

**APPENDIX B
PROFESSIONAL ASSESSMENT FORMS**

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APPENDIX B-1a₁
Beverly Hills Unified School District Evaluation Form
Certificated Professional Assessment Timeline – Traditional Cycle
(20__ – 20__)

Evaluatee:	Evaluator:
Status: <input type="checkbox"/> Temporary <input type="checkbox"/> Probationary 1 <input type="checkbox"/> Probationary 2 <input type="checkbox"/> Permanent	Assignment:

THE FOLLOWING IS TO BE COMPLETED BY ALL TEACHERS

Activity	Timeline	Evaluatee's Initials	Evaluator's Initials	Completion Date
Notification of Evaluation Participation	By September 15			
Submission of Goal	By October 1			
Completion of Professional Assessment Plan	By October 15			
Formal Observation #1	By November 30 for Temp. or Prob. Teachers; by January 15 for Permanent Teachers			
Post Observation Conference	Within 3 work days of observation			
Classroom Observation Form	Within 3 work days of post observ. conf.			

TEACHERS MEETING STANDARDS

Activity	Timeline	Evaluatee's Initials	Evaluator's Initials	Completion Date
Formal Observation #2	By April 1			
Post Observation Conference	Within 3 work days of observation			
Classroom Observation Form	Within 3 work days of post observ. conf.			
Final Conference	By June 4 <i>At least 30 days prior to the end of the school year</i>			
Summary Evaluation Form	Within 3 work days of conference			

TEACHERS NOT MEETING STANDARDS

Activity	Timeline	Evaluatee's Initials	Evaluator's Initials	Completion Date
Formal Observation #2	By April 1			
Post Observation Conference	Within 3 work days of observation			

APPENDIX B-1a₂



TEACHERS NOT MEETING STANDARDS (CONTINUED)

Activity	Timeline	Evaluatee's Initials	Evaluator's Initials	Completion Date
Classroom Observation Form	Within 3 work days of conference			
Formal Observation #3	By April 1			
Post Observation Conference	Within 3 work days of observation			
Classroom Observation Form	Within 3 work days of conference			
Formal Observation #4	By April 1			
Post Observation Conference	Within 3 work days of observation			
Classroom Observation Form	Within 3 work days of conference			
Final Conference	By May 1, <i>or 30 days prior to the end of the school year, whichever is sooner</i>			
Summary Evaluation Form	Within 3 work days of final conference			

APPENDIX B-1b
Beverly Hills Unified School District Evaluation Form
Certificated Professional Assessment Timeline – Walkthrough Cycle
(20__ – 20__)

Evaluatee:	Evaluator:
Assignment:	

THE FOLLOWING IS TO BE COMPLETED BY ALL TEACHERS

Activity	Timeline	Evaluatee's Initials	Evaluator's Initials	Completion Date
Notification of Evaluation Participation	By September 15			
Submission of Goal and Request to be Placed on Walkthrough Cycle	By October 1			
Completion of Professional Assessment Plan	By October 15			
Walkthrough #1	By April 1			
Post Walkthrough Conference	Within 3 work days of walkthrough			
Walkthrough #2	By April 1			
Post Walkthrough Conference	Within 3 work days of walkthrough			
Walkthrough #3	By April 1			
Post Walkthrough Conference	Within 3 work days of walkthrough			
Walkthrough #4	By April 1			
Post Walkthrough Conference	Within 3 work days of walkthrough			
Walkthrough #5	By April 1			
Post Walkthrough Conference	Within 3 work days of walkthrough			
Walkthrough #6	By April 1			
Post Walkthrough Conference	Within 3 work days of walkthrough and by April 1			
Final Conference	By June 1 <i>At least 30 days prior to the end of the school year</i>			
Summary Evaluation Form	Within 3 work days of final conference			

APPENDIX B-1c
Beverly Hills Unified School District Evaluation Form
Certificated Professional Assessment Timeline – Alternative Cycle
(20__ – 20__)

Evaluatee:	Evaluator:
Assignment:	

Activity	Timeline	Evaluatee's Initials	Evaluator's Initials	Completion Date
Notification of Evaluation Participation	By September 15 (Year 1)			
Submission of Plan and Request to be Placed on Alternative Cycle	By October 1 (Year 1)			
Professional Assessment Plan Conference	By October 15 (Year 1)			
Approval of Prof. Assessment Plan	By November 15 (Year 1)			
Progress Conference 1	By January 15 (Year 1)			
Progress Conference 2	By April 15 (Year 1)			
Progress Conference 3	By October 15 of Year 2, if project is still in progress			
Progress Conference 4	By January 15 of Year 2, if project is still in progress			
Progress Conference 5	By April 15 of Year 2, if project is still in progress			
Progress Conference 6	By October 15 of Year 3, if project is still in progress			
Progress Conference 7	By January 15 of Year 3, if project is still in progress			
Progress Conference 8	By April 15 of Year 3, if project is still in progress			
Progress Conference 9	By October 15 of Year 4, if project is still in progress			
Progress Conference 10	By January 15 of Year 4, if project is still in progress			
Progress Conference 11	By April 15 of Year 4, if project is still in progress			
Project Completion Date	After April 15 of Year 1, by April 15 of Year 4			
Project Presentation	After plan completion and by June <i>April</i> 1 of Year 4			
Annual Conference	By June <i>May</i> 1 in year(s) after plan completion*			
Annual Conference	By June <i>May</i> 1 in year(s) after plan completion*			
Annual Conference	By June <i>May</i> 1 in year(s) after plan completion*			
Final Conference	By June 1 <i>At least 30 days prior to the end of the school year of Year 4</i>			
Summary Evaluation Form	Within 3 work days of final conference			

**or 30 days prior to the end of the school year, whichever is earlier*

Note that in Year 5, the evaluatee shall be "off cycle," with a new cycle commencing in Year 6

APPENDIX B-2a
Beverly Hills Unified School District Evaluation Form
Professional Assessment Plan – Traditional/Walkthrough Cycle
(20__ – 20__)

Name:	Class:	Subject:	Grade:
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Section 1: Focus for Growth
Check one Standard, or fill in a school/district goal on which to focus for your professional growth. This section is to be completed, agreed upon, and signed by October 15th.

