

TENTATIVE AGREEMENT

This Tentative Agreement is entered into by and between the California Military Institute Charter School (“Charter”) and the California Military Institute Teachers Association (“CMITA”). The Charter and CMITA may be referred to herein as “Party” or collectively as “Parties.”

Any issue, subject, or matter discussed by the Charter and the CMITA during negotiations for the 2018-2019 school year not contained in this document shall be considered withdrawn by the party presenting it. Any “oral agreement” or “understanding” not reflected in writing herein shall have no force or effect.

Negotiations shall be closed for 2018-2019. This Agreement will be in effect from July 1, 2018 to June 30, 2021, with each party able to open salary, benefits and two (2) reopeners (Article) each year thereunder.

NOW, THEREFORE, the Parties hereto agree as follows:

ARTICLE I - RECOGNITION

1. The Charter confirms its recognition of the Association as the exclusive representative for the certificated unit members as follows: **Teachers, Instructional Coaches, School Counselors, and Teachers on Special Assignment (TOSA)** ~~all full time and part time unit members employed by the charter school who are not designated management.~~ Excluded are all positions designated management, supervisory, classified and substitutes.

ARTICLE II - ASSOCIATION RIGHTS

4. ~~Provisions of~~ New Employee Access and Contact Information
 - a. Upon reasonable advance request, names, addresses and telephone numbers (if authorized) of all unit members shall be provided, without cost to the Association, to the extent permitted by law.
 - b. The Charter shall notify the Association of all new hires and their effective start date, once the once the employee has been cleared by the Human Resources Department.
 - c. The Charter shall provide new employee names; job title; department; work, home and personal cell phone number personal email address on file with the Charter; and home address to the Association by the first pay period of the month following effective start date of the employee, even if the employee previously worked for the Charter.
 - d. The Association shall be provided at least 15 minutes to meet with new employees during the annual new employee orientation.
 - e. For employees that are hired to begin work after the annual new employee orientation, the Association shall be provided the opportunity to meet with the employee for 15 minutes during non-instructional time. This time shall occur within regular working hours.

ARTICLE VII - PROFESSIONAL WORK DAY/WORK YEAR

1. Adjunct Duties

- a. As part of the professional work day, unit members are responsible for participating in annual Back-to-School Night, Open House, IEP meetings, Promotion Ceremonies (as necessary by teaching assignment), and Parent Conferences. To the extent possible, IEP Meetings shall be held during the unit member's work day and shall not interfere with a 30-minute duty-free lunch period. **The day following Back-to-School Night and Open House shall be designated as a late-start day for unit members, unless the following day is a non-student day, Charter holiday, or weekend.**
- b. Unit members are responsible for supervising three (3) other school events throughout the year, administered in an equitable manner. Each duty shall be no longer than four (4) hours. Any duty assigned beyond the maximum four (4) hours will be compensated at the period substitute rate. All other activities and student performances are subject to voluntary attendance and participation.

ARTICLE VIII - CERTIFICATED EVALUATION PROCEDURE

1. Non-Veteran Employment Classroom Teachers

Unit members who have been employed by the Charter **as a classroom teacher in a position requiring a credential** will be evaluated each year for the first three (3) years of employment. If a teacher is employed for at least one complete semester of a school year it will be considered a full year of employment for the purpose of non-veteran employment status. The evaluation process will consist of two (2) Formal Observations and one (1) Informal Observation. The summary evaluation will be provided to the unit member on the Certificated Evaluation Form not later than the 18th week after the first day of active employment. In the event the Certificated Evaluation Form contains an "Unsatisfactory" rating of the unit member's performance, a meeting will be held with the evaluator, Principal/Commandant and a designee of the Charter Board, to determine continuing employment status. **Non-Veteran Classroom Teachers shall be evaluated on all six (6) of the California Standards for the Teaching Profession (CSTP's).**

2. Veteran Employment Classroom Teachers

- a. After three (3) years of initial employment **as a classroom teacher**, the unit member will be evaluated every other year. This evaluation process will consist of one (1) Formal Observation and one (1) Informal Observation, conducted prior to the last school day in March, with the summary evaluation provided to the unit member no later than May 15. In the event the Certificated Evaluation Form contains an "Unsatisfactory" rating of the unit member's performance, the Charter will require an Improvement Plan for each "Unsatisfactory" rating which must be in effect for a minimum of four (4) weeks. All improvement Plans must be provided to the employee during the summary evaluation period.

- b. Veteran teachers who have been placed on an improvement plan shall be evaluated annually until areas of concern addressed in the Improvement Plan have improved to a, at a minimum, ~~“needs improvement”~~ “Meets Standard” rating.
- c. Upon ratification of this agreement, years of service rendered at CMI of each unit member will count as credit toward achieving Veteran Status.
- d. ~~The following standards will be evaluated:~~
 - ~~Year 1: Standards 1-6~~
 - ~~Year 2: Standards 1-6~~
 - ~~Year 3: Standards 1-6~~
 - ~~Year 4: Standard 6, two (2) additional Standards, one (1) selected by the unit member and one (1) selected by the administration.~~ Veteran Classroom Teachers shall be evaluated on three (3) of the California Standards for the Teaching Profession (CSTP’s). The evaluation of Veteran Classroom Teachers shall include Standard 6 and two (2) additional Standards - one (1) selected by the unit member and one (1) selected by the administration.

3. Non-Veteran Counselors, Instructional Coaches, and Teachers on Special Assignment

Unit members who have been employed by the Charter as a Counselor, Instructional Coach, or Teacher on Special Assignment (TOSA) will be evaluated each year for the first three (3) years of employment. If a Counselor, Instructional Coach, or Teacher on Special Assignment (TOSA) is employed for at least one complete semester of a school year it will be considered a full year of employment for the purpose of non-veteran employment status. The evaluation process will consist of two (2) Formal Observations and one (1) Informal Observation. The summary evaluation will be provided to the unit member on the Certificated Evaluation Form not later than the 18th week after the first day of active employment. In the event the Certificated Evaluation Form contains an “Unsatisfactory” rating of the unit member’s performance, a meeting will be held with the evaluator, Principal/Commandant and a designee of the Charter Board, to determine continuing employment status.

4. Veteran Counselors, Instructional Coaches, and Teachers on Special Assignment

- a. After three (3) years of initial employment as a Counselor, Instructional Coach, or Teacher on Special Assignment (TOSA), the unit member will be evaluated every other year. This evaluation process will consist of one (1) Formal Observation and one (1) Informal Observation, conducted prior to the last school day in March, with the summary evaluation provided to the unit member no later than May 15. In the event the Certificated Evaluation Form contains an “Unsatisfactory” rating of the unit member's performance, the Charter will require an Improvement Plan for each “Unsatisfactory” rating which must be in effect for a minimum of four (4) weeks. All improvement Plans must be provided to the employee during the summary evaluation period.
- b. A veteran Counselor, Instructional Coach, or Teacher on Special Assignment (TOSA) who have been placed on an improvement plan shall be evaluated annually until areas of concern addressed in the Improvement Plan have improved to a, at a minimum, “Meets Standard” rating.

