



**Oceanside Unified School District**

**2022-2023**

**Professional Growth System  
Handbook**

*The OUSD Evaluation Process for  
Counselors, School Nurses, School Psychologists, Teachers*

***2022-23 updates and changes are highlighted in yellow in the PGS Handbook.***

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## SECTION 1 - INTRODUCTION

This handbook is designed to facilitate the **Professional Growth System** (PGS) process. This handbook does not take the place of the Master Contract between the Oceanside Teachers Association (CTA/NEA) and the Oceanside Unified School District. For further information, consult the Master Contract, Article 15: Evaluation. The PGS process is utilized by both teaching and support personnel certificated employees. These include the following: School Counselors, School Nurses, School Psychologists, and Teachers.

### **OUSD Professional Growth System - *Philosophy:***

The philosophy of the Oceanside Unified School District (OUSD) Professional Growth System is the belief that collaboration between the employee and the administrator will improve performance and stimulate professional growth. The process is designed to be meaningful and beneficial to the interest of students, employees and administrators. Evaluation of professional practices is interconnected with professional growth.

In recognition of employees' individual needs, the OUSD Professional Growth System is designed to support, encourage, and evaluate the success of employees who have received overall ratings of "satisfactory" on prior evaluations. It also provides non-tenured employees and employees on Assistance Plans with the additional guidance and support they deserve, as they progress in their professional development. In all cases, employees and evaluators collaborate to establish a Professional Growth Plan (PGP) that meets the individual needs of the employee.

Part of the PGS process includes observations and visitations. Observations and visitations allow administrators to observe the activities taking place in support of student progress. In addition, observations ensure that employees will have many opportunities to demonstrate their development toward aligning their practice with their professional standards.

## Professional Growth System Overview

The following are the steps of OUSD's Professional Growth System. Please note, regardless of goal selected, employees are evaluated against all of their professional standards. All due dates are on the **Timeline** (page 4).

**Step 1: Information Meeting:** The evaluatee meets with their evaluator to learn about the Professional Growth System and to preview forms and due dates.

**Step 2: Goal Setting Conference :** The evaluatee and their evaluator meet to discuss and establish a professional development plan. Meeting to occur by the sixth week of school year starting.

**Step 3: Classroom Visitations and Observations :** Either the evaluator or evaluatee may initiate a classroom visitation or observation. **Observations are required a minimum of two times** for a minimum of 30 minutes and a post-observation conference (Master Contract, Article 15.1.5.1).

**Step 4: Mid-Year Goal Reflection Conference:** The evaluatee provides their evaluator with a reflection of the progress made toward the goal by the end of the 20th week of the school year. Evaluatee and evaluator meet to discuss reflection and preview the End-of-Year Goal Reflection and the Summative Evaluation form.

**Step 5: End-of-Year Goal Reflection and Summative Evaluation:** The evaluatee completes End-of-Year Goal and Reflection and gives it to the evaluator 10 working days before Summative Evaluation due date. The evaluator prepares the Summative Evaluation prior to 30 days before the end of school. Evaluator and evaluatee meet to review the Summative Evaluation and year-end reflection by the evaluator.

**Professional Growth System Forms are available on the district web page.**

They are under Departments → Human Resources → Certificated Personnel.

You can also access them at this link: <http://bit.ly/2KGJqVh>

**Copies of all PGS forms, without support documents, are to be sent to Certificated Human Resources by the evaluator. This includes:**

- Observations
- Mid-Year Goal Reflection
- Summative Evaluations
- Assistance Plans
- Memos terminating Assistance Plans

## OUSD Professional Growth System - *Timeline 2022 - 2023*

TIMEFRAME	ACTION	DUE DATE
Prior to the first day of school	<b>STEP 1: INFORMATION MEETING</b>	August 16
By the end of the 6th week	<b>STEP 2: GOAL SETTING CONFERENCE</b> Evaluator submits Final Professional Growth Plan (PGP) to Human Resources by September 30.	September 23
August - April	<b>STEP 3: CLASSROOM VISITATIONS AND OBSERVATIONS</b>	1 <sup>st</sup> Observation due prior to December 15  2nd Observation due prior to April 20
By end of the 20th week	<b>STEP 4: MID-YEAR GOAL REFLECTION CONFERENCE</b>	January 27
Two weeks before Summative Meeting	<b>STEP 5: END-OF-YEAR GOAL REFLECTION</b>	April 20
At least 30 days before last student day	<b>STEP 5 (CONT): SUMMATIVE EVALUATION</b> Individual Meetings	May 4

## SECTION 2 - STEP-BY-STEP GUIDE TO THE OUSD PROFESSIONAL GROWTH SYSTEM

### **Step 1: Information Meeting**

The Informational meeting is to be held prior to the first student day. Evaluator should meet with employees hired after the first day of school within two weeks of the date of hire.

The Informational Meeting is held with the evaluator and the evaluatee to familiarize the evaluatee with the Professional Growth System (PGS) and to establish timelines for the process. The evaluator provides orientation materials and all associated procedures and forms. Evaluator and evaluatee review together the Summative Evaluation Form and confirm that the evaluator will evaluate the employee on the selected goal **as well as all professional standards**. The evaluatee may ask questions, review the forms and begin to consider a professional growth goal for the year utilizing their professional standards (see Section III). This may be conducted as a group meeting.

The **Master Contract (Article 15)** states that all certificated employees must be evaluated as defined in Article 11 of the **Education Code 44664 (a)**. This article reads:

*Evaluation and assessment of the performance of each certificated employee shall be made on a continuing basis as follows:*

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

The Request for Additional Information, the Observation, the Assistance Plan, and the Summative Evaluation may be used with “off-year” as well as “on-year” certificated employees.

#### TIPS FOR BEST PRACTICE

- Evaluator schedules approximately 30 minutes for the required overview meeting, either as a group or individually (see [Timeline](#), page 4)
- Evaluator discusses the philosophy, describes the process, and reviews all forms with the evaluatee.
- Evaluator describes how the PGS process differentiates for non-permanent, permanent, and permanent teachers with Assistance Plans.
- Evaluator has a working knowledge of the professional standards and knows how to gather evidence for each standard.
- Evaluatee begins to draft professional growth goal in preparation for the goal setting conference.
- Evaluator and evaluatee review together the difference between classroom visitations and observations.