<p>CSTP 1: Engaging & Supporting all Students in Learning</p> <ul style="list-style-type: none"> 1.1 Connecting students' prior knowledge, life experience and interests with learning. 1.2 Using a variety of instructional strategies and resources to respond to students' diverse needs. 1.3 Facilitating learning experiences that promote autonomy, interaction and choice. 1.4 Engaging students in problem solving, critical thinking and other activities that make subject matter meaningful. 1.5 Promoting self-directed, reflective learning for all students. 	<p>CSTP 2: Creating & Maintaining Environments for Student Learning</p> <ul style="list-style-type: none"> 2.1 Creating a physical environment that engages all students. 2.2 Establishing a climate that promotes fairness and respect. 2.3 Promoting social development and group responsibility. 2.4 Establishing and maintaining standards for student behavior 2.5 Planning and implementing classroom procedures and routines that support student learning. 2.6 Using instructional time effectively. 	<p>CSTP 3: Understanding & Organizing Subject Matter for Student Learning</p> <ul style="list-style-type: none"> 3.1 Demonstrating knowledge of subject matter content and student development. 3.2 Organizing curriculum to support student understanding of subject matter. 3.3 Interrelating ideas and information within and across subject matter 3.4 Developing student understanding through instructional strategies that are appropriate to the subject matter 3.5 Using materials, resources and technologies to make subject matter accessible to students.
<p>CSTP 4: Planning Instruction & Designing Learning Experience for all Students</p> <ul style="list-style-type: none"> 4.1 Drawing on and valuing students' backgrounds, interests and developmental learning needs 4.2 Establishing and articulating goals for student learning. 4.3 Developing and sequencing instructional activities and materials for student learning. 4.4 Designing short-term and long-term plans to foster student learning. 4.5 Modifying instructional plans to adjust for student needs. 	<p>CSTP 5: Assessing Student Learning</p> <ul style="list-style-type: none"> 5.1 Establishing and communicating learning goals for all students. 5.2 Collecting and using multiple sources of information to assess student learning. 5.3 Involving and guiding all students in assessing their own learning. 5.4 Using the results of assessment to guide instruction. 5.5 Communicating with students, families and other audiences about student progress. 	<p>CSTP 6: Developing as a Professional Educator</p> <ul style="list-style-type: none"> 6.1 Reflecting on teaching practice and planning professional development. 6.2 Establishing professional goals and pursuing opportunities to grow professionally. 6.3 Working with communities to improve professional practice. 6.4 Working with families to improve professional practice. 6.5 Working with colleagues to improve professional practice.

School Goal (Please Insert Text):

APPENDIX B-2a₂

Section 2: Plan for Growth

For your selected standard or goal, describe your plan for professional growth. Your plan should include specific activities, an anticipated timeline, and how you will know whether you have achieved your goal. This section is to be completed, agreed upon, and signed by October 15th.

Projected Dates	Planned Activities
Desired Outcome (Means of Measurement)	

Evaluatee: _____ Date: _____ Evaluator: _____ Title: _____ Date: _____

Section 3: Evidence of Growth

The evaluatee and evaluator shall assess the evaluatee's professional growth below. The final conference and evidence of growth must be completed by ~~June 1st~~ *at least 30 days before the end of the school year.*

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Evaluatee: _____ Date: _____ Evaluator: _____ Title: _____ Date: _____

APPENDIX B-2b
Beverly Hills Unified School District Evaluation Form
Professional Assessment Plan – Alternative Cycle
(20__ – 20__)

Name:	Years of Teaching:	Years in District:	Subject:	Grade:
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Section 1: Focus for Growth
Check one Standard, or fill in a school/district goal on which to focus for your professional growth. This section is to be completed, agreed upon, and signed by October 15th.

<p>CSTP 1: Engaging & Supporting all Students in Learning</p> <p>1.6 Connecting students' prior knowledge, life experience and interests with learning.</p> <p>1.7 Using a variety of instructional strategies and resources to respond to students' diverse needs.</p> <p>1.8 Facilitating learning experiences that promote autonomy, interaction and choice.</p> <p>1.9 Engaging students in problem solving, critical thinking and other activities that make subject matter meaningful.</p> <p>1.10 Promoting self-directed, reflective learning for all students.</p>	<p>CSTP 2: Creating & Maintaining Environments for Student Learning</p> <p>2.1 Creating a physical environment that engages all students.</p> <p>2.2 Establishing a climate that promotes fairness and respect.</p> <p>2.3 Promoting social development and group responsibility.</p> <p>2.4 Establishing and maintaining standards for student behavior</p> <p>2.5 Planning and implementing classroom procedures and routines that support student learning.</p> <p>2.6 Using instructional time effectively.</p>	<p>CSTP 3: Understanding & Organizing Subject Matter for Student Learning</p> <p>3.1 Demonstrating knowledge of subject matter content and student development.</p> <p>3.2 Organizing curriculum to support student understanding of subject matter.</p> <p>3.3 Interrelating ideas and information within and across subject matter</p> <p>3.4 Developing student understanding through instructional strategies that are appropriate to the subject matter</p> <p>3.5 Using materials, resources and technologies to make subject matter accessible to students.</p>
<p>CSTP 4: Planning Instruction & Designing Learning Experience for all Students</p> <p>4.1 Drawing on and valuing students' backgrounds, interests and developmental learning needs</p> <p>4.2 Establishing and articulating goals for student learning.</p> <p>4.3 Developing and sequencing instructional activities and materials for student learning.</p> <p>4.4 Designing short-term and long-term plans to foster student learning.</p> <p>4.5 Modifying instructional plans to adjust for student needs.</p>	<p>CSTP 5: Assessing Student Learning</p> <p>5.1 Establishing and communicating learning goals for all students.</p> <p>5.2 Collecting and using multiple sources of information to assess student learning.</p> <p>5.3 Involving and guiding all students in assessing their own learning.</p> <p>5.4 Using the results of assessment to guide instruction.</p> <p>5.5 Communicating with students, families and other audiences about student progress.</p>	<p>CSTP 6: Developing as a Professional Educator</p> <p>6.1 Reflecting on teaching practice and planning professional development.</p> <p>6.2 Establishing professional goals and pursuing opportunities to grow professionally.</p> <p>6.3 Working with communities to improve professional practice.</p> <p>6.4 Working with families to improve professional practice.</p> <p>6.5 Working with colleagues to improve professional practice.</p>

School Goal (Please Insert Text):

APPENDIX B-2b₂

Section 2: Project Description

For your selected standard or goal, describe your proposed project, including your hypothesis/research question/desired outcome, your anticipated timeline and planned activities (research method), and how the results of this project will improve the teaching and learning process for the students in your classroom or at your school. This section is to be completed and discussed by October 15th and approved by November 15th.

Hypothesis/Research Question/Desired Outcome:

Projected Dates

Planned Activities (Research Method)

Impact on Teaching and Learning:

Evaluatee: _____ Date: _____ Evaluator: _____ Title: _____ Date: _____

APPENDIX B-2b₃

Section 3: Progress Conferences

Periodically meet with your evaluator to discuss progress towards completion of the project and to make adjustments and revisions to the plan as needed. Conferences must be held by October 15, January 15, and April 15 of each year for the duration of the plan; revised and updated Professional Assessment Plan – Alternative Cycle must be submitted to the evaluator within three (3) days of each conference.

Conference Date	Notes/Updates/Revisions/Personal Reflections	Evaluatee's Initials	Evaluator's Initials	Revision Date

APPENDIX B-2b₄

Section 4: Plan Completion

When the evaluator and evaluatee agree that the plan has been completed, the evaluatee shall submit a written summary of the project and its outcomes and present the project and its outcomes to an appropriate audience.

