

# Effingham Community Unit School District 40

## Performance Evaluation Plan

Adopted March 21, 2016

### Section 1: Performance Evaluation Plan Overview

The Effingham Community Unit School District 40 Performance Evaluation Plan was developed through the cooperative efforts of the Teachers, Administrators, and the Board of Education. The Performance Evaluation Plan is comprised of two major components: Professional Practice and Student Growth. In order to determine a Summative Performance Evaluation Rating, a Summative Professional Practice Rating and a Student Growth Rating must be determined. Key terms found in this plan are defined in Appendix A.

Student Growth applies to certified staff only who are minimum FTE Student Instruction 0.5 or higher. Exemptions to this are:

- Library Media Specialist
- Non-teaching Speech Language Pathologist
- Non-teaching Technology Integration Specialist
- School Counselor
- School Psychologist
- Social Worker

Those exempt will only have Professional Practice Ratings to comprise their Summative Performance Evaluation Rating: Professional Practice Rating = Summative Performance Evaluation Rating.

For those not exempt, the Student Growth Rating and the Professional Practice Rating *combine* to determine a Summative Performance Evaluation Rating.

- Professional Practice Rating is weighted at 70%.
- Student Growth Rating is weighted as 30%.

Calculating the Summative Performance Evaluation Rating

- Student Growth Rating x .3
  - Professional Practice Rating x .7
- After weighting the SG and PP ratings as indicated above,  
 $SG + PP = \text{Summative Performance Evaluation Rating}$

At the end of the evaluation cycle, teachers will receive a Summative Performance Evaluation Rating of one of the following: “Excellent,” “Proficient,” “Needs Improvement,” or “Unsatisfactory.” See the table below for how to combine measures of student growth and professional practice into a single performance evaluation rating:

G r o w t h	Professional Practice				
		Excellent	Proficient	Needs Improvement	Unsatisfactory
	Excellent	Excellent	Proficient	Proficient	Needs Improvement
	Proficient	Excellent	Proficient	Needs Improvement	Needs improvement
	Needs Improvement	Proficient	Proficient	Needs Improvement	Unsatisfactory
	Unsatisfactory	Needs Improvement	Needs Improvement	Needs Improvement	Unsatisfactory

If the Student Growth Rating is an “Unsatisfactory” rating, then the Summative Performance Evaluation Rating cannot be higher than a “Needs Improvement” rating.

Each tenured teacher will receive an evaluation with a Summative Performance Evaluation Rating at least once every two years. Tenured employees receiving a “Needs Improvement” rating will undergo a Professional Development Plan and shall be evaluated in the next school year after receiving that rating. Tenured employees receiving an “Unsatisfactory” rating will undergo the remediation process and shall be evaluated in the next school year after receiving that rating.

Each non-tenured teacher will receive an evaluation with a Summative Performance Evaluation Rating at least once every year.

At the start of the school year (i.e., the first day students are required to be in attendance), the school district shall provide a written notice (either electronic or paper) that a Summative Performance Evaluation will be conducted in that school year to each teacher affected or, if the affected teacher is hired after the start of the school term, then no later than 30 school days after the contract is executed. The written notice shall include:

1. a copy of the rubric to be used to rate the teacher against identified standards and goals and other tools to be used to determine a performance evaluation rating;
2. a summary of the manner in which measures of student growth and professional practice to be used in the evaluation relate to the performance evaluation ratings of “Excellent”, “Proficient”, “Needs Improvement”, and “Unsatisfactory” as set forth in Sections 24A-5(e) and 34-85c of the School Code; and
3. a summary of the district’s procedures related to the provision of professional development in the event a teacher receives a “Needs Improvement” or remediation in the event a teacher receives an “Unsatisfactory” rating to include evaluation tools to be used during the remediation period.

The Summative Performance Evaluation Rating may include data gathered during informal observations, formal observations, artifacts, and Student Learning Objective (SLO) processes. The evaluation includes all data and professional activities from one evaluation cycle to the next.

### Attendance

The Illinois School Code requires that attendance be included in the evaluation of certified staff. The number of days absent during the evaluation cycle will be included in Summative Performance Evaluation.

### Summative Performance Evaluation Rating

To arrive at a Summative Performance Evaluation Rating, the Student Growth Rating will be combined with the Professional Practice Rating.

Significance of Student Growth	Significance of Professional Practice
30 percent	70 percent

At the end of the evaluation cycle, the Student Growth Rating will be combined with the Professional Practice Rating for each teacher to determine the Summative Performance Evaluation Rating. Note that the Student Growth Rating is determined by two SLO scores. Student growth will represent 30% of the Summative Performance Evaluation Rating, and professional practice will represent 70% of the Summative Performance Evaluation Rating. See the Student Growth section and Professional Practice section of the plan.

Summative Performance Evaluation Rating	Thresholds
Excellent	3.5 – 4.0
Proficient	2.5 – 3.4
Needs Improvement	1.5 – 2.4
Unsatisfactory	1.0 – 1.4

### Summative Performance Evaluation Rating Processes

There will be no summative rating assigned until all evidence is collected and analyzed at the end of the evaluation cycle. All summative reports will be discussed with the teacher during the Summative Performance Evaluation Rating Conference and delivered to the teacher in writing.

The employee shall have the right to respond to a Summative Performance Evaluation Rating in writing within 10 school days from receipt of the rating. The employee shall also have the right to meet with the evaluator to discuss the Summative Performance Evaluation. The employee's response will be attached to the Summative Performance Evaluation.

### Professional Development Plan

In accordance with Illinois School Code, 105 ILCS 5/24A-5, etc seq., a Professional Development Plan (PDP) will be created for any tenured teacher who receives a Summative Performance Evaluation Rating of "Needs Improvement". The Professional Development Plan:

- is to be created within 30 school days after the completion of a Summative Performance Evaluation Rating of "Needs Improvement"
- will be developed by the evaluator in consultation with the teacher and will consider teacher's ongoing professional responsibilities, including regular teaching assignment.
- is to identify areas in need of improvement and provide the support to address issues.

See Appendix B for the Professional Development Plan Form.

Tenured teachers must be evaluated using the Summative Performance Evaluation Rating process at least once in the school year following the PDP. Teachers who are rated as

“Proficient” or “Excellent” at that time will resume normal placement on the evaluation cycle. If the teacher is unsatisfactory after the PDP, they will start a Remediation Plan. Another Needs improvement rating will trigger another PDP cycle.

### **Remediation Plan**

In accordance with Illinois School Code, 105 ILCS 5/24A-5, etc seq., a Remediation Plan will be created for a tenured teacher who receives a Summative Performance Evaluation Rating of “Unsatisfactory”. The Remediation Plan:

- is to be created within 30 school days after the completion of a Summative Performance Evaluation Rating of “Unsatisfactory”
- will be developed by the evaluator to correct the cited deficiencies, provided the deficiencies are remediable, in consultation with the teacher and the consulting teacher, and will consider teacher’s ongoing professional responsibilities, including regular teaching assignment
- will include the assistance of a consulting teacher
  - A consulting teacher meets the following criteria:
    - Has over 5 years of experience
    - Has reasonable familiarity with the assignment of teacher in need of remediation
    - Has received an “Excellent” rating on their most recent Summative Performance Evaluation
  - The role of consulting teacher is to provide advice and guidance concerning how to improve their teaching, participate in development of remediation plan, and assist in successfully completing remediation plan.
  - The Association may, if it so chooses, supply a list of at least 5 qualified certified employees (or all teachers in district if less than 5) who meet criteria. The consulting teacher is selected by the evaluator who rated the teacher as “Unsatisfactory”. If no teachers are available in the district who meet the criteria, the district must request that ISBE provide one.
- is to be focused on the areas that need improvement and includes supports to address the performance areas identified as needing improvement
- will last for a period of 90 school days
  - The teacher will be evaluated and issued a rating at least mid-point and at the end of the 90 school day remediation period.
  - The consulting teacher shall provide advice on how to improve teaching skills and to successfully complete the remediation plan. The consulting teacher shall participate in developing the remediation plan, but the final decision as to the evaluation is left to the evaluator.
  - The final evaluation shall be issued within 10 school days after the conclusion of the remediation plan.
  - The final evaluation should assess performance since the mid-point, but must assess overall performance during remediation period. The final evaluation at the end of remediation is distinct from the required annual evaluation and not subject to the required annual guidelines.

Tenured teachers must be evaluated at least once in the school year following the receipt of the unsatisfactory rating. Teachers who are rated “Proficient” or “Excellent” at that time will be reinstated to the tenured staff evaluation process for proficient and excellent.

A teacher who fails to complete any applicable Remediation Plan with a “Proficient” or better rating may be dismissed in accordance with Section 24-12 or 34-85 of The Illinois School Code

[105 ILCS 5/24-12 or 105 ILCS 5/34-85]. In the event of a dismissal hearing, the district and teacher subject to the dismissal hearing are precluded from compelling the testimony of consulting teachers either as to the rating process or opinions or performances by teachers under remediation.

The school board shall not lose jurisdiction to discharge a teacher in the event the evaluation is not issued within 10 school days after the conclusion of the respective Remediation Plan.

Nothing in these procedures shall be construed as preventing immediate dismissal of a teacher for deficiencies, which are deemed irremediable or for actions that are injurious to or endanger the health or person of students in the classroom or school. Failure to strictly comply with the time requirements contained in Section 24A-5 [105 ILCS 5/24A-5] shall not invalidate the results of the remediation plan.

### **Model Refinement**

Through collaboration, the Evaluation Committee exists to develop a fair and consistent framework for educators and evaluators to improve instruction and growth for all students.

Our core values are:

1. Teachers are professionals and deserve an evaluation system that reflects this.
2. All students deserve high quality instruction and to grow to their potential.
3. The framework should be practical for all involved but able to be implemented with fidelity.
4. Our team will demonstrate mutual respect and support toward one another and will devote additional resources as needed to support the overall mission.
5. Our team will consider all perspectives through a diverse representation of Unit 40 staff.

The Evaluation Committee will meet once per year to update the assessment inventory and approved Type I/II list as well as to continue to refine the Effingham Community Unit School District 40 Performance Evaluation Plan. Feedback will be considered to continually assess the implementation of the plan, determine any supports needed, and potentially refine key parts of the model to ensure fidelity of implementation.

## Section 2: Performance Evaluation Plan for Professional Practice Rating

In order to assess the quality of the teacher's professional practice, The 2007 Framework for Teaching Evaluation Instrument by Charlotte Danielson is the basis for the Professional Practice portion of the Effingham CUSD 40 Performance Evaluation Plan. The Framework is a research-based set of components of instruction; addresses planning, instructional delivery, and classroom management within its four domains; provides valuable common language for professional improvement among educators; and aligns to the Illinois Professional Teaching Standards. A Professional Practice Rating will be determined using one of the four rating levels below:

- Excellent
- Proficient
- Needs Improvement
- Unsatisfactory

In Effingham CUSD 40, teachers will use the Framework for Teaching Evaluation Instrument Teacher Rubrics, Appendix C.

- For Teachers who are minimum FTE Student Instruction 0.5 or higher, the Professional Practice Rating that a Teacher earns will represent 70% of the Summative Performance Evaluation Rating.
- For Teachers whose FTE Student Instruction is less than 0.5, the Professional Practice Rating that a Teacher earns will represent 100% of the Summative Performance Evaluation Rating.

In Effingham CUSD 40, school support personnel are considered specialist positions and will use the Framework for Teaching Evaluation Instrument Specialist Rubrics, Appendix D. For these Specialists, the Professional Practice Rating that a Specialist earns will represent 100% of the Summative Performance Evaluation Rating.

- Library Media Specialist
- Non-Teaching Speech-Language Pathologist
- Non-Teaching Technology Integrationist
- School Counselor
- School Psychologist
- School Social Worker

For both Teachers and Specialists, the Framework divides the complex nature of teaching into four domains:

- Domain 1: Planning and Preparation
- Domain 2: Environment
- Domain 3: Instruction or Delivery of Service
- Domain 4: Professional Responsibilities

### **Domain 1: Planning and Preparation**

Defines how a teacher organizes the content that the students are to learn—how the teacher designs instruction. All elements of the instructional design—learning activities, materials, assessments, and strategies—should be appropriate to both the content and the students. The components of Domain 1 are demonstrated through the plans and tools the teachers prepare to guide their teaching. The plan's effects are observable through actions in the classroom.