- c. Upon ratification of this agreement, years of service rendered at CMI of each unit member will count as credit toward achieving Veteran Status.

*CMITA and Charter agree to the new certificated evaluation forms attached.

ARTICLE X - LEAVES OF ABSENCES - Status Quo

ARTICLE XI - ASSIGNMENT AND REASSIGNMENT - Status Quo

ARTICLE XII - LAYOFF

1. The Charter reserves the right to layoff unit members for lack of work, lack of funds or other legitimate reasons. Unit members will be selected for the layoff based on a combination of factors, including performance, skills, seniority and the Charter's needs.
2. The Charter shall provide an updated seniority list to the Association by October 1 of each school year.

ARTICLE XVI - NEGOTIATIONS PROCEDURES

5. Term
This Agreement will be in effect from July 1, 2018 to June 30, 2021, with each party able to open salary, benefits and two (2) reopeners (Article) each year thereunder.

This Tentative Agreement is subject to CMITA bargaining unit member ratification and approval of the Charter Governing Board.


Date: 8/23/14
CALIFORNIA MILITARY INSTITUTE
CHARTER SCHOOL



Kirk Skorpanich
Assistant Superintendent



Candace Reines
Deputy Superintendent

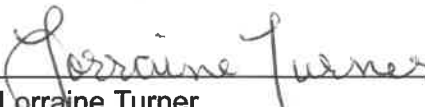


Nick Hilton
Director of Human Resources


Date: 8/21/2018
CALIFORNIA MILITARY INSTITUTE
TEACHERS INSTITUTE



Angel Love-Behrens
CMITA Negotiations Team Member



Lorraine Turner
CMITA Negotiations Team Member



Jane Scibilia
CMITA Negotiations Team Member



Mitchell Osborn
CMITA Negotiations Team Member



**CALIFORNIA MILITARY INSTITUTE
COUNSELOR EVALUATION FORM**

Counselor's Name:	Status: (Check one)	<input type="checkbox"/> Non-Veteran <input type="checkbox"/> Veteran
Dates of Observations:	Evaluator:	

SECTION 1: EVALUATION OF PERFORMANCE – Based on the California Standards of the School Counselor Profession (2009)

Rating Scale:	4 = Exemplifies the Standard	3 = Meets Standards	2 = Developing Beginning Practices	1 = Unsatisfactory
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Standard 1. Engage, Advocate for and Support All Students in Learning	4	3	2	1
Overall Rating: 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/>				
1.1 Ensure all students are engaged in a system of support designed for learning and academic success.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2 Advocate for educational opportunity, equity and access for all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.3 Advocate for the learning and academic success of all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4 Identify student problems in their earliest stages and implement prevention and intervention strategies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standard 2. Plan Implement and Evaluate Programs to Promote Academic, Career, Personal, and Social Development of All Students	4	3	2	1
Overall Rating: 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/>				
2.1 Demonstrate Organization Skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.2 Develop Outcome-Based Programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.3 Assess Program Outcomes and Analyze Data.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.4 Demonstrate Leadership in Program Development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standard 3. Utilize Multiple Sources of Information to Monitor and Improve Student Behavior and Achievement	4	3	2	1
Overall Rating: 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/>				
3.1 Assess student characteristics and utilize the information to plan for individual student growth and achievement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2 Interpret and use student assessment data with students and parents/guardians in developing personal, academic, and career plans.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.3 Monitor student personal, academic, and career progress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standard 4. Collaborate and Coordinate with School and Community Resources	4	3	2	1
Overall Rating: 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/>				
4.1 Build and maintain student support teams for student achievement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.2 Provide consultation and education for teachers and parents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.3 Develop working relationships within the school that include staff members, parents, and community members.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.4 Coordinate support from community agencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standard 5. Promote and Maintain a Safe Learning Environment for All Students	4	3	2	1
Overall Rating: 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/>				
5.1 Promote a positive, safe, and supportive learning environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.2 Develop and implement programs that address the personal and social risk factors of students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.3 Develop and implement programs that reduce the incidence of school site violence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.4 Incorporate models of systemic school safety that address elements of prevention, intervention, and treatment into the school system.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standard 6. Develop as a Professional School Counselor	4	3	2	1
Overall Rating: 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/>				
6.1 Establish professional goals and pursue opportunities to improve.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.2 Model effective practices and continuous progress in school counseling.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.3 Adhere to professional codes of ethics, legal mandates, and Charter policies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SECTION 2: OVERALL RATING OF STANDARDS

Commendations:

Recommendations:

SECTION 3: Improvement Plan

This employee performs professional duties conduct to the academic, social, and emotional needs of all students.

Yes No Needs to Improve (Site Professional Standards):

Date scheduled to review Improvement Plan (if needed):

Section 4: Employment Status Recommendation:

Counselor’s signature does not indicate endorsement of the evaluation but is recognition that discussion has taken place. Unit member may submit a letter of rebuttal to evaluation, if they so desire.

Evaluator’s Signature **Date**

Counselor’s Signature **Date**

**CALIFORNIA MILITARY INSTITUTE
COUNSELOR EVALUATION FORM**

Rating Scale: 4 = Exemplifies Standard 3 = Meets Standards 2 = Developing Beginning Practice 1 = Unsatisfactory