Project Summary (*What was the project? Why was it selected?*)

Findings/Conclusions (*What was learned about the teaching and learning process?*)

Reflection (*What personal growth occurred? What did you learn about yourself and your practice?*)

Implications for Teaching/Learning (*How can the results of this project be used in the future?*)

Presentation Plans (*What information will be shared with which others and in what setting?*)

Evaluatee: _____ Date: _____ Evaluator: _____ Title: _____ Date: _____

APPENDIX B-3
Beverly Hills Unified School District Evaluation Form
Certificated Professional Assessment
Classroom Observation Form – Traditional Cycle
(20__ – 20__)

Evaluatee:		Evaluator:			
Status: <input type="checkbox"/> Temporary		<input type="checkbox"/> Probationary 1		<input type="checkbox"/> Probationary 2	<input type="checkbox"/> Permanent
California Standards for the Teaching Profession		Satisfactory or Above	Needs to Improve	Unsat.	N/A
Standard 1: ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING					
Standard 2: CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING					
Standard 3: UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING					
Standard 4: PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS					
Standard 5: ASSESSING STUDENT LEARNING					
Standard 6: DEVELOPING AS A PROFESSIONAL EDUCATOR					
School/District Goal:					

- An overall **Satisfactory** evaluation means that a unit member has substantially met the individual evaluation standards and is effectively meeting the learning needs of students.
- An overall **Needs to Improve** means that the unit member has individual performance deficiencies, none of which seriously impeded the learning needs of students.
- An overall **Unsatisfactory** evaluation means that the deficiencies in performance related to standards 1-5 have seriously impacted the ability of a teacher to meet the needs of students. The severity of the areas identified above, supported by the summary narratives and the Performance Improvement Plan require participation in the Peer Assistance and Review Program (PAR).

Evaluator's Comments:

Evaluatee's Signature: _____ Date: _____

Evaluator's Signature: _____ Date: _____

Signature of the evaluatee is required to signify that the classroom observation has been discussed. Signature does not constitute endorsement of the observation.

APPENDIX B-4
Beverly Hills Unified School District Evaluation Form
Certificated Professional Assessment – Traditional/Walkthrough/Alternative Cycle
SUMMARY PROFESSIONAL ASSESSMENT FORM
(20__ – 20__)

Evaluatee:		Evaluator:			
Status: <input type="checkbox"/> Temporary <input type="checkbox"/> Probationary 1 <input type="checkbox"/> Probationary 2 <input type="checkbox"/> Permanent					
California Standards for the Teaching Profession		Satisfactory or Above	Needs to Improve	Unsat.	N/A
Standard 1: ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING					
Standard 2: CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING					
Standard 3: UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING					
Standard 4: PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS					
Standard 5: ASSESSING STUDENT LEARNING					
Standard 6: DEVELOPING AS A PROFESSIONAL EDUCATOR					
School/District Goal:					

- An overall **Satisfactory** evaluation means that a unit member has substantially met the individual evaluation standards and is effectively meeting the learning needs of students.
- An overall **Needs to Improve** means that the unit member has individual performance deficiencies, none of which seriously impeded the learning needs of students.
- An overall **Unsatisfactory** evaluation means that the deficiencies in performance related to standards 1-5 have seriously impacted the ability of a teacher to meet the needs of students. The severity of the areas identified above, supported by the summary narratives and the Performance Improvement Plan require participation in the Peer Assistance and Review Program (PAR).

Evaluator's Comments:

Evaluatee's Signature: _____ Date: _____

Evaluator's Signature: _____ Date: _____

Signature of the evaluatee is required to signify that the Summary Assessment has been discussed. Signature does not constitute endorsement of the Summary Assessment. If there is disagreement, the evaluatee may submit a separate statement within fifteen (15) working days after the signing of the Summary Assessment. This statement shall be made part of the summary evaluation.

APPENDIX B-5
Beverly Hills Unified School District Evaluation Form
Performance Improvement Plan*
(20__ - 20__)

Name:	Assignment:	Date:
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Status:	<input type="checkbox"/> Temporary	<input type="checkbox"/> Probationary 1	<input type="checkbox"/> Probationary 2	<input type="checkbox"/> Permanent
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A. Description of Standard(s)/Elements for which Improvement is Needed:

B. Procedures, Activities, and Support to be used to Assist the Teacher to Achieve Satisfactory Performance:

	<u>Completion Date</u>
<input type="checkbox"/> BTSA Support Provider	_____
<input type="checkbox"/> Release Time for Collegial Observation	_____
<input type="checkbox"/> Staff Development Workshop	_____
<input type="checkbox"/> Voluntary PAR Referral	_____
<input type="checkbox"/> Assistance from: _____	_____
<input type="checkbox"/> Other: _____	_____

C. Timeline for the Implementation of the Improvement Plan:

This Performance Improvement Plan begins on: _____

This Plan will be reviewed no later than: _____

D. Comments:

E. Follow – Up:

I acknowledge that this plan has been discussed with me and I acknowledge that this plan has been mutually developed and agreed to.

_____	_____	_____	_____
Evaluatee's Signature	Date	Evaluator's Signature	Date

* to be used only for teachers receiving needs improvement or unsatisfactory mark(s) in Standard(s)/element(s) from the California Standards for the Teaching Profession

APPENDIX B-6
Beverly Hills Unified School District Evaluation Form
Psychologist/Counselor/Nurse Professional Assessment Timeline – Traditional Cycle
(20__ – 20__)

Evaluatee:	Evaluator:
Status: <input type="checkbox"/> Temporary <input type="checkbox"/> Probationary 1 <input type="checkbox"/> Probationary 2 <input type="checkbox"/> Permanent	Assignment:

THE FOLLOWING IS TO BE COMPLETED BY ALL PSYCHOLOGISTS/COUNSELORS/NURSES

Activity	Due Date	Evaluatee's Initials	Evaluator's Initials	Completion Date
Notification of Evaluation Participation	By October 1			
Completion of Professional Assessment Plan	By November 1			
Formal Conference #1	By January 15			

<input type="checkbox"/> UNIT MEMBERS MEETING STANDARDS					<input type="checkbox"/> UNIT MEMBERS NOT MEETING STANDARDS	
Activity	Due Date	Evaluatee's Initials	Evaluator's Initials	Completion Date	Activity	Due Date
Final Conference	By June 1 <i>At least 30 days prior to the end of the school year</i>				Conference #2	By April 1
Summary Eval. Form	Within 3 work days of conference				Conference #3	By April 1
					Conference #4	By April 1
					Final Conference	<i>By May 1 or at least 30 days prior to the end of the school year, whichever is earlier</i>
					Summary Eval. Form	Within 3 work days of conference

APPENDIX B-7
Beverly Hills Unified School District Evaluation Form
Psychologist/Counselor/Nurse Professional Assessment Plan
(20__ – 20__)

Name:	Assignment (check one): Counselor ___ Nurse ___ Psychologist ___
Section 1: Focus for Growth Identify one (1) objective to focus on for the evaluatee's professional growth. This section is to be completed, agreed upon, and signed by November 1 st .	
Objective:	
Section 2: Plan for Growth For your selected standard or goal, describe your plan for professional growth. Your plan should include specific activities, a timeline, and how you will know whether you have achieved your goal. This section is to be completed, agreed upon, and signed by October 15 th .	
Dates	Activities
Desired Outcome (Means of Measurement)	

Evaluatee: _____ Date: _____ Evaluator: _____ Title: _____ Date: _____

APPENDIX B-7₂

Section 3: Evidence of Growth

The evaluatee and evaluator shall assess the evaluatee's professional growth below. The final conference and evidence of growth must be completed by ~~June 1st~~ *at least 30 days before the end of the school year.*

[Empty space for professional growth assessment]

Evaluatee: _____ Date: _____ Evaluator: _____ Title: _____ Date: _____

APPENDIX B-8
Beverly Hills Unified School District Evaluation Form
Psychologist/Counselor Professional Assessment – Traditional Cycle
Formal Conference # _____
(20__ – 20__)

Evaluatee:		Evaluator:			
Status:	<input type="checkbox"/> Temporary	<input type="checkbox"/> Probationary 1	<input type="checkbox"/> Probationary 2	<input type="checkbox"/> Permanent	
Standards of Assessment (Description of Standards on Attachment B-16)			Satisfactory or Above	Needs to Improve	Unsat. N/A
I. ASSESSMENT					
II. CONSULTATION					
III. COUNSELING					
IV. PROFESSIONAL GROWTH					
V. PERFORMANCE					
SCHOOL/DISTRICT GOAL:					

An overall **Satisfactory** evaluation means that the unit member has substantially met the individual evaluation standards and is effectively meeting the established objectives.