## **Step 2: Goal(s) Setting Conference**

By the sixth week of school the evaluator and evaluatee meet to discuss and establish a professional growth goal aligned with their professional standards that promotes professional growth, collaboration, and student learning.

Prior to this conference, the evaluatee writes a proposed professional development goal and plan. Employees with similar goals may meet with the evaluator as a cohort to facilitate teamwork and collaboration. During the conference, the evaluatee and evaluator discuss and mutually agree upon the plan. The Professional Growth Plan (PGP) must be finalized by the end of the sixth week. Mutually agreed upon visitations, and/or observations are recorded in the visitations section.

A Professional Growth Plan goal is all of these:

- A statement of desired end results for which an effort will be made.
- A statement wherein the focus is on *what* the improvement of one's practice will be, rather than on *how* that practice will be improved.
- A statement about professional practice that is
  - both relevant and possible,
  - broad enough to allow varied steps, options, and approaches, and
  - specific enough to measure both progress toward the goal and achievement of the goal by using information that can be seen, heard, felt, or noticed.

At the Goal Setting Conference, the evaluator and evaluatee schedule the Mid-Year Goal Reflection Conference date. Should circumstances change and the established goal needs to be modified, it is the responsibility of the evaluatee to notify the evaluator. At that time, a new/revised goal should be established. This is an appropriate time for the evaluator to express any performance concerns and address them in the context of the Professional Growth Plan. *Please note, in addition to established goal, employees are evaluated against all of their professional standards.*

### **TIPS FOR BEST PRACTICE**

- Evaluatee prepares a draft Professional Growth Plan (PGP) to use in the conference. The intent of the PGS is to provide the employee with the opportunity to develop his/her own professional goal whenever possible. However, it is the responsibility of the evaluator to guide the evaluatee toward a goal that improves teaching practice and increases student achievement.
- The Goal Setting Conference is held by the end of the sixth week of school. The evaluator assists evaluatee in connecting teacher performance goal and student goals.
- The evaluatee and evaluator record the deadline for the Mid-Year Goal Reflection Conference at this time. The Mid-Year Goal Reflection Conference should be completed by the end of the 20th week of school.

To access blank forms go to the district web page. **They are under Departments → Human Resources → Certificated Personnel. You can also access them at this link: [PGS Forms](#)**

## How to Complete the Professional Growth Plan

To access blank forms go to the district web page. They are under **Departments → Human Resources → Certificated Personnel**. You can also access them at this link: [PGS Forms](#)

### PROFESSIONAL GROWTH PLAN

Evaluatee: \_\_\_\_\_ **SAMPLE** \_\_\_\_\_

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

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

School Year: \_\_\_\_\_

**Note:** Evaluatees are accountable for implementing each of their professional standards in their daily practice as reflected in the Summative Evaluation form.

GOALS:		
<b>Professional Growth Plan Goal(s):</b> Participants enter a goal directly related to improving professional practice.		
<b>On which of your professional standards will you focus?</b> Evaluatees identify a standard and the appropriate element(s) related to that goal.		
<b>How will your students benefit from your professional growth goal?</b> Evaluatees describe how their professional growth goal will influence student achievement.		
ACTION PLAN:		
<b>Steps:</b> The evaluatee describes the things he/she will do to meet this goal. Things may include but are not limited to: implementing a teaching strategy; reading professional literature related to goal; collaboration with colleagues; identifying workshops to attend; student interviews; monitoring and assessing student progress; developing assessment tools; etc.	<b>Timeline:</b> The evaluatee establishes a timeline for all the steps he/she plans to take to meet his/her goal. Evaluatee and evaluator will use these dates to measure progress toward his/her goal at the Mid Year Goal Reflection Conference.	<b>Resources:</b> The evaluatee specifies the materials, workshops, books, time, and collaborators that will be necessary to complete the Professional Growth Plan.
ASSESSMENT:		
<b>Identify at least two sources (data, student work sample, etc.) that you will use to demonstrate how your professional growth goal has benefited students.</b> The evaluatee describes the measures he/she will use to determine how students will benefit from his/her professional growth. This might include administering pre and post tests, interviews, student work, data collection, etc.		
<b>Schedule proposed observation and visitation dates here:</b> The evaluatee and evaluator may schedule dates for classroom visitations or observations in this box or identify the focus of the visitations.		

**Schedule Mid -Year Goal Reflection Conference by end of the 20th week of school.**

\_\_\_\_\_  
Evaluatee

\_\_\_\_\_  
Date

\_\_\_\_\_  
Evaluator

\_\_\_\_\_  
Date

Attachments yes  no

COPY: Evaluator ; Personnel file



### **STEP 3: Visitations and Observations:**

**Visitations:** The purpose of these visitations is to provide opportunities for the evaluatee and evaluator to reflect on the professional growth process. Evaluator makes frequent visitations related to the progress of evaluatee’s Professional Growth Plan (PGP) and the employee’s professional standards. Visitations may or may not include written or verbal feedback from the evaluator. The evaluatee may initiate a follow-up conversation, if desired.

**Observations:** Observations and visitations serve to allow administrators to observe the activities taking place in support of student achievement. In addition, observations and visitations ensure that employees will have many opportunities to demonstrate their development toward aligning their practice with their professional standards.

Evaluations will include at least two formal classroom/assignment observations of 30 minutes each with one completed **prior to December 15**. Permanent employees and evaluators may request an observation at any time. Assistance Plans require three observations prior to being written. (See page 23 for details on Assistance Plans).

Observations require a minimum of 30 minutes and a post-observation conference (Master Contract, Article 15.1.5.1). Best practice is for observations to be preceded by a pre-conference. However, an evaluator may make an **unscheduled observation at any time (Master Contract, Article 15.1.5.4). For support personnel positions, observation topics will be determined collaboratively by the evaluatee and evaluator.**

Either the evaluator or evaluatee may initiate a classroom visitation or observation. If an evaluator has concerns about **any** area of the employee’s professional standards, the evaluator may request additional information. (See page 16, Evaluator’s Request for Additional Information).

#### **TIPS FOR BEST PRACTICE**

- The best practice for professional support in the observation process includes: the pre-conference, the observation, a post-observation conference, and the written report of observation.
- If circumstances interrupt the scheduled appointments for classroom visitations or classroom observations, the party changing the appointment notifies the other at least one day in advance.
- Evaluator may provide some form of immediate, relevant feedback to the evaluatee after a classroom visitation. This does not require a formal conference and may include a short note or a brief conversation at a time conducive to reflection.