Standard 1. Engage, Advocate for and Support All Students in Learning	4	3	2	1
<p>1.1 Ensure all students are engaged in a system of support designed for learning and academic success.</p>	<p>The counselor consistently ensures that all students understand and know how to access personal, social, and career resources; assesses the academic needs of all students and use these assessments in planning for programs, services, activities, and interventions; connect students to a system of support programs, services, activities, and opportunities to ensure learning and high achievement.</p>	<p>The counselor regularly ensures that most students understand and know how to access personal, social, and career resources; assesses the academic needs of most students and use these assessments in planning for programs, services, activities, and interventions; and connect students to programs, services, activities, and opportunities to ensure learning and achievement</p>	<p>The counselor helps some students understand and know how to access resources; assesses the needs of students, but the use these assessments in planning for programs, services, activities, and interventions is not evident; students are sometimes connected to a system of support programs, services, activities, or opportunities to ensure learning and achievement</p>	<p>The counselor only ensures that few students are engaged in a system of support designed for learning and academic success.</p>
<p>1.2 Advocate for educational opportunity, equity and access for all students.</p>	<p>The counselor consistently ensures that all students and parent/guardians are informed about and understand the full range of educational options; addresses current and potential biases and discrimination in educational programs, services, and systems that limit, impede, or block the highest educational attainment for all students; and acts as systems change agents to correct policies and practices that adversely affect student learning or that stratify learning opportunities.</p>	<p>The counselor regularly ensures that most students and parent/guardians are informed about and understand the full range of educational options; and addresses current and potential biases and discrimination in educational programs, services, and systems that limit, impede, or block the highest educational attainment for all students.</p>	<p>The counselor ensures some students and parent/guardians are informed about and understand educational options; but may not be aware of current and potential biases and discrimination in educational programs, services, and systems that limit, impede, or block the highest educational attainment for all students.</p>	<p>The counselor only ensures that few students and parent/guardians are informed about and understand educational options. The counselor does not address potential biases and discrimination in educational programs, services, and systems that limit, impede, or block student academic success.</p>
<p>1.3 Advocate for the learning and academic success of all students.</p>	<p>The counselor consistently facilitates the development, articulation, and implementation of a vision for school counseling that engages and supports all students in learning and achievement; encourages all students to learn and achieve at high levels; and plans and implements strategies to motivate and support learning and achievement of all students.</p>	<p>The counselor regularly facilitates the implementation of a vision for school counseling that engages and supports most students in learning and achievement; encourages most students to learn and achieve at high levels; and implements strategies to motivate and support learning and achievement of most students.</p>	<p>The counselor inconsistently facilitates the implementation of a vision for school counseling that engages and supports some students in learning and achievement; encourages some students to learn and achieve; sometimes implements strategies to motivate and support learning and achievement of some students.</p>	<p>The counselor does not facilitate the implementation of a vision for school counseling that engages and supports students in learning and achievement; encourages few students to learn and achieve at high levels; and does not know or implement strategies to motivate and support learning and achievement.</p>
<p>1.4 Identify student problems in their earliest stages and implement prevention and intervention strategies.</p>	<p>The counselor consistently identifies early signs and predictors of student learning problems; work with teachers, parents/guardians, and family members to help them eliminate barriers to learning and achievement and support high achievement for their children; develop and implement programs for students and parents/guardians to prevent learning problems and promote academic growth</p>	<p>The counselor regularly identifies early signs and predictors of student learning problems; work with teachers, parents/guardians, and family members to help them eliminate barriers to learning and achievement and support high achievement for their children; implement programs for students and parents/guardians to prevent learning problems and promote academic growth</p>	<p>The counselor inconsistently identifies early signs and predictors of student learning problems; sometimes work with teachers, parents/guardians, and family members to help them eliminate barriers to learning and achievement and support high achievement for their children; sometimes implement programs for students and/or parents/guardians</p>	<p>The counselor does not identify early signs and predictors of student learning problems; teachers, parents/guardians, and family members are not consulted with to help them eliminate barriers to learning and achievement; no programs are implemented for students and/or parents/guardians</p>

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Standard 2. Plan, Implement and Evaluate Programs to Promote Academic, Career, Personal, and Social Development of All Students	4	3	2	1
2.1 Demonstrate Organization Skills.	The counselor consistently utilize skills in systems change and organizational development to build programs for all students; utilize knowledge of local, state, and national standards as a guide in developing student-support programs; and design programs based on current research findings in a variety of fields related to student growth and development including nutrition, exercise, brain development, medical advances, and technology; effectively manages time and task responsibilities	The counselor regularly utilize skills in systems change and organizational development to build programs for most students; utilize knowledge of local and state and/or national standards as a guide in developing student-support programs; uses programs based on research related to student growth and development; effectively manages time and task responsibilities	The counselor utilize skills in systems change or organizational development to build programs for some students; utilize knowledge of local, state, or national standards as a guide in developing student-support programs; use programs related to student growth and development; ineffectively manages time and task responsibilities	The counselor does not utilize skills to build programs for students; no evidence or knowledge of local, state, and national standards as a guide in developing student-support programs; no programs related to student growth and development are offered; manage time and task responsibilities is not evident.
2.2 Develop Outcome-Based Programs.	The counselor consistently address student outcomes in personal, social, academic, and career development; develop and implement programs that build student assets, address personal challenges, and strengthen learning and achievement; develop and implement programs that increase interpersonal awareness, social skills, and effective interpersonal communication; and design and implement career-development programs related to education and career choice, and promote life-long learning values.	The counselor regularly address student outcomes in personal, social, academic, and career development; implement programs that build student assets, address personal challenges, and strengthen learning and achievement, increase interpersonal awareness, social skills, and communication; implement career-development programs that increase student knowledge of their skills, personality, interests, and values related to education and career choice, and promote life-long learning values.	The counselor may address student outcomes in personal, social, academic, and/or career development; implement programs that build student assets, and strengthen learning and achievement; limited implementation of programs that increase, social skills, communication or career-development and to education and career choice, and promote life-long learning values.	The counselor does not address student outcomes in personal, social, academic, and career development; no evidence of implementation of programs that build student assets or increase social skills, communication or career-development; life-long learning values are not promoted.
2.3 Assess Program Outcomes and Analyze Data.	The counselor consistently implements program evaluation as a regular, ongoing part of the assessment and improvement process; assess measurable student outcomes of programs and services; utilize evaluation data to monitor progress and involve other stakeholders in the assessment and improvement process; present outcomes of programs to all stakeholders as part of ongoing individual and program accountability	The counselor implements program evaluation as a regular, ongoing part of the assessment and improvement process; assess measurable student outcomes of programs and services; utilize data to monitor progress and involve stakeholders in the assessment and improvement process; present outcomes of programs as part of ongoing program accountability	The counselor implements program evaluation as part of the assessment and improvement process; assess student outcomes of programs and services; utilize data to monitor progress involving no stakeholders in the assessment and improvement process; does not present outcomes of programs	The counselor does not implement a program evaluation, assessment and improvement process; no evidence of student outcomes of program, services or utilization of data; stakeholders in the assessment and improvement process or presentation of program outcomes is not evident in program accountability
2.4 Demonstrate Leadership in Program Development	The counselor asserts leadership in identifying student needs, creating programs to address needs, and evaluating student outcomes; establishes strategies to involve all student-support staff working toward mutually defined goals and related student outcomes; leadership to include students, families, and community-resource personnel in program development/implementation	The counselor displays leadership in identifying student needs, creating programs to address needs, and evaluating student outcomes; strategies to involve student-support staff working toward mutually defined goals and related student outcomes are evident; provide leadership to include students, families, and community-resource personnel in program implementation	The counselor leadership is limited in identifying student needs and programs to address needs; evaluates student outcomes; strategies to involve student-support staff working toward goals and student outcomes are not evident; some leadership to include students, families, and/or community-resource personnel in program implementation	The counselor assumes no leadership in identifying student needs or programs to address needs; no evidence of evaluating student outcomes or involvement of student-support staff working toward related student outcomes; leadership is not present to include students, families, and community-resource personnel

