluate or document performance of the affected Permanent Program Specialist, Instructional Lead and Coach, Early Childhood Education Teacher, Counselor, Speech/Language Pathologist, or School Psychologist.

13.11.6 The Consulting Member shall receive hourly pay for all work beyond the regular workday and per diem pay for full days worked beyond the regular year not to exceed a combined total of \$1,500 annually for each assigned affected Permanent Instructional Lead and Coach, Program Specialist, Early Childhood Education Teacher, Counselor, Speech/Language Pathologist, or School Psychologist.

13.142 General Provisions

13.142.1 The PAR program shall expect and strongly encourage a cooperative relationship between the Consulting Teacher and the Principal/Evaluator.

13.142.2 Certificated employees who perform functions as Consulting Teachers, Support Providers, or are member of the PAR Panel shall have the same protection from liability and access to appropriate defenses, afforded to other public school employees under the provisions of the California Government Code. Association members may also seek assistance and legal advice from resources made available to them by the California Teachers Association relating to any claim, action or law suit brought against them as teachers in the District.

13.127.31 All PAR proceedings shall be confidential to the extent permitted by law. Materials and assistance plans shall be treated as personnel records and shall be subject to the personnel record exemption under the California Public Records Act to the extent permitted by law. Therefore, PAR Panel members and Consulting Teachers may disclose such information only as necessary to administer this article.

13.127.24 Any unresolved issues or complaints by unit members arising under this article shall be referred to the PAR Panel for final resolution in lieu of the grievance procedure contained in this Agreement.

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13.127.53 Consulting Teachers, Support Providers and teacher members of the PAR Panel shall not be considered management or supervisory employees as defined in the Educational Employment Relations Act, and shall not engage in formal Stull Act evaluations of Participating Teachers, and shall continue to maintain rights held by bargaining unit members under this agreement.

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Lynwood Unified School District accepts (8/29/18) LTA Appendix J proposal  
LUSD 10-17-18 Tentative Agreement

APPENDIX J-2

EVALUATION FORMS

LYNWOOD UNIFIED SCHOOL DISTRICT  
EVALUATION CRITERIA

A. Introduction

The Lynwood Unified School District ~~Certificated~~ Evaluation Forms and Rubrics closely mirrors the contents of ~~the California Standards for the Teaching Profession established professional standards for Teachers, Program Specialists, Instructional Leads and Coaches, Early Childhood Education Teachers, Counselors, Speech/Language Pathologists, and School Psychologists. A Description of Professional Practice for California Teachers: State of California, 1997. This document specifies the expectations for the teaching professional in California schools in terms of six (6) standards. Each standard has five (5) or six (6) 'KEY ELEMENTS'.~~

B. Evaluation Criteria

1. The Lynwood Unified School District Evaluation Criteria uses ~~the six~~ "STANDARDS" ~~and~~ ~~the~~ accompanying 'KEY ELEMENTS' for each standard to create a rubric which clearly identifies four ~~teaching~~ proficiency levels contained in the Lynwood Unified School District ~~Certificated~~ Evaluation Forms. These four (4) ~~teaching~~ proficiency levels are "EXCEEDS DISTRICT STANDARDS", "MEETS DISTRICT STANDARDS", "NEEDS IMPROVEMENT", and "UNSATISFACTORY".

~~B. Evaluation Criteria~~

~~2.~~ ~~These~~ instruments ~~are~~ designed to assess effective instructional techniques which include clearly stated standards and/or implied objectives.

~~3.~~ All teachers ~~will~~ are expected to use a lesson plan that is current, visible and indicates a plan of instruction. The structural presentation of lessons shall include opportunities for; cooperative learning; higher level thinking; problem solving; discovery experiences; and use of writing process across the curriculum as appropriate.

~~2.~~ There are six (6) "STANDARDS", and thirty one (31) "KEY ELEMENTS" in the Lynwood Unified School District Evaluation Form.

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43. Each of the “KEY ELEMENTS” is to be rated on a scale of one to five as noted below:

- N/A = NOT APPLICABLE
- 4 = EXCEEDS DISTRICT STANDARDS
- 3 = MEETS DISTRICT STANDARDS
- 2 = NEEDS IMPROVEMENT
- 1 = UNSATISFACTORY

54. The definitions of “UNSATISFACTORY”, “NEEDS IMPROVEMENT”, “MEETS DISTRICT STANDARDS”, and “EXCEEDS DISTRICT STANDARDS” are defined for each “ELEMENT” in the “DESCRIPTOR” column of the accompanying LYNWOOD ~~CERTIFICATED~~ EVALUATION RUBRIC.

63. A teacher bargaining unit member receiving a rating of “UNSATISFACTORY” in two (2) or more of the “KEY ELEMENTS” of a STANDARD will receive a rating of “UNSATISFACTORY” for that “STANDARD”.

76. A teacher bargaining unit member receiving a rating of “UNSATISFACTORY” in two (2) or more of the ~~six~~ standards will receive an overall rating of “UNSATISFACTORY” in the Final Evaluation and shall be recommended ~~as a~~ Participating Teacher to the Peer Assistance and Review Program.

87. A teacher bargaining unit member receiving a rating of “NEEDS IMPROVEMENT” and/or “UNSATISFACTORY” in any two (2) of the key elements for a standard will receive a rating of “NEEDS IMPROVEMENT” in that standard.

98. A bargaining unit member teacher receiving a rating of “NEEDS IMPROVEMENT” in two (2) or more of the ~~six~~ standards will receive an overall rating of “NEEDS IMPROVEMENT” in the Final Evaluation ~~and may be recommended as a Volunteer Teacher to the PEER Assistance and Review Program.~~

109. A bargaining unit member teacher receiving a rating of “MEETS DISTRICT STANDARDS” in twenty-seven (27) or more of the thirty-one (31) “KEY ELEMENTS” will receive an overall rating of “MEETS DISTRICT STANDARDS” in the Final Evaluation as follows:-

a. A teacher receiving a rating of “MEETS DISTRICT STANDARDS” in twenty-seven

(27) or more of the thirty-one (31) “KEY ELEMENTS” will receive an overall rating of “MEETS DISTRICT STANDARDS.”

b. A instructional coach and lead and program specialists receiving a rating of “MEETS DISTRICT STANDARDS” in twenty-one (21) or more of the twenty-five (25) “KEY

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- ELEMENTS” will receive an overall rating of “MEETS DISTRICT STANDARDS.”
- c. An early childhood education teacher receiving a rating of “MEETS DISTRICT STANDARDS” in twenty-seven (27) or more of the thirty-one (31) “KEY ELEMENTS” will receive an overall rating of “MEETS DISTRICT STANDARDS.”
- d. A counselor receiving a rating of “MEETS DISTRICT STANDARDS” in fifteen (15) or more of the eighteen (18) “KEY ELEMENTS” will receive an overall rating of “MEETS DISTRICT STANDARDS.”
- e. A speech/language pathologist receiving a rating of “MEETS DISTRICT STANDARDS” in twenty-one (21) or more of the twenty-five (25) “KEY ELEMENTS” will receive an overall rating of “MEETS DISTRICT STANDARDS.”
- f. A school psychologist receiving a rating of “MEETS DISTRICT STANDARDS” in eighteen (18) or more of the twenty-one (21) “KEY ELEMENTS” will receive an overall rating of “MEETS DISTRICT STANDARDS.”

~~1011.~~ A bargaining unit member teacher receiving a rating of “EXCEEDS DISTRICT STANDARDS” in twenty seven (27) or more of the thirty one (31) “KEY ELEMENTS”  
 will receive an overall rating of “EXCEEDS DISTRICT STANDARDS” in the Final Evaluation ~~and may apply for “CONSULTING TEACHER” for the Peer Assistance and Review Program~~ as follows:-

- a. A teacher receiving a rating of “EXCEEDS DISTRICT STANDARDS” in twenty-seven (27) or more of the thirty-one (31) “KEY ELEMENTS” will receive an overall rating of “EXCEEDS DISTRICT STANDARDS.”
- b. A instructional coach and lead and program specialists receiving a rating of “EXCEEDS DISTRICT STANDARDS” in twenty-one (21) or more of the twenty-five (25) “KEY ELEMENTS” will receive an overall rating of “EXCEEDS DISTRICT STANDARDS.”
- c. An early childhood education teacher receiving a rating of “EXCEEDS DISTRICT STANDARDS” in twenty-seven (27) or more of the thirty-one (31) “KEY ELEMENTS” will receive an overall rating of “EXCEEDS DISTRICT STANDARDS.”
- d. A counselor receiving a rating of “EXCEEDS DISTRICT STANDARDS” in fifteen (15) or more of the eighteen (18) “KEY ELEMENTS” will receive an overall rating of “EXCEEDS DISTRICT STANDARDS.”
- e. A speech/language pathologist receiving a rating of “EXCEEDS DISTRICT STANDARDS” in twenty-one (21) or more of the twenty-five (25) “KEY ELEMENTS” will receive an overall rating of “EXCEEDS DISTRICT STANDARDS.”
- f. A school psychologist receiving a rating of “EXCEEDS DISTRICT STANDARDS” in eighteen (18) or more of the twenty-one (21) “KEY ELEMENTS” will receive an overall rating of “EXCEEDS DISTRICT STANDARDS.”

10. By mutual agreement between the Lynwood Unified School District and the Lynwood Teachers’ Association, resources designed to assist teachers bargaining unit members

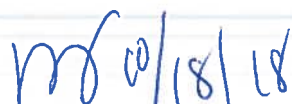
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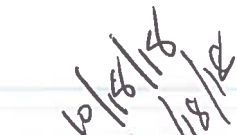

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and administrators in the implementation of the evaluation criteria and in the development of instructional proficiency are to be identified and added as an appendix to the evaluation criteria.

  
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EVALUATION FORMS

Lynwood Unified School District  
Teacher Specialist\* Evaluation Form

\*Includes Program Specialists, Instructional Leads, Coaches, and any other Certificated Teacher that is on a special assignment.

Name: \_\_\_\_\_

Temporary

Department/Location: \_\_\_\_\_

Probationary I

Assignment: \_\_\_\_\_

Probationary II

Permanent

Rating: N/A= Not Applicable  
4= Exceeds District Standards  
3= Meets District Standards  
2= Needs Improvements  
1= Unsatisfactory

Observation # \_\_\_\_\_

Final Evaluation \_\_\_\_\_

Pursuant to the applicable provisions of the Education Code and the Collective Bargaining Agreement between Lynwood Unified School District and Lynwood Teachers Association, certificated employees serving in these positions shall be evaluated based upon the following criteria:

**1. Planning and Preparation**

	1	2	3	4	N/A
A. Demonstrates knowledge of current trends in specialty area & professional development	1	2	3	4	N/A
B. Demonstrates knowledge of the school/district program and vision	1	2	3	4	N/A
C. Establishes goals for the learning support program Appropriate to the setting and the teachers served	1	2	3	4	N/A
D. Demonstrates knowledge of resources, both within and outside the school and district	1	2	3	4	N/A
E. Planning the learning support program, integrated with the overall school/district program	1	2	3	4	N/A

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<b>2. Instructional Leadership</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>N/A</b>
A. Creates an environment of trust and respect	1	2	3	4	N/A
B. Establishes a culture for ongoing instructional improvement	1	2	3	4	N/A
C. Locating resources for teacher to support instructional improvement	1	2	3	4	N/A
D. Prepares and submits budgets and reports	1	2	3	4	N/A
E. Organizes physical space for workshops or training	1	2	3	4	N/A
<b>3. Community Relations</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>N/A</b>
A. Supports local community activities	1	2	3	4	N/A
B. Works effectively with parents	1	2	3	4	N/A
C. Enlists the support of the community and parents	1	2	3	4	N/A
D. Communicates with students, families, committees, community members and other audiences about student /school/ district progress	1	2	3	4	N/A
E. Communicates with students, families, committees, community members and other audiences about student/ school/ district programs, plan and vision	1	2	3	4	N/A
<b>4. Communication</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>N/A</b>
A. Collaborates with all stakeholders in the design of instructional units, lessons, and assessments	1	2	3	4	N/A
B. Engages teachers in learning new instructional skills	1	2	3	4	N/A
C. Sharing expertise with all stakeholders	1	2	3	4	N/A
D. Coordinating work with other instructional specialists	1	2	3	4	N/A
E. Showing professionalism, including integrity and confidentiality with all stakeholders	1	2	3	4	N/A



Re-employment Recommendations:

- \_\_\_\_\_ A. Re-employment
- \_\_\_\_\_ B. Re-employment with Remediation (See Article 13, Section 13.3.6 & 13.11)
- \_\_\_\_\_ C. Non-re-employment (Probationary)

**I have received a copy of this evaluation report and I have discussed the content with my administrative supervisor. I agree with the general conclusion of the evaluation report.**

\_\_\_\_\_  
**Employee Signature**

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

**I have received a copy of this evaluation report and I have discussed the content with my administrative supervisor, but I disagree with the conclusion of the evaluation report.**

\_\_\_\_\_  
**Employee Signature**

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

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

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

Lynwood Unified School District  
Teacher Specialist Evaluation Rubrics

\*Includes Program Specialists, Instructional Leads, Coaches, and any other Certificated Teacher that is on a special assignment

Standard 1: Organization, Administration, and Planning

Element	Exceeds Standards	Meets District Standards	Needs Improvement	Unsatisfactory
A. Demonstrates knowledge of current trends in specialty area & professional development	Teacher Specialist's knowledge of specialty area and trends in professional development is wide and deep; colleagues regard specialist as an expert.	Teacher Specialist demonstrates thorough knowledge of specialty area or trends in professional development.	Teacher Specialist demonstrates a developing or basic familiarity with specialty area or trends in professional development.	Teacher Specialist demonstrates little or no familiarity with specialty area or trends in professional development.
B. Demonstrates knowledge of the school/district's program and levels of teacher skill in delivering that program.	Teacher Specialist is deeply familiar with the school/district's program and works to shape its future direction and actively seeks information as to Teacher's skill in that program.	Teacher Specialist demonstrates thorough knowledge of the school/district's program or of teacher skill in delivering that program.	Teacher Specialist demonstrates a developing knowledge of the school/district's program or of teacher skill in delivering that program.	Teacher Specialist demonstrates little or no knowledge of the school/district's program or of teacher skill in delivering that program.
C. Establishes goals for the learning support program appropriate to the setting and the teachers served.	Teacher Specialist's goals for the learning support program are highly appropriate to the needs of the staff. They have been developed following consultations with stakeholders.	Teacher Specialist's goals for the program are clear and are suitable to the situation and the needs of the staff.	Teacher Specialist's goals for the program are rudimentary and are partially suitable to the situation and the needs of the staff.	Teacher Specialist has no clear goals for the learning support program, or they are inappropriate to either the situation or the needs of the staff.
D. Demonstrates knowledge of resources, both within and outside the school and district.	Teacher Specialist actively seeks out new resources from a wide range of sources to enrich teachers' skills in implementing the school's program.	Teacher Specialist if fully aware of resources available in the school or district and in the larger community for teachers to advance their skills.	Teacher Specialist demonstrates developing or basic knowledge of resources available in the school or district for teachers to advance their skills.	Teacher Specialist demonstrates little or no knowledge of resources available in the school or district for teachers to advance their skills.
E. Plans the learning support program, integrated with the overall school program	Teacher Specialist's plan is highly coherent, taking into account the competing demands of making presentations and consulting with stakeholders, and has been developed following consultation with stakeholders.	Teacher Specialist's plan is well designed to support teachers in the improvement of their Learning skills.	Teacher Specialist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Teacher Specialist's plan consists of a random collection of unrelated activities, lacking coherence or an overall structure.