An overall **Needs to Improve** means that the unit member has individual performance deficiencies, none of which seriously impeded the progress toward meeting the established objectives.

An overall **Unsatisfactory** evaluation means that the deficiencies in performance have seriously impeded the unit member's progress toward meeting the established objectives.

Evaluator's Comments (In the case of "needs to improve" or "unsatisfactory," evaluator must provide specific suggestions and recommendations in areas identified.):

Evaluatee's Signature:	Date:
Evaluator's Signature:	Date:

Signature of the evaluatee is required to signify that the conference has occurred. Signature does not constitute endorsement of the assessment.

APPENDIX B-9
Beverly Hills Unified School District Evaluation Form
Psychologist/Counselor Professional Assessment – Traditional/Alternative Cycle
SUMMARY PROFESSIONAL ASSESSMENT FORM
(20__ – 20__)

Evaluatee:	Evaluator:				
Status:	<input type="checkbox"/> Temporary	<input type="checkbox"/> Probationary 1	<input type="checkbox"/> Probationary 2	<input type="checkbox"/> Permanent	
Standards of Assessment (Description of Standards on Attachment B-16)	Satisfactory or Above	Needs to Improve	Unsat.	N/A	
I. ASSESSMENT					
II. CONSULTATION					
III. COUNSELING					
IV. PROFESSIONAL GROWTH					
V. PERFORMANCE					
SCHOOL/DISTRICT GOAL:					

- An overall **Satisfactory** evaluation means that the unit member has substantially met the individual evaluation standards and is effectively meeting the established objectives.
- An overall **Needs to Improve** means that the unit member has individual performance deficiencies, none of which seriously impeded the progress toward meeting the established objectives
- An overall **Unsatisfactory** evaluation means that the deficiencies in performance have seriously impeded the unit member's progress toward meeting the established objectives.

Evaluator's Comments:

Evaluatee's Signature:	Date:
Evaluator's Signature:	Date:

Signature of the evaluatee is required to signify that the Summary Assessment has been discussed. Signature does not constitute endorsement of the Summary Assessment. If there is disagreement, the evaluatee may submit a separate statement within fifteen (15) working days after the signing of the Summary Assessment. This statement shall be made part of the summary evaluation.

APPENDIX B-10
Beverly Hills Unified School District Evaluation Form
Psychologist/Counselor Professional Assessment
DESCRIPTION OF "STANDARDS OF ASSESSMENT"

I. ASSESSMENT

- A. Gathers necessary data regarding individual student exhibiting learning and/or behavioral issues.
- B. Conducts screenings or assessment of students. Interprets results for parents and staff.

II. CONSULTATION

- A. Participates on Child Study Team and/or IEP.
- B. Consults with staff and parents, including the Child Study Team, for promoting home/school collaboration.
- C. Participates in the student transition and articulation process.
- D. Consults with other agencies and organizations, both public and private, regarding individual cases.

III. COUNSELING

- A. Provides counseling while adhering to confidentiality practices with individuals and groups.
- B. Participates as a team member to provide crisis intervention.

IV. PROFESSIONAL GROWTH

- A. Maintains professional competence through participation in activities such as, selected professional conferences, workshops, university classes, and professional articles and publications.
- B. Attends meetings, workshops, conferences and disseminates information to staff.
- C. Coordinates and/or attends student-related support programs.

V. PERFORMANCE

- A. Punctual in reporting to work, appointments and meetings, and maintains expected work hours.
- B. Maintains professionalism, courtesy, and tact when effectively communicating with others.
- C. Expresses ideas in a clear, concise, and convincing manner in written and verbal communication.
- D. Reacts professionally and adapts quickly to changing situations, tasks, and priorities.
- E. Able to prioritize work and adhere to deadlines with a minimum of supervision.

APPENDIX B-11
Beverly Hills Unified School District Evaluation Form
Nurse Professional Assessment – Traditional Cycle
Formal Conference # _____
(20__ – 20__)

Evaluatee:		Evaluator:			
Status:	<input type="checkbox"/> Temporary	<input type="checkbox"/> Probationary 1	<input type="checkbox"/> Probationary 2	<input type="checkbox"/> Permanent	
Standards of Assessment (Description of Standards on Attachment B-16)			Satisfactory or Above	Needs to Improve	Unsat. N/A
I. QUALITY OF CARE					
II. PERFORMANCE APPRAISAL					
III. EDUCATION					
IV. COLLEGIALITY					
V. ETHICS					
VI. COLLABORATION					
VII. RESEARCH					
VIII. RESOURCE UTILIZATION					
IX. COMMUNICATION					
X. PROGRAM MANAGEMENT					
XI. HEALTH EDUCATION					
SCHOOL/DISTRICT GOAL:					

- An overall **Satisfactory** evaluation means that the unit member has substantially met the individual evaluation standards and is effectively meeting the established objectives.
- An overall **Needs to Improve** means that the unit member has individual performance deficiencies, none of which seriously impeded the progress toward meeting the established objectives.
- An overall **Unsatisfactory** evaluation means that the deficiencies in performance have seriously impeded the unit member's progress toward meeting the established objectives.

Evaluator's Comments (In the case of "needs to improve" or "unsatisfactory," evaluator must provide specific suggestions and recommendations in areas identified.):

Evaluatee's Signature:	Date:
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Evaluator's Signature:	Date:
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Signature of the evaluatee is required to signify that the conference has occurred. Signature does not constitute endorsement of the assessment.

APPENDIX B-12
Beverly Hills Unified School District Evaluation Form
Nurse Professional Assessment – Traditional/Alternative Cycle
SUMMARY PROFESSIONAL ASSESSMENT FORM
(20__ – 20__)

Evaluatee:		Evaluator:			
Status:	<input type="checkbox"/> Temporary	<input type="checkbox"/> Probationary 1	<input type="checkbox"/> Probationary 2	<input type="checkbox"/> Permanent	
Standards of Assessment (Description of Standards on Attachment B-16)			Satisfactory or Above	Needs to Improve	Unsat. N/A
I. QUALITY OF CARE					
II. PERFORMANCE APPRAISAL					
III. EDUCATION					
IV. COLLEGIALITY					
V. ETHICS					
VI. COLLABORATION					
VII. RESEARCH					
VIII. RESOURCE UTILIZATION					
IX. COMMUNICATION					
X. PROGRAM MANAGEMENT					
XI. HEALTH EDUCATION					
SCHOOL/DISTRICT GOAL:					

- An overall **Satisfactory** evaluation means that the unit member has substantially met the individual evaluation standards and is effectively meeting the established objectives.
- An overall **Needs to Improve** means that the unit member has individual performance deficiencies, none of which seriously impeded the progress toward meeting the established objectives
- An overall **Unsatisfactory** evaluation means that the deficiencies in performance have seriously impeded the unit member's progress toward meeting the established objectives.