### **Domain 2: Environment**

Consists of the non-instructional interactions that occur in a classroom. Activities and tasks establish a respectful classroom environment and a culture for learning. The atmosphere is businesslike; routines and procedures are handled efficiently. Student behavior is cooperative and non-disruptive, and the physical environment supports instruction. The components of Domain 2 are demonstrated through classroom interaction and are observable.

### **Domain 3: Instruction or Delivery of Service**

Consists of the components that actually engage students in the content. These components represent distinct elements of instruction. Students are engaged in meaningful work that is important to students as well as teachers. As in Domain 2, the components of Domain 3 are demonstrated through teacher classroom interaction and are observable.

### **Domain 4: Professional Responsibilities**

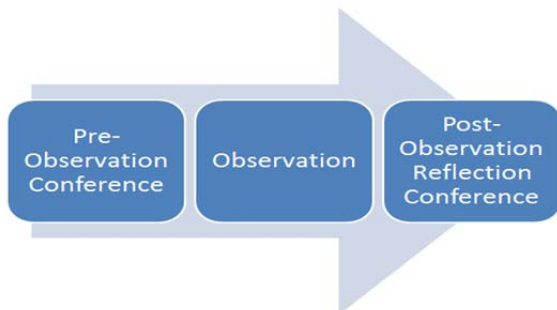
Encompasses the professional's role outside of the classroom. These roles include professional responsibilities such as self-reflection and professional growth, in addition to contributions made to the school, the district, and the profession as a whole. The components of Domain 4 are demonstrated through growth made in goals determined following self-reflection and interactions with colleagues, families, and the larger community.

### **Evidence of Professional Practice**

Evidence of professional practice shall be collected through the use of multiple observations that include formal and informal observations.

- Any evidence collected during an observation shall be consistent with the rubric for a Teacher or a Specialist.
- Artifacts may be indicators of professional practice and examples of work.
- The evaluator shall share with the teacher any evidence collected and judgments made about the evidence during the conference held following the observation.

### **Formal Observation Cycle**



#### Pre-Observation Conference

Each formal observation shall be preceded by a pre-observation conference between the evaluator and teacher. The pre-observation conference will not apply to informal observations. The formal observation process will be initiated by the evaluator with the scheduling of a pre-observation conference with the employee to be evaluated. The evaluator and teacher may discuss the parameters to be observed.

- A. In advance of this conference, the teacher shall submit to the evaluator a written lesson or unit plan and/or other evidence of planning for the instruction or service that will be conducted during the window of time when the formal observation may occur and make recommendations for areas on which the evaluator should focus during the observation.

- B. The evaluator and the teacher shall discuss the lesson or unit plan or instructional planning and any areas on which the evaluator should focus during the observation, if applicable.
- C. Pre-observation questions are intended as conversation starters and will be used during the observation process. Teachers are encouraged to include information that will supplement the formal observation. Completing questions before the conference will assist in expediting the conference. Short notes and bulleted lists are sufficient.

### Observation

A formal observation shall allow the evaluator to acquire evidence of the teacher's practice related to planning and preparation, instructional delivery or delivery of service, classroom environment and professional responsibilities and shall involve one of the following activities: an observation of the teacher in his or her classroom for a minimum of 45 minutes at a time; or an observation during a complete lesson; or an observation during an entire class period.

### Post-Observation Reflection Conference

Following a formal observation, the evaluator shall meet with the teacher to discuss the evidence collected about the teacher's professional practice. The evaluator shall provide feedback following a formal evaluation to the teacher in writing (electronic or paper).

- A. No more than 15 school days following a formal observation, except in the case of emergency or absence such as the illness of the evaluator or teacher, a post-observation reflection conference will be held. The main purpose of the conference will be to discuss the observation and data collected. The evaluator will reduce the formal observation to writing and give a copy to the employee. The evaluator will discuss strengths and weaknesses of the teacher and supporting reasons.
- B. The teacher shall consider (that is, reflect upon) his or her instruction and, if applicable, may provide to the evaluator additional information or explanations about the lesson presented.
- C. The evaluator shall provide feedback to the teacher about the individual's professional practice, including evidence specific to areas of focus designated during the conference preceding the observation.
- D. If the evaluator determines that the evidence collected to date may result in the teacher receiving either a "Needs Improvement" or "Unsatisfactory" Summative Performance Evaluation Rating, then the evaluator shall notify the teacher of that determination.
- E. The teacher shall work with the evaluator or others (e.g., professional learning team, department head), as determined in the plan, to identify areas for improvement.

### **Informal Observation**

Informal observations of a teacher by an evaluator are not announced in advance of the observation and not subject to a minimum time requirement. Evidence gathered during the informal observations may be considered in determining the performance evaluation rating, provided it is documented in writing. All informal observational notes collected for the purpose of the summative evaluation shall be kept in a separate file. Following an informal observation, the evaluator shall provide feedback to the teacher either orally or in writing (electronic or paper). If



the feedback is in a written format, a copy must be provided to the teacher and also provide the teacher with an opportunity to have an in-person discussion with the evaluator.

### Right to Respond to Observation

A teacher's signature indicates only that a conference has been held and not that the teacher agrees with the rating given by the evaluator on the formal evaluation form.

The teacher has the prerogative of a conference with the Superintendent to discuss the observation if they disagree with it. The teacher may also supply written responses. This written response will be attached to the formal observation form or informal observation form (if reduced to writing) and become part of the personnel file and must be received by the Superintendent within 10 school days after the conclusion of the Post-Observation Reflection Conference.

### Professional Practice Rating

Based on evidence collected for the focal components in the domain, the evaluator will determine a domain-level rating. Each domain will be rated separately and then combined to determine the Professional Practice Rating.

- Domain 1 at 20%
- Domain 2 at 30%
- Domain 3 at 30%
- Domain 4 at 20%

Domain Rating	Domain Rating Score
Excellent	4
Proficient	3
Needs Improvement	2
Unsatisfactory	1

Use the Domain Rating Score to determine the Domain Weight.

- Domain 1
  - .2 x Domain Rating Score
- Domain 2
  - .3 x Domain Rating Score
- Domain 3
  - .3 x Domain Rating Score
- Domain 4
  - .2 x Domain Rating Score

After determining the score with the Domain Weight,

- Domain 1 + Domain 2 + Domain 3 + Domain 4 = Professional Practice Rating

If at least one domain receives an "Unsatisfactory" rating, then the Professional Practice Rating cannot be higher than a "Needs Improvement" rating.

<p><b>EXAMPLE 1:</b></p> <ul style="list-style-type: none"> <li>● Domain 1 Proficient : <math>3 \times .2 = .6</math></li> <li>● Domain 2 Excellent : <math>4 \times .3 = 1.2</math></li> <li>● Domain 3 Proficient : <math>3 \times .3 = .9</math></li> <li>● Domain 4 Excellent : <math>4 \times .2 = .8</math></li> </ul> <p><math>.6 + 1.2 + .9 + .8 = 3.5</math></p> <p>Professional Practice Rating is <b>Excellent</b>.</p>	<p><b>EXAMPLE 2:</b></p> <ul style="list-style-type: none"> <li>● Domain 1 is Needs Improvement.</li> <li>● Domain 2 is Needs Improvement.</li> <li>● Domain 3 is Unsatisfactory.</li> <li>● Domain 4 is Proficient.</li> </ul> <p>No mathematical calculation is needed.</p> <p>Professional Practice Rating is <b>Needs Improvement</b>.</p>
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The Professional Practice Rating will be converted to a Professional Practice Rating Score. The score will be used to determine the Summative Professional Practice Rating.

Professional Practice Rating	Thresholds	Professional Practice Rating Score
Excellent	3.5 – 4.0	4
Proficient	2.5 – 3.4	3
Needs Improvement	1.5 – 2.4	2
Unsatisfactory	1.0 – 1.4	1

### Professional Practice Observation Cycles for Tenured and Non-Tenured Teachers

For each tenured teacher who received either an “excellent” or “proficient” performance evaluation rating in his or her last performance evaluation, a minimum of two observations are required during the cycle in which the current evaluation is conducted, one of which must be a formal observation.

For each non-tenured teacher, a minimum of three observations shall be required each school year, of which two must be formal observations.

## Section 3: Performance Evaluation Plan for Student Growth Rating

Student Growth is a demonstrable change in a student’s or group of student’s knowledge or skills, as evidenced by gain and/or attainment on two or more assessments, between two or more points in time. In order to demonstrate growth, the Student Learning Objective (SLO) process will be used. The SLO consists of a learning goal, assessment and procedures to measure that goal, and growth expectations. It is a data-informed process that involves diagnosing and improving specific student learning needs.

SLOs themselves do not measure student growth but rather outline a process in which growth can be measured through various tools. By setting SLOs, using approved assessments, and regularly progress monitoring students’ development, an accurate picture of the student’s growth (and a teacher’s contribution to student growth) may be developed.

Each SLO can only be tied to one assessment. Every teacher will be required to write at least two SLOs, using two separate and entirely different assessments.

Teachers may opt to do a third SLO and thus a third assessment; however, only 2 SLOs will be used to calculate the Student Growth Rating. Each SLO will be weighted equally when calculating the Student Growth Rating as long as:

- The final 2 SLOs used meet the legal requirement of Type I or II assessment and Type III assessment or two Type III assessments, and
- A good faith effort has been made for the SLOs to be representative of the teaching assignment.

Collaboration is encouraged any time teachers can use the same assessments and SLOs.

### Assessment Requirements

Teachers are required to use at least two separate and entirely different assessments, and therefore, all teachers will write at least two SLOs for each evaluation cycle. Illinois PERA law has defined assessments according to three distinct Types: Type I, Type II, and Type III. Assessments must be administered across the district in similar ways, to ensure consistency and fairness for all teachers. Administration requirements vary, based upon the type of assessment.

Type I	Type II	Type III
An assessment that measures a certain group of students in the same manner with the same potential assessment items, is scored by a non-district entity, and is widely administered beyond Illinois .	An assessment developed or adopted and approved for use by the school district and used on a district-wide basis by all teachers in a given grade or subject area.	An assessment that is rigorous, that is aligned to the course's curriculum, and that the qualified evaluator and teacher determine measures student learning in that course. A Type I or Type II assessment may qualify as a Type III assessment if it aligns to the curriculum being taught and measures student learning in that subject area
The Performance Evaluation Joint Committee will make an acceptable Type I and II list available on an annual basis.		To determine whether the Type III assessment is approved, the evaluator and teacher will use assessment criteria developed by the Performance Evaluation Joint Committee.

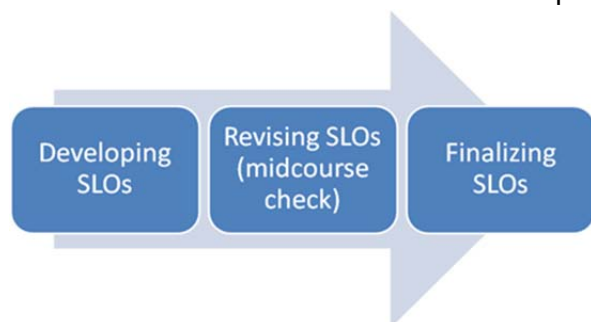
## SLO Framework and Approval

The SLO Framework outlines the process of setting targets and measuring the extent to which they are achieved. All teachers must submit one SLO Template Form for each SLO written.

The framework is composed of six categories.

1. Objective
2. Rationale
3. Student Population
4. Assessment
5. Baseline Data
6. Growth Target

The SLO Process involves three basic steps:



### Step One: Developing SLOs

Within their current evaluation cycle, teachers have the option to do a Fall, Spring, or Year-Long SLO. All “days” refer to Student Attendance Days.