## How to Complete the Observation

(This form is used for all observations.)

Evaluatee: \_\_\_\_\_ Site: \_\_\_\_\_ Assignment: \_\_\_\_\_ School Year: \_\_\_\_\_

### PRE-CONFERENCE (Optional)

Date: \_\_\_\_\_ Time: \_\_\_\_\_

#### Anticipated Student Outcomes:

The evaluatee records the expected student outcomes of the lesson being observed.

#### Professional Standards (specify standards and elements):

The evaluatee records the area of their professional standards and elements evidenced in the observation.

**OBSERVATION (Minimum of 30 minutes)** Date: \_\_\_\_\_ Time: \_\_\_\_\_

*Evaluatees are accountable for implementing each of the professional standards in their daily practice, including those not visible in an observation.*

The evaluator may record his/her observations of the lesson in this box. The evaluator documents evidence of teaching practice, student behavior and performance. The boxes will expand to accommodate details.

It is appropriate to focus the observation on the professional standard(s) designated in the Pre-Conference section. This gives purpose to the observation and provides a comprehensive look at the standard. In addition, feedback and recommendations are manageable for the evaluatee.

### POST-OBSERVATION CONFERENCE

Date: \_\_\_\_\_ Time: \_\_\_\_\_

This conference is held within **three days** of the observation. It is an essential part of the professional growth process and should not be omitted.

#### Revisit Anticipated Student Outcomes:

The evaluator guides the evaluatee in conversations that link his/her professional growth to student outcomes.

#### Discussion of Observation and Alternate Sources of Data:

The evaluatee and evaluator discuss the observation and review other data/evidence brought to the conference by each of them. This may include, but is not limited to, student work samples, student surveys, records of student progress, lesson plans, reflections from peer collaboration, etc. The evaluator may also use the **Request for Additional Information** form to gather more data. This sampling of multiple sources provides additional information regarding the lesson observed.

#### Next steps:

Since professional growth is a continual process, the evaluatee and the evaluator determine the next steps in the evaluatee's development of his/her teaching practice based on this observation.

Using all evidence/data collected from the pre-conference, the observation and the post-conference, the evaluator completes the observation and returns it to the evaluatee within five days of the observation.

Signing below indicates that the observation was discussed:

\_\_\_\_\_  
Evaluatee

\_\_\_\_\_  
Date

\_\_\_\_\_  
Evaluator

\_\_\_\_\_  
Date

COPY: Evaluator; Evaluatee; Personnel File

## **Step 4: Mid-Year Goal Reflection Conference**

By the end of the 20th week (see [Timeline](#)), the evaluatee provides the evaluator with a draft reflection of the progress made toward his/her goal. This includes a restatement of the goal, progress towards the goal, effect on student learning, and the collaborative means used to accomplish the goal. The evaluatee and evaluator revisit the goal and plan the next steps.

Should circumstances change and the established goal needs to be modified, it is the responsibility of the evaluatee to notify the evaluator so that new goal may be mutually re-established, if necessary. If the evaluator determines that the goal identified in the Professional Growth Plan (PGP) detracts from the evaluatee's instructional and professional performance, a revised Professional Growth Plan (PGP) will be cooperatively written.

Using the Summative Evaluation form as a guide, evaluator discusses evaluatee's performance in all professional standards during the Mid-Year Goal Reflection Conference. If, at the Mid-Year Goal Reflection, the evaluator has a concern that an evaluatee may not "Meet Standard" for one or more areas of the professional standards, the evaluator will document concerns in writing for the evaluatee. After three formal observations, the evaluator may also write an Assistance Plan to address the concerns. (See page 23.)

### **WHAT TO EXPECT IN THE MID-YEAR**

- Evaluatee writes a brief written reflection (Mid-Year Goals Reflection Conference) of the progress made toward the PGP goal and organizes sources of evidence/data to include in the conference.
- Evaluator reviews the evaluatee's PGP and organizes data from classroom visitations, observations and informal and formal conferences.
- Evaluator and evaluatee use this time to talk about the evaluatee's progress toward accomplishing his/her professional growth goal. If the goal needs to be modified, use this time to develop a new goal and plan.
- If the evaluator has concerns about the evaluatee's use of their professional standards in their daily practice, a discussion should be held and the evaluator completes an Evaluator Request for Additional Information and/or schedules an observation with a pre-conference.
- The evaluatee leaves this conference with an understanding of the next steps, feedback from the evaluator, and support for continued professional growth.
- Evaluators may request a completed Evaluator Request for Additional Information prior to the Mid-Year Goals Reflection Conference. However, it is expected that evaluators and evaluatees will collaborate on the final content of Mid-Year Goals Reflection.



## **How to Complete the Evaluator Request for Additional Information:**

This form may be used any time an evaluator has a concern regarding teacher performance in any of the professional standards. The intention of this component of the PGS process is to assure mutual understanding of any concerns well in advance of the End-of-Year Goal Reflection conference and Summative Evaluation.

### **Part I: To be completed by evaluator and shared with evaluatee during a meeting.**

#### **Step One: Evaluator identifies specific professional standards and element(s)**

Refer to the complete list of standards in Section III. The evaluator may find concerns in more than one standard and/or element. In this case, the evaluator may want to consider using multiple copies of this form.

#### **Step Two: Evaluator describes specific concern (what has or needs to be observed, samples of student work, data, etc.).**

An evaluator may have a concern based on: (1) lack of evidence, (2) evidence that practice is contrary to the standard, and/or (3) frequency of teacher practice exemplifying the standard.

#### **Step Three: Evaluator describes specific expectations to be met by employee to alleviate concerns described in step two (ex: timelines, observation opportunities, lesson plans, student work, etc.)**

Evaluatee and evaluator sign in step 3 to confirm mutual understanding of the expectation. Refer to the complete professional standards in the appendix of this handbook for language to communicate expectations.

\_\_\_\_\_

Evaluatee	Date	Evaluator	Date
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### **Part II: To be completed by evaluatee.**

After a mutually agreed upon period of time the evaluatee provides requested information as specified in step three.

#### **Step Four: Summary of evaluator's assessment of employee's response and next steps.**

Evaluator provides written remarks indicating whether or not the evaluatee has provided enough information to alleviate the concern identified in step one.