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Lynwood Unified School District  
Teacher Specialist Evaluation Rubrics

\*Includes Program Specialists, Instructional Leads, Coaches, and any other Certificated Teacher that is on a special assignment

**Standard 2: Instructional Leadership**

Element	Exceeds Standards	Meets District Standards	Needs Improvement	Unsatisfactory
A. Creates an environment of trust, respect and rapport	Relationships with the Teacher Specialist are highly respectful and trusting, with many contacts initiated by teachers.	Relationships with the Teacher Specialist are respectful, with some contacts initiated by teachers.	Relationships with the Teacher Specialist are cordial; teachers don't resist initiatives established by the instructional specialist.	Teachers are reluctant to request assistance from the Teacher Specialist, fearing that such a request will be treated as a sign of deficiency.
B. Establishes a culture for ongoing instructional improvement	Teacher Specialist has established a culture of professional inquiry in which teachers initiate projects to be undertaken with the support of the specialist.	Teacher Specialist promotes a culture of professional inquiry in which teachers seek assistance in improving their instructional skills.	Teachers do not resist the offerings of support from the Teacher Specialist.	Teacher Specialist conveys the sense that the work of improving instruction is externally mandated and is not important to school improvement.
C. Locates resources for teacher to support instructional improvement	Teacher Specialist is highly proactive indicating resources for instructional improvement for teachers, anticipating their needs.	Teacher Specialist locates resources for instructional improvement for teachers when asked to do so.	Teacher Specialist's efforts to locate resources for instructional improvement for teachers are partially successful, reflecting incomplete knowledge of what is available.	Teacher Specialist fails to locate resources for instructional improvement for teachers, even when specifically requested to do so.
D. Prepares and submits budgets and reports	Teacher Specialist anticipates and responds to teacher needs when preparing budgets, following established procedures and suggesting improvements to those procedures. Reports are submitted on time.	Teacher Specialist's budgets are complete, anticipating all expenditures and following established procedures. Reports are always submitted on time.	Teacher Specialist's efforts to prepare budgets are partially successful, anticipating most expenditures and following established procedures. Reports are sometimes submitted on time.	Teacher Specialist does not establish procedures for preparing budgets and submitting reports. Reports are routinely late
E. Organizes physical space for workshops or training	Teacher Specialist makes highly effective use of the physical environment, with teachers contributing to the physical arrangement and the workshop activities.	Teacher Specialist makes good use of the physical environment, resulting in engagement of all participants in the workshop activities.	The physical environment does not impede workshop activities.	Teacher Specialist makes poor use of the physical environment, resulting in poor access by some participants, time lost due to poor use of training equipment, or little alignment between the physical arrangement and the workshop activities.

Lynwood Unified School District  
Teacher Specialist Evaluation Rubrics

\*Includes Program Specialists, Instructional Leads, Coaches, and any other Certificated Teacher that is on a special assignment

**Standard 3: Community Relationships**

Element	Exceeds Standards	Meets District Standards	Needs Improvement	Unsatisfactory
A. Supports local community activities	Teacher Specialist makes a substantial contribution to school and district events and projects and assumes leadership with local community activities.	Teacher Specialist participates actively in school and district events and projects and maintains positive and productive relationships with local community activities.	Teacher Specialist's relationships with the local community are minimal.	Teacher Specialist fails to support local community activities.
B. Works effectively with parents	Teacher Specialist's efforts to engage families in the instructional programs and district programs are frequent and successful. Students and other stakeholders contribute ideas for projects that will be enhanced by family participation.	Teacher Specialist's efforts to engage families in the instructional/district programs are frequent and successful.	Teacher Specialist makes modest and inconsistently successful attempts to engage families in the instructional/district programs.	Teacher Specialist makes no attempt to engage families in the instructional programs or district programs; or such attempts are inappropriate.
C. Enlists the support of the community and parents	Utilizes creative methods of parent and community involvement and adjusts mode of communication to meet parent/ community needs. Works at a system level to increase parent/community involvement.	Communicates positive as well as negative information to parents on a regular basis. Consistently seeks input and support from the community and the parents.	Understands and follows requirements for parent participation and input. Communicates with parents and the community on a need to know basis	Includes parents and the community at a minimal level in gathering information and/or the decision making process.
D. Communicates with students, families, committees, community members and other stakeholders about student/ school/ district progress	Teacher Specialist provides frequent information and different outlets of communication (flyers, e-mail, meetings) to parents, students, families, committees, community members and other stakeholders about student/school/district progress about the instructional programs and district programs when appropriate and in a timely manner.	Teacher Specialist provides frequent information to parents, students, families, committees, community members and other stakeholders about student/school/district programs about the instructional programs and district programs when appropriate.	Teacher Specialist participates in the school's activities for parent, students, families, committees, community members and other stakeholders about student/school/district progress but offers little additional information.	Teacher Specialist provides little to no information about the instructional programs or district programs to students, families, committees, community members and other audiences about student/school/district progress.
E. Communicates with students, families, committees, community members and other stakeholders about student/ school/ district programs, plan and vision	Teacher Specialist provides frequent information and different outlets of communication (flyers, e-mail, meetings) to parents, students, families, committees, community members and other stakeholders about the district's plan and vision.	Teacher Specialist provides frequent information to parents, students, families, committees, community members and other stakeholders about the district's plan and vision when appropriate.	Teacher Specialist provides some information to parents, students, families, committees, community members and other stakeholders about the district's plan and vision when appropriate.	Teacher Specialist provides very little to no information to parents, students, families, committees, community members and other stakeholders about the district's plan and vision.

Lynwood Unified School District  
Teacher Specialist Evaluation Rubrics

\*Includes Program Specialists, Instructional Leads, Coaches, and any other Certificated Teacher that is on a special assignment

**Standard 4: Communication**

Element	Exceeds Standards	Meets District Standards	Needs Improvement	Unsatisfactory
A. Collaborates with teachers in the design of instructional units and lessons	Teacher Specialist initiates collaboration with classroom teachers in the design of instructional lessons and units, locating additional resources from sources outside the school.	Teacher Specialist initiates collaboration with classroom teachers in the design of instructional lessons and units.	Teacher Specialist collaborates with classroom teachers in the design of instructional lessons and units when specifically asked to do so.	Teacher Specialist declines to collaborate with classroom teachers in the design of instructional lessons and units.
B. Engages stakeholders in learning new instructional skills	Teachers Specialist are highly engaged in acquiring new instructional skills and take initiative in suggesting new areas for growth.	All teachers are engaged in acquiring new instructional skills.	Teacher Specialist's efforts to engage teachers in professional learning are partially successful, with some participating.	Teacher Specialists decline opportunities to engage in professional learning.
C. Shares expertise with staff and all stakeholders	The quality of the Teacher Specialist's model lessons and workshops is uniformly high and appropriate to the needs of the teachers being served The Teacher Specialist conducts extensive follow-up work with teachers.	The quality of the Teacher Specialist's model lessons and workshops is uniformly high and appropriate to the needs of the teachers being served.	The quality of the Teacher Specialist's model lessons and workshops is mixed with some of them being appropriate to the needs of the teachers being served.	Teacher Specialist model lessons and workshops are of poor quality or are not appropriate to the needs of the teachers being served.
D. Coordinating work with other instructional specialists	Teacher Specialist takes a leadership role in coordinating projects with other Teachers within and beyond the district.	Teacher Specialist initiates effort to collaborate with other instructional specialist within the district.	Teacher Specialist responds positively to the efforts of other instructional specialist within the district to collaborate.	Teacher Specialist makes no effort to collaborate with other instructional specialist within the district.
E. Showing professionalism, including integrity and confidentiality	Teacher Specialist can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues.	Teacher Specialist displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students and the public.	Teacher Specialist is honest in interactions with colleagues, students, and the public and respects norms of confidentiality	Teacher Specialist displays dishonesty in interactions with colleagues, students, and the public; violates principles of confidentiality.

Lynwood Unified School District  
Teacher Specialist Evaluation Rubrics

\*Includes Program Specialists, Instructional Leads, Coaches, and any other Certificated Teacher that is on a special assignment

**Standard 5: Professional Growth**

Element	Exceeds Standards	Meets District Standards	Needs Improvement	Unsatisfactory
A. Reflects on practice and planning professional development	The Teacher Specialist reflects on his her practices in relation to student growth, instructional goals, assess growth over time, and plans professional development based on reflection	The Teacher Specialist reflects on his or her practices in relation to areas of concern and student learning, assesses growth over time, and may use reflection to plan professional development.	The Teacher Specialist reflects on some areas of concern in his or her practices, assesses growth in these areas with assistance, and may use reflection to plan professional development.	The Teacher Specialist may reflect on specific problems or area of concern in his or her practices, but rarely uses reflection to assess growth over time or to plan professional development.
B. Establishes professional goals and pursuing opportunities to grow professionally	Professional goals are extended and the Teacher Specialist purposefully pursues opportunities to expand knowledge and skills and participates in and contributes to the professional community.	Professional goals are developed and the Teacher Specialist pursues opportunities to acquire new knowledge and skills and participates in the professional community.	Professional goals are established with assistance. The Teacher Specialist pursues opportunities to acquire new knowledge and skills but infrequently participates in the professional community.	Professional goals are not established to guide practice. The Teacher Specialist rarely pursues opportunities to develop new knowledge and skills or to participate in the professional community.
C. Works with communities to improve professional practice	The Teacher Specialist values community and uses knowledge of them to benefit students and families, provide students with experiences that support their learning, and promote collaboration between school/district and community.	The Teacher Specialist values the community and develops knowledge of them to benefit students and families, provide some experiences to support student learning, and support collaboration between school/district and community.	The Teacher Specialist understands the importance of the community, but is not sure how to apply this to benefit students and families, provide experiences to support learning, or promote collaboration with the school/district.	The Teacher Specialist has limited knowledge of the community or how to access them to provide learning experiences for students or to promote collaboration with the school/district.
D. Works with families to improve professional practice	The Teacher Specialist respects all students' families, understands their diverse backgrounds, maintains ongoing positive interactions, and provides, multiple opportunities for meaningful participation in the classrooms/ school community/ district.	The Teacher Specialist respects students' families, develops positive communication and understanding of their diverse backgrounds and provides opportunities for families to participate in the classroom/ school/ district community.	The Teacher Specialist respects some students' families' initiates communication and develops an understanding of their diverse backgrounds and may provide opportunities for families to participate in the classroom/ school/ district community.	The Teacher Specialist may demonstrate respect for students' families, or their background, but has limited communication with families, and is not sure how to provide opportunities for families to participate in the classroom/ school/ district community.
E. Works with colleagues to improve professional practice	The Teacher Specialist engages in dialogue and reflection with colleagues. Collaborates with staff to meet students' needs, and contributes to school-wide and district-wide decision-making, events, and learning activities.	The Teacher Specialist engages in dialogue with colleagues and collaborates with staff to meet students' needs, and participates in school/ district wide events.	The Teacher Specialist engages in dialogue with some colleagues, seeks out staff to help meet students' needs, and participates in some school/district wide events.	The Teacher Specialist rarely converses with colleagues, rarely seeks out other staff to meet student needs, and rarely participates in school/district events.





# APPENDIX J-\_\_

## EVALUATION FORMS

### LYNWOOD UNIFIED SCHOOL DISTRICT EARLY CHILDHOOD EDUCATION TEACHER EVALUATION FORM

Name: \_\_\_\_\_  
School: \_\_\_\_\_  
Assignment: \_\_\_\_\_

- Temporary
- Probationary I
- Probationary II
- Permanent

Rating: N/A = Not Applicable  
4 = Exceeds District Standards  
3 = Meets District Standards  
2 = Needs Improvement  
1 = Unsatisfactory

Observation # \_\_\_\_\_  
Final Evaluation \_\_\_\_\_

Pursuant to the applicable provisions of the Education Code and the Collective Bargaining Agreement between Lynwood Unified School District and Lynwood Teachers Association, early childhood education teachers shall be evaluated based upon the following criteria:

<b>I. Engaging and Supporting ECE Children Learning and Development</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>N/A</b>
A. Connecting children prior knowledge, background, life experience, and interest.	1	2	3	4	N/A
B. Using a variety of instructional strategies and resources to respond to children, diverse needs.	1	2	3	4	N/A
C. Facilitating learning experiences that promote autonomy, interactions, and choice.	1	2	3	4	N/A
D. Engaging children in problem solving, critical thinking and other activities that make child development content meaningful.	1	2	3	4	N/A
E. Promoting self-directed, reflective learning for all children throughout the day.	1	2	3	4	N/A

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10/18/18

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*[Handwritten signature]* 10/18/18

<b>II. Creating and Maintaining Effective Environments for ECE Children’s Learning and Development</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>N/A</b>
A. Creating a physical environment that engages all children.	1	2	3	4	N/A
B. Establishing a climate that promotes fairness and respect.	1	2	3	4	N/A
C. Promoting social development and group responsibility.	1	2	3	4	N/A
D. Establishing and maintaining standards for children behavior.	1	2	3	4	N/A
E. Planning and implementing classroom procedures and routines that support children learning.	1	2	3	4	N/A
F. Using instructional time effectively.	1	2	3	4	N/A
<b>III. Understanding and Organizing Content Knowledge for Young Children Learning and Development</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>N/A</b>
A. Demonstrating knowledge of content and children development.	1	2	3	4	N/A
B. Organizing curriculum to support children understanding of content.	1	2	3	4	N/A
C. Interrelating ideas and information within and across content.	1	2	3	4	N/A
D. Development children understanding through Instructional strategies that are appropriate to the content.	1	2	3	4	N/A
E. Using materials, resources, and technology to make content accessible to children.	1	2	3	4	N/A
<b>IV. Planning Instruction and Designing Learning and Development Experiences for ECE children</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>N/A</b>
A. Drawing on and valuing children, background, interests, and developing learning needs.	1	2	3	4	N/A
B. Establishing and articulating goals for children learning.	1	2	3	4	N/A
C. Developing and sequencing instructional activities and materials for children learning.	1	2	3	4	N/A
D. Designing short-term and long-term plans to foster children learning.	1	2	3	4	N/A
E. Modifying instructional goals to adjust for children needs. Learning	1	2	3	4	N/A

<b>V. Assessing and Documenting ECE Children Learning and Development</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>N/A</b>
A. Establishing and communicating learning goals for all children.	1	2	3	4	N/A
B. Collecting and using multiple source of information to assess children learning.	1	2	3	4	N/A
C. Involving and guiding all children in assessing their own learning progress.	1	2	3	4	N/A
D. Using the results of assessment to guide instruction.	1	2	3	4	N/A
E. Communicating with children, families, and other audiences about child progress.	1	2	3	4	N/A
<b>VI Developing as a Professional Early Childhood Educator</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>N/A</b>
A. Reflecting on teaching practice and planning professional development.	1	2	3	4	N/A
B. Establishing professional goals and pursuing opportunities to grow professionally.	1	2	3	4	N/A
C. Working with communities to improve professional practice.	1	2	3	4	N/A
D. Working with families to improve professional practice.	1	2	3	4	N/A
E. Working with colleagues to improve professional practice.	1	2	3	4	N/A

**Evaluation Summary and Comments: All ratings of needs improvement or unsatisfactory require written comments and documentation where applicable. In accordance with 13.3.6 of the Collective Bargaining Agreement, in the case of an unsatisfactory evaluation(s), the evaluatee shall be informed in writing on the Plan of Assistance for Improvement Form (Appendix J-\_\_\_) as to the reasons for the unsatisfactory evaluation, the specific recommendations for improvement, the standards expected of him/her, corrective action which must be taken, and the assistance and resources available to implement such recommendations for improvement.**

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**Re-employment Recommendations:**

- A. Re-employment
- B. Re-employment with Remediation (See Article 13, Section 13.3.6 & 13.11)
- C. Non-re-employment (Probationary)

I have received a copy of this evaluation report and I have discussed the contents with my administrative supervisor. I agree with the general conclusions of the evaluation report.