#### Key Deadlines

- Teachers submit Assessment Approval Form to evaluator during the end-of-year check out process for Fall and Year-Long SLOs and by November 1 for Spring SLOs.
- Teachers administer pre-assessment to students within the first 15 days of the year/semester.
- Teachers submit SLOs and Calculation Sheets by 3 working days following the first SIP day of the semester.
- Evaluator approval of Fall and Spring SLOs will be within 10 days of the submission deadline. Evaluator approval of Year-Long SLOs will be within 20 days of the submission deadline.

#### Key Points on SLO Approval

- The SLO must satisfy the SLO Framework criteria.
  - Teacher has the opportunity to revise if the SLO does not meet any criteria.
  - Teacher submits it to the evaluator with revisions.
- If the teacher and evaluator cannot agree, the Superintendent will make a final SLO determination with the teacher’s option of having one additional teacher in the district as representation.

**Step Two: Revising SLOs (midcourse check)**

Teachers will conduct a Mid-Course Check and will have the option of revising growth targets.

Key Deadlines

- Teachers conduct Mid-Course Check data review:
  - Fall SLO data review occurs between 5 days before and until 5 days after Quarter 1.
  - Year-Long SLO data review between the start of Quarter 3 and the February SIP Day.
  - Spring SLO data review occurs between 5 days before and until 5 days after Quarter 3.
- Teachers submit Mid-Course Check form within 5 days after the Mid-Course Check deadline. If revisions are needed, teachers submit revised Growth Targets, revised Calculation Sheet, and mid-course data to support revisions.
- Evaluator approval of revisions and targets locked by 5 days after the Mid-Course Check form submission deadline.

Key Points on SLO Revisions

- Mid-Course Check is an important step, or pivot point, in the SLO process.
- The teacher should regularly monitor student progress after the SLO is approved.
- Growth target revisions are optional. During the Mid-Course Check, the teacher is allowed the opportunity to revise growth targets, based upon the progress monitoring data or changes in the classroom.
- Growth target revisions have a deadline dependent upon the SLO timeframe.
- Teacher submits the revised SLO, revised calculation sheet, and sufficient evidence.
- The evaluator must approve any target revisions.
- If the teacher and evaluator cannot agree, the Superintendent will make a final target revision determination with the teacher's option of having one additional teacher in the district as representation.

**Step Three: Finalizing SLOs**

Teachers will review post-assessment data, exemption criteria, and finalize the Calculation Sheet.

Key Deadlines

- Teachers give post assessment and submit student growth data results within 20 days of end of the fall semester or within 10-20 days of the end of the spring semester.
- Evaluator approves SLO Rating within 10 days of the start of the spring semester or by the final teacher attendance day of the year.

### Key Points of SLO Scoring

- Teacher enters the post-test scores in the Calculation Sheet.
- Exemptions from student growth calculations for students that do not meet anticipated growth target ARE MADE AT THE END OF THE SLO TIMEFRAME. Exemptions can be made based on the following criteria:
  - 90% attendance: The teacher can submit student data, such as in-seat attendance data, to show that the student missed an inordinate amount of time of class.
  - Catastrophic event: There has to be documentation of events or issues.
  - An extreme outlier that would affect a rating level: There has to be documentation of events or issues.
- If the student population after exemptions from the SLO is 5 or fewer, then the SLO is unscorable and will not be included in the Student Growth Rating calculation.
- If the teacher and evaluator cannot agree, the Superintendent will make a final SLO Rating determination with the teacher's option of having one additional teacher in the district as representation.
- The teacher submits the final SLO for scoring. The teacher must store the students' pre- and post-tests for three years.
- The evaluator approves the performance ratings based upon the following thresholds:

SLO Rating	Threshold	SLO Rating Score
Excellent	<ul style="list-style-type: none"> <li>• 80-100% of students met targeted growth</li> </ul>	4
Proficient	<ul style="list-style-type: none"> <li>• 60-79% of students met targeted growth</li> </ul>	3
Needs Improvement	<ul style="list-style-type: none"> <li>• 40-59% of students met targeted growth</li> </ul>	2
Unsatisfactory	<ul style="list-style-type: none"> <li>• 0-39% of students meet growth target</li> <li>• Did not use approved assessment</li> <li>• Did not correctly score assessment</li> <li>• Did not accurately administer assessment</li> <li>• Did not use approved SLO process</li> </ul>	1

### **Summative Student Growth Rating**

The Summative Student Growth Rating will be determined by two SLO Rating Scores. The process for determining the summative student growth rating is as follows:

- A numerical score is assigned to each of the SLOs, according to the SLO thresholds. A rating of 1 is for "Unsatisfactory," 2 for "Needs Improvement," 3 for "Proficient," and 4 for "Excellent."
- The two SLO ratings will be averaged.

- If an SLO is deemed unscorable due to 5 or fewer students, then the evaluator and teacher will collaborate to determine weight of professional practice and student growth in the Summative Performance Evaluation Rating.

If one SLO receives an “Unsatisfactory” rating, then the Student Growth Rating cannot be higher than a “Needs Improvement” rating.

<p>EXAMPLE 1:</p> <ul style="list-style-type: none"> <li>• SLO 1 is Proficient (3) and SLO 2 is Excellent (4).</li> <li>• <math>3 + 4 = 7</math> THEN <math>7 / 2 = 3.5</math></li> </ul> <p>Student Growth Rating is <b>Excellent</b>.</p>	<p>EXAMPLE 2:</p> <ul style="list-style-type: none"> <li>• SLO 1 is Proficient (3) and SLO 2 is Unsatisfactory (1).</li> <li>• No mathematical calculation needed.</li> </ul> <p>Student Growth Rating is <b>Needs Improvement</b>.</p>
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This average score becomes the Student Growth Rating. See the table below for the decimal conversion. The Student Growth Rating will be converted to a Student Growth Rating Score. The score will be used to determine the Summative Performance Evaluation Rating.

Student Growth Rating	Thresholds	Student Growth Rating Score
Excellent	3.5 or 4	4
Proficient	2.5 or 3	3
Needs Improvement	1.5 or 2	2
Unsatisfactory	1	1

### Meetings

A meeting between the teacher and evaluator is required if the SLO is disapproved at any stage in the process. Any other meetings are optional and at the request of the teacher or the evaluator.

### Performance Evaluation Joint Committee

The Performance Evaluation Joint Committee who contributed to and/or revised this plan on February 6, 2017 are:

- Chelle Beck, Curriculum Director
- Val Broeringmeyer, First Grade Teacher
- Rene' Green, Preschool Teacher
- Karla Greenwood, Fifth Grade Teacher
- Courtney Leach, Music and Band Teacher
- Cody Lewis, Assistant Principal
- Gena McDonald, Science Teacher
- Bill Myers, Principal
- Amy Niebrugge, Principal
- Jenny Seachrist, Special Programs Director

## Appendix A

### Effingham CUSD 40 Key Terms

**Assessment** – any instrument that measures a student’s acquisition of specific knowledge and skills. Assessments used in the evaluation of teachers shall be aligned to one or more instructional areas articulated in the Illinois Learning Standards (see 23 Ill. Adm. Code 1.Appendix D) or Illinois Early Learning and Development Standards – Children Age 3 to Kindergarten Enrollment Age (see 23 Ill. Adm. Code 235.Appendix A), as applicable.

**Evaluator** - holds an administrative position in the district and is the same as a Qualified Evaluator. “Qualified Evaluator” shall have the meaning set forth in Section 24A-2.5 or 24A-15 of the School Code and shall be an individual who has completed the prequalification process required under Section 24A-3 of the School Code or Subpart E of this Part, as applicable, and successfully passed the State-developed assessments specific to evaluation of teachers. Each qualified evaluator shall maintain his or her qualification by completing the retraining required under Section 24A-3 of the School Code or Subpart E of this Part, as applicable.

**Professional Practice Rating** - The rating earned by the teacher based on observations, conferences, artifacts, etc.

**SLO Rating** - The rating earned by the teacher based on one SLO.

**Student Growth Rating** – the final student growth rating, after combining the scores of multiple SLOs.

**Summative Performance Evaluation Rating** – the final rating of a teacher’s performance, using the rating levels of “Unsatisfactory,” “Needs Improvement,” “Proficient,” and “Excellent” that includes consideration of both data and indicators of student growth, when applicable under Section 24A-25 of the School Code.

**Student Attendance Day** - any day in which students are in attendance regardless for the length of time.

**Teacher** – means full-time or part-time professional employees who are required to hold a professional educator license endorsed for a teaching field in accordance with Article 21B of the School Code. Teachers who have a minimum full-time equivalency (FTE) of student instruction of .5 or higher are required to have student growth included in their summative performance evaluation rating. The law provides exemptions from the student growth requirement for various specialized disciplines, including but not limited to; school counselor, school psychologist, school social worker, non-teaching school speech and language pathologist, non-teaching school nurse (if part of certified staff), non-teaching technology integration specialist, and librarian.



**Appendix B**

**Effingham CUSD 40 Professional Development Plan**

Use a separate sheet for each domain identified as an area of improvement.

Teacher:	Evaluator:
Date of "Needs Improvement" Evaluation:	Date of Professional Development Plan:

Domain			
Specific requirements which must be met to achieve "Meets Expectations"	Indicators of Effective Teaching	Improvement Strategies	
	1.	1.	
	2.	2.	
	3.	3.	
	4.	4.	
Tasks to Complete	Supports and Resources	Target Completion Date	Date of Completion

*Add more lines for tasks as needed*

Teacher \_\_\_\_\_ Date \_\_\_\_\_  
 Evaluator \_\_\_\_\_ Date \_\_\_\_\_  
 Second Evaluator \_\_\_\_\_ Date \_\_\_\_\_

Signatures above indicate the plan was developed by the evaluator in consultation with the teacher.

*Add more lines for tasks as needed.*

Teacher \_\_\_\_\_ Date \_\_\_\_\_  
 Evaluator \_\_\_\_\_ Date \_\_\_\_\_  
 Second Evaluator (if applicable) \_\_\_\_\_ Date \_\_\_\_\_

Signatures above indicate the plan was developed by the evaluator in consultation with the teacher.

### Effingham CUSD 40 Professional Development Plan Summary

Use a separate sheet for each domain identified as an area of improvement.

Teacher:	Evaluator:	Date of PDP:
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Domain	
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**Teacher successfully completed the Professional Development Plan for this Domain.**

\_\_\_\_\_ Yes      \_\_\_\_\_ No

Evaluator Comments	
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Teacher \_\_\_\_\_ Date \_\_\_\_\_

Evaluator \_\_\_\_\_ Date \_\_\_\_\_

Second Evaluator (if applicable) \_\_\_\_\_ Date \_\_\_\_\_

## Appendix C

## Effingham CUSD 40 PROFESSIONAL PRACTICE RUBRIC FOR TEACHERS

<b>DOMAIN 1: PLANNING AND PREPARATION</b>				
	<b>UNSATISFACTORY</b>	<b>NEEDS IMPROVEMENT</b>	<b>PROFICIENT</b>	<b>EXCELLENT</b>
<b>1E Designing Coherent Instruction</b>	<p>Overall: The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. The experiences are suitable for only some students.</p> <ul style="list-style-type: none"> <li>Learning activities are not suitable to students or to instructional outcomes and are not designed to engage students in active intellectual activity.</li> <li>Materials and resources are not suitable for students and do not support the instructional outcomes or engage students in meaningful learning.</li> <li>Instructional groups do not support the instructional outcomes and offer no variety.</li> </ul>	<p>Overall: The series of learning experiences demonstrates partial alignment with instructional outcomes, and some of the experiences are likely to engage students in significant learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources.</p> <ul style="list-style-type: none"> <li>Only some of the learning activities are suitable to students or to the instructional outcomes. Some represent a moderate cognitive challenge, but with no differentiation for different students.</li> <li>Some of the materials and resources are suitable to students, support the instructional outcomes,</li> </ul>	<p>Overall: The teacher coordinates knowledge of content, of students, and of resources to design a series of learning experiences aligned to instructional outcomes and suitable for groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning.</p> <ul style="list-style-type: none"> <li>All of the learning activities are suitable to students or to the instructional outcomes, and most represent significant cognitive challenge, with some differentiation for different groups of students.</li> <li>All of the materials and resources are suitable</li> </ul>	<p>Overall: The teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes, differentiated where appropriate to make them suitable to all students and likely to engage them in significant learning. The lesson or unit structure is clear and allows for different pathways according to student needs.</p> <ul style="list-style-type: none"> <li>Learning activities are highly suitable to diverse learners and support the instructional outcomes. They are all designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners.</li> <li>All of the materials and resources are suitable to students, support the instructional</li> </ul>