If the evaluator remains concerned, specific future steps such as an observation with a pre-conference, and/or Assistance Plan could occur. These are described in this section.

#### **Assistance Plan attached: Yes No**

The evaluator/evaluatee indicates in this section if there is an Assistance Plan attached.

#### **Written Response: Yes No**

The evaluatee/evaluator indicates in this section if there is a written response attached.

\_\_\_\_\_

Evaluatee	Date	Evaluator	Date
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**COPY:** Evaluator; Evaluatee; Personnel File

## **Step 5: End-of-Year Goal Reflection and Summative Evaluation**

During the **Mid-Year Goal Reflection** process, the evaluator briefs the evaluatees on the End-of-Year Reflection process. The evaluatee completes the **End-of-Year Reflection** independent of the evaluator and gives it to the evaluator two weeks before the **Summative Evaluation Conference** (see [Timeline](#)).

Prior to 30 days before the end of school, the evaluator prepares the **Summative Evaluation**. Using all data collected from classroom visitations, written reflections, the goal review conference, and other sources of data, the evaluator and evaluatee discuss progress toward completion of goal, the various evidence, and future goal setting.

The **Summative Evaluation** is reviewed and signed during this conference. When agreement cannot be reached, the evaluator maintains final responsibility for evaluation. The evaluatee may submit a written response to the evaluation. Any such response is attached to the Summative Evaluation prior to placement in the evaluatee's personnel file. If there are areas of concern, evaluatees are notified in the Summative Evaluation and an Assistance Plan (see page 22) may be developed with the evaluatee.

**If the evaluatee receives a “does not meet” rating in any of the professional standards areas, the evaluator prepares a written Assistance Plan. If an evaluatee receives an overall “unsatisfactory” performance evaluation (“does not meet” in four or more areas) they will not be eligible to receive step increases or anniversary increments (Master Contract 15.1.8.6).**

Evaluators may also use this opportunity to address any areas of concern regarding the evaluatee's performance.

### **TIPS FOR BEST PRACTICE**

- Evaluator schedules Summative Evaluation conferences no later than 30 days before the end of school.
- The evaluatee may bring multiple sources of evidence/data to the summative conference.
- The evaluator may bring notes from classroom visitations or observations that support the use of their professional standards in the evaluatee's daily practice. Evaluators may have some evidence/data of the use of these standards in order to determine whether or not an evaluatee meets each standard.
- The evaluator and evaluatee review the evidence/data each brings to the summative conference and discuss the evaluatee's progress toward completion of the goal and the implementation of their professional standards.
- The Summative Evaluation is finalized, signed and sent to Certificated Human Resources no later than one month before the last day of school.

*OCEANSIDE UNIFIED SCHOOL DISTRICT PROFESSIONAL GROWTH SYSTEM*



## How to Complete the Summative Evaluation:

Print Name: **SAMPLE**

Status: Permanent Non-Permanent

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

School Year: \_\_\_\_\_

<b>Professional-Growth-Plan Goal or attach Assistance Plan:</b> The evaluatee’s professional growth goes in this section.	<b>Professional Standards:</b> The professional standards and element(s) that guided the Professional Growth Plan are listed in this section.
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### Professional Growth Plan Accomplishments

<b>Evaluator’s Comments:</b> The evaluator assesses the evaluatee’s Professional Growth Plan. This appraisal is based on evidence gathered by the evaluator and multiple sources of data presented by the evaluatee in the Mid-Year Goal Reflection Conference. The evaluator reviews the End-of-Year Reflection, prior to the Summative Evaluation Conference and makes comments in this section.
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EACH CERTIFICATED EMPLOYEE HAS THERE OWN SUMMATIVE EVALUATION FORM THAT REFLECTS THEIR PROFESSIONAL STANDARDS	Meets Standard	Does Not Meet Standard
	<input type="checkbox"/>	<input type="checkbox"/>
Each set of standards requires the evaluator to determine if the employee has met this standard throughout their work for the year. Some standards will be observable. That means that the evaluator can go into the employee’s work setting and actually see or hear these standards in practice. Other standards require closer scrutiny of supporting data, i.e. lesson plans, assessment data, review of individual education plans, etc. Evaluators need a working knowledge of the employee’s professional standards to adequately assess the evaluatee in each area.	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>

<b>Evaluator’s Comments:</b> The evaluator writes comments regarding the teacher’s use of the professional standards in daily practice. This assessment is based on evidence gathered by the evaluator and multiple sources of data presented by the evaluatee throughout the year. This data may be observed during classroom visitations and/or classroom observations; it does not have to be collected in portfolio fashion.
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<b>OVERALL PERFORMANCE EVALUATION</b>	Satisfactory	Unsatisfactory
The administrator evaluates the employee on all standards. A “Does Not Meet Standard” in four or more areas is an overall unsatisfactory. For further information, consult the Master Contract, Article 15.1.8.6.	<input type="checkbox"/>	<input type="checkbox"/>

**Assistance Plan required if one or more of the standards are marked “Does Not Meet Standard” and/or if Overall Performance is “Unsatisfactory.” (Master Contract 15.1.8.2)**

<b>Written Response Attached:</b> Yes <input type="checkbox"/> No <input type="checkbox"/>  The evaluatee may attach a written response to the evaluation. For further information, consult the Master Contract, Article 15.1.7.3.
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There are separate Summative Evaluation forms for each Certificated employee group (School Counselors, School Nurses, School Psychologists, Speech and Language Pathologists, Teachers). To access blank forms go to the district web page. They are under **Departments → Human Resources → Certificated Personnel**. You can also access them at this link: [PGS Forms](#)



OCEANSIDE UNIFIED SCHOOL DISTRICT PROFESSIONAL GROWTH SYSTEM  
**SUMMATIVE EVALUATION - SCHOOL COUNSELORS**

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

Status: Permanent Non-Permanent

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

School Year: \_\_\_\_\_

Professional-Growth-Plan Goal or attach Assistance Plan:	CSTP:
<b>Professional Growth Plan Accomplishments</b>	
Evaluator's Comments:  <div style="background-color: yellow; padding: 5px; border: 1px solid black;">           To access blank forms go to the district web page. They are under Departments → Human Resources → Certificated Personnel. You can also access them at this link: <a href="#">PGS Forms</a> </div>	