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Standard 3. Utilize Multiple Sources of Information to Monitor and Improve Student Behavior and Achievement	4	3	2	1
<p>3.1 Assess student characteristics and utilize the information to plan for individual student growth and achievement.</p>	<p>The counselor consistently assesses individual student strengths related to academic, career, personal, and social development; gather relevant information on items such as health and development, language and culture, classroom and community environment, learning styles, socioeconomic, and resiliency factors; collect and uses data from inventories, surveys, tests, and other assessments; involve parents/guardians in the assessment and planning process for each student</p>	<p>The counselor regularly assesses individual student academic, career, personal, and social development; gather relevant information on items such as health and development, language and culture, classroom and community environment, learning styles, socioeconomic, and resiliency factors; uses data from inventories and other assessments; involve parents/guardians in the assessment and planning process for each student</p>	<p>The counselor sometimes assesses individual academic, career, personal, and social development; gather relevant information on health and development, language and culture, classroom and community environment, learning styles, socioeconomic, and/or resiliency factors is limited ; collect data and involve parents/guardians in the assessment and planning process for some student</p>	<p>The counselor assesses no individual student academic, career, personal, or social development; gather relevant information, collection of relevant data or involve parents/ planning process for each student is not evident</p>
<p>3.2 Interpret and use student assessment data with students and parents/guardians in developing personal, academic, and career plans.</p>	<p>The counselor consistently informs students and their parents/guardians about the meaning and importance of using multiple sources of information in considering a student's potential and life goals; interpret and clarify test results so that students and parents can understand what the data means and how it can be used in education and life planning; consistently work with students to develop plans to achieve and attain their goals and aspirations</p>	<p>The counselor regularly informs students and their parents/guardians about the importance of using multiple sources of information in considering a student's potential and life goals; interpret and clarify test results so that students and parents can understand what the data means and how it can be used in education and life planning; regularly work with students to develop plans to achieve and attain their goals and aspirations</p>	<p>The counselor sometimes informs students and their parents/guardians about the meaning and importance of using multiple sources of information in considering a student's potential and life goals; interpret and clarify test results so that students and parents can understand what the data means and how it can be used in education and life planning is limited; sometimes works with students to develop their plans and attain their goals</p>	<p>The counselor does not inform students and their parents/guardians about the using multiple sources of information in considering a student's life goals; interpret and clarify test results so that students and parents can understand what the data means and how it can be used in education and life planning is not evident; does not work with students to develop plans or goals</p>
<p>3.3 Monitor student personal, academic, and career progress.</p>	<p>The counselor consistently maintains records of student academic progress toward promotion and graduation; provide students and their parents/guardians with current assessment data to facilitate educational and career planning; consistently counsel students to develop healthy personal and social behavior and well-being</p>	<p>The counselor regularly maintains records of student academic progress toward promotion and graduation; provide students and their parents/guardians with current assessment data to facilitate educational and career planning; regularly counsel students to develop healthy personal and social behavior</p>	<p>The counselor sometimes maintains records of student academic progress toward promotion and graduation; students and their parents/guardians are provided limited assessment data to facilitate educational and career planning; counsel students to develop healthy personal, social behavior and/or well-being</p>	<p>The counselor maintains no records of student academic progress toward promotion and/or graduation; no evidence that students and/or their parents/guardians are provided with assessment data to facilitate educational and career planning; no counsel for students to develop healthy personal, social behavior or well-being is evident.</p>

**CALIFORNIA MILITARY INSTITUTE
COUNSELOR EVALUATION FORM**

Rating Scale: **4 = Exemplifies Standard** **3 = Meets Standards** **2 = Developing Beginning Practice** **1 = Unsatisfactory**

Standard 4. Collaborate and Coordinate with School and Community Resources	4	3	2	1
4.1 Build and maintain student support teams for student achievement.	The counselor consistently integrates programs and services designed to meet student developmental challenges and eliminate the achievement gap; develop learning communities of student-support professionals, parents, and community members to promote student success	The counselor regularly integrates programs and services designed to meet student developmental challenges and eliminate the achievement gap; promotes learning communities of student-support professionals, parents, and community members to promote student success	The counselor sometimes integrates programs and services designed to meet student developmental challenges and eliminate the achievement gap; knowledge of learning communities for student-support professionals, parents, and community members to promote student success	The counselor does not integrate programs and/or services designed to meet student developmental challenges and eliminate the achievement gap; knowledge of learning communities for student-support professionals, parents, and community members to promote student success is not evident
4.2 Provide consultation and education for teachers and parents.	The counselor consistently provides educational information and presentations for school staff, parents, and community members on academic, personal, social, and career development; use ethical and professional decision-making processes to consult and collaborate with others	The counselor regularly provides educational information and presentations for school staff, parents, and community members on academic, personal, social, and career development; use ethical and professional decision-making processes to consult and collaborate with others	The counselor sometimes provides educational information and presentations for school staff, parents, and/or community members on academic, personal, social, and/or career development; limited use of ethical and professional decision-making processes to consult and collaborate with others	The counselor does not provide educational information and/or presentations for school staff, parents, and/or community members on academic, personal, social, and/or career development; ethical and professional decision-making processes to consult and collaborate with others is not evident
4.3 Develop working relationships within the school that include staff members, parents, and community members.	The counselor consistently builds networks of individuals working within the school and community on education-related endeavors; develop collaborative teams of educators, families, and community members, ensuring the inclusion of the diverse populations within the school and community, to maximize the support students need to become successful	The counselor regularly builds networks of individuals working within the school and community on education-related endeavors; collaborative with teams of educators, families, and community members from diverse populations within the school and community, to maximize the support students need to become successful	The counselor sometimes networks within the school and/or community on education-related endeavors; limited collaboration with teams of educators, families, and/or community members, from diverse populations	The counselor does not network with individuals within the school and/or community on education-related endeavors; participation in collaborative teams of educators, families, and/or community members is not evident
4.4 Coordinate support from community agencies.	The counselor consistently coordinates support from community businesses, industries, service clubs, agencies, and families to increase student academic achievement and work experiences; coordinate a referral process for parents and students that facilitates access to community resources; support a positive school environment that values diversity within the school and community	The counselor regularly coordinates support from community businesses, industries, service clubs, agencies, and families to increase student academic achievement; utilizes a referral process for parents and students that facilitates access to community resources regularly; support a positive school environment that values diversity within the school and community	The counselor sometimes provides support from community businesses, industries, service clubs, agencies, and/or families to increase student academic achievement; a referral process is sometimes used for parents and students to access community resources; limited support for positive school environment that values diversity within the school and community	The counselor does not provide support from community businesses, industries, service clubs, agencies and/or families; no referral process for parents and students to access community resources is utilized

**CALIFORNIA MILITARY INSTITUTE
COUNSELOR EVALUATION FORM**

Rating Scale: **4 = Exemplifies Standard** **3 = Meets Standards** **2 = Developing Beginning Practice** **1 = Unsatisfactory**