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Employee Signature

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Date

I have received a copy of the certificated evaluation report and I have discussed the contents with my immediate administrative supervisor, but I disagree with the conclusion of the report.

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Employee Signature

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Date

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Evaluator Signature

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Date

Lynwood Unified School District Early Childhood Education Evaluation Rubrics  
 Standard I: Engaging and Supporting ECE Children Learning and Development

ELEMENTS	EXCEED DISTRICT STANDARDS	MEETS DISTRICT STANDARDS	NEEDS IMPROVEMENT	UNSATISFACTORY
	<p>A. Connecting children's prior knowledge, life experience, background, and interest</p>	<p>The teacher facilitates as children connect and apply their prior knowledge, life experiences, background, and interest. The teacher builds on children's questions and comments during lessons to modify instructions.</p>	<p>The teacher makes substantial connections between the learning goals and the children's prior knowledge, life experiences, background and interest. The teacher elicits and uses children's questions and comments during a lesson to extend their understanding.</p>	<p>The teacher makes some connections between the learning goals and the children's prior knowledge, life experiences, background and interest. The teacher elicits and uses children's questions and comments during a lesson to monitor their understanding.</p>
<p>B. Using a variety of instructional strategies to respond to children's diverse needs</p>	<p>The teacher makes skillful use of a wide repertoire of instructional strategies to engage all children in learning, and makes adjustments while teaching and responding to children's needs.</p>	<p>The teacher uses a variety of instructional strategies that are appropriate to the children and their instructional goals. The teacher carries these strategies out thoughtfully, making some adjustments to respond to children's needs.</p>	<p>The teacher uses a selection of instructional strategies that are largely appropriate to the children and the instructional goals, but they may lack variety or may not be responsive to the children's needs.</p>	<p>The teacher uses instructional strategies, but lacks variety, are poorly carried out, or inappropriate to the children or the instructional goals. No adjustments are made to respond to children's needs.</p>
<p>C. Facilitating learning experiences that promote autonomy, interaction, and choice</p>	<p>Learning experiences are facilitated by the teacher and children to promote and support a variety of constructive interactions, autonomy, and choice in the pursuit of significant learning.</p>	<p>Learning experiences are facilitated by the teacher and children to promote constructive interactions, autonomy, and choice, and to encourage and support children involvement in learning.</p>	<p>Learning experiences are directed by the teacher and allow limited children's autonomy, interactions, and choice.</p>	<p>Learning experiences are directed by the teacher permitting no children autonomy, interactions, and choice.</p>

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Lynwood Unified School District Early Childhood Education Evaluation Rubrics

Standard II: Creating and Maintaining Effective Environments for ECE Children's Learning and Development

ELEMENTS	EXCEED DISTRICT STANDARDS		MEETS DISTRICT STANDARDS		NEEDS IMPROVEMENT		UNSATISFACTORY	
	A.	B.	C.	D.	E.	F.	G.	H.
<p>A. Creating a physical environment that engages all children</p>	<p>The arrangement of the physical environment ensures safety and accessibility, and facilitates constructive interaction and purposeful engagement for all children in learning activities.</p>	<p>The physical environment ensures safety and accessibility. Most children will work individually or together as they participated in learning activities.</p>	<p>The physical environment is arranged for safety and accessibility and it facilitates individual children engagement in learning.</p>	<p>The physical environment does not support children learning. There are one or more safety hazards, and materials are difficult to access when needed.</p>				
<p>B. Establishing a climate that promotes fairness and respect</p>	<p>Children ensure that a climate of equity/caring, and respect is maintained in the classroom, and children take risks and are creative. The pattern of teacher response to inappropriate behavior is fair and equitable.</p>	<p>A climate of fairness, caring, and respect is maintained by the teacher and children are encouraged to take risks and be creative. The pattern of teacher response to inappropriate behavior is fair and equitable.</p>	<p>A climate of fairness, caring, and respect is established by the teacher for most children, but few children take risks and the teacher does little to encourage them. For the most part, the pattern of teacher response to inappropriate behavior is fair and equitable.</p>	<p>A classroom climate is characterized, either by unfairness or disrespect, either between the teacher and children or among children. Children are unwilling to take risks. Teacher response to inappropriate behavior is unfair or inequitable.</p>				
<p>C. Promoting social development and group responsibility</p>	<p>Children work independently and collaboratively and maintain a classroom community in which they respect each other's difference, assume leadership, and are responsible for themselves and one another.</p>	<p>Children respect each other's difference and work independently, and collaboratively, taking responsibility for themselves and one another.</p>	<p>Children respect each other's difference most of the time and work together moderately well. The teacher provides limited opportunities for children to assume responsibility.</p>	<p>Children social development, self-esteem, and diversity are not supported and children have no sense of responsibility for each other.</p>				
<p>D. Establishing and maintaining standards for children behavior.</p>	<p>Children and teachers develop standards for behavior together and children are responsible for helping each other maintain standards.</p>	<p>Standards for behavior are established, and are maintained by the teacher. The teacher's response to children behavior is generally appropriate.</p>	<p>Standards for behavior are established by the teacher, and the teacher's response to children behavior is generally appropriate.</p>	<p>No standards for behavior appear to have been established or children are confused about what the standards are.</p>				



Lynwood Unified School District Early Childhood Education Evaluation Rubrics

Standard III: Understanding and Organizing Content Knowledge for Young Children Learning and Development

ELEMENTS	EXCEED DISTRICT STANDARDS		MEETS DISTRICT STANDARDS		NEEDS IMPROVEMENT		UNSATISFACTORY	
	A.	B.	C.	D.	E.	F.	G.	H.
<p>A. Demonstrating knowledge of content matter and children development</p>	<p>The teacher's working knowledge of content matter and individual children development incorporates a broad range of perspectives, strongly supports all children learning, and is current.</p>	<p>The teacher's working knowledge of child development and basic principles of early childhood education incorporate different perspectives, supports all children learning, and is current.</p>	<p>The teacher's working knowledge of child development and basic principles of early childhood education reflects a single perspective. Supports some children learning and is usually current.</p>	<p>The teacher's working knowledge of child development and basic principles of early childhood education is inconsistently evident. Does not support children learning or may not be current.</p>				
<p>B. Organizing curriculum to support children understanding of content matter</p>	<p>The curriculum is organized and sequenced and demonstrates concepts, themes, and skills, and the relationships between them, reveals and values a broad range of perspectives, and is organized to ensure that all children development concepts.</p>	<p>The curriculum is organized and sequenced and demonstrates concepts, themes, and skills, reveals and values different perspectives, and supports an understanding of child development concepts for all children.</p>	<p>The curriculum is loosely organized, inconsistently demonstrates concepts, themes, and skills, reveals and values different perspectives, and supports an understanding of child development concepts for all children.</p>	<p>The curriculum is not organized and rarely demonstrate concepts, themes, and skills, rarely values different perspectives or rarely supports children's understanding of child development concepts.</p>				
<p>C. Interrelating ideas and information within and across content matter areas.</p>	<p>The teacher facilitates children as they identify and integrate concepts and information with and across curriculum, relate content to their lives and previous learning, and use this to extend their understanding.</p>	<p>The teacher identifies and integrates key concepts and information within the curriculum, relates content to children's lives, and uses previous learning to extend children understanding.</p>	<p>The teacher identifies some key concepts and information within the curriculum and attempts to relate content to previous learning without extending children understanding.</p>	<p>The teacher presents curriculum without identifying or integrating key concepts, and information, or does not relate content to previous learning in order to support children understanding.</p>				
<p>D. Developing children understanding through instructional strategies that are appropriate to child development</p>	<p>The teacher facilitates as children identify and integrate concepts, and information within and the curriculum, relate content to their lives and previous learning, and use this to extend their understanding.</p>	<p>The teacher uses appropriate instructional strategies to make content accessible to children to encourage them to think critically, and to extend their knowledge of child development content.</p>	<p>The teacher may use a few strategies to make content accessible to children, and may encourage some children to think critically, or to extend their knowledge of child development content.</p>	<p>Instructional strategies are not appropriately matched to child development content or concepts, and does not encourage children to think critically, or to extend their knowledge.</p>				

Lynwood Unified School District Early Childhood Education Evaluation Rubrics

ELEMENTS	EXCEED DISTRICT STANDARDS	MEETS DISTRICT STANDARDS	NEEDS IMPROVEMENT	UNSATISFACTORY
<p>E. Using materials, resources, and technologies to make child development content accessible to children</p>	<p>A range of instructional materials, resources, and technologies are integrated into the curriculum to extend children's understanding of content and concepts. Materials reflect diverse perspectives.</p>	<p>Instructional materials, resources, and technologies support the curriculum and promote children's understanding of content and concepts. Materials reflect diverse perspectives.</p>	<p>Instructional materials, resources, and technologies are used infrequently to convey key concepts. Materials may reflect diverse perspectives</p>	<p>Instructional materials, resources, and technologies are either not used or used inappropriately. Materials do not reflect diverse perspectives</p>

Lynwood Unified School District Early Childhood Education Evaluation Rubrics

Standard IV: Planning Instruction and Designing Learning and Development Experiences for ECE Children

ELEMENTS	EXCEED DISTRICT STANDARDS	MEETS DISTRICT STANDARDS	NEEDS IMPROVEMENT	UNSATISFACTORY
	<p><b>A.</b> Drawing on and valuing children background, interest, and developmental learning needs.</p>	<p>Instructional plans build on children's backgrounds, experiences, interest, and developmental needs to support all children learning.</p>	<p>Instructional plans reflect children's backgrounds, experiences, interest, and developmental needs to support all children learning.</p>	<p>Instructional plans are partially drawn from information about children's backgrounds, experiences, interest, and developmental needs to support development for all learning.</p>
<p><b>B.</b> Establishing and articulating goals for children's learning</p>	<p>Short-term and long-term instructional goals are set by teacher and children, and integrate children language experience, and home and school expectations. Goals are appropriately challenging for all children and represent valuable learning. Expectations for children are consistently high.</p>	<p>Short-term and long-term instructional goals are based on children's language, experience, and home and school expectations. Goals are appropriately challenging for all children and represent valuable learning. Expectations for children are consistently high.</p>	<p>Some instructional goals address children's language, experience, and/or home and school expectations. Expectations for children are inconsistent.</p>	<p>Instructional goals are not established or do not address children language, experiences, or home and school expectations. Expectations for children are low.</p>
<p><b>C.</b> Developing and sequencing instructional activities and materials for children learning.</p>	<p>Instructional activities and materials are differentiated to reflect individual children interest and developmental needs and engage all children in meaningful learning goals and are logically sequenced to clarify content and concepts.</p>	<p>Instructional activities and materials are appropriate and the learning goals make content and concepts relevant, and engage most children in meaningful learning. Activities are logically sequenced within individual lesson.</p>	<p>Instructional activities and materials are partially appropriate to children and the learning goals and engage some children in meaningful learning. Some activities are logically sequenced within individual lesson</p>	<p>Instructional activities and materials are not appropriate to children or the instructional goals. Do not engage children in meaningful learning. Activities are not logically sequenced.</p>



Lynwood Unified School District Early Childhood Education Evaluation Rubrics

ELEMENTS	EXCEED DISTRICT STANDARDS	MEETS DISTRICT STANDARDS	NEEDS IMPROVEMENT	UNSATISFACTORY
	<p>D. Designing short and long-term plans to foster children's learning.</p>	<p>Long and short-term plans are highly coherent. Learning sequences are responsive to the needs of individual children and promote understanding of complex concepts.</p>	<p>Long and short-term plans have a coherent structure, with learning activities in individual lesson well sequenced to promote understanding of concepts.</p>	<p>Long and short-term plans have a recognizable structure, although the sequence of individual lessons is uneven and only partially helps children development and conceptual understanding.</p>
<p>E. Modifying instructional plans to adjust for children needs.</p>	<p>Instructional goals are modified as needed, based on formal and informal assessments and children suggestions to ensure deeper conceptual understanding by all children.</p>	<p>Instructional goals are modified as needed to enhance children learning based on formal and informal assessments.</p>	<p>Modification to instructional goals address only superficial aspects of the learning.</p>	<p>Instructional goals are not modified, despite evidence that modifications would improve children learning.</p>

Lynwood Unified School District Early Childhood Education Evaluation Rubrics

Standard V: Assessing and Documenting ECE Children Learning and Development

ELEMENTS	EXCEED DISTRICT STANDARDS			MEETS DISTRICT STANDARDS		NEEDS IMPROVEMENT		UNSATISFACTORY
	A.	B.	C.	D.	E.	F.	G.	
Establishing and communicating learning for all children	Learning goals are established by the teacher, children and families, are appropriate to the children needs and the curriculum, and needs of district and state expectation. Goals are communicated to all children and families and are revised as needed.	Learning goals are established in relation to the children's needs and the curriculum and meet district and state expectations. Goals are communicated to all children and families and are revised as needed.	Learning goals are established to meet district and state expectation. Goals are communicated to all children without revision.	Few or no learning goals are established. Learning goals are not revised or clearly communicated to the children.				
Collecting and using multiple sources of information to assess children learning.	The teacher uses a variety of sources to collect information about children learning and a wide range of appropriate assessment strategies to understand children progress.	The teacher uses a variety of sources to collect information about children learning and several appropriate assessment strategies to understand children progress.	The teacher uses one or two sources of information to assess children learning and one or two assessment strategies to understand children progress.	The teacher uses no consistent sources of information to assess children learning and /or uses assessment strategies that are not appropriate to children learning.				
Involving and guiding all children in assessing their own progress.	Ongoing children reflection and self-assessment are integrated into the learning process.	Children reflection and self-assessment are included in most learning activities.	Children reflection is encouraged and guided by the teacher during some activities.	The teacher does not encourage children to reflect on or monitor their own learning.				
Using the results of assessment to guide instructions	Information from a variety of ongoing assessments is used to plan and modify learning activities, and to support class and individual children needs and achievement. Assessments are used to adjust instructions while teaching in response to children needs.	Information from a variety of ongoing assessments is used to plan and modify learning activities, as well as to meet class and individual children needs and achievement. Assessments are occasionally used to adjust instructions while teaching.	Information from a limited range of assessments is used to plan and modify learning activities and may support class needs and achievement. Assessment are not used to adjust instructions while teaching.	Information about children learning is inappropriate or not used by the teacher to plan, guide, or adjust instruction.				