ASCA NATIONAL STANDARDS FOR THE SCHOOL COUNSELING PROFESSION	Meets Standard	Does Not Meet Standard
Standard 1: Engage, advocate for and support all students in learning.	<input type="checkbox"/>	<input type="checkbox"/>
Standard 2: Plan, implement and evaluate programs to promote academic, career, personal, and social development of all students.	<input type="checkbox"/>	<input type="checkbox"/>
Standard 3: Utilize multiple sources of information to monitor and improve student behavior and achievement.	<input type="checkbox"/>	<input type="checkbox"/>
Standard 4: Collaborate and coordinate with school and community resources.	<input type="checkbox"/>	<input type="checkbox"/>
Standard 5: Promote and maintain a safe learning environment for all students.	<input type="checkbox"/>	<input type="checkbox"/>
Standard 6: Develop as a professional school counselor.	<input type="checkbox"/>	<input type="checkbox"/>
Evaluator's Comments:		
<b>OVERALL PERFORMANCE EVALUATION</b>	Satisfactory	Unsatisfactory
	<input type="checkbox"/>	<input type="checkbox"/>
<b>Assistance Plan required if one or more of the standards are marked "Does Not Meet Standard" and/or if Overall Performance is "Unsatisfactory." (Master Contract 15.1.8.2)</b>		
<b>Written Response Attached:</b> Yes <input type="checkbox"/> No <input type="checkbox"/>		

\_\_\_\_\_  
 Evaluatee

\_\_\_\_\_  
 Date

\_\_\_\_\_  
 Evaluator

\_\_\_\_\_  
 Date

COPY: Evaluator, Evaluatee, Personnel File







OCEANSIDE UNIFIED SCHOOL DISTRICT PROFESSIONAL GROWTH SYSTEM  
**SUMMATIVE EVALUATION - TEACHERS**

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

Status: Permanent Non-Permanent

Assignment: \_\_\_\_\_ Site: \_\_\_\_\_ School Year: \_\_\_\_\_

Professional-Growth-Plan Goal or attach Assistance Plan:	Professional standards:
<b>Professional Growth Plan Accomplishments</b>	
Evaluator's Comments:  <div style="background-color: yellow; padding: 5px; border: 1px solid black;">                     To access blank forms go to the district web page. <b>They are under Departments → Human Resources → Certificated Personnel. You can also access them at this link: <a href="#">PGS Forms</a></b> </div>	

CALIFORNIA STANDARDS FOR THE TEACHING PROFESSION	Meets Standard	Does Not Meet Standard
Standard 1: Engaging and Supporting All Students Learning	<input type="checkbox"/>	<input type="checkbox"/>
Standard 2: Creating and Maintaining Effective Environments for Student Learning	<input type="checkbox"/>	<input type="checkbox"/>
Standard 3: Understanding and Organizing Subject Matter for Student Learning	<input type="checkbox"/>	<input type="checkbox"/>
Standard 4: Planning Instruction & Design Learning Experiences for All Students	<input type="checkbox"/>	<input type="checkbox"/>
Standard 5: Assessing Student Learning	<input type="checkbox"/>	<input type="checkbox"/>
Standard 6: Developing as a Professional Educator	<input type="checkbox"/>	<input type="checkbox"/>
Evaluator's Comments:		
OVERALL PERFORMANCE EVALUATION	Satisfactory	Unsatisfactory
	<input type="checkbox"/>	<input type="checkbox"/>
<b>Assistance Plan required if one or more of the standards are marked "Does Not Meet Standard" and/or if Overall Performance is "Unsatisfactory." (Master Contract 15.1.8.2)</b>		
<b>Written Response Attached:</b> Yes <input type="checkbox"/> No <input type="checkbox"/>		

_____ Evaluatee	_____ Date	_____ Evaluator	_____ Date
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COPY: Evaluator, Evaluatee, Personnel File

## SECTION III- ADDITIONAL RESOURCES

**Assistance Plans:** Assistance Plans are written plans, with timelines, for whom remediation is recommended by their evaluator. Employees may also voluntarily request assistance. Employee Assistance Plans will not be required in instances of egregious behavior by employees or when notices of unprofessional conduct have been issued. (Master Contract, Article 15.1.8.1)

- All Assistance Plans must be **preceded by three observations**. In the case of an unscheduled observation, a pre-conference is not required.
- An evaluator may write an Assistance Plan for an evaluatee any time there is a concern with their performance, including those not “on-year.”
- Assigning an Assistance Plan does not automatically put one “on-year.”
  
- **When does an Assistance Plan come into effect?**
  - ✓ **If the evaluator has an area of concern with the evaluatee’s performance, s/he may** write an Assistance Plan, provided it is preceded by three observations.
  - ✓ **If an “on-year” evaluatee “Does Not Meet” one or more standards**, the evaluator **must** write an Assistance Plan. If any areas of the evaluatee’s Summative Evaluation are marked “Does Not Meet Standard”, a Performance Evaluation Addendum-Assistance Plan must be completed and attached to the Summative Evaluation.
  
- **An Assistance Plan is terminated when an evaluatee successfully completes all the goals of the plan.**
  - ✓ The evaluator **completes three observations** prior to terminating an assistance plan.
  - ✓ The evaluator terminates an Assistance Plan by indicating completion on the assistance plan form with signatures.
  - ✓ Evaluators will also provide a letter to the evaluatee indicating that they are returning to the traditional evaluation cycle. All Assistance Plans and termination of plans will be copied to personnel files.
  
- **Overall Unsatisfactory: the evaluatee “Does Not Meet Standard” in four or more domains. During the term of the assistance plan they will not be eligible to receive step increases or anniversary increments. See Master Contract, Article 15.1.8.6 for details.**

### Assistance Plan Scenarios

- A. **An evaluatee is in their “on-year” and an Assistance Plan is assigned.** All contractually agreed upon Professional Growth System timelines must be met and components must be completed. If an “on-year” evaluatee’s Assistance Plan does not align with their already initiated Professional Growth Plan, the Assistance Plan becomes the guiding document. The Assistance Plan may be substituted for the Mid-Year Goal(s) Reflection and the End-of-Year Goal(s) Reflection forms. The evaluator may choose to terminate the Assistance Plan at the end of the year or continue it to the following school year.
- B. **An evaluatee is in their “off-year” and an Assistance Plan is assigned.** In this case, all contractually agreed upon Professional Growth System timelines need not be met and components need not be completed. The evaluator may choose to terminate the Assistance Plan when the goals have been met or continue it to the following school year.
- C. **An evaluator may move an evaluatee on an Assistance Plan to “on-year” status**, provided all steps of the contractually agreed upon Professional Growth System timelines are met and all components are completed.
- D. **At the end of the school year, the evaluator determines whether or not the evaluatee remains on the Assistance Plan for the next school year.** The evaluator terminates an Assistance Plan by indicating completion on the assistance plan form with signatures. All assistance plans and termination plans will be copied to personnel files. Remaining on an Assistance Plan does not require one to be “on-year.”