Standard 5. Promote and Maintain a Safe Learning Environment for All Students	4	3	2	1
<p>5.1 Promote a positive, safe, and supportive learning environment.</p>	<p>The counselor consistently facilitates a positive school environment that promotes active school engagement; Ensure that students understand the relationship between rules, laws, safety, and the protection of individual rights; Promote school safety and the reduction of verbal, emotional, psychological, and physical violence; Advocate for the safety and well-being of all students through prevention, intervention, and treatment.</p>	<p>The counselor regularly facilitates a positive school environment that promotes active school engagement; advocates that students understand the relationship between rules, laws, safety, and the protection of individual rights; school safety and the reduction of verbal, emotional, psychological, and physical violence; the safety and well-being of students through prevention and intervention is utilized.</p>	<p>The counselor sometimes promotes a positive school environment; few students understand the relationship between rules, laws, safety, and/or the protection of individual rights; school safety and the reduction of verbal, emotional, psychological, and physical violence is promoted on a limited basis; the safety and well-being of all students through prevention, intervention, and treatment is acknowledged.</p>	<p>The counselor does not facilitate a positive school environment that promotes school engagement; no evidence that the safety and well-being of students through prevention, intervention, and treatment is promoted or utilized.</p>
<p>5.2 Develop and implement programs that address the personal and social risk factors of students.</p>	<p>The counselor consistently collaborates with others to provide programs that reduce student at-risk behaviors; Identify and respond to individual students who display early warning signs of difficulty in school adjustment, interpersonal conflicts and/or personal problems; Consistently educate students, parents, staff members and the school community about the negative effects of verbal and physical abuse, gang activity, discrimination and stereotyping.</p>	<p>The counselor regularly collaborates with others to provide programs that reduce student at-risk behaviors; Identify and respond to individual students who display early signs of difficulty in school adjustment, interpersonal conflicts and/or personal problems; Educate students, parents, staff members and/or school community about the effects of verbal and physical abuse, gang activity, discrimination and stereotyping.</p>	<p>The counselor sometimes collaborates with others to provide programs that reduce student at-risk behaviors; few students who display signs of difficulty in school adjustment, interpersonal conflicts and/or personal problems are identified; students, parents, staff members or school community are educated about verbal and physical abuse, gang activity, discrimination and stereotyping on a limited basis.</p>	<p>The counselor does not collaborate with others to reduce student at-risk behaviors for students who display difficulty in school adjustment, interpersonal conflicts and/or personal problems; no evidence that students, parents, staff members and/or the school community are educated about the negative effects of verbal and physical abuse, gang activity, discrimination and stereotyping.</p>
<p>5.3 Develop and implement programs that reduce the incidence of school site violence.</p>	<p>The counselor designs and implements ethnic, cultural, social economic programs that address environmental factors that influence student learning and achievement; Collaborate with school staff, community agencies, parents and student groups to build and maintain safe learning environments; Use assessment data to develop positive school climate programs that promote student wellbeing; utilize negotiation, conflict management, and mediation skills to help school staff communicate with difficult and/or angry parents, students, teachers, and school staff</p>	<p>The counselor implements programs to address environmental factors that influence student learning and achievement; Collaborate with school staff, community agencies, parents and student groups to maintain safe learning environments and promote a positive school climate for the wellbeing of students; frequently utilize negotiation, conflict management and mediation skills to help school staff communicate with difficult and/or angry parents, students, teachers, and other school staff</p>	<p>The counselor sometimes implements programs that influence student learning and achievement; Collaborate with other school staff, community agencies, parents and/or student groups to maintain safe learning environments on a limited basis; sometimes use assessment data to that promote a positive school climate and the wellbeing of students; sometimes utilize negotiation, conflict management, and/or mediation skills to help school staff communicate with difficult and/or angry parents, students, teachers, and other school staff</p>	<p>The counselor does not implement programs that influence student learning and achievement; no collaboration with other school staff, community agencies, parents and/or student groups to maintain safe learning environments; use of data to promote positive school climate and the wellbeing of students is not evident ; does not utilize negotiation skills, conflict management skills, and/or mediation skills to help school staff parents, students, teachers, and other school staff</p>
<p>5.4 Incorporate models of systemic school safety that address elements of prevention, intervention, and treatment into the school system.</p>	<p>The counselor consistently utilizes research-based models and violence and promote positive social relations in the classroom and on school campuses; Develop, implement and maintain crisis intervention procedures, practices and crisis management plans; promote the importance of a healthy balanced lifestyle in students including nutrition, fitness and positive use of leisure time.</p>	<p>The counselor regularly utilizes research-based models and programs designed to detect and limit violence and promote positive social relations in the classroom and/or on school campuses; implement and maintain crisis intervention procedures, practices and crisis management plans; the importance of a healthy balanced lifestyle in students is promoted regularly.</p>	<p>The counselor sometimes utilizes research-based models and programs designed to detect and limit violence and promote positive social relations in the classroom and/or on school campuses; sometimes, implements crisis intervention procedures, practices and crisis management plans; the importance of a healthy balanced lifestyle in students is sometimes promoted.</p>	<p>The counselor does not utilizes research-based models or programs designed to detect and limit violence or promote positive social relations; crisis intervention procedures, practices and crisis management plans are not evident; the importance of a healthy balanced lifestyle in students is not promoted.</p>

**CALIFORNIA MILITARY INSTITUTE
COUNSELOR EVALUATION FORM**

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Standard 6. Develop as a Professional School Counselor	4	3	2	1
6.1 Establish professional goals and pursue opportunities to improve.	The counselor consistently continues to learn and expand professional roles and responsibilities; establish goals and identify opportunities for professional growth and development including knowledge about current trends in the field of school counseling and education; use professional literature and other professional development opportunities including advanced certification and specialization to develop as a highly qualified school counseling professional; benefit from and contribute to professional organizations to improve competence as a school counselor; solicit input from stakeholders to improve professional practices	The counselor regularly seeks to learn and expand professional roles and responsibilities; establish goals and identify opportunities for professional growth and development; use professional literature and other professional development opportunities including specialization to develop as a highly qualified school counseling professional; benefit from and contribute to professional organizations to improve competence as a school; solicit input from stakeholders to improve professional practices counselor	The counselor inconsistently expands professional roles and responsibilities or establish goals and identify opportunities for professional growth and development; no evidence of advanced certification and specialization to develop as a highly qualified school counseling professional; limited benefit from use of professional organizations to improve competence as a school counselor	The counselor displays no evidence to learn and expand professional roles and responsibilities or establish goals and identify opportunities for professional growth and development; professional development opportunities are not used to develop as a highly qualified school counseling professional; no evident benefit from professional organizations to improve competence as a school counselor
6.2 Model effective practices and continuous progress in school counseling.	The counselor consistently reflects on professional practices, analyze personal progress as a school counselor, and plan professional development; identify successes and challenges and assess growth as a school counselor over time; analyze counseling activities with regard to their impact on student learning	The counselor regularly reflects on professional practices, analyze personal progress as a school counselor, and plan professional development; identify successes and challenges and assess growth as a school counselor annually; analyze counseling activities with regard to their impact on student learning	The counselor inconsistently reflects on professional practices, analyze personal progress as a school counselor, or plan professional development; infrequently identify successes and challenges and assess growth as a school counselor; limited review of counseling activities with regard to their impact on student learning	The counselor displays no evidence that reflects on professional practices, analyze personal progress as a school counselor, and/or plan professional development; Does not identify successes and challenges and/or assess growth as a school counselor or the impact on student learning
6.3 Adhere to professional codes of ethics, legal mandates, and Charter policies.	The counselor consistently applies legal and ethical principles in the use of standardized tests and other methods of assessment; follow laws and regulations pertaining to children and families such as child abuse and neglect reporting laws, client confidentiality, attendance and truancy laws, and federal and state mandates related to special education; keep informed of changes in laws and regulations related to California public education and school Charter policy	The counselor regularly applies legal and ethical principles in the use of standardized tests and other methods of assessment; follow laws and regulations pertaining to children and families such as child abuse and neglect reporting laws, client confidentiality, attendance and truancy laws, and federal and state mandates related to special education; keep informed of changes in laws and regulations related to California public education and charter policy	The counselor inconsistently applies legal and ethical principles in the use of standardized tests and other methods of assessment; laws and regulations pertaining to children and families such as child abuse and neglect reporting laws, client confidentiality, attendance and truancy laws, and federal and state mandates related to special education are not fully understood and followed; limited knowledge of changes in California public education laws and charter policy	The counselor does not apply legal and ethical principles in the use of assessment; laws and regulations pertaining to children and families such as child abuse and neglect reporting laws, client confidentiality, attendance and truancy laws, and federal and state mandates related to special education are not followed; does not keep informed of changes in laws and regulations related to California public education and charter policy