Lynwood Unified School District Early Childhood Education Evaluation Rubrics

ELEMENTS	EXCEED DISTRICT STANDARDS	MEETS DISTRICT STANDARDS	NEEDS IMPROVEMENT	UNSATISFACTORY
<p>E. Communicating with children, families, and other audiences about children progress.</p>	<p>Children participate with teacher to exchange information about their learning with families and support personnel in ways that improve understanding and encourage academic progress.</p>	<p>The teacher regularly exchanges information about children's learning with families and support personnel in ways that improve understanding and encourage academic progress.</p>	<p>The teacher provides information about children's learning to child, families and support personnel to promote understanding and academic progress.</p>	<p>The teacher provides some information about learning to families and support personnel but the information is incomplete.</p>

Lynwood Unified School District Early Childhood Education Evaluation Rubrics

Standard VI: Developing as a Professional Early Childhood Educator

ELEMENTS	EXCEED DISTRICT STANDARDS			MEETS DISTRICT STANDARDS		NEEDS IMPROVEMENT		UNSATISFACTORY	
	A. Reflecting on teaching practice and planning professional development	The teacher reflects on his or her teaching practice in relation to children learning and instructional goals, assesses growth over time, and plans professional development based on reflection.	The teacher reflects on his or her teaching practice in relation to areas of concern and children learning, assesses growth over time, and may use reflection to plan professional development.	The teacher reflects on some learning and areas of concern in his or her teaching practice, assesses growth in these areas with assistance, and may use reflection to plan professional development.	The teacher reflects on professional goals are established with assistance, the teacher pursues opportunities to acquire new knowledge and skills but infrequently participates in the professional community.	The teacher understands the importance of children communities but is not sure how to apply this to benefit children and families, provide experiences to support children learning, or promote collaboration with the school.	The teacher may reflect on specific problems or areas of concern in his or her teaching practice, but rarely uses reflection to assesses growth over time or to plan professional development.	The teacher rarely pursues opportunities to develop new knowledge and skills or to participate in the professional community.	The teacher has limited knowledge of children communities or of how to access them to provide learning experiences for children or to promote collaboration with the school.
B. Establishing professional goals and pursuing opportunities to grow professionally.	Professional goals are extended, and the teacher purposefully pursues opportunities to expand knowledge and skills and participates in and contributes to the professional community	Professional goals are developed, and the teacher pursues opportunities to acquire new knowledge and skills and participates in the professional community.	Professional goals are established with assistance, the teacher pursues opportunities to acquire new knowledge and skills but infrequently participates in the professional community.	Professional goals are not established to guide practice. The teacher rarely pursues opportunities to develop new knowledge and skills or to participate in the professional community.					
C. Working with communities to improve professional practice	The teacher values children communities and uses knowledge of them to benefit children and families, provide children with experiences that support their learning, and promote collaboration between school and community.	The teacher values children communities and develops knowledge of them to benefit children and families, provide children some experiences to support children learning, and support collaboration between school and community	The teacher respects children, families, develops positive communication and an understanding of their diverse background and provides opportunities for families to participate in the classroom or school community.	The teacher respects some children families, initiates communication and develops an understanding of their diverse background and provides opportunities for families to participate in the classroom or school community.					
D. Working with families to improve professional practice	The teacher respects all children, families, understand their diverse backgrounds, maintains ongoing positive interactions, and provides multiple opportunities for meaningful participation in the classroom or school community.	The teacher respects children, families, develops positive communication and an understanding of their diverse background and provides opportunities for families to participate in the classroom or school community.	The teacher respects some children families, initiates communication and develops an understanding of their diverse background and provides opportunities for families to participate in the classroom or school community.	The teacher may demonstrate respect for children, families, or their background, but has limited communication with families, and is not sure how to meet children's needs or learning activities to provide opportunities for participation in the classroom or school community.					

Lynwood Unified School District Early Childhood Education Evaluation Rubrics

ELEMENTS	EXCEED DISTRICT STANDARDS	MEETS DISTRICT STANDARDS	NEEDS IMPROVEMENT	UNSATISFACTORY
<p>E: Working with colleagues to improve professional practice</p>	<p>The teacher engages in dialogue and reflection with colleagues. Collaborates with staff to meet and contribute to school wide and district wide decision-making events and learning activities.</p>	<p>The teacher engages in dialogue with colleagues, collaborates with staff to meet children needs, and participates in school wide events.</p>	<p>The teacher engages in dialogue with some colleagues, seeks out staff to help meet children's needs, and participates in school wide events.</p>	<p>The teacher rarely converses with colleagues, rarely converses with colleagues, rarely seeks out other staff, and rarely participates in school or district events or learning activities.</p>





EVALUATION FORMS

Lynwood Unified School District  
Counselor Evaluation Form

Name: \_\_\_\_\_

Site: \_\_\_\_\_

- Temporary
- Probationary I
- Probationary II
- Permanent

Rating: N/A= Not Applicable  
 4= Exceeds District Standards  
 3= Meets District Standards  
 2= Needs Improvements  
 1= Unsatisfactory

Observation # \_\_\_\_\_

Final Evaluation \_\_\_\_\_

Pursuant to the applicable provisions of the Education Code and the Collective Bargaining Agreement between Lynwood Unified School District and Lynwood Teachers Association, certificated employees serving in these positions shall be evaluated based upon the following criteria:

<b>1. Engage, Advocate for, and Support All Students in Learning</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>N/A</b>
A. Ensures all students are scheduled correctly and are engaged in a system of support designed for learning and academic success.	1	2	3	4	N/A
B. Advocate for educational opportunity, equity and access for all students,	1	2	3	4	N/A
C. Identify student problems in their earliest stages and implement prevention and intervention strategies.	1	2	3	4	N/A
<b>2. Plan, Implement, and Evaluate Programs to Promote Academic, Career, Personal and Social Development of All Students.</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>N/A</b>
A. Demonstrates organizational skills.	1	2	3	4	N/A
B. Develop outcome based, result oriented methods and programs.	1	2	3	4	N/A
C. Assess student's needs and analyze student data.	1	2	3	4	N/A
<b>3. Utilize Multiple Sources of Information to Monitor And Improve Student Behavior and Achievement.</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>N/A</b>
A. Assess student's characteristics and utilize information to plan for individual student growth and achievement	1	2	3	4	N/A

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10/18/18

B. Interpret data to work with individual student and their parents(s)/guardian(s) to develop plans for educational and personal success.	1	2	3	4	N/A
C. Monitor and evaluate student personal, academic, and career progress by using data compilation.	1	2	3	4	N/A
<b>4. Collaborate and Coordinate with School and Community Resources.</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>N/A</b>
A. Build and maintain student support teams for student achievement.	1	2	3	4	N/A
B. Develop working relationships with parents, school service organizations, school staff and teachers to ensure student success in school and in life after school.	1	2	3	4	N/A
C. Coordinate support from community agencies	1	2	3	4	N/A
<b>5. Promote and Maintain a Safe Learning Environment for All Students.</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>N/A</b>
A. Promote a positive, safe, and supportive learning environment.	1	2	3	4	N/A
B. Develop and implement programs that address the personal and social risk factors of students.	1	2	3	4	N/A
C. Support school safety that addresses elements of prevention and intervention within the school system.	1	2	3	4	N/A
<b>6. Develop as a Professional School Counselor</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>N/A</b>
A. Establish professional goals and pursue opportunities to improve.	1	2	3	4	N/A
B. Model effective practices and continuous progress in School Counseling.	1	2	3	4	N/A
C. Adhere to professional code of ethics, legal mandates, and district policies.	1	2	3	4	N/A

**Evaluation Summary and Comments: All ratings of needs improvement or unsatisfactory require written comments and documentation where applicable. In accordance with 13.3.6 of the Collective Bargaining Agreement, in the case of an unsatisfactory evaluation(s), the evaluatee shall be informed in writing on the Plan of Assistance for Improvement Form (Appendix J- ) as to the reasons for the unsatisfactory evaluation, the specific recommendations for improvement, the standards expected of him/her, corrective action which must be taken, and the assistance and resources available to implement such recommendations for improvement.**

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Re-employment Recommendations:

\_\_\_\_\_ A. Re-employment

\_\_\_\_\_ B. Re-employment with Remediation (See Article 13, Section 13.3.6 & 13.11)

\_\_\_\_\_ C. Non-re-employment (Probationary)

**I have received a copy of this evaluation report and I have discussed the content with my administrative supervisor. I agree with the general conclusion of the evaluation report.**

\_\_\_\_\_  
**Employee Signature**

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

**I have received a copy of this evaluation report and I have discussed the content with my administrative supervisor, but I disagree with the conclusion of the evaluation report.**

\_\_\_\_\_  
**Employee Signature**

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

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

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

## LYNWOOD UNIFIED SCHOOL DISTRICT EVALUATION RUBRICS/COUNSELORS

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

ELEMENT	Exceeds District Expectations	Meets District Expectations	Needs Improvement	Unsatisfactory
<p><b>A. Ensure all students are engaged in a system of support designed for learning and academic success</b></p>	<p><b>The Counselor:</b></p> <ul style="list-style-type: none"> <li>Ensures all students understand and know how to access personal, social, and career resources.</li> <li>Assesses the academic needs of all students and uses these assessments in planning for programs, services, and activities, and intervention.</li> <li>Connects all students to a system of support programs, services, activities, and opportunities to ensure learning and high achievement.</li> </ul>	<p><b>The Counselor:</b></p> <ul style="list-style-type: none"> <li>Ensures most students understand and know how to access personal, social, and career resources.</li> <li>Assesses the academic needs of most students and uses these assessments in planning for programs, services, and activities, and intervention.</li> <li>Connects most students to a system of support programs, services, activities, and opportunities to ensure learning and high achievement.</li> </ul>	<p><b>The Counselor:</b></p> <ul style="list-style-type: none"> <li>Ensures some students understand and know how to access personal, social, and career resources.</li> <li>Assesses the academic needs of some students and uses these assessments in planning for programs, services, and activities, and intervention.</li> <li>Connects some students to a system of support programs, services, activities, and opportunities to ensure learning and high achievement.</li> </ul>	<p><b>The Counselor:</b></p> <ul style="list-style-type: none"> <li>Does not ensure any students understand or know how to access personal, social, and career resources.</li> <li>Does not assess the academic needs of any students or use these assessments in planning for programs, services, and activities, and intervention.</li> <li>Does not connect students to a system of support programs, services, activities, and opportunities to ensure learning and high achievement.</li> </ul>
<p><b>B. Advocate for educational opportunity, equity and access for all students</b></p>	<p><b>The Counselor:</b></p> <ul style="list-style-type: none"> <li>Ensures that all students and parents/guardians are informed about and understand the full range of educational options.</li> <li>Addresses effectively current and potential biases and discrimination in educational programs, services, and systems that limit, impede, or block the highest educational attainment for all students.</li> <li>Acts effectively as systems change agent to correct policies and practices that adversely affect student learning or that stratify learning opportunities.</li> </ul>	<p><b>The Counselor:</b></p> <ul style="list-style-type: none"> <li>Ensures that most students and parents/guardians are informed about and understand the full range of educational options.</li> <li>Addresses current and potential biases and discrimination in educational programs, services, and systems that limit, impede, or block the highest educational attainment for most students.</li> <li>Acts as systems change agent to correct policies and practices that adversely affect student learning or that stratify learning opportunities.</li> </ul>	<p><b>The Counselor:</b></p> <ul style="list-style-type: none"> <li>Ensures that some students and parents/guardians are informed about and understand the full range of educational options.</li> <li>Addresses current and potential biases and discrimination in educational programs, services, and systems that limit, impede, or block the highest educational attainment for some students.</li> <li>Rarely acts as systems change agent to correct policies and practices that adversely affect student learning or that stratify learning opportunities.</li> </ul>	<p><b>The Counselor:</b></p> <ul style="list-style-type: none"> <li>Does not ensure that any students and parents/guardians are informed about and understand the full range of educational options.</li> <li>Does not address current and potential biases and discrimination in educational programs, services and systems that limit, impede, or block the highest educational attainment for any students.</li> <li>Does not act as systems change agent to correct policies and practices that adversely affect student learning or that stratify learning opportunities.</li> </ul>
<p><b>C. Identify student problems in their earliest stages and implement prevention and intervention strategies</b></p>	<p><b>The Counselor:</b></p> <ul style="list-style-type: none"> <li>Effectively identifies early signs and predictors of student learning problems.</li> <li>Effectively works with teachers, parents/guardians, and family members to help them eliminate barriers to learning and support high achievement for their children.</li> <li>Effectively develops and implements programs for students and parents/guardians to prevent learning problems and promote academic growth.</li> </ul>	<p><b>The Counselor:</b></p> <ul style="list-style-type: none"> <li>Identifies early signs and predictors of student learning problems.</li> <li>Works with teachers, parents/guardians, and family members to help them eliminate barriers to learning and achievement and support high achievement for their children.</li> <li>Develops and implements programs for students and parents/guardians to prevent learning problems and promote academic growth.</li> </ul>	<p><b>The Counselor:</b></p> <ul style="list-style-type: none"> <li>Rarely identifies early signs and predictors of student learning problems.</li> <li>Rarely works with teachers, parent/guardians, and family member to help them eliminate barriers to learning and achievement and support high achievement for their children.</li> <li>Rarely develops and implements programs for students and parents/guardians to prevent learning problems and promote academic growth.</li> </ul>	<p><b>The Counselor:</b></p> <ul style="list-style-type: none"> <li>Does not identify early signs and predictors of student learning problems.</li> <li>Does not work with teachers, parents/guardians, and family members to help them eliminate barriers to learning and achievement and support high achievement for their children.</li> <li>Does not develop and implement programs for students and parent/guardians to prevent learning problems and promote academic growth.</li> </ul>

  
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LYNWOOD UNIFIED SCHOOL DISTRICT  
EVALUATION RUBRICS/COUNSELORS

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

ELEMENT	Exceeds District Expectations	Meets District Expectations	Needs Improvement	Unsatisfactory
<p><b>A. Demonstrate organization skills</b></p> <p><i>The Counselor effectively:</i></p> <ul style="list-style-type: none"> <li>Utilizes skills in systems change and organizational development to build programs for all students.</li> <li>Utilizes knowledge of local, state, and national standards as a guide in developing student-support programs.</li> <li>Designs programs based on current research findings in variety of fields related to student growth and development including nutrition, exercise, brain development, medical advances, technology, and others.</li> <li>Manages time and task responsibilities.</li> </ul>	<p><i>The Counselor will:</i></p> <ul style="list-style-type: none"> <li>Utilize skills in systems change and organizational development to build programs for most students.</li> <li>Utilize knowledge of local, state, and national standards as a guide in developing student-support programs.</li> <li>Design programs based on current research findings in variety of fields related to student growth and development including nutrition, exercise, brain development, medical advances, technology, and others.</li> <li>Manage time and task responsibilities.</li> </ul>	<p><i>The Counselor partially/rarely:</i></p> <ul style="list-style-type: none"> <li>Utilizes skills in systems change and organizational development to build programs for some students.</li> <li>Utilizes knowledge of local, state, and national standards as a guide in developing student-support programs.</li> <li>Designs programs based on current research findings in variety of fields related to student growth and development including nutrition, exercise, brain development, medical advances, technology, and others.</li> <li>Manages time and task responsibilities.</li> </ul>	<p><i>The Counselor does not:</i></p> <ul style="list-style-type: none"> <li>Utilize skills in systems change and organizational development to build programs for any students.</li> <li>Utilize knowledge of local, state, and national standards as a guide in developing student support programs.</li> <li>Design programs based on current research findings in variety of fields related to student growth and development including nutrition exercise, brain development, medical advances, technology, and others.</li> <li>Manage time and task responsibilities.</li> </ul>	
<p><b>B. Develop outcome-based programs</b></p> <p><i>The Counselor effectively:</i></p> <ul style="list-style-type: none"> <li>Addresses student outcomes in personal, social, academic, and career development.</li> <li>Develops and implements programs that build student assets, address personal challenges, and strengthen learning and achievement.</li> <li>Develops and implements programs that increase interpersonal awareness, social skills, and effective interpersonal communication.</li> <li>Designs and implements career-development programs that increase student knowledge of their skills, personality, interests, and values related to education and career choice, and promote life-long learning values.</li> </ul>	<p><i>The Counselor will:</i></p> <ul style="list-style-type: none"> <li>Address student outcomes in personal, social, academic, and career development.</li> <li>Develop and implement programs that build student assets, address personal challenges, and strengthen learning and achievement.</li> <li>Develop and implement programs that increase interpersonal awareness, social skills, and effective interpersonal communication.</li> <li>Design and implement career-development programs that increase student knowledge of their skills, personality, interests, and values related to education and career choice, and promote life-long learning values.</li> </ul>	<p><i>The Counselor partially/rarely:</i></p> <ul style="list-style-type: none"> <li>Addresses student outcomes in personal, social, academic, and career development.</li> <li>Develops and implements programs that build student assets, address personal challenges, and strengthen learning and achievement.</li> <li>Develops and implements programs that increase interpersonal awareness, social skills, and effective interpersonal communication.</li> <li>Designs and implements career-development programs that increase student knowledge of their skills, personality, interests, and values related to education and career choice, and promote life-long learning values.</li> </ul>	<p><i>The Counselor does not:</i></p> <ul style="list-style-type: none"> <li>Address student outcomes in personal, social, academic, and career development.</li> <li>Develop and implement programs that build student assets, address personal challenge and strengthen learning and achievement.</li> <li>Develop and implement programs that increase interpersonal awareness, social skills, and effective interpersonal communication.</li> <li>Design and implement career-development programs that increase student knowledge of their skills, personality, interests, and values related to education and career choice, and promote life-long learning values.</li> </ul>	
<p><b>C. Assess student's needs outcomes and analyze student data</b></p> <p><i>The Counselor effectively:</i></p> <ul style="list-style-type: none"> <li>Implements program evaluation as a regular, ongoing part of the assessment and improvement process.</li> <li>Assesses measurable student outcomes of programs and services.</li> <li>Utilizes evaluation data to monitor progress and involve other stakeholders in the assessment and improvement process.</li> </ul>	<p><i>The Counselor will:</i></p> <ul style="list-style-type: none"> <li>Implement program evaluation as a regular, ongoing part of the assessment and improvement process.</li> <li>Assess measurable student outcomes of programs and services.</li> <li>Utilize evaluation data to monitor progress and involve other stakeholders in the assessment and improvement process.</li> </ul>	<p><i>The Counselor partially/rarely:</i></p> <ul style="list-style-type: none"> <li>Implements program evaluation as a regular, ongoing part of the assessment and improvement process.</li> <li>Assesses measurable student outcomes of programs and services.</li> <li>Utilizes evaluation data to monitor progress and involve other stakeholders in the assessment and improvement process.</li> </ul>	<p><i>The Counselor does not:</i></p> <ul style="list-style-type: none"> <li>Implement program evaluation as a regular ongoing part of the assessment and improvement process.</li> <li>Assess measurable student outcomes of programs and services.</li> <li>Utilize evaluation data to monitor progress and involve other stakeholders in the assessment and improvement process.</li> </ul>	