OCEANSIDE UNIFIED SCHOOL DISTRICT PROFESSIONAL GROWTH SYSTEM  
**Certificated Employee Performance Evaluation Addendum: Assistance Plan**  
(Pursuant to Master Contract Section 15.1.8)

<p><b>Specific deficiencies: Identify Professional Standards and element(s)</b>  To access blank forms go to the district web page. <b>They are under Departments → Human Resources → Certificated Personnel. You can also access them at this link: <a href="#">PGS Forms</a></b></p>
<p><b>Detailed outline of assistance:</b></p>
<p><b>Specific expectations:</b></p>
<p><b>Date(s) by which deficiencies must be corrected:</b></p>
<p><b>Timelines for reassessment:</b></p>
<p><b>Method for reassessment:</b></p>

An opportunity has been given for review and discussion by evaluatee.

Evaluatee	Date	Evaluator	Date
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The Assistance Plan has been successfully completed

Attachments Yes  No

COPY: Evaluator, Evaluatee, Personnel File

## **ASCA National Standards for the School Counseling Profession**

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

- 1.1 Ensure all students are engaged in a system of support designed for learning and academic success
- 1.2 Advocate for educational opportunity, equity and access for all students
- 1.3 Advocate for the learning and academic success of all students
- 1.4 Identify student problems in their earliest stages and implement prevention and intervention strategies

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

- 2.1 Demonstrate organizational skills
- 2.2 Develop outcome-based programs
- 2.3 Assess program outcomes and analyze data
- 2.4 Demonstrate leadership in program development

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

- 3.1 Assess student characteristics and utilize the information to plan for individual student growth and achievement
- 3.2 Interpret and use student assessment data with students and parents/guardians in developing personal, academic, and career plans
- 3.3 Monitor student personal, academic, and career progress

### **STANDARD 4: COLLABORATE AND COORDINATE WITH SCHOOL AND COMMUNITY RESOURCES**

- 4.1 Build and maintain student support teams for student achievement
- 4.2 Provide consultation and education for teachers and parents
- 4.3 Develop working relationships within the school that include school staff members, parents, and community members
- 4.4 Coordinate support from community agencies

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

- 5.1 Promote a positive, safe, and supportive learning environment
- 5.2 Develop and implement programs that address the personal and social risk factors of students
- 5.3 Develop and implement programs that reduce the incidence of school site violence
- 5.4 Incorporate models of systemic school safety that address elements of prevention, intervention, and treatment into the school system

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

- 6.1 Establish professional goals and pursue opportunities to improve
- 6.2 Model effective practices and continuous progress in school counseling
- 6.3 Adhere to professional codes of ethics, legal mandates, and district policies



**SCHOOL NURSING: SCOPE AND STANDARDS OF PRACTICE**  
Taken from California School Nurses Organization (csno.org)

**Standards of School Nursing Practice 1- 6**

1. **Assessment:** The school nurse collects comprehensive data pertinent to the child’s health or situation.
2. **Diagnosis:** The school nurse analyzes the assessment data to determine the diagnosis and issues.
3. **Outcomes Identification:** The school nurse identifies expected outcomes for a plan individualized to the client or situation.
4. **Planning:** The school nurse develops a plan that prescribes strategies and alternatives to attain expected outcomes.
5. **Implementation:** The school nurse implements and documents the identified plan using evidence-based interventions and standard language or recognized terminology.
  - a. Coordination of Care
  - b. Health Teaching and Health Promotion
  - c. Consultation
  - d. Prescriptive Authority and Treatment
6. **Evaluation:** The school nurse evaluates progress towards attainment of outcomes.

**Standards of Professional Performance 7:** Ethics: The school nurse practices ethically.

1. Upholds healthcare consumer’s confidentiality within legal, regulatory and ethical parameters of health and education
2. Advocates for equitable healthcare consumer care
3. Assists healthcare consumers in self-determination and informed decision-making, as developmentally appropriate
4. Speaks up when appropriate to question healthcare practice when necessary for safety and quality improvement.

**Standards of Professional Performance 8:** Education: The school nurse attains knowledge and competency that reflects current nursing practice.

1. Participates in ongoing educational activities related to professional issues
2. Contributes to a work environment conducive to the education of professionals
3. Shares educational findings, experiences and ideas with peers
4. Maintains state and national certification and/or credentialing

**Standards of Professional Performance 9:** Evidence-Based Practice and Research: The school nurse integrates evidence and research findings into practice

1. Uses current evidence, including research findings to guide practice decisions
2. Incorporates evidence when initiating changes in school nursing practice
3. Participates in data collection such as surveys, pilot projects, and formal studies

**Standards of Professional Performance 10:** Quality of Practice: The school nurse contributes to quality of nursing practice.

1. Demonstrates quality of practice by documenting the application of the nursing process in a responsible, accountable, and ethical manner
2. Uses creativity and innovation to enhance school nursing care
3. Participates in quality improvement practices

**Standards of Professional Performance 11:** Communication: The school nurse communicates effectively in a variety of formats in all areas of nursing practice.

1. Seeks continuous improvement of own communication and conflict resolution skills.
2. Conveys information to healthcare consumers in formats that promote understanding.
3. Uses communication as a strategy to achieve nursing goals.
4. Contributes own professional perspective with multidisciplinary team and others.

**Standards of Professional Performance 12:** Leadership: The school nurse demonstrates leadership in the professional practice setting and the profession.

1. Seeks ways to advance nursing autonomy and accountability of school nurses.
2. Participates in school nursing, school health and other professional organizations.
3. Serves in formal and informal leadership roles in professional organizations and committees at local, state and national levels.
4. Mentors colleagues for the advancement of nursing practice, the profession, and quality healthcare.