		<p>and engage students in meaningful learning.</p> <ul style="list-style-type: none"> <li>• Instructional groups partially support the instructional outcomes, with an effort at providing some variety.</li> </ul>	<p>to students, support the instructional outcomes, and are designed to engage students in meaningful learning.</p> <ul style="list-style-type: none"> <li>• Instructional groups are varied as appropriate to the students and the different instructional outcomes.</li> </ul>	<p>outcomes, and are designed to engage students in meaningful learning. There is evidence of appropriate use of technology and of student participation in selecting or adapting materials.</p> <ul style="list-style-type: none"> <li>• Instructional groups are varied as appropriate to the students and the different instructional outcomes. There is evidence of student choice in selecting the different patterns of instructional groups.</li> </ul>
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<b>DOMAIN 1: PLANNING AND PREPARATION</b>				
	<b>UNSATISFACTORY</b>	<b>NEEDS IMPROVEMENT</b>	<b>PROFICIENT</b>	<b>EXCELLENT</b>
<b>1F Designing Student Assessments</b>	<p>Overall: The teacher's plan for assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is inappropriate for many students. The results of assessment have minimal impact on the design of future instruction.</p> <ul style="list-style-type: none"> <li>• The lesson or unit has no clearly defined structure, or the structure is chaotic. Activities do not follow an organized progression, and time allocations are unrealistic.</li> <li>• Assessment procedures are not congruent with instructional outcomes.</li> <li>• Proposed approach contains no criteria or standards.</li> <li>• Teacher has no plan to incorporate formative assessment in the lesson or unit.</li> <li>• Teacher has no plans to use assessment</li> </ul>	<p>Overall: The teacher's plan for student assessment is partially aligned with the instructional outcomes without clear criteria, and inappropriate for a least some students. The teacher intends to use assessment results to plan for future instruction for the class as a whole.</p> <ul style="list-style-type: none"> <li>• The lesson or unit has a recognizable structure, although the structure is not uniformly maintained throughout. Progression of activities is uneven, with most time allocations reasonable.</li> <li>• Some of the instructional outcomes are assessed through the proposed approach, but many are not.</li> <li>• Assessment criteria and standards have been developed, but they are not clear.</li> <li>• Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes.</li> </ul>	<p>Overall: The teacher's plan for student assessment is aligned with the instructional outcomes, uses clear criteria, and is appropriate to the needs of students. The teacher intends to use assessment results to plan for future instruction for groups of students.</p> <ul style="list-style-type: none"> <li>• The lesson or unit has a clearly defined structure around which activities are organized. Progression of activities is even, with reasonable time allocations.</li> <li>• All the instructional outcomes are assessed through the approach to assessment; assessment methodologies may have been adapted for groups of students.</li> <li>• Assessment criteria and standards are clear.</li> <li>• Teacher has a well-developed strategy to using formative assessment</li> </ul>	<p>Overall: The teacher's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies may have been adapted for individuals, and the teacher intends to use assessment results to plan future instruction for individual students.</p> <ul style="list-style-type: none"> <li>• The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs. The progression of activities is highly coherent.</li> <li>• Proposed approach to assessment is fully aligned with the instructional outcomes in both content and process. Assessment methodologies have been adapted for individual students, as needed.</li> <li>• Assessment criteria and standards are clear; there is</li> </ul>

	<p>results in designing future instruction.</p>	<ul style="list-style-type: none"> <li>• Teacher plans to use assessment results to plan for future instruction for the class as a whole.</li> </ul>	<p>and has designed particular approaches to be used.</p> <ul style="list-style-type: none"> <li>• Teacher plans to use assessment results to plan for future instruction for groups of students.</li> </ul>	<p>evidence that the students contributed to their development.</p> <ul style="list-style-type: none"> <li>• Approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information.</li> <li>• Teacher plans to use assessment results to plan future instruction for individual students.</li> </ul>
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<b>DOMAIN 2: CLASSROOM ENVIRONMENT</b>				
	<b>UNSATISFACTORY</b>	<b>NEEDS IMPROVEMENT</b>	<b>PROFICIENT</b>	<b>EXCELLENT</b>
<b>2B Establishing a Culture for Learning</b>	<p>Overall: The classroom culture is characterized by a lack of the teacher or student commitment to the learning and/or little or no investment of student energy into the task at hand. Learning is not expected or valued.</p> <ul style="list-style-type: none"> <li>• Teacher or students convey a negative attitude toward the content, suggesting that it is not important or has been mandated by others.</li> <li>• Instructional outcomes, activities and assignments, and classroom interactions convey low expectations for at least some students.</li> <li>• Students demonstrate little or no pride in their work. They seem to be motivated by the desire to complete a task rather than to do high-quality work.</li> </ul>	<p>Overall: The classroom culture is characterized by little commitment to the learning by the teacher or student. Student engagement in the task at hand is inconsistent. The teacher appear to be only “going through the motions, and students indicate that they are interested in completion of a task, rather than quality.”</p> <ul style="list-style-type: none"> <li>• Teacher communicates importance of the work but with little conviction and only minimal apparent buy-in by the students.</li> <li>• Instructional outcomes, activities and assignments, and classroom interactions convey only modest expectations for student learning and achievement.</li> <li>• Students minimally accept the responsibility to do good work but invest little of their energy into its quality.</li> </ul>	<p>Overall: The classroom culture is a cognitively busy place where learning is valued by all. Students understand their role as learner and consistently expend effort to learn by engaging in the task at hand. Instructional outcomes, activities, and assignments convey high expectations for most students. Classroom interactions support learning.</p> <ul style="list-style-type: none"> <li>• Teacher conveys genuine enthusiasm for the content, and students demonstrate consistent commitment to its value.</li> <li>• Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for most students.</li> <li>• Students accept the teacher’s insistence on work of high quality and demonstrate pride in that work.</li> </ul>	<p>Overall: The classroom culture is characterized by a shared belief in the importance of the learning. Instructional outcomes, activities, and assignments convey high expectations for all students. Classroom interactions may extend learning. Students assume responsibility for high quality work by initiating improvements, making revisions, adding detail, and/or helping peers. High expectations are internalized by students.</p> <ul style="list-style-type: none"> <li>• Students demonstrate through their active participation, curiosity, and taking initiative that they value the importance of the content.</li> <li>• Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for all students. Students appear to have internalized these expectations.</li> <li>• Students demonstrate attention to detail and take obvious pride in their work, initiating improvements in it by, for example, revising drafts on their own or helping peers.</li> </ul>

<b>DOMAIN 2: CLASSROOM ENVIRONMENT</b>				
	<b>UNSATISFACTORY</b>	<b>NEEDS IMPROVEMENT</b>	<b>PROFICIENT</b>	<b>EXCELLENT</b>
<b>2C Managing Classroom Procedures</b>	<p>Overall: Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher managing instructional groups, transitions, and/or the handling of materials and supplies. There is little evidence that students know or follow established routines.</p> <ul style="list-style-type: none"> <li>• Students not working with the teacher are not productively engaged in learning.</li> <li>• Transitions are chaotic, with much time lost between activities or lesson segments.</li> <li>• Materials and supplies are handled inefficiently, resulting in significant loss of instructional time.</li> <li>• Considerable instructional time is lost in performing noninstructional duties.</li> <li>• Volunteers and paraprofessionals have no clearly defined duties and are idle most of the time.</li> </ul>	<p>Overall: Some instructional time is lost due to only partially effective classroom routines and procedures. The teacher's management of instructional groups, transitions, and/or the handling of materials and supplies is inconsistent, leading to disruption of the learning. With regular guidance and prompting, students follow established routines.</p> <ul style="list-style-type: none"> <li>• Students in only some groups are productively engaged in learning while unsupervised by the teacher.</li> <li>• Only some transitions are efficient, resulting in some loss of instructional time.</li> <li>• Routines for handling materials and supplies function moderately well, but with some loss of instructional time.</li> <li>• Systems for performing noninstructional</li> </ul>	<p>Overall: There is little loss of instructional time due to effective classroom routines and procedures. The teacher's management of instructional groups and/or the handling of materials and supplies is consistent. With minimal guidance and prompting, students follow established classroom routines.</p> <ul style="list-style-type: none"> <li>• Small-group work is well organized, and most students are productively engaged in learning while unsupervised by the teacher.</li> <li>• Transitions occur smoothly, with little loss of instructional time.</li> <li>• Routines for handling materials and supplies occur smoothly, with little loss of instructional time.</li> <li>• Efficient systems for performing noninstructional duties are in place, resulting in minimal loss of instructional time.</li> <li>• Volunteers and paraprofessionals are productively and independently</li> </ul>	<p>Overall: Instructional time is maximized due to efficient classroom routines and procedures. Students contribute to the management of instructional groups, transitions, and/or the handling of materials and supplies. Routines are well understood and engaged in consistently by students.</p> <ul style="list-style-type: none"> <li>• Small-group work is well organized, and students are productively engaged at all times, with students assuming responsibility for productivity.</li> <li>• Transitions are seamless, with students assuming responsibility in ensuring their efficient operation.</li> <li>• Routines for handling materials and supplies are seamless, with students assuming some responsibility for smooth operation.</li> <li>• Systems for performing noninstructional duties are well established, with students assuming considerable</li> </ul>



		<p>al duties are only fairly efficient, resulting in some loss of instructional time.</p> <ul style="list-style-type: none"><li>• Volunteers and paraprofessionals are productively engaged during portions of class time but require frequent supervision.</li></ul>	<p>engaged during the entire class.</p>	<p>responsibility for efficient operation.</p> <ul style="list-style-type: none"><li>• Volunteers and paraprofessionals make a substantive contribution to the classroom environment.</li></ul>
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<b>DOMAIN 2: CLASSROOM ENVIRONMENT</b>				
	<b>UNSATISFACTORY</b>	<b>NEEDS IMPROVEMENT</b>	<b>PROFICIENT</b>	<b>EXCELLENT</b>
<b>2D Managing Student Behaviors</b>	<p>Overall: There is little or no teacher monitoring of student behavior. Response to students' misbehavior is repressive or disrespectful of student dignity. Students challenge the standards of conduct.</p> <ul style="list-style-type: none"> <li>• No standards of conduct appear to have been established, or students are confused as to what the standards are.</li> <li>• Student behavior is not monitored, and teacher is unaware of what the students are doing.</li> <li>• Teacher does not respond to misbehavior, or the response is inconsistent, is overly repressive, or does not respect the student's dignity.</li> </ul>	<p>Overall: Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior. There is inconsistent implementation of the standards of conduct.</p> <ul style="list-style-type: none"> <li>• Standards of conduct appear to have been established, and most students seem to understand them.</li> <li>• Teacher is generally aware of student behavior but may miss the activities of some students.</li> <li>• Teacher attempts to respond to student misbehavior but with uneven results, or there are no major infractions of the rules.</li> </ul>	<p>Overall: Student behavior is generally appropriate. The teacher monitors student behavior against standards of conduct. Teacher response to student misbehavior is consistent, appropriate, and respectful to students.</p> <ul style="list-style-type: none"> <li>• Standards of conduct are clear to all students.</li> <li>• Teacher is alert to student behavior at all times.</li> <li>• Teacher response to misbehavior is appropriate and successful and respects the student's dignity, or student behavior is generally appropriate.</li> </ul>	<p>Overall: Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and that of other students against standards of conduct. The teacher's monitoring of student behavior is subtle and preventive. The teacher's response to student misbehavior is sensitive to individual student needs.</p> <ul style="list-style-type: none"> <li>• Standards of conduct are clear to all students and appear to have been developed with student participation.</li> <li>• Monitoring by teacher is subtle and preventive. Students monitor their own and their peers' behavior, correcting one another respectfully.</li> <li>• Teacher response to misbehavior is highly effective and sensitive to students' individual needs, or student behavior is entirely appropriate.</li> </ul>