**CALIFORNIA MILITARY INSTITUTE
NON-CLASSROOM TEACHER EVALUATION FORM**

Employee's Name:	Status: (Check one)	<input type="checkbox"/> Non-Veteran <input type="checkbox"/> Veteran
Position: (Check one)	<input type="checkbox"/> Instructional Coach <input type="checkbox"/> Teacher on Special Assignment (TOSA) <input type="checkbox"/> Other: _____	
Date of Observations:	Evaluator:	

SECTION 1: EVALUATION OF PERFORMANCE

Rating Scale:	4 = Exemplifies the Standard	3 = Meets Standards	2 = Developing Beginning Practices	1 = Unsatisfactory	NA = This strand does not apply to the specific position.
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Standard I. Adheres to Established Procedures in a Timely Manner (Program Manager)	4	3	2	1	NA
Overall Rating: 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/>					
• Implements/monitors the instructional program consistent with the goals for the department.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Oversee and monitor the budget expenditures for the instructional program consistent with the program goals and state and federal guidelines.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Design short and long term plans to foster program improvement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Collect and analyze data to influence program development and progression.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Collect and utilize multiple sources of information to assess program needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Communicate program information to District, Charter, and site personnel.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standard II. Fulfills Responsibilities Staff (Instructional Partner)	4	3	2	1	NA
Overall Rating: 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/>					
• Plans and implements professional development. Develops a timeline for professional development implementation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Design and sequence professional development activities for program participants to make the subject matter meaningful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Collaborate with the school site and departments to implement a comprehensive program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Serve as a resource for site personnel.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Support the learning environments at different sites to meet the needs of the students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Provide opportunities for professional growth.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standard III. Demonstrates Knowledge of Job Responsibility (Curriculum Development and Supervision)	4	3	2	1	NA
Overall Rating: 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/>					
• Consult with administration and staff to determine Charter needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Establish procedures for monitoring the program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Make site visitations to supervise the implementation of the program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Gather data, interpret data, and use data for program planning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Maintain documents for curriculum development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Present an assessment of student learning to Charter personnel, school site, parents and the community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standard IV. Fulfills Responsibilities to Parents (Community Liaison)	4	3	2	1	NA
Overall Rating: 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/>					
• Serve as a liaison within the District and Charter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Maintain effective communication among program participants.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Implement communication procedures between the District Office, Charter, school site, parents and/or the community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Plans and holds effective community meetings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Attend and participate in applicable committees and meetings. Communicate program information to District, Charter, and site personnel.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standard V. Fulfills responsibility to Students (Instructional Leader)	4	3	2	1	NA
Overall Rating: 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/>					
• Develop, prepare, sequence and organize demonstration of lessons.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Present direct lessons to students and/or model lessons for teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Develop student understanding through instructional strategies that are appropriate for the subject matter.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Use materials, resources and technologies that make the subject matter meaningful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Use instructional time effectively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Create an environment that engages students and/or staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standard VI. Develops as a Professional Educator	4	3	2	1	NA
Overall Rating: 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/>					
• Reflects on teaching practice and plans professional development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Establishes professional goals and pursues opportunities to grow professionally.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Works with communities to improve professional practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Works with families to improve professional practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Works with colleagues to improve professional practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SECTION 2: OVERALL RATING OF STANDARDS

Commendations:

Recommendations:

SECTION 3: Improvement Plan

This employee performs professional duties conduct to the academic, social, and emotional needs of all students.

Yes No Needs to Improve (Site Professional Standards):

Date scheduled to review Improvement Plan (if needed):

Section 4: Employment Status Recommendation:

Counselor's signature does not indicate endorsement of the evaluation but is recognition that discussion has taken place. Unit member may submit a letter of rebuttal to evaluation, if they so desire.

Evaluator's Signature

Date

Employee's Signature

Date

**CALIFORNIA MILITARY INSTITUTE
NON-CLASSROOM TEACHER EVALUATION REPORT CRITERIA**

Rating Scale:	4 = Exemplifies Standard	3 = Meets District Standards	2 = *Partially Meets District Standards (Requires Improvement) *Requires Comment	1 = *Does Not Meet District Standards (Unsatisfactory) *Requires Comment
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Standard I. Engaging & Supporting All Students in Learning	4	3	2	1
1.1 Connecting students' prior knowledge, life experience, and interests with learning goals.	The teacher facilitates as students connect and apply their prior knowledge, life experiences and interests to new learning and the achievement of learning goals. The teacher builds on students' questions and comments during lessons to modify instruction.	The teacher makes substantial connections between the learning goals and the students' prior knowledge, life experiences and interests. The teacher elicits and uses students' questions and comments during a lesson to extend their understanding.	The teacher makes some connections between the learning goals and the students' prior knowledge, life experiences and interests. The teacher elicits some questions from students during a lesson to monitor their understanding.	The teacher makes no connections between the learning goals and the students' prior knowledge, life experiences and interests. The teacher does not elicit student questions or comments during a lesson.
1.2 Using a variety of instructional strategies and resources to respond to students' diverse needs.	The teacher makes skillful use of a wide repertoire of instructional strategies to engage all students in learning, and makes adjustments while teaching to respond to students' needs.	The teacher uses a variety of instructional strategies that are appropriate to the students and the instructional goals. The teacher carries these strategies out thoughtfully and makes some adjustments to respond to students' needs.	The teacher uses a selection of instructional strategies that are largely appropriate to the students and the instructional goals, but they may lack variety or may not be responsive to students' needs.	The teacher uses instructional strategies, but they lack variety, are poorly carried out, or are inappropriate to the students or the instructional goals. No adjustments are made to respond to students' needs.
1.3 Facilitating learning experiences that promote autonomy, interaction, and choice.	Learning experiences are facilitated by the teacher and students to promote and support a variety of constructive interactions, autonomy and choice in the pursuit of significant learning.	Learning experiences are facilitated by the teacher to promote constructive interactions, autonomy and choice and to encourage and support student involvement in learning.	Learning experiences are directed by the teacher and allow limited student autonomy, interaction and choice.	Learning experiences are directed by the teacher, permitting no student autonomy, interaction or choice.
1.4 Engaging students in problem solving, critical thinking, and other activities that make subject matter meaningful.	Learning opportunities are provided that extend student thinking and engage and support all students in problem posing, problem solving, inquiry, and analysis of subject matter concepts and questions within or across subject matter areas.	Learning opportunities and support are provided for students to engage in problem solving and in investigating and analyzing subject matter concepts and questions within subject matter areas.	Some learning opportunities are provided for students to engage in problem solving within subject matter areas, but little support is given to develop necessary skills.	No learning opportunities are provided for students to engage in problem solving, analysis, or inquiry within or across subject matter areas.
1.5 Promoting self-directed, reflective learning for all students.	Students take initiative for their own learning, and reflect on, talk about and evaluate their own work with peers.	Students are supported in developing the skills needed to monitor their own learning during activities. Students reflect on and talk about their own work with peers.	Students' learning is directed and monitored by the teacher, and some opportunities are provided for students to reflect on their work individually.	No opportunities are provided for students to initiate their own learning or to monitor their own work.