**Standards of Professional Performance 13:** Collaboration: The school nurse collaborates with the healthcare consumer, the family and others in the conduct of nursing practice.

1. Partners with others to effect change and generate positive outcomes through the sharing of knowledge about the healthcare consumer and/or situation.
2. Functions as a liaison between the family, school and community.
3. Acts as an advocate for the healthcare consumer in multidisciplinary collaboration.

**Standards of Professional Performance 14:** Professional Practice Evaluation: The school nurse evaluates one's own nursing practice in relation to professional practice standards and guidelines, relevant statutes, rules and regulations.

1. Provides age-appropriate and developmentally appropriate care in a culturally and ethically sensitive manner
2. Engages in self-evaluation on a regular basis, identifying areas of strength and areas in which professional development would be beneficial.
3. Enhances one's own professional nursing practice by networking with peers and colleagues.
4. Demonstrates achievement of goals identified during the evaluation process.

**Standards of Professional Performance 15:** Resource Utilization: The school nurse utilizes appropriate resources to plan and provide nursing services that are safe, effective, and financially responsible.

1. Evaluates factors such as safety, effectiveness, availability of cost and benefits, and impact on practice
2. Assists the healthcare consumer and family in identifying and securing appropriate and available resources
3. Develops innovative solutions and applies strategies to obtain appropriate resources for nursing initiatives
4. Assists healthcare consumers and school community in becoming informed consumers about health promotion, health education, school health services and individualized health interventions.

**Standards of Professional Performance 16:** Environmental Health: The school nurse practices in an environmentally safe and healthy manner.

1. Promotes a practice environment that reduces environmental health risks of healthcare consumers, including visitors.
2. Assures communication regarding environmental risks and exposure reduction strategies to student healthcare consumers, families, colleagues, and communities.
3. Participates in or initiates strategies that promote an emotionally or physically healthy school culture.

**Standards of Professional Performance 17:** Program Management: The school nurse manages School Health Services.

1. Conducts school health needs assessments to identify current health problems and identify the need for new programs.
2. Develops and implements needed health programs using a program planning process
3. Evaluates ongoing health programs for outcomes and quality of care.
4. Interprets the role of the school nurse and school health service needs to the school and the community.

*Based on ANA School Nursing: Scope and Standards of Practice 2011*

## National Association of School Psychologists: Practice Model Domains

**Domain 1: Data-Based Decision Making:** School psychologists understand and utilize assessment methods for identifying strengths and needs; developing effective interventions, services, and programs; and measuring progress and outcomes within a multitiered system of supports. School psychologists use a problem-solving framework as the basis for all professional activities. School psychologists systematically collect data from multiple sources as a foundation for decision-making at the individual, group, and systems levels, and they consider ecological factors (e.g., classroom, family, and community characteristics) as a context for assessment and intervention.

**Domain 2: Consultation and Collaboration:** School psychologists understand varied models and strategies of consultation and collaboration applicable to individuals, families, groups, and systems, as well as methods to promote effective implementation of services. As part of a systematic and comprehensive process of effective decision-making and problem-solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate effectively with others.

**Domain 3: Academic Interventions and Instructional Supports:** School psychologists understand the biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies. School psychologists, in collaboration with others, use assessment and data collection methods to implement and evaluate services that support academic skill development in children.

**Domain 4: Mental and Behavioral Health Services and Interventions:** School psychologists understand the biological, cultural, developmental, and social influences on mental and behavioral health, behavioral and emotional impacts on learning, and evidence-based strategies to promote social-emotional functioning. School psychologists, in collaboration with others, design, implement, and evaluate services that promote resilience and positive behavior, support socialization and adaptive skills, and enhance mental and behavioral health.

**Domain 5: School-Wide Practices to Promote Learning:** School psychologists understand systems structures, organization, and theory; general and special education programming; implementation science; and evidence-based, school-wide practices that promote learning, positive behavior, and mental health. School psychologists, in collaboration with others, develop and implement practices and strategies to create and maintain safe, effective, and supportive learning environments for students and school staff.

**Domain 6: Services to Promote Safe and Supportive Schools:** School psychologists understand principles and research related to social-emotional well-being, resilience and risk factors in learning, mental and behavioral health, services in schools and communities to support multitiered prevention and health promotion, and evidence-based strategies for creating safe and supportive schools. School psychologists, in collaboration with others, promote preventive and responsive services that enhance learning, mental and behavioral health, and psychological and physical safety and implement effective crisis prevention, protection, mitigation, response, and recovery.

**Domain 7: Family, School, and Community Collaboration:** School psychologists understand principles and research related to family systems, strengths, needs, and cultures; evidence-based strategies to support positive family influences on children's learning and mental health, and strategies to develop collaboration between families and schools. School psychologists, in collaboration with others, design, implement, and evaluate services that respond to culture and context. They facilitate family and school partnerships and interactions with community agencies to enhance academic and social-behavioral outcomes for children.

**Domain 8: Equitable Practices for Diverse Student Populations:** School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics and the impact they have on development and learning. They also understand principles and research related to diversity in children, families, schools, and communities, including factors related to child development, religion, culture and cultural identity, race, sexual orientation, gender identity and expression, socioeconomic status, and other variables. School psychologists implement evidence-based strategies to enhance services in both general and special education and address potential influences related to diversity. School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds through an

ecological lens across multiple contexts. School psychologists recognize that equitable practices for diverse student populations, respect for diversity in development and learning, and advocacy for social justice are foundational to effective service delivery. While equality ensures that all children have the same access to general and special educational opportunities, equity ensures that each student receives what they need to benefit from these opportunities.

**Domain 9: Research and Evidence-Based Practice:** School psychologists have knowledge of research design, statistics, measurement, and varied data collection and analysis techniques sufficient for understanding research, interpreting data, and evaluating programs in applied settings. As scientist-practitioners, school psychologists evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, and analysis to support effective practices at the individual, group, and/or systems levels.

**Domain 10: Legal, Ethical, and Professional Practice:** School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists. School psychologists provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including effective interpersonal skills, responsibility, adaptability, initiative, dependability, technological competence, advocacy skills, respect for human diversity, and a commitment to social justice and equity.