Evaluator's Comments:

Evaluatee's Signature:	Date:
Evaluator's Signature:	Date:

Signature of the evaluatee is required to signify that the Summary Assessment has been discussed. Signature does not constitute endorsement of the Summary Assessment. If there is disagreement, the evaluatee may submit a separate statement within fifteen (15) working days after the signing of the Summary Assessment. This statement shall be made part of the summary evaluation.

APPENDIX B-13
Beverly Hills Unified School District Evaluation Form
Nurse Professional Assessment
DESCRIPTION OF "STANDARDS OF ASSESSMENT"

I. QUALITY OF CARE

- A. The school nurse systematically evaluates the quality and effectiveness of school nursing practice.

II. PERFORMANCE APPRAISAL

- A. The school nurse evaluates one's own nursing practice in relation to professional practice standards and relevant statues, regulations, and policies.

III. EDUCATION

- A. The school nurse acquires and maintains current knowledge and competency in nursing practice.

IV. COLLEGIALITY

- A. The School nurse interacts with, and contributes to, the professional development of peers and school personnel as colleagues.

V. ETHICS

- A. The school nurse's decisions and actions on behalf of patients are determined in an ethical manner.

VI. COLLABORATION

- A. The school nurse collaborates with the student, family, school staff, community, and other providers in providing client care.

VII. RESEARCH

- A. The school nurse promotes use of research findings in school nursing practice.

VIII. RESOURCE UTILIZATION

- A. The school nurse considers factors related to safety, effectiveness, and cost in planning and delivering patient care.

IX. COMMUNICATION

- A. The school nurse uses effective written, verbal, and nonverbal communication skills.

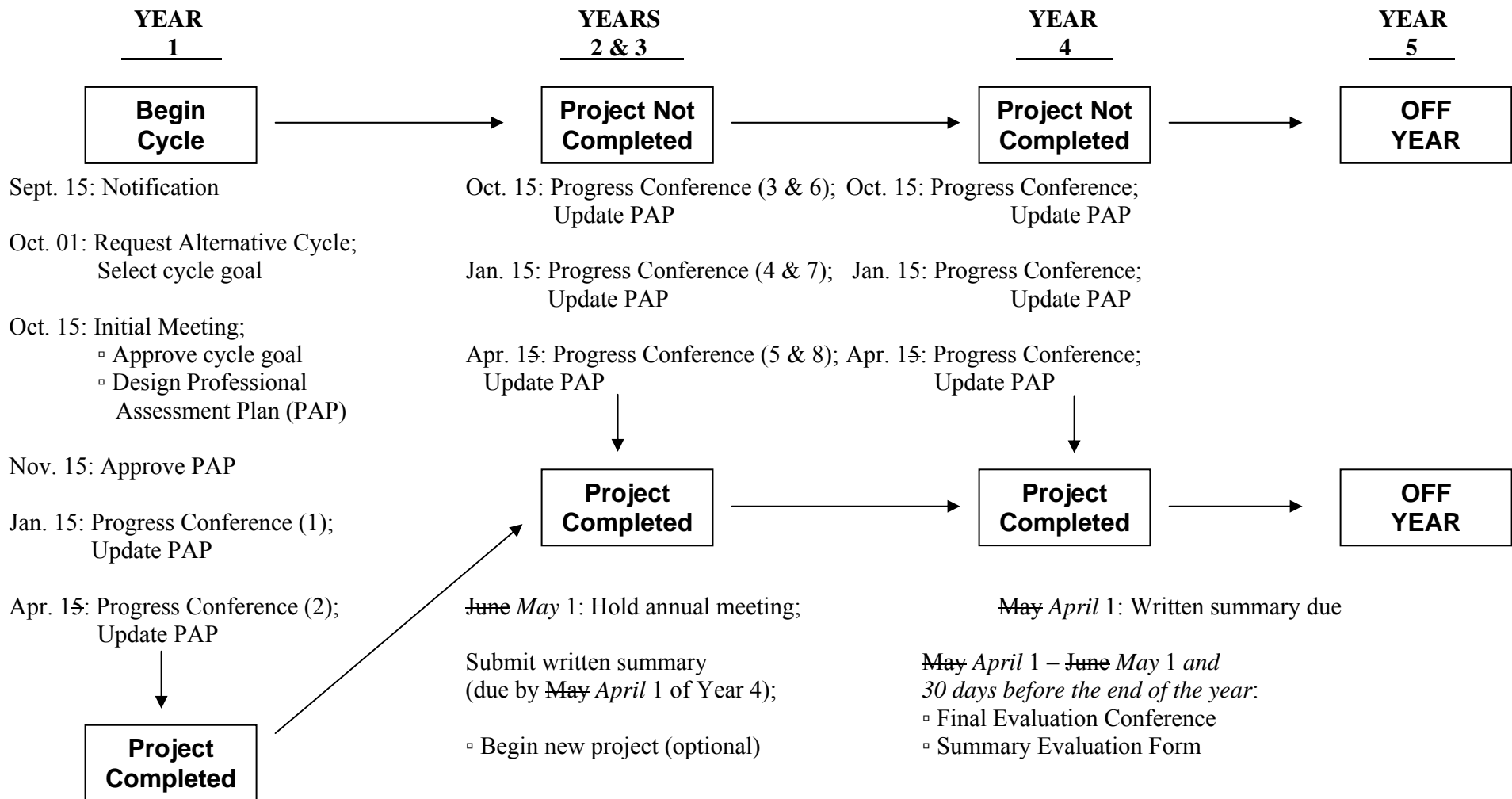
X. PROGRAM MANAGEMENT

- A. The school nurse manages school health services.

XI. HEALTH EDUCATION

- A. The school nurse assists students, families, school staff, and community to achieve optimal levels of wellness through appropriately designed and delivered health education.

**APPENDIX B-14
Beverly Hills Unified School District Evaluation Form
Professional Assessment Alternative Cycle Flowchart**



OPTION TO TRANSFER TO TRADITIONAL (2-YEAR) CYCLE

- Candidates with evaluations of less than “Satisfactory” will be immediately transferred to the Traditional Cycle with its related timelines.
- Candidates with evaluations of “Satisfactory” may elect to transfer to the traditional cycle immediately or at the start of the subsequent school year. Such transfers will be made through mutual consent.

Note: All dates listed above reflect “due by” deadlines.