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Standard II. Creating & Maintaining Effective Environments for Student Learning	4	3	2	1
2.1 Creating a physical environment that engages all students.	The arrangement of the physical environment ensures safety and accessibility and facilitates constructive interaction and purposeful engagement for all students in learning activities.	The arrangement of the physical environment ensures safety and accessibility. Most students work well individually or together as they participate in learning activities.	The physical environment is arranged for safety and accessibility, and it facilitates individual student engagement in learning.	The physical environment does not support student learning. There are one or more safety hazards, and materials are difficult to access when needed.
2.2 Establishing a climate that promotes fairness and respect.	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.	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.	A climate of fairness, caring and respect is established by the teacher for most students, but few students take risks and the teacher does little to encourage them. For the most part, the pattern of teacher response to inappropriate behavior is fair and equitable.	The classroom climate is characterized by unfairness or disrespect, either between the teacher and students or among students. Students are unwilling to take risks. Teacher response to inappropriate behavior is unfair or inequitable.
2.3 Promoting social development and group responsibility.	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.	Students respect each other's differences and work independently and collaboratively, taking responsibility for themselves and their peers.	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' social development, self-esteem and diversity are not supported, and students have no sense of responsibility for each other.
2.4 Establishing and maintaining standards for student behavior.	Students and teacher develop standards for behavior together, and students are responsible for helping each other maintain standards.	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.	Standards for behavior have been established by the teacher, and the teacher's response to student behavior is generally appropriate.	No standards for behavior appear to have been established, or students are confused about what the standards are.
2.5 Planning and implementing classroom procedures and routines that support student learning.	Students and teacher ensure that classroom procedures and routines operate seamlessly and efficiently.	Procedures and routines work smoothly, with no loss of instructional time.	Procedures and routines have been established and work moderately well with little loss of instructional time.	Classroom procedures and routines have not been established or are not being enforced.
2.6 Using instructional time effectively.	Pacing of the lesson is adjusted as needed to ensure the engagement of all students in learning activities. Transitions are seamless.	Pacing of the lesson is appropriate to the activities and enables all students to engage successfully with the content. Transitions are smooth.	Instructional time is paced so that most students complete learning activities. Transitions used to move students into new activities are generally effective.	Learning activities are often rushed or too long, and transitions are rough or confusing, resulting in a loss of instructional time.

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Standard III. Understanding & Organizing Subject Matter for Student Learning	4	3	2	1
3.1 Demonstrating knowledge of subject matter content and student development.	The teacher's working knowledge of subject matter and individual students' development incorporates a broad range of perspectives, strongly supports all students' learning, and is current.	The teacher's working knowledge of subject matter and basic principles of student development incorporates different perspectives, supports all students' learning, and is current.	The teacher's working knowledge of subject matter and basic principles of student development reflects a single perspective, supports some students' learning, and is usually current.	The teacher's working knowledge of subject matter and student development is inconsistently evident, does not adequately support students' learning, or may not be current.
3.2 Organizing curriculum to support student understanding of subject matter.	The curriculum is organized and sequenced and demonstrates concepts, themes and skills, and the relationships between them. It reveals and values a broad range of perspectives, and is organized to ensure that all students develop a deep understanding of core concepts.	The curriculum is organized and sequenced and demonstrates concepts, themes and skills; reveals and values different perspectives; supports an understanding of core concepts for all students.	The curriculum is loosely organized, inconsistently demonstrates concepts, themes and skills; reveals and values different perspectives; and supports an understanding of core concepts for all students.	The curriculum is not organized and it rarely demonstrates concepts, themes and skills; rarely values different perspectives or rarely supports students' understanding of core concepts.
3.3 Interrelating ideas and information within and across subject matter areas.	The teacher facilitates students as they identify and integrate concepts and information within and across curriculum, relates content to their lives and previous learning and uses this to extend their understanding.	The teacher identifies and integrates key concepts and information within the curriculum, relates content to students' lives and uses previous learning to extend students' understanding.	The teacher identifies some key concepts and information within the curriculum and attempts to relate content to previous learning without extending students' understanding.	The teacher presents curriculum without identifying or integrating key concepts and information, or does not relate content to previous learning in order to support students' understanding.
3.4 Developing student understanding through instructional strategies that are appropriate to the subject matter.	A repertoire of instructional strategies is used to make content accessible to all students, to challenge them to think critically, and to deepen their knowledge of enthusiasm for subject matter.	The teacher uses appropriate instructional strategies to make content accessible to students, to encourage them to think critically and to extend their knowledge of subject matter.	The teacher may use a few strategies to make the content accessible to student and may encourage some students to think critically or to extend their knowledge of subject matter.	Instructional strategies are not appropriately matched to subject matter content or concepts and do not encourage students to think critically or to extend their knowledge.
3.5 Using materials, resources and technologies to make subject matter accessible to students.	A range of instructional materials, resources and technologies are integrated into the curriculum to extend students' understanding of content and concepts. Materials reflect diverse perspectives.	Instructional materials, resources and technologies support the curriculum and promote students' understanding of content and concepts. Materials reflect diverse perspectives.	Instructional materials, resources and technologies are used infrequently to convey key subject matter concepts. Materials may reflect diverse perspectives.	Instructional materials, resources and technologies are either not used or used inappropriately. Materials do not accurately reflect diverse perspectives.