	<ul style="list-style-type: none"><li>• Presents outcomes of programs to all stakeholders as part of ongoing individual and program accountability.</li></ul>	<ul style="list-style-type: none"><li>• Present outcomes of programs to all stakeholders as part of ongoing individual and program accountability.</li></ul>	<ul style="list-style-type: none"><li>• Presents outcomes of programs to all stakeholders as part of ongoing individual and program accountability.</li></ul>	<ul style="list-style-type: none"><li>• Present outcomes of programs to all stakeholders as part of ongoing individual and program accountability.</li></ul>
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**LYNWOOD UNIFIED SCHOOL DISTRICT  
EVALUATION RUBRICS/COUNSELORS**

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

ELEMENT	Exceeds District Expectations	Meets District Expectations	Needs Improvement	Unsatisfactory
<p><b>A. Assess student characteristics and utilize the information to plan for individual student growth and achievement</b></p> <p><i>The Counselor effectively:</i></p> <ul style="list-style-type: none"> <li>Assesses individual student strengths, hopes, aspirations, and challenges related to academic, career, personal, and social development.</li> <li>Gathers relevant information on items such as health and development, language and culture, classroom and community environment, learning styles, socioeconomic, and resiliency factors.</li> <li>Collects data from inventories, surveys, tests, and other assessments.</li> <li>Involves parents/guardians in the assessment and planning process for each student.</li> </ul>	<p><i>The Counselor will:</i></p> <ul style="list-style-type: none"> <li>Assess individual student strengths, hopes, aspirations, and challenges related to academic, career, personal, and social development.</li> <li>Gather relevant information on items such as health and development, language and culture, classroom and community environment, learning styles, socioeconomic, and resiliency factors.</li> <li>Collect data from inventories, surveys, tests, and other assessments.</li> <li>Involve parents/guardians in the assessment and planning process for each student.</li> </ul>	<p><i>The Counselor seldom:</i></p> <ul style="list-style-type: none"> <li>Assesses individual student strengths, hopes, aspirations, and challenges related to academic, career, personal, and social development.</li> <li>Gathers relevant information on items such as health and development, language and culture, classroom and community environment, learning styles, socioeconomic, and resiliency factors.</li> <li>Collects data from inventories, surveys, tests, and other assessments.</li> <li>Involves parents/guardians in the assessment and planning process for each student.</li> </ul>	<p><i>The Counselor does not:</i></p> <ul style="list-style-type: none"> <li>Assess individual student strengths, hopes, aspirations, and challenges related to academic, career, personal, and social development.</li> <li>Gather relevant information on items such as health and development, language and culture, classroom and community environment, learning styles, socioeconomic, and resiliency factors.</li> <li>Collect data from inventories, surveys, tests, and other assessments.</li> <li>Involve parents/guardians in the assessment and planning process for each student.</li> </ul>	
<p><b>B. Interpret and use student assessment data with students and parents/guardians in developing personal, academic, and career plans</b></p> <p><i>The Counselor effectively:</i></p> <ul style="list-style-type: none"> <li>Informs students and their parents/guardians about the meaning and importance of using multiple sources of information in considering a student's potential and life goals.</li> <li>Interprets and clarifies test results so that students and parents can understand what the data means and how it can be used in education and life planning.</li> <li>Works with students to develop plans to achieve and attain their goals and aspirations.</li> </ul>	<p><i>The Counselor will:</i></p> <ul style="list-style-type: none"> <li>Inform students and their parents/guardians about the meaning and importance of using multiple sources of information in considering a student's potential and life goals.</li> <li>Interpret and clarify test results so that students and parents can understand what the data means and how it can be used in education and life planning.</li> <li>Work with students to develop plans to achieve and attain their goals and aspirations.</li> </ul>	<p><i>The Counselor seldom:</i></p> <ul style="list-style-type: none"> <li>Informs students and their parents/guardians about the meaning and importance of using multiple sources of information in considering a student's potential and life goals.</li> <li>Interprets and clarifies test results so that students and parents can understand what the data means and how it can be used in education and life planning.</li> <li>Works with students to develop plans to achieve and attain their goals and aspirations.</li> </ul>	<p><i>The Counselor does not:</i></p> <ul style="list-style-type: none"> <li>Inform students and their parents/guardians about the meaning and importance of using multiple sources of information in considering a student's potential and life goals.</li> <li>Interpret and clarify test results so that students and parents can understand what the data means and how it can be used in education and life planning.</li> <li>Work with students to develop plans to achieve and attain their goals and aspirations.</li> </ul>	
<p><b>C. Monitor student personal, academic and career progress</b></p> <p><i>The Counselor effectively:</i></p> <ul style="list-style-type: none"> <li>Maintains records of student academic progress toward promotion and graduation.</li> <li>Provides students and their parents/guardians with current assessment data to facilitate educational and career planning.</li> <li>Counselors students to develop healthy personal and social behavior and well-being.</li> </ul>	<p><i>The Counselor will:</i></p> <ul style="list-style-type: none"> <li>Maintain records of student academic progress toward promotion and graduation.</li> <li>Provide students and their parents/guardians with current assessment data to facilitate educational and career planning.</li> <li>Counsel students to develop healthy personal and social behavior and well-being.</li> </ul>	<p><i>The Counselor seldom:</i></p> <ul style="list-style-type: none"> <li>Maintains records of student academic progress toward promotion and graduation.</li> <li>Provides students and their parents/guardians with current assessment data to facilitate educational and career planning.</li> <li>Counselors students to develop healthy personal and social behavior and well-being.</li> </ul>	<p><i>The Counselor does not:</i></p> <ul style="list-style-type: none"> <li>Maintain records of student academic progress toward promotion and graduation.</li> <li>Provide students and their parents/guardians with current assessment data to facilitate educational and career planning.</li> <li>Counsel students to develop healthy personal and social behavior and well-being.</li> </ul>	

LYNWOOD UNIFIED SCHOOL DISTRICT  
EVALUATION RUBRICS/COUNSELORS

STANDARD 4: COLLABORATE AND COORDINATE WITH SCHOOL AND COMMUNITY RESOURCES				
ELEMENT	Exceeds District Expectations	Meets District Expectations	Needs Improvement	Unsatisfactory
A. Build and maintain student support teams for student achievement	<p><b>The Counselor effectively:</b></p> <ul style="list-style-type: none"> <li>Integrates programs and services designed to meet student developmental challenges and eliminate the achievement gap.</li> <li>Develops learning communities of student-support professionals, parents, and community members to promote student success.</li> </ul>	<p><b>The Counselor will:</b></p> <ul style="list-style-type: none"> <li>Integrate programs and services designed to meet student developmental challenges and eliminate the achievement gap.</li> <li>Develop learning communities of student-support professionals, parents, and community members to promote student success.</li> </ul>	<p><b>The Counselor rarely:</b></p> <ul style="list-style-type: none"> <li>Integrates programs and services designed to meet student developmental challenges and eliminate the achievement gap.</li> <li>Develops learning communities of student-support professionals, parents, and community members to promote student success.</li> </ul>	<p><b>The Counselor does not:</b></p> <ul style="list-style-type: none"> <li>Integrate programs and services designed to meet student developmental challenges and eliminate the achievement gap.</li> <li>Develop learning communities of student-support professionals, parents, and community members to promote student success.</li> </ul>
B. Develop working relationships within the school that include school staff members, parents/guardians, and community members	<p><b>The Counselor effectively:</b></p> <ul style="list-style-type: none"> <li>Builds networks of individuals working with in the school and community on education-related endeavors.</li> <li>Develops collaborative teams of educators, families, and community members, ensuring the inclusion of the diverse populations within the school and community, to maximize the support students need to become successful.</li> </ul>	<p><b>The Counselor will:</b></p> <ul style="list-style-type: none"> <li>Build networks of individuals working with in the school and community on education-related endeavors.</li> <li>Develop collaborative teams of educators, families, and community members, ensuring the inclusion of the diverse populations within the school and community, to maximize the support students need to become successful.</li> </ul>	<p><b>The Counselor partially/seldom:</b></p> <ul style="list-style-type: none"> <li>Builds networks of individuals working with in the school and community on education-related endeavors.</li> <li>Develops collaborative teams of educators, families, and community members, ensuring the inclusion of the diverse populations within the school and community, to maximize the support students need to become successful.</li> </ul>	<p><b>The Counselor does not:</b></p> <ul style="list-style-type: none"> <li>Build networks of individuals working with in the school and community on education-related endeavors.</li> <li>Develop collaborative teams of educators, families, and community members, ensuring the inclusion of the diverse populations within the school and community, to maximize the support students need to become successful.</li> </ul>
C. Coordinate support from community agencies	<p><b>The Counselor effectively:</b></p> <ul style="list-style-type: none"> <li>Coordinates support from community business, industries, services clubs, agencies, and families to increase student academic achievement and work experiences.</li> <li>Coordinates a referral process for parents/guardians and students that facilitates access to community resources.</li> <li>Supports a positive school environment that values diversity within the school and community.</li> </ul>	<p><b>The Counselor will:</b></p> <ul style="list-style-type: none"> <li>Coordinate support from community business, industries, services clubs, agencies, and families to increase student academic achievement and work experiences.</li> <li>Coordinate a referral process for parents/guardians and students that facilitates access to community resources.</li> <li>Support a positive school environment that values diversity within the school and community.</li> </ul>	<p><b>The Counselor partially/seldom:</b></p> <ul style="list-style-type: none"> <li>Coordinates support from community business, industries, services clubs, agencies, and families to increase student academic achievement and work experiences.</li> <li>Coordinates a referral process for parents/guardians and students that facilitates access to community resources.</li> <li>Supports a positive school environment that values diversity within the school and community.</li> </ul>	<p><b>The Counselor does not:</b></p> <ul style="list-style-type: none"> <li>Coordinate support from community business, industries, services clubs, agencies, and families to increase student academic achievement and work experiences.</li> <li>Coordinate a referral process for parents/guardians and students that facilitates access to community resources.</li> <li>Support a positive school environment that values diversity within the school and community.</li> </ul>

**LYNWOOD UNIFIED SCHOOL DISTRICT  
EVALUATION RUBRICS/COUNSELORS**

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

ELEMENT	Exceeds District Expectations	Meets District Expectations	Needs Improvement	Unsatisfactory
<p><b>A. Promote a positive, safe, and supportive learning environment</b></p>	<p><i>The Counselor effectively:</i></p> <ul style="list-style-type: none"> <li>Facilitates the development of positive school environment that promotes active school engagement.</li> <li>Ensures that students understand the relationship between rules, laws, safety, and the protection of individual rights.</li> <li>Promotes school safety and the reduction of verbal, emotional, psychological, and physical violence.</li> <li>Advocates for the safety and well-being of all students through prevention, intervention, and treatment.</li> </ul>	<p><i>The Counselor will:</i></p> <ul style="list-style-type: none"> <li>Facilitate the development of positive school environment that promotes active school engagement.</li> <li>Ensure that students understand the relationship between rules, laws, safety, and the protection of individual rights.</li> <li>Promote school safety and the reduction of verbal, emotional, psychological, and physical violence.</li> <li>Advocate for the safety and well-being of all students through prevention, intervention, and treatment.</li> </ul>	<p><i>The Counselor seldom:</i></p> <ul style="list-style-type: none"> <li>Facilitates the development of positive school environment that promotes active school engagement.</li> <li>Ensures that students understand the relationship between rules, laws, safety, and the protection of individual rights.</li> <li>Promotes school safety and the reduction of verbal, emotional, psychological, and physical violence.</li> <li>Advocates for the safety and well-being of all students through prevention, intervention, and treatment.</li> </ul>	<p><i>The Counselor does not:</i></p> <ul style="list-style-type: none"> <li>Facilitate the development of positive school environment that promotes active school engagement</li> <li>Ensure that students understand the relationship between rules, laws, safety, and the protection of individual rights</li> <li>Promote school safety and the reduction of verbal, emotional, psychological, and physical violence</li> <li>Advocate for the safety and well-being of all students through prevention, intervention, and treatment</li> </ul>
<p><b>B. Develop and implement programs that address the personal and social risk factors of students</b></p>	<p><i>The Counselor effectively:</i></p> <ul style="list-style-type: none"> <li>Collaborates with others to provide programs that reduce student at-risk behaviors.</li> <li>Identifies and responds to individual students who display early warning signs of difficulty in school adjustment, interpersonal conflicts and/or personal problems.</li> <li>Educates students, parents, staff members and the school community about the negative effects of verbal and physical abuse, gang activity, discrimination and stereotyping.</li> </ul>	<p><i>The Counselor will:</i></p> <ul style="list-style-type: none"> <li>Collaborate with others to provide programs that reduce student at-risk behaviors.</li> <li>Identify and respond to individual students who display early warning signs of difficulty in school adjustment, interpersonal conflicts and/or personal problems.</li> <li>Educate students, parents, staff members and the school community about the negative effects of verbal and physical abuse, gang activity, discrimination and stereotyping.</li> </ul>	<p><i>The Counselor seldom:</i></p> <ul style="list-style-type: none"> <li>Collaborates with others to provide programs that reduce student at-risk behaviors.</li> <li>Identifies and responds to individual students who display early warning signs of difficulty in school adjustment, interpersonal conflicts and/or personal problems.</li> <li>Educates students, parents, staff members and the school community about the negative effects of verbal and physical abuse, gang activity, discrimination and stereotyping.</li> </ul>	<p><i>The Counselor does not:</i></p> <ul style="list-style-type: none"> <li>Collaborate with others to provide programs that reduce student at-risk behaviors</li> <li>Identify and respond to individual students who display early warning signs of difficulty in school adjustment, interpersonal conflicts and/or personal problems.</li> <li>Educate students, parents, staff members and school community about the negative effects of verbal and physical abuse, gang activity, discrimination and stereotyping.</li> </ul>
<p><b>C. Support school safety that addresses elements of prevention and intervention within the school system</b></p>	<p><i>The Counselor effectively:</i></p> <ul style="list-style-type: none"> <li>Utilizes research-based models and programs designed to detect and limit the occurrence of violence and promote positive social relations in the classroom and on school campuses.</li> <li>Develops implements and maintains crisis intervention procedures and practices and crisis management plans.</li> <li>Promotes the importance of a healthy balanced lifestyle in students including nutrition, fitness and positive use of leisure time.</li> </ul>	<p><i>The Counselor will:</i></p> <ul style="list-style-type: none"> <li>Utilize research-based models and programs designed to detect and limit the occurrence of violence and promote positive social relations in the classroom and on school campuses.</li> <li>Develop, implement and maintain crisis intervention procedures and crisis management plans.</li> <li>Promote the importance of a healthy balanced lifestyle in students including nutrition, fitness and positive use of leisure time.</li> </ul>	<p><i>The Counselor rarely/partially:</i></p> <ul style="list-style-type: none"> <li>Utilizes research-based models and programs designed to detect and limit the occurrence of violence and promote positive social relations in the classroom and on school campuses.</li> <li>Develops implements and maintains crisis intervention procedures and practices and crisis management plans.</li> <li>Promotes the importance of a healthy balanced lifestyle in students including nutrition, fitness and positive use of leisure time.</li> </ul>	<p><i>The Counselor does not:</i></p> <ul style="list-style-type: none"> <li>Utilize research-based models and programs designed to detect and limit the occurrence of violence and promote positive social relations in the classroom and on school campuses.</li> <li>Develop, implement and maintain crisis intervention procedures and practices and crisis management plans.</li> <li>Promote the importance of a healthy balanced lifestyle in students including nutrition, fitness and positive use of leisure time.</li> </ul>