<b>DOMAIN 3: INSTRUCTION</b>				
	<b>UNSATISFACTORY</b>	<b>NEEDS IMPROVEMENT</b>	<b>PROFICIENT</b>	<b>EXCELLENT</b>
<b>3C Engaging Students in Learning</b>	<p>Overall: The learning activities, materials, resources, instructional groups, and technology are poorly aligned with the instructional outcomes, are unsuitable to the students' developmental stage, or do not require students to think. The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed. Few students are intellectually engaged.</p> <ul style="list-style-type: none"> <li>• Activities and assignments are inappropriate for students' age or background. Students are not mentally engaged in them.</li> <li>• Instructional groups are inappropriate to the students or to the instructional outcomes.</li> <li>• Instructional materials and resources are unsuitable to the instructional purposes or do not engage students mentally.</li> <li>• The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed, or both.</li> </ul>	<p>Overall: The various elements of the lesson are partially aligned with the instructional outcomes, with minimal consideration of the students' development stage. Instruction does not facilitate students constructing knowledge, allowing some students to be passive or compliant. Learning activities, materials, resources, technology, and instructional grouping only partially engage students with the content. The lesson has a recognized structure; however the pacing of the lesson may not provide students the time needed to intellectually engage with their learning.</p> <ul style="list-style-type: none"> <li>• Activities and assignments are appropriate to some students and engage them mentally, but others are not engaged.</li> <li>• Instructional groups are only partially appropriate to the students or</li> </ul>	<p>Overall: The various elements of the lesson are well-aligned with the instructional outcomes, are suitable to the students' development, and facilitate students in constructing knowledge. Learning activities, materials, resources, technology, and instructional grouping are complementary, resulting in active intellectual engagement by groups of students with important and challenging content. The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing most students the time needed to intellectually engage with their learning.</p> <ul style="list-style-type: none"> <li>• Most activities and assignments are appropriate to students, and almost all students are cognitively engaged in exploring content.</li> </ul>	<p>Overall: The various elements of the lesson are well-aligned with the instructional outcomes and individual needs of the learners. The lesson is entirely suitable to the students' development, and facilitates all students in constructing knowledge. Learning activities, materials, resources, technology, and instructional grouping are complementary, resulting in active intellectual engagement by each student in important and challenging content. The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning, and to consolidate their understanding. Students have choice in how they complete tasks and may serve as resources for one another.</p> <ul style="list-style-type: none"> <li>• All students are cognitively engaged in the activities and assignments in their exploration of content. Students initiate or adapt</li> </ul>

		<p>only moderately successful in advancing the instructional outcomes of the lesson.</p> <ul style="list-style-type: none"> <li>● Instructional materials and resources are only partially suitable to the instructional purposes, or students are only partially mentally engaged with them.</li> <li>● The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent.</li> </ul>	<ul style="list-style-type: none"> <li>● Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson.</li> <li>● Instructional materials and resources are suitable to the instructional purposes and engage students mentally.</li> <li>● The lesson has a clearly defined structure around which the activities are organized. Pacing of the lesson is generally appropriate.</li> </ul>	<p>activities and projects to enhance their understanding.</p> <ul style="list-style-type: none"> <li>● Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson. Students take the initiative to influence the formation or adjustment of instructional groups.</li> <li>● Instructional materials and resources are suitable to the instructional purposes and engage students mentally. Students initiate the choice, adaptation, or creation of materials to enhance their learning.</li> <li>● The lesson's structure is highly coherent, allowing for reflection and closure. Pacing of the lesson is appropriate for all students.</li> </ul>
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<b>DOMAIN 3: INSTRUCTION</b>				
	<b>UNSATISFACTORY</b>	<b>NEEDS IMPROVEMENT</b>	<b>PROFICIENT</b>	<b>EXCELLENT</b>
<b>3D Using Assessment in Instruction</b>	<p>Overall: Assessment or monitoring of student learning is absent or minimal. Feedback is absent or of poor quality. There is no attempt to adjust the lesson as a result of assessment. Students are not aware of the assessment criteria and do not engage in self-assessment.</p> <ul style="list-style-type: none"> <li>• Students are not aware of the criteria and performance standards by which their work will be evaluated.</li> <li>• Teacher does not monitor student learning in the curriculum.</li> <li>• Teacher's feedback to students is of poor quality and not provided in a timely manner.</li> <li>• Students do not engage in self-assessment or monitoring of progress.</li> </ul>	<p>Overall: Assessment is occasionally used to support instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is inaccurate or unspecific, and students are only partially aware of the assessment criteria used to evaluate their work. Questions/Prompts/Assessments are not used to diagnose evidence of learning.</p> <ul style="list-style-type: none"> <li>• Students know some of the criteria and performance standards by which their work will be evaluated.</li> <li>• Teacher monitors the progress of the class as a whole but elicits no diagnostic information.</li> <li>• Teacher's feedback to students is uneven, and its timeliness is inconsistent.</li> <li>• Students occasionally assess the quality of their own work against the assessment criteria and performance standards.</li> </ul>	<p>Overall: Assessment is regularly used during instruction, through monitoring of progress of learning by teacher and/or students, resulting in accurate, specific feedback that advances learning. Students are aware of the assessment criteria. Questions/Prompts/ Assessments are used to diagnose evidence of learning, and adjustment to instruction is made to address student misunderstandings.</p> <ul style="list-style-type: none"> <li>• Students are fully aware of the criteria and performance standards by which their work will be evaluated.</li> <li>• Teacher monitors the progress of groups of students in the curriculum, making limited use of diagnostic prompts to elicit information.</li> <li>• Teacher's feedback to</li> </ul>	<p>Overall: Assessment is fully integrated into the instruction, through student involvement in establishing the assessment criteria. Students self- assess and monitor their progress. A variety of feedback, from both the teacher and peers, is accurate, specific, and advances learning. Students are aware of and may contribute to the assessment criteria. Questions/Prompts/ Assessments are used regularly to diagnose evidence of learning, and instruction is adjusted and differentiated to address individual student misunderstandings.</p> <ul style="list-style-type: none"> <li>• Students are fully aware of the criteria and performance standards by which their work will be evaluated and have contributed to the development of the criteria.</li> <li>• Teacher actively and</li> </ul>

			<p>students is timely and of consistently high quality.</p> <ul style="list-style-type: none"> <li>• Students frequently assess and monitor the quality of their own work against the assessment criteria and performance standards.</li> </ul>	<p>systematically elicits diagnostic information from individual students regarding their understanding and monitors the progress of individual students.</p> <ul style="list-style-type: none"> <li>• Teacher's feedback to students is timely and of consistently high quality, and students make use of the feedback in their learning.</li> <li>• Students not only frequently assess and monitor the quality of their own work against the assessment criteria and performance standards but also make active use of that information in their learning.</li> </ul>
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<b>DOMAIN 4: PROFESSIONAL RESPONSIBILITIES</b>				
	<b>UNSATISFACTORY</b>	<b>NEEDS IMPROVEMENT</b>	<b>PROFICIENT</b>	<b>EXCELLENT</b>
<b>4B Maintaining Accurate Records</b>	<p>Overall: The teacher's systems for maintaining both instructional and noninstructional records are either nonexistent or in disarray, resulting in errors and confusion.</p> <ul style="list-style-type: none"> <li>Teacher's system for maintaining information on student completion of assignments is in disarray.</li> <li>Teacher has no system for maintaining information on student progress in learning, or the system is in disarray.</li> <li>Teacher's records for non-instructional activities are in disarray, resulting in errors and confusion.</li> </ul>	<p>Overall: The teacher's systems for maintaining both instructional and noninstructional records are rudimentary and only partially effective.</p> <ul style="list-style-type: none"> <li>Teacher's system for maintaining information on student completion of assignments is rudimentary and only partially effective.</li> <li>Teacher's system for maintaining information on student progress in learning is rudimentary and only partially effective.</li> <li>Teacher's records for non-instructional activities are adequate, but they require frequent monitoring to avoid errors.</li> </ul>	<p>Overall: The teacher's systems for maintaining both instructional and noninstructional records are accurate, efficient, and effective.</p> <ul style="list-style-type: none"> <li>Teacher's system for maintaining information on student completion of assignments is fully effective.</li> <li>Teacher's system for maintaining information on student progress in learning is fully effective.</li> <li>Teacher's system for maintaining information on noninstructional activities is fully effective.</li> </ul>	<p>Overall: The teacher's systems for maintaining both instructional and noninstructional records are accurate, efficient, and effective, and students contribute to its maintenance.</p> <ul style="list-style-type: none"> <li>Teacher's system for maintaining information on student completion of assignments is fully effective. Students participate in maintaining the records.</li> <li>Teacher's system for maintaining information on student progress in learning is fully effective. Students contribute information and participate in interpreting the records.</li> <li>Teacher's system for maintaining information on noninstructional activities is highly effective, and students contribute to its maintenance.</li> </ul>

<b>DOMAIN 4: PROFESSIONAL RESPONSIBILITIES</b>				
	<b>UNSATISFACTORY</b>	<b>NEEDS IMPROVEMENT</b>	<b>PROFICIENT</b>	<b>EXCELLENT</b>
<b>4C Communicating with Families</b>	<p>Overall: The teacher's communication with families about the instructional program or about individual students is sporadic or culturally inappropriate. The teacher makes no attempt to engage families in the instructional program.</p> <ul style="list-style-type: none"> <li>• Teacher provides little or no information about the instructional program to families.</li> <li>• Teacher provides minimal information to families about individual students, or the communication is inappropriate to the cultures of the families. Teacher does not respond, or responds insensitively, to family concerns about students.</li> <li>• Teacher makes no attempt to engage families in the instructional program, or such efforts are inappropriate.</li> </ul>	<p>Overall: The teacher adheres to school procedures for communicating with families and makes modest attempts to engage families in the instructional program. But communications are not always appropriate to the cultures of those families.</p> <ul style="list-style-type: none"> <li>• Teacher participates in the school's activities for family communication but offers little additional information.</li> <li>• Teacher adheres to the school's required procedures for communicating with families. Responses to family concerns are minimal or may reflect occasional insensitivity to cultural norms.</li> <li>• Teacher makes modest and partially successful attempts to engage families in the instructional program.</li> </ul>	<p>Overall: The teacher communicates frequently with families and successfully engages them in the instructional program. Information to families about individual students is conveyed in a culturally appropriate manner.</p> <ul style="list-style-type: none"> <li>• Teacher provides frequent information to families, as appropriate, about the instructional program.</li> <li>• Teacher communicates with families about students' progress on a regular basis, respecting cultural norms, and is available as needed to respond to family concerns.</li> <li>• Teacher's efforts to engage families in the instructional program are frequent and successful.</li> </ul>	<p>Overall: The teacher's communication with families is frequent and sensitive to cultural traditions; students participate in the communication. The teacher successfully engages families in the instructional program, as appropriate.</p> <ul style="list-style-type: none"> <li>• Teacher provides frequent information to families, as appropriate, about the instructional program. Students participate in preparing materials for their families.</li> <li>• Teacher provides information to families frequently on student progress, with students contributing to the design of the system. Response to family concerns is handled with great professional and cultural sensitivity.</li> <li>• Teacher's efforts to engage families in the instructional program are frequent and successful. Students contribute ideas for projects that could be enhanced by family participation.</li> </ul>