APPENDIX B-15₁
BEVERLY HILLS UNIFIED SCHOOL DISTRICT PROFESSIONAL ASSESSMENT RUBRIC
 Based on the California Standards for the Teaching Profession

Circle the appropriate evidence of the classroom practices observed.		STANDARD 1 Engaging and supporting all students in learning			Evaluation Date: 1st (Red) _____ 2nd (Blue) _____
ELEMENT	UNSATISFACTORY	NEEDS IMPROVEMENT	SUCCESSFUL/OR ABOVE		
Element 1: Connecting students' prior knowledge, life experience and interests with learning goals.	<p>Does not connect what students know with new materials.</p> <p>Does not connect classroom learning to life experiences, linguistic skills and cultural understandings.</p> <p>Does not modify or adjust teaching based on students' interests and questions.</p>	<p>Makes limited connections between what students already know and the new material.</p> <p>Makes some attempt to connect classroom learning to life experiences, linguistic skills and cultural understandings.</p> <p>Makes limited modifications and adjustments to teaching based on students' interest and questions.</p>	<p>Helps students to see the connections between what they already know and the new material.</p> <p>Helps students to connect classroom learning to their life experiences, linguistic skills and cultural understandings.</p> <p>Modifies and adjusts teaching based on students' interests and questions.</p>	<p>Designs lessons to help students to see the connection between what they already know & the new material.</p> <p>Helps all students to connect classroom learning to their life experiences, linguistic skills and cultural understandings.</p> <p>Modifies and adjusts teaching based on all students' interests and questions.</p>	
Element 2: Using a variety of instructional strategies and resources to respond to students' diverse needs.	<p>Does not engage students in a variety of learning experiences that accommodate the different ways they learn.</p> <p>Does not use a variety of strategies to introduce, explain and restate subject matter concepts & process so that students under-stand & are actively engaged.</p> <p>Does not choose strategies that make the complexity & depth of subject matter understandable to most students.</p>	<p>Engages some students in a variety of learning experiences that accommodate the different ways they learn.</p> <p>Uses few strategies to introduce, explain & restate subject matter concepts and process so that students under-stand & are actively engaged.</p> <p>Occasionally chooses strategies that make the complexity & depth of subject matter understandable to most students.</p>	<p>Engages students in a variety of learning experiences that accommodate the different ways they learn.</p> <p>Uses a variety of strategies to introduce, explain and restate subject matter concepts & process so that students under-stand & are actively engaged.</p> <p>Chooses strategies that make the complexity and depth of subject matter understandable to most students.</p>	<p>Consistently draws upon a variety of learning experiences that accommodate the different ways they learn.</p> <p>Uses and revises a variety of strategies to introduce, explain & restate subject matter concepts & process so that students under-stand and are actively engaged.</p> <p>Chooses and refines strategies that make the complexity & depth of subject matter understandable to most students.</p>	

APPENDIX B-15₂
BEVERLY HILLS UNIFIED SCHOOL DISTRICT PROFESSIONAL ASSESSMENT RUBRIC
Based on the California Standards for the Teaching Profession

Circle the appropriate evidence of the classroom practices observed.		STANDARD 1 Engaging and supporting all students in learning			Evaluation Date: 1st (Red) _____ 2nd (Blue) _____
ELEMENT	UNSATISFACTORY	NEEDS IMPROVEMENT	SUCCESSFUL/OR ABOVE		
Element 3: Facilitating learning experiences that promote autonomy, interaction and choice.	<p>Classroom environment is not used to provide opportunities for independent and collaborative learning.</p> <p>Participation in & promotion of positive interactions between all students is limited</p> <p>Student decisions about managing learning, time and materials are not supported or monitored.</p>	<p>Some use of classroom environment to provide opportunities for independent and collaborative learning.</p> <p>Some participation in & promotion of positive interactions between all students is limited.</p> <p>Inconsistent support in monitoring of student decisions about managing learning, time & materials.</p>	<p>Uses the classroom environment to provide opportunities for independent & collaborative learning.</p> <p>Participates in & promotes positive interactions between all students.</p> <p>Supports and monitors student decisions about managing learning, time & materials.</p>	<p>Extends opportunities for the classroom environment to provide independent and collaborative learning.</p> <p>Participates in and promotes positive interactions between all students on a regular basis.</p> <p>Supports, monitors and provides feedback about student decisions about managing learning, time and materials.</p>	
Element 4: Engaging students in problem solving, critical thinking and other activities that make subject matter meaningful.	<p>Does not engage students in problem solving activities or encourage them to use multiple approaches and solutions.</p> <p>Encourages few students to ask critical questions nor to consider diverse perspectives about subject matter.</p>	<p>Minimally engages students in problem solving activities and encourages some approaches and solutions.</p> <p>Encourages some students to ask critical questions nor to occasionally consider diverse perspectives about subject matter.</p>	<p>Engages students in problem solving activities & encourages multiple approaches and solutions.</p> <p>Encourages students to ask critical questions & consider diverse perspectives about subject matter.</p>	<p>Facilitates opportunities for problem solving activities & encourages multiple approaches & solutions.</p> <p>Provides chances for all students to ask critical questions & consider diverse perspectives about subject matter.</p>	
Element 5: Promoting self-directed, reflective learning for all students.	<p>Does not motivate students to initiate their own learning or to strive for challenging learning goals.</p> <p>Does not engage students in opportunities to examine, reflect on & evaluate their own work & to learn from the work of their peers.</p>	<p>Inconsistently motivates students to initiate their own learning nor to strive for challenging learning goals.</p> <p>Minimally engages students in opportunities to examine, reflect on & evaluate their own work & to learn from the work of their peers.</p>	<p>Motivates students to initiate their own learning and strive for challenging learning goals.</p> <p>Engages students in opportunities to examine, reflect on & evaluate their own work & to learn from the work of their peers.</p>	<p>Consistently motivates all students to initiate their own learning and strive for challenging learning goals.</p> <p>Provides multiple opportunities for all students to examine, reflect on & evaluate their own work & to learn from the work of their peers.</p>	

APPENDIX B-16₁
BEVERLY HILLS UNIFIED SCHOOL DISTRICT PROFESSIONAL ASSESSMENT RUBRIC
Based on the California Standards for the Teaching Profession

ELEMENT	UNSATISFACTORY	NEEDS IMPROVEMENT	SUCCESSFUL/OR ABOVE	
Element 1: Creating a physical environment that engages all students.	The physical environment does not support student learning. There are one or more safety hazards, and materials are difficult to access when needed.	The physical environment is arranged for safety and accessibility and it facilitates individual student engagement in learning.	The arrangement of the physical environment ensures safety and accessibility. Most students work well individually or together as they participate in learning activities.	The arrangement of the physical environment ensures safety and accessibility, and facilitates constructive interaction and purposeful engagement of students in learning activities.
Element 2: Establishing a climate that promotes fairness and respect.	The classroom climate is characterized by unfairness or disrespect, either between the teacher and the students or among students. Students are unwilling to take risks. Teacher response to inappropriate behavior is unfair or inequitable.	A climate of fairness, caring, and respect is established by the teacher for most students, but few students take risks and the teachers does little to encourage them. For the most part, the pattern of teacher response to inappropriate behavior is fair and equitable.	A climate of fairness, caring, and respect is maintained by the teacher, and students are encouraged to take risks and be creative. The pattern of teacher response to inappropriate behavior is fair and equitable.	Students ensure that a climate of equity, caring, and respect is maintained in the classroom, and students take risks and are creative. The pattern of teacher response to inappropriate behavior is fair and equitable.
Element 3: Promoting social development and group responsibility.	Students' social development, self-esteem, and diversity are not supported, and students have no sense of responsibility for each other.	Students respect each other's differences most of the time and work together moderately well. The teacher provides limited opportunities for students to assume responsibility.	Students respect each other's differences and work independently and collaboratively, taking responsibility for themselves and their peers.	Students work independently and collaboratively and maintain a classroom community in which they respect each other's differences, assume leadership, and are responsible for themselves and their peers.
Element 4: Establishing and maintaining standards for student behavior.	No standards for behavior appear to have been established, or students are confused about what the standards are.	Standards for behavior have been established by the teacher, and the teacher's response to student behavior is generally appropriate.	Standards for behavior are established, are clear to all students, and are maintained by the teacher. The teacher's response to student behavior is appropriate.	Students and teacher develop standards for behavior together, and students are responsible for helping each other maintain the standards.