**LYNWOOD UNIFIED SCHOOL DISTRICT  
EVALUATION RUBRICS/COUNSELORS**

**STANDARD 6:  
DEVELOP AS A PROFESSIONAL SCHOOL COUNSELOR**

STANDARD 6: ELEMENT	Exceeds District Expectations	Meets District Expectations	Needs Improvement	Unsatisfactory
<p><b>A. Establish professional goals and pursue opportunities to improve</b></p>	<p><b>The Counselor effectively:</b></p> <ul style="list-style-type: none"> <li>Continues to learn and expand professional roles and responsibilities.</li> <li>Establishes goals and identifies opportunities for professional growth and development including knowledge about current trends in the field of school counseling and education.</li> <li>Uses professional literature and other professional development opportunities including advanced certification and specialization to develop as highly-qualified school counseling professional.</li> <li>Benefits from and contribute to professional organizations to improve competence as a school counselor.</li> <li>Solicits input from stakeholders to improve professional practices.</li> </ul>	<p><b>The Counselor will:</b></p> <ul style="list-style-type: none"> <li>Continue to learn and expand professional roles and responsibilities.</li> <li>Establish goals and identify opportunities for professional growth and development including knowledge about current trends in the field of school counseling and education.</li> <li>Use professional literature and other professional development opportunities including advanced certification and specialization to develop as highly-qualified school counseling professional.</li> <li>Benefit from and contribute to professional organizations to improve competence as a school counselor.</li> <li>Solicit input from stakeholders to improve professional practices.</li> </ul>	<p><b>The Counselor rarely:</b></p> <ul style="list-style-type: none"> <li>Continues to learn and expand professional roles and responsibilities.</li> <li>Establishes goals and identifies opportunities for professional growth and development including knowledge about current trends in the field of school counseling and education.</li> <li>Uses professional literature and other professional development opportunities including advanced certification and specialization to develop as highly-qualified school counseling professional.</li> <li>Benefits from and contribute to professional organizations to improve competence as a school counselor.</li> <li>Solicits input from stakeholders to improve professional practices.</li> </ul>	<p><b>The Counselor does not:</b></p> <ul style="list-style-type: none"> <li>Continue to learn and expand professional roles and responsibilities.</li> <li>Establish goals and identify opportunities for professional growth and development including knowledge about current trends in the field of school counseling and education.</li> <li>Use professional literature and other professional development opportunities including advanced certification and specialization to develop as highly-qualified school counseling professional.</li> <li>Benefit from and contribute to professional organizations to improve competence as a school counselor.</li> <li>Solicit input from stakeholders to improve professional practices.</li> </ul>
<p><b>B. Model effective practices and continuous progress in school counseling</b></p>	<p><b>The Counselor effectively:</b></p> <ul style="list-style-type: none"> <li>Reflects on professional practices, analyze personal progress as a school counselor, and plan professional development.</li> <li>Identifies successes and challenges and assesses growth as a school counselor over time.</li> <li>Analyzes counseling activities with regard to their impact on student learning.</li> </ul>	<p><b>The Counselor will:</b></p> <ul style="list-style-type: none"> <li>Reflect on professional practices, analyze personal progress as a school counselor, and plan professional development.</li> <li>Identify successes and challenges and assess growth as a school counselor over time.</li> <li>Analyze counseling activities with regard to their impact on student learning.</li> </ul>	<p><b>The Counselor seldom:</b></p> <ul style="list-style-type: none"> <li>Reflects on professional practices, analyze personal progress as a school counselor, and plan professional development.</li> <li>Identify successes and challenges and assesses growth as a school counselor over time.</li> <li>Analyzes counseling activities with regard to their impact on student learning.</li> </ul>	<p><b>The Counselor does not:</b></p> <ul style="list-style-type: none"> <li>Reflect on professional practices, analyze personal progress as a school counselor, and plan professional development.</li> <li>Identify successes and challenges and assess growth as a school counselor over time.</li> <li>Analyze counseling activities with regard to their impact on student learning.</li> </ul>
<p><b>C. Adhere to professional codes of ethics, legal mandates, and district policies</b></p>	<p><b>The Counselor effectively:</b></p> <ul style="list-style-type: none"> <li>Applies legal and ethical principles in the use of standardized tests and other methods of assessment.</li> <li>Follows laws and regulations pertaining to children and families such as child abuse and neglect reporting laws, client confidentiality, attendance and truancy laws, and federal and state mandates related to special education.</li> <li>Keeps informed of changes in laws and regulations related to California public education and school district policy.</li> </ul>	<p><b>The Counselor will:</b></p> <ul style="list-style-type: none"> <li>Apply legal and ethical principles in the use of standardized tests and other methods of assessment.</li> <li>Follow laws and regulations pertaining to children and families such as child abuse and neglect reporting laws, client confidentiality, attendance and truancy laws, and federal and state mandates related to special education.</li> <li>Keep informed of changes in laws and regulations related to California public education and school district policy.</li> </ul>	<p><b>The Counselor rarely:</b></p> <ul style="list-style-type: none"> <li>Applies legal and ethical principles in the use of standardized tests and other methods of assessment.</li> <li>Follows laws and regulations pertaining to children and families such as child abuse and neglect reporting laws, client confidentiality, attendance and truancy laws, and federal and state mandates related to special education.</li> <li>Keeps informed of changes in laws and regulations related to California public education and school district policy.</li> </ul>	<p><b>The Counselor does not:</b></p> <ul style="list-style-type: none"> <li>Apply legal and ethical principles in the use of standardized tests and other methods of assessment.</li> <li>Follow laws and regulations pertaining to children and families such as child abuse and neglect reporting laws, client confidentiality, attendance and truancy laws, and federal and state mandates related to special education.</li> <li>Keep informed of changes in laws and regulations related to California public education and school district policy.</li> </ul>



# APPENDIX J-\_\_

## EVALUATION FORMS

### LYNWOOD UNIFIED SCHOOL DISTRICT SCHOOL PSYCHOLOGIST EVALUATION FORM

Name: \_\_\_\_\_  
School: \_\_\_\_\_  
Assignment: \_\_\_\_\_

- Temporary
- Probationary I
- Probationary II
- Permanent

Rating: N/A = Not Applicable  
4 = Exceeds District Standards  
3 = Meets District Standards  
2 = Needs Improvement  
1 = Unsatisfactory

Observation # \_\_\_\_\_  
Final Evaluation \_\_\_\_\_

Pursuant to the provisions of the Education Code, certificated employees shall be evaluated based upon the following criteria:

<b>I. ASSESSMENT, DATA-BASED DECISION MAKING, and ACCOUNTABILITY</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>N/A</b>
A. Utilizes appropriate assessment and data collection methods.	1	2	3	4	N/A
B. Contributes to school-wide assessment and data-based practices for general academic, social-emotional, and behavioral domains.	1	2	3	4	N/A
C. Contributes to progress monitoring and data-based decisions regarding intervention practices for general academic, social-emotional, and behavioral domains.	1	2	3	4	N/A
D. Conducts special education evaluations to inform eligibility, Service, and programming decisions.	1	2	3	4	N/A
E. Completes evaluations in a timely manner.	1	2	3	4	N/A
F. Adheres to established policies & procedures	1	2	3	4	N/A

*[Signature]*  
10/18/18

*[Signature]*  
10/18/18

*[Signature]* 10/18/18  
*[Signature]* 10/18/18



<b>II. Interventions and Instructional Support to Develop General Academic, Social, and Life Skills</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>N/A</b>
A. Contributes to school-wide curricular and instructional practices for general academic, social-emotional, and behavioral domains.	1	2	3	4	N/A
B. Contributes to intervention practices for general academic, social-emotional, and behavioral domains.	1	2	3	4	N/A
C. Contributes to crisis response and intervention practices when appropriate.	1	2	3	4	N/A
D. Utilizes information about student background and characteristics to inform instruction, intervention, and service delivery decisions.	1	2	3	4	N/A
<b>III. Consultation and Collaboration</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>N/A</b>
A. Engages in consultation and collaboration with school staff.	1	2	3	4	N/A
B. Engages in consultation and collaboration with parents and families.	1	2	3	4	N/A
C. Engages in consultation and collaboration with community agencies and providers.	1	2	3	4	N/A
<b>IV. Leadership</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>N/A</b>
A. Seeks professional growth and learning opportunities to advance one’s own knowledge and skill.	1	2	3	4	N/A
B. Contributes to School and/or Profession of School Psychology.	1	2	3	4	N/A
C. Advocates for student success.	1	2	3	4	N/A
D. Respects colleagues, staff, and students	1	2	3	4	N/A
<b>V. Core Professionalism</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>N/A</b>
A. Knowledgeable about ethical and professional standards, and legal regulations	1	2	3	4	N/A
B. Assists administrators, other school personnel, and parents in understanding regulations relevant to general and special education.	1	2	3	4	N/A
C. Engages in professional development and life-long learning	1	2	3	4	N/A
D. Utilizes supervision and mentoring for effective practices	1	2	3	4	N/A

**Evaluation Summary and Comments: All ratings of needs improvement or unsatisfactory require written comments and documentation where applicable. In accordance with 13.3.6 of the Collective Bargaining Agreement, in the case of an unsatisfactory evaluation(s), the evaluatee shall be informed in writing on the Plan of Assistance for Improvement Form (Appendix J-\_\_ ) as to the reasons for the unsatisfactory evaluation, the specific recommendations for improvement, the standards expected of him/her, corrective action which must be taken, and the assistance and resources available to implement such recommendations for improvement.**

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Re-employment Recommendations:

- \_\_\_\_\_ A. Re-employment
- \_\_\_\_\_ B. Re-employment with Remediation (See Article 13, Section 13.3.6 & 13.11)
- \_\_\_\_\_ C. Non-re-employment (Probationary)

I have received a copy of this evaluation report and I have discussed the contents with my administrative supervisor. I agree with the general conclusions of the evaluation report.

\_\_\_\_\_

Employee Signature

\_\_\_\_\_

Date

I have received a copy of the school psychologist evaluation report and I have discussed the contents with my immediate administrative supervisor, but I disagree with the conclusion of the report.

\_\_\_\_\_

Employee Signature

\_\_\_\_\_

Date

\_\_\_\_\_

Evaluator Signature

\_\_\_\_\_

Date

LYNWOOD UNIFIED SCHOOL DISTRICT  
EVALUATION RUBRICS

Standard 1: ASSESSMENT, DATA-BASED DECISION MAKING, and ACCOUNTABILITY

ELEMENTS	EXCEEDS DISTRICT STANDARDS	MEETS DISTRICT STANDARDS	NEEDS IMPROVEMENT	UNSATISFACTORY
A. Utilizes appropriate assessment and data collection methods	Applies evaluation data and findings to intervention, instruction, programming, and services through written reports, interventions plans, and meetings/conferences with parents and/or school staff.	Uses assessment and data collection methods that are: Appropriate for the intended purpose. Appropriate and individualized for the specific student's cultural, linguistic and disability background. Sufficient variety for the intended purpose.	Uses assessment and data collection methods that are: Appropriate for the student Administered, scored, and interpreted correctly. Limited in variety for the intended purpose.	Uses assessment and data collections methods that are: Inappropriate for purpose and/or interpreted incorrectly.
B. Contributes to school-wide assessment and data-based practices for general academic, social-emotional, and behavioral domains	Fulfills criteria for meeting District Standards and additionally: Serves as a member of school building level teams (e.g., school improvement team, intervention team, etc.). Conducts a needs assessment to guide the development and delivery of school-wide programs. Conducts evaluation of school-wide practices and programs to ensure effectiveness and guide continuous improvements. Assists with the development and/or delivery of staff professional development to support school-wide assessment practices.	Contributes to school-wide assessment practices in a manner that meets the expectations of the role/school(s). Activities include, but are not limited to: Collects, or assists with collection, of student data to inform core curriculum and instructional practices. Researches and helps select assessments for universal screening. Applies data or curricular decisions and/or instructional practices.	Limited in individualization for the specific student(s). Responsive to opportunities to contribute to school-wide assessment practices but contributions are insufficient to meet expectations of school(s)/role. Involved in continued professional growth and learning regarding school-wide practices.	Lacks knowledge about school-wide assessments and data-based decision-making practices Lacks knowledge about the collection and use of school-wide data. Fails to take advantage of opportunities to engage in school wide assessment practices.