<b>DOMAIN 4: PROFESSIONAL RESPONSIBILITIES</b>				
	<b>UNSATISFACTORY</b>	<b>NEEDS IMPROVEMENT</b>	<b>PROFICIENT</b>	<b>EXCELLENT</b>
<b>4F Showing Professionalism, including Integrity and Confidentiality</b>	<p>Overall: The teacher has little sense of ethics and professionalism and contributes to practices that are self-serving or harmful to students. The teacher fails to comply with school and district regulations and timelines.</p> <ul style="list-style-type: none"> <li>• Teacher displays dishonesty in interactions with colleagues, students, and the public.</li> <li>• Teacher is not alert to students' needs.</li> <li>• Teacher contributes to school practices that result in some students being ill served by the school.</li> <li>• Teacher makes decisions and recommendations based on self-serving interests.</li> <li>• Teacher does not comply with school and district regulations.</li> </ul>	<p>Overall: The teacher is honest and well intentioned in serving students and contributing to decisions in the school, but the teacher's attempts to serve students are limited. The teacher complies minimally with school and district regulations, doing just enough to get by.</p> <ul style="list-style-type: none"> <li>• Teacher is honest in interactions with colleagues, students, and the public.</li> <li>• Teacher's attempts to serve students are inconsistent.</li> <li>• Teacher does not knowingly contribute to some students being ill served by the school.</li> <li>• Teacher's decisions and recommendations are based on limited though genuinely professional considerations.</li> <li>• Teacher complies minimally with school and district regulations, doing just enough to get by.</li> </ul>	<p>Overall: The teacher displays a high level of ethics and professionalism in dealings with both students and colleagues and complies fully and voluntarily with school and district regulations.</p> <ul style="list-style-type: none"> <li>• Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public.</li> <li>• Teacher is active in serving students.</li> <li>• Teacher works to ensure that all students receive a fair opportunity to succeed.</li> <li>• Teacher maintains an open mind and participates in team or departmental decision making.</li> <li>• Teacher complies fully with school and district regulations.</li> </ul>	<p>Overall: The teacher is proactive and assumes a leadership role in making sure that school practices and procedures ensure that all students, particularly those traditionally underserved, are honored in the school.</p> <ul style="list-style-type: none"> <li>• The teacher displays the highest standards of ethical conduct and takes a leadership role in seeing that colleagues comply with school and district.</li> <li>• Teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues.</li> <li>• Teacher is highly proactive in serving students, seeking out resources when</li> </ul>

				<p>needed.</p> <ul style="list-style-type: none"><li>• Teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school.</li><li>• Teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards.</li><li>• Teacher complies fully with school and district regulations, taking a leadership role with colleagues.</li></ul>
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Appendix D

**Effingham CUSD 40 Professional Practice Rubrics for Specialists**

- Library Media Specialist
- Non-Teaching Speech-Language Pathologist
- Non-Teaching Technology Integrationist
- School Counselor
- School Psychologist
- School Social Worker

**LIBRARY MEDIA SPECIALIST**

<b>LIBRARY MEDIA SPECIALIST DOMAIN 1: PLANNING AND PREPARATION</b>				
	<b>UNSATISFACTORY</b>	<b>NEEDS IMPROVEMENT</b>	<b>PROFICIENT</b>	<b>EXCELLENT</b>
<b>1e: Planning the library/ media program integrated with the overall school program</b>	<p>Library/media program consists of a random collection of unrelated activities, lacking coherence or an overall -structure.</p> <ul style="list-style-type: none"> <li>Library/media specialist demonstrates little or no knowledge of literature and of current trends in practice and information technology. Library/media specialist demonstrates little or no knowledge of the school's content standards and of students' needs for information skills within those standards.</li> <li>Library/media specialist demonstrates little or no knowledge of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance program goals.</li> </ul>	<p>Library/media specialist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.</p> <ul style="list-style-type: none"> <li>Library/media specialist demonstrates limited knowledge of literature and of current trends in practice and information technology.</li> <li>Library/media specialist demonstrates basic knowledge of the school's content standards and of students' needs for information skills within those standards.</li> <li>Library/media specialist demonstrates basic knowledge of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance program goals.</li> </ul>	<p>Library/media specialist's plan is well designed to support both teachers and students in their information needs.</p> <ul style="list-style-type: none"> <li>Library/media specialist demonstrates thorough knowledge of literature and of current trends in practice and information technology.</li> <li>Library/media specialist demonstrates thorough knowledge of the school's content standards and of students' needs for information skills within those standards.</li> <li>Library/media specialist is fully aware of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance program goals.</li> </ul>	<p>Library/media specialist's plan is highly coherent, taking into account the competing demands of scheduled time in the library, consultative work with teachers, and work in maintaining and extending the collection; the plan has been developed after consultation with teachers.</p> <ul style="list-style-type: none"> <li>Drawing on extensive professional resources, library/media specialist demonstrates rich understanding of literature and of current trends in information technology.</li> <li>Library/media specialist takes a leadership role within the school and district to articulate the needs of students for information technology within the school's academic program.</li> <li>Library/media</li> </ul>

				specialist is fully aware of resources available for students and teachers and actively seeks out new resources from a wide range of sources to enrich the school's program.
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<b>LIBRARY MEDIA SPECIALIST DOMAIN 1: PLANNING AND PREPARATION</b>				
	<b>UNSATISFACTORY</b>	<b>NEEDS IMPROVEMENT</b>	<b>PROFICIENT</b>	<b>EXCELLENT</b>
<b>1f: Developing a plan to evaluate the library/media program</b>	Library/media specialist has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Library/media specialist has a rudimentary plan to evaluate the library/media program.	Library/media specialist's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Library/media specialist's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.

<b>LIBRARY MEDIA SPECIALIST DOMAIN 2: THE ENVIRONMENT</b>				
	<b>UNSATISFACTORY</b>	<b>NEEDS IMPROVEMENT</b>	<b>PROFICIENT</b>	<b>EXCELLENT</b>
<b>2a: Creating an environment of respect and rapport</b>	Interactions, both between the library/media specialist and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds and are characterized by sarcasm, put-downs, or conflict.	Interactions, both between the library/media specialist and students and among students, are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.	Interactions, both between the library/media specialist and students and among students, are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.	Interactions among the library/media specialist, individual students, and the classroom teachers are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among students in the library.

**LIBRARY MEDIA SPECIALIST DOMAIN 2: THE ENVIRONMENT**

	<b>UNSATISFACTORY</b>	<b>NEEDS IMPROVEMENT</b>	<b>PROFICIENT</b>	<b>EXCELLENT</b>
<b>2c: Establishing and maintaining library procedures</b>	Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) are either nonexistent or inefficient, resulting in general confusion. Library assistants are confused as to their role.	Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) have been established but function sporadically. Efforts to establish guidelines for library assistants are partially successful.	Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) have been established and function smoothly. Library assistants are clear as to their role.	Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) are seamless in their operation, with students assuming considerable responsibility for their smooth operation. Library assistants work independently and contribute to the success of the media center.

**LIBRARY MEDIA SPECIALIST DOMAIN 2: THE ENVIRONMENT**

	<b>UNSATISFACTORY</b>	<b>NEEDS IMPROVEMENT</b>	<b>PROFICIENT</b>	<b>EXCELLENT</b>
<b>2d: Managing student behavior</b>	There is no evidence that standards of conduct have been established, and there is little or no monitoring of student behavior. Response to student misbehavior is repressive or disrespectful of student dignity.	It appears that the library/media specialist has made an effort to establish standards of conduct for students and tries to monitor student behavior and respond to student misbehavior, but these efforts are not always successful.	Standards of conduct appear to be clear to students, and are culturally and spiritually relevant. The library/media specialist monitors student behavior against those standards. Library/media specialist's response to student misbehavior is appropriate and respectful to students.	Standards of conduct are clear, with evidence of student participation in setting them. Library/media specialist's monitoring of student behavior is subtle and preventive, and response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.

**LIBRARY MEDIA SPECIALIST DOMAIN 2: THE ENVIRONMENT**

	<b>UNSATISFACTORY</b>	<b>NEEDS IMPROVEMENT</b>	<b>PROFICIENT</b>	<b>EXCELLENT</b>
<b>2e: Organizing physical space to enable smooth flow</b>	Library/media specialist makes poor use of the physical environment, resulting in poor traffic flow, confusing signage, inadequate space devoted to work areas and computer use, and general confusion.	Library/media specialist's efforts to make use of the physical environment are uneven, resulting in occasional confusion.	Library/media specialist makes effective use of the physical environment, resulting in good traffic flow, clear signage, and adequate space devoted to work areas and computer use.	Library/media specialist makes highly effective use of the physical environment, resulting in clear signage, excellent traffic flow, and adequate space devoted to work areas and computer use. In addition, book displays are attractive and inviting.

**LIBRARY MEDIA SPECIALIST DOMAIN 3: DELIVERY OF SERVICE**

	<b>UNSATISFACTORY</b>	<b>NEEDS IMPROVEMENT</b>	<b>PROFICIENT</b>	<b>EXCELLENT</b>
<b>3b: Collaborating with teachers in the design of instructional units and lessons</b>	Library/media specialist declines to collaborate with classroom teachers in the design of instructional lessons and units.	Library/media specialist collaborates with classroom teachers in the design of instructional lessons and units when specifically asked to do so.	Library/media specialist initiates collaboration with classroom teachers in the design of instructional lessons and units.	Library/media specialist initiates collaboration with classroom teachers in the design of instructional lessons and units, locating additional resources from sources outside the school.



<b>3c: Engaging students in enjoying literature and in learning information skills</b>	Students are not engaged in enjoying literature and in learning information skills because of poor design of activities, poor grouping strategies, or inappropriate materials.	Only some students are engaged in enjoying literature and in learning information skills due to uneven design of activities, grouping strategies, or partially appropriate materials.	Students are engaged in enjoying literature and in learning information skills because of effective design of activities, grouping strategies, and appropriate materials.	Students are highly engaged in enjoying literature and in learning information skills and take initiative in ensuring the engagement of their peers.
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**LIBRARY MEDIA SPECIALIST DOMAIN 3: DELIVERY OF SERVICE**

	<b>UNSATISFACTORY</b>	<b>NEEDS IMPROVEMENT</b>	<b>PROFICIENT</b>	<b>EXCELLENT</b>
<b>3d: Assisting students and teachers in the use of technology in the library/media center</b>	<p>Library/media specialist declines to assist students and teachers in the use of technology in the library/media center.</p> <ul style="list-style-type: none"> <li>Library/media specialist adheres to the plan, in spite of evidence of its inadequacy.</li> </ul>	<p>Library/media specialist assists students and teachers in the use of technology in the library/media center when specifically asked to do so.</p> <ul style="list-style-type: none"> <li>Library/media specialist makes modest changes in the library/media program when confronted with evidence of the need for change.</li> </ul>	<p>Library/media specialist initiates sessions to assist students and teachers in the use of technology in the library/media center.</p> <ul style="list-style-type: none"> <li>Library/media specialist makes revisions to the library/media program when they are needed.</li> </ul>	<p>Library/media specialist is proactive in initiating sessions to assist students and teachers in the use of technology in the library/media center.</p> <ul style="list-style-type: none"> <li>Library/media specialist is continually seeking ways to improve the library/media program and makes changes as needed in response to student, parent, or teacher input.</li> </ul>

<b>LIBRARY MEDIA SPECIALIST DOMAIN 4: PROFESSIONAL RESPONSIBILITIES</b>				
	<b>UNSATISFACTORY</b>	<b>NEEDS IMPROVEMENT</b>	<b>PROFICIENT</b>	<b>EXCELLENT</b>
<b>4b: Preparing and submitting reports and budgets</b>	Library/media specialist ignores teacher requests when preparing requisitions and budgets or does not follow established procedures. Inventories and reports are routinely late.	Library/media specialist's efforts to prepare budgets are partially successful, responding sometimes to teacher requests and following procedures. Inventories and reports are sometimes submitted on time.	Library/media specialist honors teacher requests when preparing requisitions and budgets and follows established procedures. Inventories and reports are submitted on time.	Library/media specialist anticipates teacher needs when preparing requisitions and budgets, follows established procedures, and suggests improvements to those procedures. Inventories and reports are submitted on time.