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Standard IV. Planning Instruction & Designing Learning Experiences for All Students	4	3	2	1
4.1 Drawing on and valuing students' backgrounds, interests, and developmental learning needs.	Instructional plans build on students' backgrounds, experiences, interests and developmental needs to support all students' learning.	Instructional plans reflect students' backgrounds, experiences, interests and developmental needs to support students' learning.	Instructional plans are partially drawn from information about students' backgrounds, experiences, interests and developmental needs to support students' learning.	Instructional plans do not match or reflect students' backgrounds, experiences, interests and developmental needs, and do not support students' learning.
4.2 Establishing and articulating goals for student learning.	Short-term and long-term instructional goals are set by teacher and students, and integrate students' language, experience and home and school expectations. Goals are appropriately challenging for all students and represent valuable learning. Expectations for students are consistently high.	Short-term and long-term instructional goals are based on students' language, experiences, or home and school expectations. Goals are appropriately challenging for most students and represent valuable learning. Expectations for students are generally high.	Some instructional goals address students' language, experience and/or home and school expectations. Expectations for students are inconsistent.	Instructional goals are not established or do not address students' language, experience or home and school expectations. Expectations for students are low.
4.3 Developing and sequencing instructional activities and materials for student learning.	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.	Instructional activities and materials are appropriate to 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 partially appropriate to 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 not appropriate to the students or instructional goals do not engage students in meaningful learning. Activities are not logically sequenced.
4.4 Designing short-term and long-term plans to foster student learning.	Long-term plans are highly coherent. Learning sequences are responsive to the needs of individual students and promote understanding of complex concepts.	Long-term plans have a coherent structure, with learning activities in individual lessons well-sequenced to promote understanding of concepts.	Long-term plans have recognizable structure, although the sequence of individual lessons is uneven and only partially helps students develop conceptual understanding.	Individual lesson plans have little or no relation to long term goals, or a unit plan has little recognizable structure.
4.5 Modifying instructional plans to adjust for student needs.	Instructional plans are modified as needed, based on formal and informal assessment and students' suggestions to ensure deeper conceptual understanding by all students.	Instructional plans are modified as needed to enhance student learning based on formal and informal assessment.	Modifications to instructional plans address only superficial aspects of the lesson.	Instructional plans are not modified, in spite of evidence that modifications would improve student learning.

**CALIFORNIA MILITARY INSTITUTE
NON-CLASSROOM TEACHER EVALUATION REPORT CRITERIA**

Rating Scale:	4 = Exemplifies Standard	3 = Meets District Standards	2 = *Partially Meets District Standards (Requires Improvement) *Requires Comment	1 = *Does Not Meet District Standards (Unsatisfactory) *Requires Comment
Standard V. Assessing Student Learning	4	3	2	1
5.1 Establishing and communicating learning goals for all students.	Learning goals are established by the teacher, students and families; are appropriate to students' needs and the curriculum; and meet District and state expectations. Goals are communicated to all students and families and are revised as needed.	Learning goals are established in relation to students' needs and the curriculum, and meet District and state expectations. Goals are communicated to all students and their families and are revised as needed.	Learning goals are established to meet school and District expectations. Goals are communicated to all students without revision.	Few or no learning goals are established. Learning goals are not revised or clearly communicated to students or families.
5.2 Collecting and using multiple sources of information to assess student learning.	The teacher uses a variety of sources to collect information about student learning and a wide range of appropriate assessment strategies to understand student progress.	The teacher uses a variety of sources to collect information about student learning and several appropriate assessment strategies to understand student progress.	The teacher uses one or two sources of information to assess student learning and one or two assessment strategies to understand student progress.	The teacher uses no consistent sources of information to assess student learning and/or uses assessment strategies that are not appropriate to students' learning.
5.3 Involving and guiding all students in assessing their own learning.	Ongoing student reflection and self-assessment are integrated into the learning process. Students demonstrate assessment strategies and discuss work with peers.	Student reflection and self-assessment are included in most learning activities. The teacher models skills and assessment strategies to help students understand their own work and discuss it with peers.	Student reflection is encouraged and guided by the teacher during some activities. Opportunities are provided for students to discuss work with peers.	The teacher does not encourage students to reflect on or assess their own work.
5.4 Using the results of assessments to guide instruction.	Information from a variety of ongoing assessments is used to plan and modify learning activities and support class and individual student needs and achievement. Assessments are used to adjust instruction while teaching in response to student needs.	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 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 about student learning is inappropriately or not used by the teacher to plan, guide or adjust instruction.
5.5 Communicating with students, families, and other audiences about student 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.	The teacher regularly exchanges information about student learning with students, families and support personnel in ways that improve understanding and encourage academic progress.	The teacher provides information about student learning to students, families and support personnel to promote understanding and academic progress.	The teacher provides some information about learning to students, families and support personnel, but the information is incomplete or unclear.

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Standard V. Assessing Student Learning	4	3	2	1
<p>5.6 Demonstrating student progress towards the attainment of grade-level academic standards as evidenced by results from multiple performance measures.</p>	<p>Students demonstrate a uniform pattern of progress towards the attainment of grade-level standards in subject area(s) taught. Students that are members of special populations demonstrate growth according to assessment results and may show increases in excess of normal expectations. The pattern of uniform progress is consistent among subject area(s) and the correlation between grades and assessment results is strong.</p>	<p>Students demonstrate a general pattern of progress towards the attainment of grade-level standards according to performance measures. There is evidence that students who are members of special populations (e.g., ELL, RSP, etc.) are making progress in academic content areas or the subject area(s), though growth may be less, on the average, than students who are not members of a special population. In self-contained settings, there is not a large discrepancy in overall student progress between subject areas.</p>	<p>While the teacher has administered all required assessments and maintained records of progress, students do not demonstrate a general pattern of progress towards attainment of standards in core academic areas or the subject area(s) taught. While some students may demonstrate measurable and significant progress, a large number of students may have demonstrated marginal gains or regressed. In particular, students' baseline scores demonstrated average or above average performance may have progressed, while students with lower baseline assessment scores may have shown little or no progress. In self-contained settings, students may have demonstrated uniform growth in one core academic area, yet shown inconsistent growth in another.</p>	<p>Few students demonstrate progress towards the attainment of grade-level standards according to assessment results. In self-contained settings, students in general show limited or no progress in core academic areas of reading/language arts and mathematics. There may be significant discrepancies between assigned grades and performance measures (e.g., high grades and low performance measures). Record keeping on assessment results may be incomplete and/or the teacher may not have administered assessments on a consistent basis according to established guidelines.</p>

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Standard VI. Developing As a Professional Educator	4	3	2	1
6.1 Reflecting on teaching practice and planning 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.	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 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 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.
6.2 Establishing professional goals and pursuing opportunities to grow professionally.	Professional goals are extended and the teacher purposefully pursues opportunities to expand knowledge and skills and participates in and contributes to the professional community.	Professional goals are developed and the teacher pursues opportunities to acquire new knowledge and skills and participates in the professional community.	Professional goals are established with assistance. The teacher pursued opportunities to acquire new knowledge and skills, but infrequently participates in the professional community.	Professional goals are not established to guide practice. The teacher rarely pursues opportunities to develop new knowledge or skills, or to participate in the professional community.
6.3 Working with communities to improve professional practice.	The teacher values students' 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.	The teacher values students' communities and develops knowledge of them to benefit students and families, provide some experiences to support student learning and support collaboration between school and community.	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 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.
6.4 Working with families to improve professional practice.	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.	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 some students' families, initiates communication and develops an understanding of their diverse backgrounds and may provide some opportunities for families to participate in the classroom or school community.	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.
6.5 Working with colleagues to improve professional practice.	The teacher engages in dialogue and reflection with colleagues, collaborates with staff to meet students' needs, and contributes to school-wide and District-wide decision making, events and professional development.	The teacher engages in dialogue with colleagues, collaborates with staff to meet students' needs and participates in school-wide events.	The teacher engages in dialogue with some colleagues, seeks out staff to help meet students' needs and participates in some school-wide events.	The teacher rarely converses with colleagues, rarely seeks out other staff to meet students needs and rarely participates in school or District events or learning activities.