## **NATIONAL STANDARDS FOR SPEECH AND LANGUAGE PATHOLOGISTS**

(From American Speech and Hearing Association)

### **Evaluation**

- A. Conduct screening and prevention procedures (including prevention activities)
- B. Collect case history information and integrate information from clients/patients, family, caregivers, teachers, relevant others, and other professionals
- C. Select and administer appropriate evaluation procedures, such as behavioral observations, non-standardized and standardized tests, and instrumental procedures
- D. Adapt evaluation procedures to meet client/patient needs
- E. Interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention
- F. Complete administrative and reporting functions necessary to support evaluation
- G. Refer clients/patients for appropriate services

### **Intervention**

- A. Develop setting appropriate intervention plans with measurable and achievable goals that meet clients'/patients' needs. Collaborate with clients/patients and relevant others in the planning process
- B. Implement intervention plans (involve clients/patients and relevant others in the intervention process)
- C. Select or develop and use appropriate materials and instrumentation for prevention and intervention
- D. Measure and evaluate clients'/patients' performance and progress
- E. Modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients
- F. Complete administrative and reporting functions necessary to support intervention
- G. Identify and refer clients/patients for services as appropriate

### **Interactions and Personal Qualities**

- A. Communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client/patient, family, caregivers, and relevant others
- B. Collaborate with other professionals in case management
- C. Provide counseling regarding communication and swallowing disorders to clients/patients, family, caregivers, and relevant others
- D. Adhere to the ASHA Code of Ethics and behave professionally

## **CALIFORNIA STANDARDS FOR THE TEACHING PROFESSION (CSTP) 2009**

<p align="center"><b>Standard 1: Engaging and Supporting All Students in Learning</b></p>	<p align="center"><b>Standard 2: Creating and Maintaining Effective Environments for Student Learning</b></p>
<p>1.1 Using knowledge of students to engage them in learning</p> <p>1.2 Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests</p> <p>1.3 Connecting subject matter to meaningful, real-life contexts</p> <p>1.4 Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs</p> <p>1.5 Promoting critical thinking through inquiry, problem solving, and reflection</p> <p>1.6 Monitoring student learning and adjusting instruction while teaching</p>	<p>2.1 Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully</p> <p>2.2 Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students</p> <p>2.3 Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe</p> <p>2.4 Creating a rigorous learning environment with high expectations and appropriate support for all students</p> <p>2.5 Developing, communicating, and maintaining high standards for individual and group behavior</p> <p>2.6 Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn</p> <p>2.7 Using instructional time to optimize learning</p>
<p align="center"><b>Standard 3: Understanding and Organizing Subject Matter for Student Learning</b></p>	<p align="center"><b>Standard 4: Planning Instruction and Designing Learning Experiences for All Students</b></p>
<p>3.1 Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks</p> <p>3.2 Applying knowledge of student development and proficiencies to ensure student understanding of content</p> <p>3.3 Organizing curriculum to facilitate student understanding of the subject matter</p> <p>3.4 Utilizing instructional strategies that are appropriate to the subject matter</p> <p>3.5 Using and adapting resources, technologies and standards- aligned instructional materials, including adopted materials, to make subject matter accessible to all students</p> <p>3.6 Addressing the needs of English learners and students with special needs to provide equitable access to the content</p>	<p>4.1 Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan</p> <p>4.2 Establishing and articulating goals for student learning</p> <p>4.3 Developing and sequencing long-term and short-term instructional plans to support student learning</p> <p>4.4 Planning instruction and incorporates appropriate strategies to meet the learning needs of all students</p> <p>4.5 Adapting instructional plans and curricular materials to meet the assessed learning needs of all students</p>
<p align="center"><b>Standard 5: Assessing Students for Learning</b></p>	<p align="center"><b>Standard 6: Developing as a Professional Educator</b></p>
<p>5.1 Applying knowledge of the purposes, characteristics, and uses of different types of assessments</p> <p>5.2 Collecting and analyzing assessment data from a variety of sources to inform instruction</p> <p>5.3 Reviewing data, both individually and with colleagues, to monitor student learning</p> <p>5.4 Using assessment data to establish learning goals and to plan, differentiate, and modify instruction</p> <p>5.5 Involving all students in self-assessment, goal setting, and monitoring progress</p> <p>5.6 Using available technologies to assist in assessment, analysis, and communication of student learning</p> <p>5.7 Using assessment information to share timely and comprehensible feedback with students and their families</p>	<p>6.1 Reflecting on teaching practice is support of student learning</p> <p>6.2 Establishing professional goals and engaging in continuous and purposeful professional growth and development</p> <p>6.3 Collaborating with colleagues and the broader professional community to support teacher and student learning</p> <p>6.4 Working with families to support student learning</p> <p>6.5 Engaging local communities in support of the instructional program</p> <p>6.6 Managing professional responsibilities to maintain motivation and commitment to all students</p> <p>6.7 Demonstrating professional responsibility, integrity, and ethical conduct</p>

## PROFESSIONAL GROWTH SYSTEM TASK FORCE

The Oceanside Unified Professional Growth System was developed through the collaboration of many Oceanside employees between the years of 2001 - 2003. During these years the following educators were on this Task Force:

Christine Boris Esteban, Teacher, El Camino High School  
Alma Casillas, Teacher, Palmquist Elementary  
Randi Gibson, Director of Pupil Services/Special Education  
Shelly Morr, Associate Superintendent Human Resources  
Jennifer Jeffries, Consultant, California State University, San Marcos  
Pat Kurtz, Principal, Santa Margarita Elementary School  
Terry Hart, President, Oceanside Teachers' Association  
Duane Legg, Principal, Ivey Ranch Elementary School  
Vicki Gravlin, BTSA Program Specialist  
Larry Perondi, Superintendent  
Shelley Jacobs, Teacher, Santa Margarita Elementary School  
Kasia Obrzut, Principal, Nichols Elementary School  
Diana Shreves, Assistant Principal, King Middle School  
Dennis Smith, Teacher/Librarian, El Camino High School  
Joe M. Farley, Deputy Superintendent, 2002-2005  
Mary Gleisberg, Principal, McAuliffe Elementary School  
Ed Heatley, Associate Superintendent, Human Resources, 2002-2005  
Luis Ibarra, Associate Superintendent, Human Resources  
David Lee, President, Oceanside Teachers Association, 2003-2008  
Aaron Marcy, President, Oceanside Teachers Association, 2002-2003  
Dian Miller, BTSA Program Specialist  
Jay Van Kempen, Teacher, McAuliffe Elementary School