<b>LIBRARY MEDIA SPECIALIST DOMAIN 4: PROFESSIONAL RESPONSIBILITIES</b>				
	<b>UNSATISFACTORY</b>	<b>NEEDS IMPROVEMENT</b>	<b>PROFICIENT</b>	<b>EXCELLENT</b>
<b>4c: Communicating with the larger community</b>	Library/media specialist makes no effort to engage in outreach efforts to parents or the larger community.	Library/media specialist makes sporadic efforts to engage in outreach efforts to parents or the larger community.	Library/media specialist engages in outreach efforts to parents and the larger community.	Library/media specialist is proactive in reaching out to parents and establishing contacts with outside libraries, coordinating efforts for mutual benefit.
<b>4d: Participating in a professional community</b>	Library/media specialist's relationships with colleagues are negative or self-serving, and the specialist avoids being involved in school and district events and projects.	Library/media specialist's relationships with colleagues are cordial, and the specialist participates in school and district events and projects when specifically requested.	Library/media specialist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Library/media specialist makes a substantial contribution to school and district events and projects and assumes leadership with colleagues.
<b>4e: Engaging in professional development</b>	Library/media specialist does not participate in professional development activities, even when such activities are clearly needed for the enhancement of skills.	Library/media specialist's participation in professional development activities is limited to those that are convenient or are required.	Library/media specialist seeks out opportunities for professional development based on an individual assessment of need.	Library/media specialist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.

<p><b>4f: Showing professionalism, including integrity and confidentiality</b></p>	<p>Library/media specialist displays dishonesty in interactions with colleagues, students, and the public; violates copyright laws.</p>	<p>Library/media specialist is honest in interactions with colleagues, students, and the public; respects copyright laws.</p>	<p>Library/media specialist displays high standards of honesty and integrity in interactions with colleagues, students, and the public; adheres carefully to copyright laws.</p>	<p>Library/media specialist can be counted on to hold the highest standards of honesty and integrity and takes a leadership role with colleagues in ensuring there is no plagiarism or violation of copyright laws.</p>
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## Non-Teaching Speech-Language Pathologist

### NON-TEACHING SPEECH-LANGUAGE PATHOLOGIST DOMAIN 1: PLANNING AND PREPARATION

	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
<p><b>1e: Planning the therapy program, integrated with the regular school program, to meet the needs of individual students</b></p>	<p>Therapy program consists of a random collection of unrelated activities, lacking coherence or an overall structure.</p> <ul style="list-style-type: none"> <li>• Specialist demonstrates little or no knowledge and skill in the therapy area; does not hold the necessary certificate or license.</li> <li>• Specialist has no clear goals for the therapy program, or they are inappropriate to either the situation or the age of the students.</li> <li>• Specialist demonstrates little or no knowledge of special education laws and procedures.</li> <li>• Specialist demonstrates little or no knowledge of resources for students available through the school or district.</li> </ul>	<p>Specialist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.</p> <ul style="list-style-type: none"> <li>• Specialist demonstrates basic knowledge and skill in the therapy area; holds the necessary certificate or license.</li> <li>• Specialist's goals for the therapy program are rudimentary and are partially suitable to the situation and to the age of the students.</li> <li>• Specialist demonstrates basic knowledge of special education laws and procedures.</li> <li>• Specialist demonstrates basic knowledge of</li> </ul>	<p>Specialist has developed a plan that includes the important aspects of work in the setting.</p> <p>Specialist demonstrates thorough knowledge and skill in the therapy area; holds the necessary certificate or license.</p> <ul style="list-style-type: none"> <li>• Specialist's goals for the therapy program are clear and appropriate to the situation in the school and to the age of the students.</li> <li>• Specialist demonstrates -thorough knowledge of special education laws and procedures.</li> <li>• Specialist demonstrates thorough knowledge of resources for students available through the</li> </ul>	<p>Specialist's plan is highly coherent and preventive and serves to support students individually, within the broader educational program.</p> <ul style="list-style-type: none"> <li>• Specialist demonstrates extensive knowledge and skill in the therapy area; holds an advanced certificate or license.</li> <li>• Specialist's goals for the therapy program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with administrators and teachers.</li> <li>• Specialist's knowledge of special education laws and procedures</li> </ul>

		resources for students available through the school or district.	school or district and some familiarity with resources outside the district.	<p>is extensive; specialist takes a leadership role in reviewing and revising district policies.</p> <ul style="list-style-type: none"> <li>Specialist demonstrates extensive knowledge of resources for students available through the school or district and in the larger community.</li> </ul>
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**NON-TEACHING SPEECH-LANGUAGE PATHOLOGIST DOMAIN 1: PLANNING AND PREPARATION**

	<b>UNSATISFACTORY</b>	<b>NEEDS IMPROVEMENT</b>	<b>PROFICIENT</b>	<b>EXCELLENT</b>
<b>1f: Developing a plan to evaluate the therapy program</b>	Specialist has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Specialist has a rudimentary plan to evaluate the therapy program.	Specialist's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Specialist's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.

<b>NON-TEACHING SPEECH-LANGUAGE PATHOLOGIST DOMAIN 2: THE ENVIRONMENT</b>				
	<b>UNSATISFACTORY</b>	<b>NEEDS IMPROVEMENT</b>	<b>PROFICIENT</b>	<b>EXCELLENT</b>
<b>2a: Establishing rapport with students</b>	Specialist's interactions with students are negative or inappropriate; students appear uncomfortable in the testing and treatment center.	Specialist's interactions are a mix of positive and negative; the specialist's efforts at developing rapport are partially successful.	Specialist's interactions with students are positive and respectful; students appear comfortable in the testing and treatment center.	Students seek out the specialist, reflecting a high degree of comfort and trust in the relationship.
<b>2b: Organizing time effectively</b>	Specialist exercises poor judgment in setting priorities, resulting in confusion, missed deadlines, and conflicting schedules.	Specialist's time-management skills are moderately well developed; essential activities are carried out, but not always in the most efficient manner.	Specialist exercises good judgment in setting priorities, resulting in clear schedules and important work being accomplished in an efficient manner.	Specialist demonstrates excellent time-management skills, accomplishing all tasks in a seamless manner; teachers and students understand their schedules.
<b>2d: Establishing standards of conduct in the treatment center</b>	No standards of conduct have been established, and specialist disregards or fails to address negative student behavior during evaluation or treatment.	Standards of conduct appear to have been established for the testing and treatment center. Specialist's attempts to monitor and correct negative student behavior during evaluation and treatment are partially successful.	Standards of conduct have been established for the testing and treatment center. Specialist monitors student behavior against those standards; response to students is appropriate and respectful.	Standards of conduct have been established for the testing and treatment center. Specialist's monitoring of students is subtle and preventive, and students engage in self-monitoring of behavior.

<b>NON-TEACHING SPEECH-LANGUAGE PATHOLOGIST DOMAIN 3: DELIVERY OF SERVICE</b>				
	<b>UNSATISFACTORY</b>	<b>NEEDS IMPROVEMENT</b>	<b>PROFICIENT</b>	<b>EXCELLENT</b>
<b>3b: Developing and implementing treatment plans to maximize students' success</b>	<p>Specialist fails to develop treatment plans suitable for students, or plans are mismatched with the findings of assessments.</p> <ul style="list-style-type: none"> <li>Specialist adheres to the plan or program, in spite of evidence of its inadequacy.</li> </ul>	<p>Specialist's plans for students are partially suitable for them or sporadically aligned with identified needs.</p> <ul style="list-style-type: none"> <li>Specialist makes modest changes in the treatment program when confronted with evidence of the need for change.</li> </ul>	<p>Specialist's plans for students are suitable for them and are aligned with identified needs.</p> <ul style="list-style-type: none"> <li>Specialist makes revisions in the treatment program when they are needed.</li> </ul>	<p>Specialist develops comprehensive plans for students, finding ways to creatively meet student needs and incorporate many related elements.</p> <ul style="list-style-type: none"> <li>Specialist is continually seeking ways to improve the treatment program and makes changes as needed in response to student, parent, or teacher input.</li> </ul>
<b>3c: Communicating with families</b>	<p>Specialist fails to communicate with families and secure necessary permission for evaluations or communicates in an insensitive manner.</p>	<p>Specialist's communication with families is partially successful; permissions are obtained, but there are occasional insensitivities to cultural and linguistic traditions.</p>	<p>Specialist communicates with families and secures necessary permission for evaluations, doing so in a manner sensitive to cultural and linguistic traditions.</p>	<p>Specialist secures necessary permissions and communicates with families in a manner highly sensitive to cultural and linguistic traditions. Specialist reaches out to families of students to enhance trust.</p>
<b>3d: Collecting information; writing reports</b>	<p>Specialist neglects to collect important information on which to base treatment plans; reports are inaccurate or not appropriate to the audience.</p>	<p>Specialist collects most of the important information on which to base treatment plans; reports are accurate but lacking in clarity and not always appropriate to the audience.</p>	<p>Specialist collects all the important information on which to base treatment plans; reports are accurate and appropriate to the audience.</p>	<p>Specialist is proactive in collecting important information, interviewing teachers and parents if necessary; reports are accurate and clearly written and are tailored for the audience.</p>



<b>DOMAIN 4: PROFESSIONAL RESPONSIBILITIES</b>				
	<b>UNSATISFACTORY</b>	<b>NEEDS IMPROVEMENT</b>	<b>PROFICIENT</b>	<b>EXCELLENT</b>
<b>4c: Maintaining an effective data-management system</b>	Specialist's data-management system is either nonexistent or in disarray; it cannot be used to monitor student progress or to adjust treatment when needed.	Specialist has developed a rudimentary data-management system for monitoring student progress and occasionally uses it to adjust treatment when needed.	Specialist has developed an effective data-management system for monitoring student progress and uses it to adjust treatment when needed.	Specialist has developed a highly effective data-management system for monitoring student progress and uses it to adjust treatment when needed. Specialist uses the system to communicate with teachers and parents.
<b>4f: Showing professionalism, including integrity and confidentiality</b>	Specialist displays dishonesty in interactions with colleagues, students, and the public and violates principles of confidentiality.	Specialist is honest in interactions with colleagues, students, and the public, plays a moderate advocacy role for students, and does not violate norms of confidentiality.	Specialist displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public and advocates for students when needed.	Specialist can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues.

## Non-Teaching Technology Integrationist

<b>NON-TEACHING TECHNOLOGY INTEGRATIONIST DOMAIN 1: PLANNING AND PREPARATION</b>				
	<b>UNSATISFACTORY</b>	<b>NEEDS IMPROVEMENT</b>	<b>PROFICIENT</b>	<b>EXCELLENT</b>
<b>1a: Demonstrating knowledge of current trends in specialty area and professional development</b>	Instructional specialist demonstrates little or no familiarity with specialty area or trends in professional development.	Instructional specialist demonstrates basic familiarity with specialty area and trends in professional development.	Instructional specialist demonstrates thorough knowledge of specialty area and trends in professional development.	Instructional specialist's knowledge of specialty area and trends in professional development is wide and deep; specialist is regarded as an expert by colleagues.
<b>1d: Demonstrating knowledge of resources, both within and beyond the school and district</b>	<p>Instructional specialist demonstrates little or no knowledge of resources available in the school or district for teachers to advance their skills.</p> <ul style="list-style-type: none"> <li>Instructional specialist demonstrates little or no knowledge of the school's program or of teacher skill in delivering that program.</li> </ul>	<p>Instructional specialist demonstrates basic knowledge of resources available in the school and district for teachers to advance their skills.</p> <ul style="list-style-type: none"> <li>Instructional specialist demonstrates basic knowledge of the school's program and of teacher skill in delivering that program.</li> </ul>	<p>Instructional specialist is fully aware of resources available in the school and district and in the larger professional community for teachers to advance their skills.</p> <ul style="list-style-type: none"> <li>Instructional specialist demonstrates thorough knowledge of the school's program and of teacher skill in delivering that program.</li> </ul>	<p>Instructional specialist actively seeks out new resources from a wide range of sources to enrich teachers' skills in implementing the school's program.</p> <ul style="list-style-type: none"> <li>Instructional specialist is deeply familiar with the school's program and works to shape its future direction and actively seeks information as to teacher skill in that program.</li> </ul>