*10/18/18*  
*10/18/18*

*8/18/18*  
*8/18/18*

School Psychologist, August 27, 2018 - DRAFT

<p><b>C.</b> Contributes to progress monitoring and data-based decisions regarding intervention practices for general academic, social- emotional, and behavioral domains</p>	<p>Fulfills criteria for meeting District Standards and additionally:          Serves as a member of student level teams (e.g. intervention team, problem solving team, etc.).          Conducts evaluation of intervention practices and programs to ensure effectiveness and guide continuous improvement.          Conducts supplemental diagnostic assessments to assist in intervention selection.          Assist with the development and/or delivery of staff professional development to support intervention practices.</p>	<p>Contributes to progress monitoring and data-based decisions regarding intervention practices in a manner that meets the expectations of the school(s)/role:          Activities include, but are not limited to:          Collects, or assists with collection, of student progress monitoring data.          Researches and helps select assessments for progress monitoring.          Summarizes progress monitoring data.          Applies progress monitoring data to intervention practices and decisions about need for additional services/supports.</p>	<p>Responsive to opportunities to contribute to progress monitoring and data-based decisions regarding intervention practices but contributions are insufficient to meet expectations of school(s)/role.          Involved in continued growth and learning regarding progress monitoring and data-based decision-making practices.</p>	<p>Lacks knowledge about data-based problem-solving practices.          Lacks knowledge about the collection and use of progress monitoring data.          Falls to take advantage of opportunities to engage in progress monitoring practices.</p>
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<p><b>D. Conducts special education evaluations to inform eligibility, Service, and programming decisions</b></p>	<p>Fulfills criteria for meeting District Standards and additionally: Effectively communicates evaluation findings to school staff through written reports and conferences. Utilizes evaluation findings to inform accurate eligibility, placements, and service decisions.</p>	<p>Conducts evaluations that are: Appropriate for the student being evaluated. Informative for instructional and/or programming purposes.</p>	<p>Conducts evaluations that are: Limited in appropriateness for the students being evaluated. Limited in providing instructionally relevant information.</p>	<p>Conducts evaluations that are: Inappropriate for the student being evaluated.</p>
<p><b>E. Completes student evaluations in a timely manner</b></p>	<p>Completed all in a timely manner.</p>	<p>Few evaluations completed after compliance due dates for reasons outside the school psychologist's control.</p>	<p>Few evaluations completed after compliance due dates for reasons within the school psychologist's control.</p>	<p>Multiple evaluations completed past compliance due dates.</p>
<p><b>F. Adheres to established policies &amp; procedures</b></p>	<p>Follows established state &amp; school policies and procedures.</p>	<p>N/A</p>	<p>Demonstrates a pattern of failing state &amp; school policies &amp; procedures.</p>	<p>N/A</p>



LYNWOOD UNIFIED SCHOOL DISTRICT  
EVALUATION RUBRICS

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

ELEMENTS	EXCEEDS DISTRICT STANDARDS	MEETS DISTRICT STANDARDS	NEEDS IMPROVEMENT	UNSATISFACTORY
<p><b>A.</b> Contributes to school-wide curricular and instructional practices for general academic, social-emotional, and behavioral domains.</p>	<p>Fulfills criteria for meeting District Standards and additionally:  Serves as a member of school building level teams (e.g. school intervention team).</p> <p>Conducts evaluation of school wide practices to ensure effectiveness and guide continuous improvement.  Assist with the development to support school-wide practices.</p>	<p>Contributes to school-wide curricular and instructional practices in a manner that is consistent with the role/school(s).</p> <p>Examples:  Research and help select instructional strategies.  Assist in the collection of information about implementation integrity.  Assist with student safety and bullying activities.</p>	<p>Responsive to opportunities to contribute to school-wide curriculum and instruction practices but contributions are insufficient to meet expectations of role/school(s).</p> <p>Involved in continued professional growth and learning regarding curriculum and instruction for general academic, social-emotional or behavioral domains.</p>	<p>Lacks knowledge about curriculum and standards for General academic, social-emotional, and behavioral domains.</p> <p>Lacks knowledge about instructional strategies and approaches for general academic, social-emotional, and behavioral domains.</p> <p>Fails to take advantage of opportunities to engage in continued professional growth and learning.</p>
<p><b>B.</b> Contributes to intervention practices for general academic, social-emotional, and behavioral domains</p>	<p>Fulfills criteria for meeting District Standards and additionally:  Serves as a member of student level teams (e.g. intervention team, problem solving team, etc.).  Conducts evaluation of intervention practices to ensure effectiveness and guide continuous improvement.  Assist with developments and/or delivery of staff professional development to support intervention practices.</p>	<p>Contributes to intervention practices in a manner that meets the expectations of the role/school(s).</p> <p>Examples:  Research and helps select intervention strategies and approaches for school(s).  Helps develop intervention plans for individual students or small groups of students.</p>	<p>Responsive to opportunities to contribute to intervention practices but contributions are insufficient to meet expectations of school(s)/role.</p> <p>Involved in continued professional growth and learning regarding intervention practices.</p>	<p>Lacks knowledge about intervention strategies and practices.</p> <p>Fails to take advantage of opportunities to engage in continued professional growth and learning.</p>

		<p>Applies progress monitoring data to intervention practices &amp; decisions about need for additional services/supports. Assist staff in learning &amp; implementing new intervention strategies, or approaches. Provide intervention services to individual students or small groups.</p>		
<p><b>C. Contributes to crisis response and intervention practices when appropriate</b></p>	<p>Fulfills criteria for meeting District Standards and additionally: Conducts evaluations of crisis response and intervention practices to assess effectiveness and guide continuous improvements.</p>	<p>Contributes to crisis response and intervention practices in a manner that meets the expectations of the role/school(s) Assist in development of crisis response and intervention plans.</p>	<p>Responsive to opportunities to contribute to crisis response and intervention practices but contributions are insufficient to meet expectations of school(s)/role.</p>	<p>Lacks knowledge about crisis response and intervention practices. Fails to take advantage of opportunities to engage in continued professional growth and learning.</p>

	<p>Assist with the development and/or delivery of staff professional development on crisis response and intervention.</p> <p>Collaborates with community agencies to provide coordinated response and services to crisis situations.</p>	<p>Participates in school-wide crisis response and intervention training.</p> <p>Provides crisis intervention services to students, staff, and community.</p>	<p>Involved in continued professional growth and learning regarding crisis response and intervention.</p>	
<p><b>D. Utilizes information about student background and characteristics to inform instruction, intervention, and service delivery decisions</b></p>	<p>Fulfills criteria for meeting District Standards and additionally:</p> <p>Provides mentoring and coaching to colleagues regarding issues of diversity and student learning.</p> <p>Applies knowledge in innovative ways to assist students, school(s). Examples: addressing issues of disproportionality in special education identification or suspension/expulsion data.</p>	<p>Demonstrates an understanding of influence of diversity factors through recommended factors through recommended strategies, interventions.</p> <p>Knowledge and skills meet the expectations of the role and school(s) population.</p>	<p>Is involved in continued professional growth regarding student diversity and academic, social-emotional, and behavioral outcomes.</p> <p>Demonstrate limited application of this knowledge to instructional practices and service delivery.</p>	<p>Lacks an understanding of the influence of factors such as culture, linguistic, socioeconomic status, gender or gender identity, national origin, religion, disability, health status on student learning and behavior.</p> <p>Fails to take advantage of opportunities to engage in continued professional growth and learning.</p>

LYNWOOD UNIFIED SCHOOL DISTRICT  
EVALUATION RUBRICS

Standard 3: CONSULTATION AND COLLABORATION

ELEMENTS	EXCEEDS DISTRICT STANDARDS	MEETS DISTRICT STANDARDS	NEEDS IMPROVEMENT	UNSATISFACTORY
<p><b>A.</b> Engages in consultation and collaboration with school staff</p>	<p>Fulfills criteria for meeting District Standards and additionally: Provides mentoring and coaching to colleagues regarding consultation strategies. Applies knowledge to assist students and/or school staff. Examples: Facilitate/Assist with process for collaborative team meetings.</p>	<p>Effectively collaborates with school staff in a manner that meets the expectations of the role/school(s). Examples: Assists teachers with identifying concerns to target through intervention practices. Supports teachers with implementing intervention via coaching, providing feedback, modeling, etc. Works well with others as part of a team (e.g., intervention team, problem solving team, multidisciplinary team, case conference committee.</p>	<p>Is involved in continued professional growth regarding consultation and collaboration strategies. Demonstrate limited application of knowledge and skills to expected roles and responsibilities.</p>	<p>Lacks knowledge and skills about effective consultation strategies and practices. Fails to take advantage of opportunities to engage in continued professional growth and learning.</p>
<p><b>B.</b> Engages in consultation and collaboration with parents and families</p>	<p>Fulfills criteria for meeting District Standards and additionally: Assists with the development and/or delivery of staff professional development on collaboration and consultation. Provides mentoring and coaching to colleagues regarding consultation strategies. Uses consultation and collaboration when working at the individual, classroom, or school. Applies knowledge in innovative ways to assist students and families.</p>	<p>Effectively engages in consultation and collaboration with parents and families in a manner that meets the expectations of the role/school(s). Examples: Discussion parent concerns and provides suggestions for strategies to use at home. Clearly explains assessment data and intervention strategies.</p>	<p>Is involved in continued professional growth regarding consultation and collaboration strategies. Practices may not demonstrate application of this knowledge to expected roles and responsibilities.</p>	<p>Lacks knowledge about effective consultation strategies and practices, and/or Fails to take advantage of opportunities to engage in continued professional growth and learning.</p>

**LYNWOOD UNIFIED SCHOOL DISTRICT  
EVALUATION RUBRICS**

**Standard 4:**

**LEADERSHIP**

<b>ELEMENTS</b>	<b>EXCEEDS DISTRICT STANDARDS</b>	<b>MEETS DISTRICT STANDARDS</b>	<b>NEEDS IMPROVEMENT</b>	<b>UNSATISFACTORY</b>
<b>A. Seeks professional growth and learning opportunities to advance one's own knowledge and skill</b>	Fulfills criteria for meeting District Standards and additionally:  Reflects critically on own skills and identifies professional learning needs.  Shares newly learned knowledge and practices with colleagues and school staff.	Responds well to constructive feedback,  Utilizes feedback to identify areas for professional learning events.  Initiates attendance at optional professional learning events.  Engages in professional reading of current research and practice.  Demonstrates application of knowledge/skills addressed in attended professional learning events.	Attends mandatory professional learning events  Practices may not:  Respond to constructive feedback.  Demonstrate application of knowledge/skill addressed in professional learning events.	Fails to seek or take advantage of opportunities to engage in professional learning.  Fails to respond to feedback from supervisor(s) regarding the need for professional learning.
<b>B. Contributes to School and/or Profession of School Psychology</b>	Fulfills criteria for meeting District Standards and additionally:  Assumes leadership positions in professional organizations or school/district committees, and interns, as well as fellow colleagues.  Mentors school psychology practicum students	Contributes ideas and expertise to improve the functioning of the school/ district  Participates in activities focused on improving the procedures and practices of the school/district	Responds to direct request for involvement in school activities or professional advancement activities  Practices may not demonstrate: Initiating involvement in activities.	Rarely or never contributes ideas to improve school, district or cooperative efforts,  Little to no involvement in activities designed to advance the professional practice of school psychologist.
<b>C. Advocates for student success</b>	Fulfills criteria for meeting District Standards and additionally:  Provides support and mentoring to colleagues who are less likely to advocate on behalf of students.  Seeks system level changes that will benefit all students and families.	Demonstrates concern for student learning and outcomes by advocating for a change in instruction and/or services when needed.  Advocates in a respectful and effective manner.	Demonstrates concern about student failure or lack of progress  Practices may not demonstrate advocacy for students' needs.	Demonstrates limited commitment to student growth and learning.  Accepts student failure and lack of growth.  Does not advocate for changes in instruction or services.
<b>D. Respects colleagues, staff, and students</b>	Interacts with students, colleagues, parents/families, and community members in a respectful manner.	N/A	Demonstrates a pattern of failing to interact with students, colleagues, parents/families, and community members in a respectful manner.	N/A

**LYNWOOD UNIFIED SCHOOL DISTRICT  
EVALUATION RUBRICS**

**Standard 5: ETHICAL AND PROFESSIONAL PRACTICE**

ELEMENTS	EXCEEDS DISTRICT STANDARDS	MEETS DISTRICT STANDARDS	NEEDS IMPROVEMENT	UNSATISFACTORY
<p><b>A.</b> Knowledgeable about ethical and professional standards, and legal regulations</p>	<p>Fulfills criteria for meeting District Standards and additionally: Sets and models high expectations for ethical behavior for staff and students Encourages colleagues to demonstrate ethical behavior.</p>	<p>Applies expertise to ethical and professional standards, and legal regulations.</p>	<p>Demonstrates limited knowledge about ethical and professional standards, and legal regulations. Practices may not include: Adherence to ethical and professional standards.</p>	<p>Fails to seek or take advantage of opportunities to engage in professional learning.</p>
<p><b>B.</b> Assists administrators, other school personnel, and parents in understanding regulations relevant to general and special education</p>	<p>Fulfills criteria for meeting District Standards and additionally: Offers professional growth and development activities within district/school.</p>	<p>Shares best practices through modeling and/or consultation.</p>	<p>Provides some relevant expertise when asked by colleagues, school personnel and/or parents.</p>	<p>Fails to provide relevant expertise when asked by colleagues, school personnel and/or parents.</p>
<p><b>C.</b> Engages in professional development and life-long learning</p>	<p>Consistently seeks out and applies, when appropriate, ideas for improving practice from supervisors, colleagues, professional development activities, and other resources to gain expertise and/or assume different instruction and leadership responsibilities, and maintains professional development.</p>	<p>Consistently seeks out professional development and learning opportunities that improve practice and build expertise of self and other educators in instruction, academic support, and leadership (through the use of supervision and mentorship opportunities) and maintains professional development. Is able to model this element.</p>	<p>Inconsistently participates in required professional development and learning activities and/or Inconsistently or inappropriately applies new learning to improve practice.</p>	<p>Fails to participate in any professional development and learning opportunities to improve practice and/or applies little new learning to practice.</p>

<p><b>D.</b></p>	<p><b>Utilizes supervision and mentoring for effective practices.</b></p>	<p>Facilitates effective collaboration with and among colleagues through shared planning and/or informal conversation to create and maintain a multitiered continuum of services to analyze student performance and plan appropriate interventions, which supports each students' attainment of academic, social, emotional, and behavioral goals at both the classroom and school level.  Models / teaches this element</p>	<p>Consistently and effectively collaborates with colleagues through shared planning and/or informal conversation to create and maintain a multitiered continuum of services to analyze student performance and plan appropriate interventions, which will support each students' attainment of academic, social, emotional, and behavioral goals at both the classroom and school level.</p>	<p>Does not consistently supervise/mentor/ collaborate with colleagues in ways that create and maintain a multitiered continuum of services to support attainment of student goals.</p>	<p>Rarely and/or ineffectively supervises or mentors with colleagues; conversations often lack focus on student performance and/or development.</p>
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EVALUATION FORMS

Lynwood Unified School District  
Speech/Language Pathologist Form

Name: \_\_\_\_\_

Site: \_\_\_\_\_

Rating: N/A= Not Applicable  
4= Exceeds District Standards  
3= Meets District Standards  
2= Needs Improvements  
1= Unsatisfactory

- Temporary
- Probationary I
- Probationary II
- Permanent

Observation # \_\_\_\_\_

Final Evaluation \_\_\_\_\_

Pursuant to the applicable provisions of the Education Code and the Collective Bargaining Agreement between Lynwood Unified School District and Lynwood Teachers Association, certificated employees serving in these positions shall be evaluated based upon the following criteria:

<b>1. Planning and Preparation</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>N/A</b>
A. Demonstrating knowledge and skill in the specialist therapy area	1	2	3	4	N/A
B. Acquiring of information about individual learners.	1	2	3	4	N/A
C. Establishing individual goals for the therapy program appropriate to the setting and the students served.	1	2	3	4	N/A
D. Demonstrating knowledge of district, state, and federal regulations and guidelines.	1	2	3	4	N/A
E. Demonstrating knowledge of resources, both within and beyond the school and district.	1	2	3	4	N/A
F. Demonstrating valid assessment and interpretation.	1	2	3	4	N/A
 <b>2. Therapy Environment</b>	 <b>1</b>	 <b>2</b>	 <b>3</b>	 <b>4</b>	 <b>N/A</b>
A. Creating a physical environment that engages students.	1	2	3	4	N/A
B. Establishing rapport with students.	1	2	3	4	N/A
C. Organizing time effectively.	1	2	3	4	N/A
D. Establishing and maintaining standards for student behavior expectations in the therapy setting.	1	2	3	4	N/A
E. Developing the therapy program integrated with IEP goals to meet the needs of the individual student.	1	2	3	4	N/A

*Handwritten signature and date: 10/18/18*

*Handwritten signature and date: 10/18/18*

<b>3. Evaluation and Interpretation</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>N/A</b>
A. Follows established procedures for referrals.	1	2	3	4	N/A
B. Responding to referrals and evaluating student needs.	1	2	3	4	N/A
C. Communicating with families.	1	2	3	4	N/A
D. Collecting information; writing reports.	1	2	3	4	N/A
E. Implements therapy services to maximize student success.	1	2	3	4	N/A
<b>4. Delivery of Service</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>N/A</b>
A. Communicate with students effectively.	1	2	3	4	N/A
B. Uses effective questioning and discussion techniques.	1	2	3	4	N/A
C. Engages student in learning.	1	2	3	4	N/A
D. Uses assessment in instruction.	1	2	3	4	N/A
E. Demonstrating flexibility and responsiveness.	1	2	3	4	N/A
<b>5. Professionalism</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>N/A</b>
A. Collaborating with staff.	1	2	3	4	N/A
B. Maintaining an effective data management system.	1	2	3	4	N/A
C. Engaging in professional development.	1	2	3	4	N/A
D. Showing professionalism, including integrity, advocacy and maintaining confidentiality.	1	2	3	4	N/A