Circle the appropriate evidence of the classroom practices observed.

STANDARD 2
CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING

Evaluation Date:
 1st _____
 2nd _____

APPENDIX B-16₂
BEVERLY HILLS UNIFIED SCHOOL DISTRICT PROFESSIONAL ASSESSMENT RUBRIC
Based on the California Standards for the Teaching Profession

Circle the appropriate evidence of the classroom practices observed.		STANDARD 2 CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING		Evaluation Date: 1st _____ 2nd _____
ELEMENT	UNSATISFACTORY	NEEDS IMPROVEMENT	SUCCESSFUL/OR ABOVE	
Element 5: Planning and implementing classroom procedures and routines that support student learning. Element 6: Using instructional time effectively.	Classroom procedures and routines have not been established or are not being enforced. Learning activities are often rushed or too long, and transitions are rough or confusing, resulting in a loss of instructional time.	Procedures and routines have been established and work moderately well with little loss of instructional time. Instructional time is paced so that most students complete learning activities. Transitions used to move students into new activities are generally effective.	Procedures and routines work smoothly, with no loss of instructional time. Pacing of the lesson is appropriate to the activities and enables all students to engage successfully with the content. Transitions are smooth.	Students and teacher ensure that classroom procedures and routines operate seamlessly and efficiently. Pacing of the lesson is adjusted as needed to ensure the engagement of all students in learning activities. Transitions are seamless.

APPENDIX B-17₁
BEVERLY HILLS UNIFIED SCHOOL DISTRICT PROFESSIONAL ASSESSMENT RUBRIC
Based on the California Standards for the Teaching Profession

Circle the appropriate evidence of the classroom practices observed.		STANDARD 3 UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING			Evaluation Date: 1st (Red) _____ 2 nd (Blue) _____
ELEMENT	UNSATISFACTORY	NEEDS IMPROVEMENT	SUCCESSFUL/OR ABOVE		
Element 1: Demonstrating knowledge of subject matter content and student development.	<p>Makes no attempt to keep subject matter knowledge current and sufficient to support student learning.</p> <p>Lacks understanding of students' social, emotional and physical development as it relates to subject matter.</p>	<p>Some effort to keep subject matter knowledge current and sufficient to support student learning.</p> <p>Has limited understanding of students' social, emotional and physical development as it relates to subject matter.</p>	<p>Continues to keep subject matter knowledge current and sufficient to support student learning.</p> <p>Understands students' social, emotional and physical development as it relates to subject matter.</p>	<p>Consistently uses resources to keep subject matter knowledge current and sufficient to support student learning.</p> <p>Use an understanding of students' social, emotional and physical development as it relates to subject matter.</p>	
Element 2: Organizing curriculum to support student understanding of subject matter.	<p>Does not demonstrate knowledge of student development and subject matter to organize and sequence the curriculum.</p> <p>Rarely incorporates subject or grade level expectations, curriculum frameworks and content standards in organizing subject matter.</p>	<p>Demonstrates some knowledge of student development and subject matter to organize and sequence the curriculum.</p> <p>Incorporates some subject or grade level expectations, curriculum frameworks and content standards in organizing subject matter.</p>	<p>Uses knowledge of student development and subject matter to organize and sequence the curriculum.</p> <p>Incorporates subject or grade level expectations, curriculum frameworks and content standards in organizing subject matter.</p>	<p>Consistently incorporates knowledge of student development and subject matter to organize and sequence the curriculum.</p> <p>Incorporates and integrates subject or grade level expectations, curriculum frameworks and content standards in organizing subject matter.</p>	
Element 3: Interrelating ideas and information within and across subject matter areas.	<p>Helps few students to see the relationships and connections across subject matter areas and to solve problems.</p> <p>Rarely implements units and lessons that highlight themes, concepts and skills within and across subject matter areas.</p>	<p>Helps some students to see the relationships and connections across subject matter areas and to solve problems.</p> <p>Inconsistently implements units and lessons that highlight themes, concepts and skills within and across subject matter areas.</p>	<p>Helps students to see the relationships and connections across subject matter areas and to solve problems.</p> <p>Implements units and lessons that highlight themes, concepts and skills within and across subject matter areas.</p>	<p>Provides the framework for all students to see the relationships and connections across subject matter areas and to solve problems.</p> <p>Implements and regularly modifies units and lessons that highlight themes, concepts and skills within and across subject matter areas.</p>	

APPENDIX B-17₂
BEVERLY HILLS UNIFIED SCHOOL DISTRICT PROFESSIONAL ASSESSMENT RUBRIC
Based on the California Standards for the Teaching Profession

Circle the appropriate evidence of the classroom practices observed.	STANDARD 3 UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING			Evaluation Date: 1st (Red) _____ 2nd (Blue) _____
ELEMENT	UNSATISFACTORY	NEEDS IMPROVEMENT	SUCCESSFUL/OR ABOVE	
Element 4: Developing student understanding through instructional strategies that are appropriate to the subject matter.	Does not support students to think critically in each subject area. Does not build on student life experience, prior knowledge and interests for content relevance and meaning.	Encourages some students to think critically in each subject area. Inconsistently builds on student life experience, prior knowledge and interests for content relevance and meaning.	Challenges students to think critically in each subject area. Builds on student life experience, prior knowledge and interests for content relevance and meaning.	Regularly includes activities which challenge students to think critically in each subject area. Continuously builds on student life experience, prior knowledge and interests for content relevance and meaning.
Element 5: Using materials, resources and technologies to make subject matter accessible to students.	Does not use instructional materials and resources that include technologies that promote students' understanding of subject matter.	Infrequently selects and uses instructional materials and resources including technologies that promote students' understanding of subject matter.	Selects and uses instructional materials and resources including technologies that promote students' understanding of subject matter.	Seeks out, selects and uses instructional materials and resources including technologies that promote students' understanding of subject matter.

APPENDIX B-18₁
BEVERLY HILLS UNIFIED SCHOOL DISTRICT PROFESSIONAL ASSESSMENT RUBRIC
Based on the California Standards for the Teaching Profession

Circle the appropriate evidence of the classroom practices observed.	STANDARD 4 PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCE FOR ALL STUDENTS			Evaluation Date: 1st _____ 2nd _____
ELEMENT	UNSATISFACTORY	NEEDS IMPROVEMENT	SUCCESSFUL/OR ABOVE	
Element 1: Drawing on and valuing students' backgrounds, interests and developmental learning needs.	Instructional plans do not match or reflect students' backgrounds, experiences, interests and developmental needs, and do not support students' learning.	Instructional plans are partially drawn from information about students' backgrounds, experiences, interests and developmental needs to support students' learning.	Instructional plans reflect students' backgrounds, experiences, interests and developmental needs to support students' learning.	Instructional plans build on students' backgrounds, experiences, interests and developmental needs to support all students' learning.
Element 2: Establishing and articulating goals for student learning.	Instructional goals are not established or do not address students' language, experience, or home and school expectations. Expectations for students are low.	Some instructional goals address students' language, experience, and/or home and school expectations. Expectations are inconsistent.	Short-term and long-term instructional goals are based on students' language, experience, or home and school expectations. Goals are appropriately challenging for most students and represent valuable learning. Expectations for students are generally high.	Short-term and long-term instructional goals set by the teacher students' language, experience, or home and school expectations. Goals are appropriately challenging for most students and represent valuable learning. Expectations for students are generally high.
Element 3: Developing and sequencing instructional activities and materials for student learning.	Instructional activities and materials are not appropriate to the students, or the instructional goals do not engage students in meaningful learning. Activities are not logically sequenced.	Instructional activities and materials are partially appropriate to the students and the learning goals, and engage some students in meaningful learning. Some activities are logically sequenced within individual lessons.	Instructional activities and materials are appropriate to the students and the learning goals, make content and concepts relevant, and engage most students in meaningful learning. Activities are logically sequenced within individual lessons.	Instructional activities and materials are differentiated to reflect individual students interests and developmental needs and engage all students in meaningful learning. Activities support the learning goals and are logically sequenced to clarify content and concepts.