**Evaluation Summary and Comments: All ratings of needs improvement or unsatisfactory require written comments and documentation where applicable. In accordance with 13.3.6 of the Collective Bargaining Agreement, in the case of an unsatisfactory evaluation(s), the evaluatee shall be informed in writing on the Plan of Assistance for Improvement Form (Appendix J-\_\_ ) as to the reasons for the unsatisfactory evaluation, the specific recommendations for improvement, the standards expected of him/her, corrective action which must be taken, and the assistance and resources available to implement such recommendations for improvement.**

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Re-employment Recommendations:

\_\_\_\_\_ A. Re-employment

\_\_\_\_\_ B. Re-employment with Remediation (See Article 13, Sections 13.3.6 & 13.11)

\_\_\_\_\_ C. Non-re-employment (Probationary)

**I have received a copy of this evaluation report and I have discussed the content with my administrative supervisor. I agree with the general conclusion of the evaluation report.**

\_\_\_\_\_  
**Employee Signature**

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

**I have received a copy of this evaluation report and I have discussed the content with my administrative supervisor, but I disagree with the conclusion of the evaluation report.**

\_\_\_\_\_  
**Employee Signature**

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

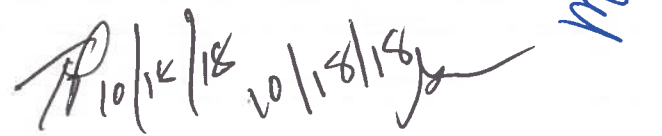
\_\_\_\_\_  
**Evaluator Signature**

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

**Lynwood Unified School District  
Speech Language Pathologist (SLP) Evaluation Rubric**

**Standard 1. Planning and Preparation**

ELEMENTS	UNSATISFACTORY	NEEDS IMPROVEMENT	MEETS DISTRICT STANDARDS	EXCEEDS DISTRICT STANDARDS
A. Demonstrating knowledge and skill in the specialist therapy area	SLP demonstrates little or no knowledge and skill in the therapy area.	SLP demonstrates basic knowledge and skill in the therapy area.	SLP demonstrates thorough knowledge and skill in the therapy area.	SLP demonstrates extensive knowledge and skill in the therapy area.
B. Acquiring of information about individual learners	The SLP does not acquire knowledge of individual	The SLP acquires little knowledge or information about individual students as learners from a limited number of sources.	The SLP acquires detailed information about individual students as learners from a variety of sources, and/or in an ongoing manner.	The SLP acquires extensive and detailed information about individual students as learners from a variety of sources, and in an ongoing manner and uses that knowledge to plan an effective and individualized program for each student.
C. Establishing individual goals for the therapy program appropriate to the setting and the students served.	SLP has no clear goals for the individual therapy programs or they are inappropriate to either the situation or to the age of the students.	SLP's goals for the individual therapy program are rudimentary and are partially suitable to the situation and to the age of the students.	SLP's goals for the individual therapy program are clearly appropriate to the situation in the school, to the age of the students and address individual learning styles.	SLP's goals for the individual therapy program are highly appropriate to the situation in the school, to the age of the students and address individual learning styles.
D. Demonstrating knowledge of district, state, and federal regulations and guidelines.	SLP demonstrates little or no knowledge of special education laws and procedures.	SLP demonstrates basic knowledge of special education laws and procedures.	SLP demonstrates knowledge of special education laws and procedures.	SLP's knowledge of special education laws and procedures is extensive; specialist takes a leadership role in reviewing and revising district policies.



<p>E. Demonstrating knowledge of resources, both within and beyond the school and district</p>	<p>SLP demonstrates little or no knowledge of resources for students available through the school or district.</p>	<p>SLP demonstrates basic knowledge of resources for students available through the school or district.</p>	<p>SLP demonstrates thorough knowledge of resources for students available through the school or district and some familiarity with resources outside the district.</p>	<p>SLP demonstrates extensive knowledge of resources for students available through the school or district and in the larger community.</p>
<p>F. Demonstrating valid assessment and interpretation</p>	<p>The SLP is unable to select appropriate diagnostic instruments.</p>	<p>The SLP selects and administers diagnostic instruments without consideration of team/parent input.</p>	<p>The SLP selects and administers diagnostic instruments and procedures based on the student's developmental level, areas of concern and team/parent input. The therapist gathers information on how the student's disorder affects educational performance.</p>	<p>The SLP selects and administers a diagnostic instrument and procedures based on the student's developmental level, areas of concern, and team/parent input. The therapist gathers comprehensive information on how the student's developmental disorder affects educational performance.</p>

**Standard 2: Therapy Environment**

<b>ELEMENTS</b>	<b>UNSATISFACTORY</b>	<b>NEEDS IMPROVEMENT</b>	<b>MEETS DISTRICT STANDARDS</b>	<b>EXCEEDS DISTRICT STANDARDS</b>
<p>A. Creating a physical environment that engages students.</p>	<p>The testing and instructional setting is disorganized and poorly suited to working with students. No attempt is made to modify available space or to find alternative space. Materials are rarely available and/or inappropriate for the student's level.</p>	<p>The testing and instructional setting is moderately well organized and moderately well suited to working with students. SLP makes some attempt to modify available space or to find alternative space. Materials are sometimes available.</p>	<p>The testing and instructional setting is well organized; SLP adapts or modifies the available space to meet the need of the students or finds alternative space. Materials are available when needed.</p>	<p>The testing and instructional setting is highly organized and is inviting to students. SLP effectively adapts/modifies the available space to meet the needs of students or find alternative space. Materials are convenient when needed.</p>
<p>B. Establishing rapport with students</p>	<p>SLP's interactions with students are negative or inappropriate; students appear uncomfortable in the testing and therapy area.</p>	<p>SLP's interactions with students are both positive and negative; the SLP's efforts at developing rapport are partially successful.</p>	<p>SLP's interactions with students are positive and respectful; students appear comfortable in the testing and therapy area.</p>	<p>SLP's interactions with all students demonstrate a positive, caring rapport and mutual respect. Interactions are inclusive and appropriate. Students seek out the SLP, reflecting a high degree of comfort and trust in the relationship.</p>
<p>C. Organizing time effectively</p>	<p>SLP exercises poor judgment in setting priorities, resulting in confusion, missed deadlines, and conflicting schedules.</p>	<p>SLP's time-management skills are moderately well developed; essential activities are carried out, but not always in the most efficient manner.</p>	<p>SLP exercises good judgment in setting priorities, resulting in clear schedules an important work being accomplished in an efficient manner.</p>	<p>SLP demonstrates excellent time management skills, accomplishing all tasks in a seamless manner; teachers and students understand their schedules. Transitions are seamless, students assuming some responsibility for efficient operation.</p>



<p>D. Establishing and maintaining standards for student behavior expectations in the therapy setting.</p>	<p>No behavioral expectations have been established and SLP disregards or fails to address negative behavior during evaluation or treatment.</p>	<p>Behavioral expectations appear to have been established for the therapy setting. SLP's attempt to monitor and correct negative student behavior during evaluation and treatments are partially successful.</p>	<p>Behavioral expectations for students have been established for the therapy setting. SLP monitors student behavior against those standards; response to students is appropriate and respectful.</p>	<p>Behavioral expectations for students have been established for the therapy setting. SLP's monitoring of students is subtle and preventative, and students engage in self-monitoring behavior.</p>
<p>E. Developing the therapy program integrated with IEP goals to meet the needs of the individual student</p>	<p>SLP has developed services for students that are unrelated to IEP goals.</p>	<p>SLP has developed services for students that have a guiding principle and include a number of worthwhile activities but some do not fit with the broader IEP goals.</p>	<p>SLP has developed a therapy program that adequately meets the needs of the student as defined in the IEP to support progress toward IEP goals.</p>	<p>SLP has developed a therapy program that is consistent with best practice to effectively service the student to support progress towards IEP goals.</p>

**Standard 3: Evaluation and Intervention**

<b>ELEMENTS</b>	<b>UNSATISFACTORY</b>	<b>NEEDS IMPROVEMENT</b>	<b>MEETS DISTRICT STANDARDS</b>	<b>EXCEEDS DISTRICT STANDARDS</b>
A. Follows established procedures for referrals	SLP does not follow established district procedures for referrals	SLP inconsistently follows established district procedures for referrals.	SLP adequately follows established district procedures for referrals and for meetings and consultations with parents and administrators.	SLP consistently follows established district procedures for all aspects of referral and testing protocols.
B. Responding to referrals and evaluating student needs	SLP fails to respond to referrals or makes hasty assessment of student's needs.	SLP responds to referrals when pressed and makes adequate assessments of student needs.	SLP responds to referrals and makes thorough assessment of student needs.	SLP is proactive in responding to referrals and makes highly competent assessments of student needs.
C. Communicating with families	SLP fails to communicate with families and secure necessary permission for evaluations or communicates in a insensitive manner.	SLP's communication with families is partially successful; not always adhering to required deadlines; permissions are obtained, but there are occasional insensitivities to cultural and linguistic traditions.	SLP communicates with families and secures necessary permission for evaluations adhering to required timelines, doing so in a manner sensitive to cultural and linguistic traditions.	Behavioral expectations for students have been established for the therapy setting. SLP's monitoring of students is subtle and preventative, and students engage in self-monitoring behavior.
D. Collecting information; writing reports	SLP neglects to collect important information on which to base treatment plans; reports are inaccurate or not appropriate to the audience.	SLP collects most of the important information on which to base treatment plans; reports are accurate but lacking in clarity and not always appropriate to the audience.	SLP collects all the important information on which to base treatment plans; reports are accurate and appropriate to the audience.	SLP is proactive in collecting important information, interviewing teachers and parents if necessary; reports are accurate and clearly written and is tailored for the audience.
E. Implements therapy services to maximize student success	SLP fails to develop therapy services suitable for students, or plans are mismatched with the findings of assessments.	SLP's services for students are partially suitable for them or sporadically aligned with identified needs. They are not always individualized to specific student needs	SLP implements therapy services for students that are suitable for them and are aligned with identified needs.	SLP implements therapy services for students, finding ways to creatively meet student needs and incorporate many related elements.

**Standard 4: Delivery of Service**

<b>ELEMENTS</b>	<b>UNSATISFACTORY</b>	<b>NEEDS IMPROVEMENT</b>	<b>MEETS DISTRICT STANDARDS</b>	<b>EXCEEDS DISTRICT STANDARDS</b>
<p>A. Communicate with students effectively</p>	<p>Students are not aware of the skill they are working on; language used is not appropriate for age of students or cognitive ability (not attempt made to clarify instruction).</p>	<p>SLP may clarify the task when questions are asked by restating directions in the same manner. SLP may tell students they are working on categorization without explaining what categorization is to the students.</p>	<p>SLP uses multiple modalities to demonstrate tasks and explain relevant vocabulary (uses visuals along with verbal explanations to explain task); SLP clearly states skill that will be worked on during the session.</p>	<p>SLP asks a student to explain a task to a peer; SLP uses a variety of modalities when demonstrating/explaining tasks.</p>
<p>B. Uses effective questioning and discussion techniques.</p>	<p>SLP does not engage all students; SLP only asks multiple choice questions or "what" questions.</p>	<p>SLP does ask a range of questions but relies on lower level question (uses only concrete examples, no abstract, higher level thinking); SLP facilitates some peer interaction through discussion but does not allow students to develop their own questions for each other.</p>	<p>SLP engages most students by asking a variety of questions and allows students to develop their own questions; SLP involves all students in discussions and uses prompting strategies to encourage all students to participate.</p>	<p>Students initiate spontaneous extension target skills through conversation; Adjustments in complexity are made as the students demonstrate success. SLP structures lessons and language usage to meet the students' needs.</p>
<p>C. Engages students in learning.</p>	<p>Rarely uses a variety of intervention strategies which provide regular opportunities for student to engage in the learning necessary to achieve goals and objectives.</p>	<p>Inconsistently uses a variety of intervention strategies which provide regular opportunities for student to engage in the learning necessary to achieve goals and objectives.</p>	<p>Uses a variety of intervention strategies which provide regular opportunities for student to engage in the learning necessary to achieve goals and objectives. Shares strategies with classroom staff and support specialists for generalization of language and speech skills</p>	<p>Collaborates with instructional staff to integrate the use of strategies throughout educational environments which allow students to generalize language and speech skills and to achieve goals and objectives.</p>

<p>D. Uses assessment in instruction.</p>	<p>SLP administers the same test regardless of the reason for referral; SLP makes little or no effort to assess if students understand the skills being taught or modeled for them.</p>	<p>SLP provides inappropriate feedback on standardized assessments. Students are aware that are being assessed within the session but not aware of their progress with skills.</p>	<p>Clear evidence that a variety of assessments are used regularly with systematic monitoring of progress; SLP provides examples of expected responses and uses other students to model accurate responses.</p>	<p>SLP often asks students to evaluate themselves or peers within the session and allows for peer feedback; SLP consistently and effectively assists students in setting rigorous goals, self-assessing, monitoring and taking responsibility for their progress.</p>
<p>E. Demonstrating flexibility and responsiveness</p>	<p>Therapist adheres to the therapy services in spite of evidence of its inadequacy.</p>	<p>Therapist makes modest changes in the student's therapy services when confronted with evidence of the need for change.</p>	<p>Therapist makes revisions in the student's therapy services when they are needed.</p>	<p>Therapist is continually seeking ways to improve the student's therapy services and makes changes in response to student, parent or teacher input</p>

**Standard 5. Professionalism**

<b>ELEMENTS</b>	<b>UNSATISFACTORY</b>	<b>NEEDS IMPROVEMENT</b>	<b>MEETS DISTRICT STANDARDS</b>	<b>EXCEEDS DISTRICT STANDARDS</b>
A. Collaborating with staff	SLP is not available to staff or questions and planning and declines to provide background material when requested.	SLP is available to staff for questions and planning and provides background material when requested.	SLP initiates contact with relevant staff to confer regarding individual cases.	SLP seeks out relevant staff and other professionals to confer regarding cases, soliciting their perspectives on individual students.
B. Maintaining an effective data management system	SLP neglects to collect important information on which to base treatment plans; reports are inaccurate or not appropriate to the audience.	SLP collects most of the important information on which to base treatment plans; reports are accurate but lacking in clarity and not always appropriate to the audience.	SLP collects all the important information on which to base treatment plans; reports are accurate and appropriate to the audience.	SLP is proactive in collecting important information, interviewing teachers and parents if necessary; reports are accurate and clearly written and is tailored for the audience.
C. Engaging in professional development	SLP does not participate in professional development activities, even when such activities are clearly needed for the development of skills.	SLP's participation in professional development activities is limited to those that are convenient and required.	SLP implements therapy services for students that are suitable for them and are aligned with identified needs.	SLP implements therapy services for students, finding ways to creatively meet student needs and incorporate many related elements.
D. Showing professionalism, including integrity, advocacy and maintaining confidentiality	SLP displays dishonesty in interactions with colleagues, students, and the public and violates principles of confidentiality.	SLP makes modest changes in the student's therapy services when confronted with evidence of the need for change.	SLP makes revisions in the student's therapy services when they are needed.	SLP is continually seeking ways to improve the student's therapy services and makes changes in response to student, parent or teacher input.