APPENDIX B-18₂
BEVERLY HILLS UNIFIED SCHOOL DISTRICT PROFESSIONAL ASSESSMENT RUBRIC
Based on the California Standards for the Teaching Profession

Circle the appropriate evidence of the classroom practices observed.		STANDARD 4 PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCE FOR ALL STUDENTS			Evaluation Date: 1st _____ 2nd _____
ELEMENT	UNSATISFACTORY	NEEDS IMPROVEMENT	SUCCESSFUL/OR ABOVE		
Element 4: Designing short-term and long-term plans to foster student learning.	Individual lesson plans have little or no relation to long-term goals, or a unit plan has little recognizable structure.	Long-term plans have a recognizable structure, although the sequence of individual lessons is uneven and only partially helps students develop conceptual understanding.	Long-term plans have a coherent structure, learning activities in individual lessons well-sequenced to promote understanding of concepts.	Long-term plans are highly coherent structure. Learning sequences are responsive to the needs of individual students and promote understanding of complex concepts.	
Element 5: Modifying instructional plans to adjust for student needs.	Instructional plans are not modified, in spite of evidence that modifications would improve student learning.	Modifications to instructional plans address only superficial aspects of the lesson.	Instructional plans are modified as needed to enhance student learning based on formal and informal assessment.	Instructional plans are modified as needed, based on formal and informal assessment and students' suggestions, to ensure deeper conceptual understanding by all students.	

APPENDIX B-19₂
BEVERLY HILLS UNIFIED SCHOOL DISTRICT PROFESSIONAL ASSESSMENT RUBRIC
Based on the California Standards for the Teaching Profession

Circle the appropriate evidence of the classroom practices observed.		STANDARD 5 ASSESSING STUDENT LEARNING			Evaluation Date: 1st (Red) _____ 2nd (Blue) _____
ELEMENT	UNSATISFACTORY	NEEDS IMPROVEMENT	SUCCESSFUL/OR ABOVE		
Element 4: Using the results of assessment to guide instruction.	Information about student learning is inappropriately or not used by the teacher to plan, guide, or adjust instruction.	Information from a limited range of assessments is used to plan learning activities and may support class needs and achievement. Assessments are not used to adjust instruction while teaching.	Information from a variety of assessments is used to plan and modify learning activities, as well as to meet class and individual student needs and achievement. Assessments are occasionally used to adjust instruction while teaching.	Information from a variety of ongoing assessments is used to plan and modify learning activities, and to support class and individual student needs and achievement. Assessments are used to adjust instruction while teaching in response to student needs.	
Element 5: Communicating with students, families and other audiences about student progress.	The teacher provides some information about student learning to students, families, and support personnel, but the information is incomplete or unclear.	The teacher provides information about student learning to students, families, and support personnel to promote understanding and academic progress.	The teacher regularly exchanges information about student learning with students, families, and support personnel in ways that improve understanding and encourage academic progress.	Students participate with the teacher to exchange information about their learning with families and support personnel in ways that improve understanding and encourage academic progress.	

APPENDIX B-20₁
BEVERLY HILLS UNIFIED SCHOOL DISTRICT PROFESSIONAL ASSESSMENT RUBRIC
Based on the California Standards for the Teaching Profession

Circle the appropriate evidence of the classroom practices observed.		STANDARD 6 DEVELOPING AS A PROFESSIONAL EDUCATOR			Evaluation Date: 1st _____ 2nd _____
ELEMENT	UNSATISFACTORY	NEEDS IMPROVEMENT	SUCCESSFUL/OR ABOVE		
Element 1: Reflecting on teaching practice and planning professional development.	The teacher may reflect on specific problems or areas of concern in his or her teaching practice, but rarely uses reflection to assess growth over time or to plan professional development.	The teacher reflects on some lessons 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 his or her teaching practice in relation to areas of concern and student learning, assesses growth over time, and may use reflection to plan professional development.	The teacher reflects on his or her teaching practice in relation to student learning and instructional goals, assesses growth over time, and plans professional development based on reflection.	
Element 2: Establishing professional goals and pursuing opportunities to grow professionally.	Professional goals are not established to guide practice. The teacher rarely pursues opportunities to develop new knowledge or skills, or to participate in the professional community.	Professional goals are established with assistance. The teacher pursues some opportunities to acquire new knowledge and skills, but infrequently participates in 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 extended and the teacher purposefully pursues opportunities to expand knowledge and skills, and participates in and contributes to the professional community.	
Element 3: Working with communities to improve professional practice.	The teacher has limited knowledge of students' communities or of how to access them to provide learning experiences for students or to promote collaboration with the school.	The teacher understands the importance of students' communities, but is not sure how to apply this to benefit students and families, provide experiences to support learning, or promote collaboration with the school.	The teacher values students' communities and develops knowledge of them to benefit students and families, provide some experience to support student learning, and support collaboration between school and community.	The teacher values student's communities and uses knowledge of them to benefit students and families, provide students with experiences that support their learning and promote collaboration between school and community.	
Element 4: Working with families to improve professional practice.	The teacher may demonstrate respect for students' families or their backgrounds, but has limited communication with families, and is not sure how to provide opportunities for participation in the classroom or school community.	The teacher respects some students' families, initiates communication and develops understanding of their diverse backgrounds, and may provide some opportunities for families to participate in the classroom or school community.	The teacher respects students' families, develops positive communication and an understanding of their diverse backgrounds, and provides opportunities for families to participate in the classroom or school community.	The teacher respects all students' families, understands their diverse backgrounds, maintains ongoing positive interactions, and provides multiple opportunities for meaningful participation in the classroom or school community.	

APPENDIX B-20₂
BEVERLY HILLS UNIFIED SCHOOL DISTRICT PROFESSIONAL ASSESSMENT RUBRIC
 Based on the California Standards for the Teaching Profession

Circle the appropriate evidence of the classroom practices observed.	STANDARD 6 DEVELOPING AS A PROFESSIONAL EDUCATOR			Evaluation Date: 1st _____ 2nd _____
ELEMENT	UNSATISFACTORY	NEEDS IMPROVEMENT	SUCCESSFUL/OR ABOVE	
Element 5: Working with colleagues to improve professional practice.	The teacher rarely converses with colleagues, rarely seeks out other staff to meet student needs, and rarely participates in school or district events or learning activities.	The teacher engages in dialogue with some colleagues, seeks out staff to help meet student's needs, and participates in some school-wide events.	The teacher engages in dialogue with colleagues, collaborates with staff to meet student's needs, and participates in school-wide events.	The teacher engages in dialogue with colleagues, collaborates with staff to meet students' needs, and contributes to school-wide and district-wide decision making, events, and professional development.