<b>NON-TEACHING TECHNOLOGY INTEGRATIONIST DOMAIN 1: PLANNING AND PREPARATION</b>				
	<b>UNSATISFACTORY</b>	<b>NEEDS IMPROVEMENT</b>	<b>PROFICIENT</b>	<b>EXCELLENT</b>
<b>1e: Planning the instructional support program, integrated with the overall school program</b>	<p>Instructional specialist's plan consists of a random collection of unrelated activities, lacking coherence or an overall structure.</p> <ul style="list-style-type: none"> <li>Instructional specialist has no clear goals for the instructional support program, or they are inappropriate to either the situation or the needs of the staff.</li> </ul>	<p>Instructional specialist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.</p> <ul style="list-style-type: none"> <li>Instructional specialist's goals for the instructional support program are rudimentary and are partially suitable to the situation and the needs of the staff.</li> </ul>	<p>Instructional specialist's plan is well designed to support teachers in the improvement of their instructional skills.</p> <ul style="list-style-type: none"> <li>Instructional specialist's goals for the instructional support program are clear and are suitable to the situation and the needs of the staff.</li> </ul>	<p>Instructional specialist's plan is highly coherent, taking into account the competing demands of making presentations and consulting with teachers, and has been developed following consultation with administrators and teachers.</p> <ul style="list-style-type: none"> <li>Instructional specialist's goals for the instructional support program are highly appropriate to the situation and the needs of the staff. They have been developed following consultations with administrators and colleagues.</li> </ul>

<b>NON-TEACHING TECHNOLOGY INTEGRATIONIST DOMAIN 2: THE ENVIRONMENT</b>				
	<b>UNSATISFACTORY</b>	<b>NEEDS IMPROVEMENT</b>	<b>PROFICIENT</b>	<b>EXCELLENT</b>
<b>2a: Creating an environment of trust and respect</b>	Teachers are reluctant to request assistance from the instructional specialist, fearing that such a request will be treated as a sign of deficiency.	Relationships with the instructional specialist are cordial; teachers don't resist initiatives established by the instructional specialist.	Relationships with the instructional specialist are respectful, with some contacts initiated by teachers.	Relationships with the instructional specialist are highly respectful and trusting, with many contacts initiated by teachers.
<b>2c: Establishing clear procedures for teachers to gain access to instructional support</b>	When teachers want to access assistance from the instructional specialist, they are not sure how to go about it.	Some procedures (for example, registering for workshops) are clear to teachers, whereas others (for example, receiving informal support) are not.	Instructional specialist has established clear procedures for teachers to use in gaining access to support.	Procedures for access to instructional support are clear to all teachers and have been developed following consultation with administrators and teachers.
<b>NON-TEACHING TECHNOLOGY INTEGRATIONIST DOMAIN 2: THE ENVIRONMENT</b>				
	<b>UNSATISFACTORY</b>	<b>NEEDS IMPROVEMENT</b>	<b>PROFICIENT</b>	<b>EXCELLENT</b>
<b>2e: Organizing physical space for workshops or training</b>	Instructional specialist makes poor use of the physical environment, resulting in poor access by some participants, time lost due to poor use of training equipment, or little alignment between the physical arrangement and the workshop activities.	The physical environment does not impede workshop activities.	Instructional specialist makes good use of the physical environment, resulting in engagement of all participants in the workshop activities.	Instructional specialist makes highly effective use of the physical environment, with teachers contributing to the physical arrangement.

<b>NON-TEACHING TECHNOLOGY INTEGRATIONIST DOMAIN 3: DELIVERY OF SERVICE</b>				
	<b>UNSATISFACTORY</b>	<b>NEEDS IMPROVEMENT</b>	<b>PROFICIENT</b>	<b>EXCELLENT</b>
<b>3a: Collaborating with teachers in the design of instructional units and lessons</b>	Instructional specialist declines to collaborate with classroom teachers in the design of instructional lessons and units.	Instructional specialist collaborates with classroom teachers in the design of instructional lessons and units when specifically asked to do so.	Instructional specialist initiates collaboration with classroom teachers in the design of instructional lessons and units.	Instructional specialist initiates collaboration with classroom teachers in the design of instructional lessons and units, locating additional resources from sources outside the school.

<b>NON-TEACHING TECHNOLOGY INTEGRATIONIST DOMAIN 3: DELIVERY OF SERVICE</b>				
	<b>UNSATISFACTORY</b>	<b>NEEDS IMPROVEMENT</b>	<b>PROFICIENT</b>	<b>EXCELLENT</b>
<b>3b: Engaging teachers in learning new instructional skills</b>	Teachers decline opportunities to engage in professional learning. Instructional specialist's model lessons and workshops are of poor quality or are not appropriate to the needs of the teachers being served.	Instructional specialist's efforts to engage teachers in professional learning are partially successful, with some participating. The quality of the instructional specialist's model lessons and workshops is mixed, with some of them being appropriate to the needs of the teachers being served.	All teachers are engaged in acquiring new instructional skills. The quality of the instructional specialist's model lessons and workshops is uniformly high and appropriate to the needs of the teachers being served.	Teachers are highly engaged in acquiring new instructional skills and take initiative in suggesting new areas for growth. The quality of the instructional specialist's model lessons and workshops is uniformly high and appropriate to the needs of the teachers being served. The instructional specialist conducts extensive follow-up work with teachers.
<b>3e: Demonstrating flexibility and responsiveness</b>	Instructional specialist adheres to his plan, in spite of evidence of its inadequacy.	Instructional specialist makes modest changes in the support program when confronted with evidence of the need for change.	Instructional specialist makes revisions to the support program when it is needed.	Instructional specialist is continually seeking ways to improve the support program and makes changes as needed in response to student, parent, or teacher input.

<b>NON-TEACHING TECHNOLOGY INTEGRATIONIST DOMAIN 4: PROFESSIONAL RESPONSIBILITIES</b>				
	<b>UNSATISFACTORY</b>	<b>NEEDS IMPROVEMENT</b>	<b>PROFICIENT</b>	<b>EXCELLENT</b>
<b>4b: Preparing and submitting budgets and reports</b>	Instructional specialist does not follow established procedures for preparing budgets and submitting reports. Reports are routinely late.	Instructional specialist's efforts to prepare budgets are partially successful, anticipating most expenditures and following established procedures. Reports are sometimes submitted on time.	Instructional specialist's budgets are complete, anticipating all expenditures and following established procedures. Reports are always submitted on time.	Instructional specialist anticipates and responds to teacher needs when preparing budgets, following established procedures and suggesting improvements to those procedures. Reports are submitted on time.
<b>NON-TEACHING TECHNOLOGY INTEGRATIONIST DOMAIN 4: PROFESSIONAL RESPONSIBILITIES</b>				
	<b>UNSATISFACTORY</b>	<b>NEEDS IMPROVEMENT</b>	<b>PROFICIENT</b>	<b>EXCELLENT</b>
<b>4d: Participating in a professional community</b>	Instructional specialist's relationships with colleagues are negative or self-serving, and the specialist avoids being involved in school and district events and projects.	Instructional specialist's relationships with colleagues are cordial, and the specialist participates in school and district events and projects when specifically requested.	Instructional specialist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Instructional specialist makes a substantial contribution to school and district events and projects and assumes a leadership role with colleagues.

<p><b>4e: Engaging in professional development</b></p>	<p>Instructional specialist does not participate in professional development activities, even when such activities are clearly needed for the enhancement of skills.</p>	<p>Instructional specialist's participation in professional development activities is limited to those that are convenient or are required.</p>	<p>Instructional specialist seeks out opportunities for professional development based on an individual assessment of need.</p>	<p>Instructional specialist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as participating in state or national conferences for other specialists.</p>
<p><b>4f: Showing professionalism, including integrity and confidentiality</b></p>	<p>Instructional specialist displays dishonesty in interactions with colleagues and violates norms of confidentiality.</p>	<p>Instructional specialist is honest in interactions with colleagues and respects norms of confidentiality.</p>	<p>Instructional specialist displays high standards of honesty and integrity in interactions with colleagues and respects norms of confidentiality.</p>	<p>Instructional specialist can be counted on to hold the highest standards of honesty and integrity and takes a leadership role with colleagues in respecting the norms of confidentiality.</p>



*School Counselor*

<b>SCHOOL COUNSELOR DOMAIN 1: PLANNING AND PREPARATION</b>				
	<b>UNSATISFACTORY</b>	<b>NEEDS IMPROVEMENT</b>	<b>PROFICIENT</b>	<b>EXCELLENT</b>
<b>1b: Demonstrating knowledge of child and adolescent development</b>	Counselor displays little or no knowledge of child or adolescent development	Counselor displays partial knowledge of child and adolescent development	Counselor displays accurate understanding of the typical characteristics of the age group, as well as exceptions to the general patterns	In addition to the accurate knowledge of typical developmental characteristics of the age group and exceptions to the general patterns, counselor displays knowledge of the extent to which individual students follow the general pattern.
<b>1c: Establishing goals for the counseling program appropriate to the setting and the students served</b>	Counselor has no clear goals for the counseling program, or they are inappropriate to either the situation or the age of the students.	Counselor's goals for the counseling program are rudimentary and are partially suitable to the situation and the age of the students.	Counselor's goals for the counseling program are clear and appropriate to the situation in the school and to the age of the students.	Counselor's goals for the counseling program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students, parents, and colleagues.

<b>SCHOOL COUNSELOR DOMAIN 1: PLANNING AND PREPARATION</b>				
	<b>UNSATISFACTORY</b>	<b>NEEDS IMPROVEMENT</b>	<b>PROFICIENT</b>	<b>EXCELLENT</b>
<b>1e: Planning the counseling program, integrated with the regular school program</b>	<p>Counseling program consists of a random collection of unrelated activities, lacking coherence or an overall structure.</p> <ul style="list-style-type: none"> <li>• Counselor demonstrates little or no knowledge of governmental regulations and of resources for students available through the school or district.</li> </ul>	<p>Counselor's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.</p> <ul style="list-style-type: none"> <li>• Counselor displays awareness of governmental regulations and of resources for students available through the school or district, but no knowledge of resources available more broadly.</li> </ul>	<p>Counselor has developed a plan that includes the important aspects of counseling in the educational setting, including the cultural and spiritual components.</p> <ul style="list-style-type: none"> <li>• Counselor displays awareness of governmental regulations and of resources for students available through the school or district, and some familiarity with resources external to the school.</li> </ul>	<p>Counselor's plan is highly coherent and serves to support not only the students individually and in groups, but also the broader educational program, including the cultural and spiritual components..</p> <ul style="list-style-type: none"> <li>• Counselor's knowledge of governmental regulations and of resources for students is extensive, including those available through the school or district and in the community.</li> </ul>

<b>SCHOOL COUNSELOR DOMAIN 2: THE ENVIRONMENT</b>				
	<b>UNSATISFACTORY</b>	<b>NEEDS IMPROVEMENT</b>	<b>PROFICIENT</b>	<b>EXCELLENT</b>
<b>2b: Establishing a culture for productive communication</b>	Counselor makes no attempt to establish a culture for productive communication in the school as a whole, either among students or among teachers, or between students and teachers.	Counselor's attempts to promote a culture throughout the school for productive and respectful communication between and among students and teachers are partially successful.	Counselor promotes a culture throughout the school for productive and respectful communication between and among students and teachers.	The culture in the school for productive and respectful communication between and among students and teachers, while guided by the counselor, is maintained by both teachers and students.

<b>SCHOOL COUNSELOR DOMAIN 2: THE ENVIRONMENT</b>				
	<b>UNSATISFACTORY</b>	<b>NEEDS IMPROVEMENT</b>	<b>PROFICIENT</b>	<b>EXCELLENT</b>
<b>2c: Managing routines and procedures</b>	Counselor's routines for the counseling center or classroom work are nonexistent or in disarray.	Counselor has rudimentary and partially successful routines for the counseling center or classroom.	Counselor's routines for the counseling center or classroom work effectively.	Counselor's routines for the counseling center or classroom are seamless, and students assist in maintaining them.
<b>2d: Establishing standards of conduct and contributing to the culture for student behavior throughout the school</b>	Counselor has established no standards of conduct for students during counseling sessions and makes no contribution to maintaining an environment of civility in the school.	Counselor's efforts to establish standards of conduct for counseling sessions are partially successful. Counselor attempts, with limited success, to contribute to the level of civility in the school as a whole.	Counselor has established clear standards of conduct for counseling sessions and makes a significant contribution to the environment of civility in the school.	Counselor has established clear standards of conduct for counseling sessions, and students contribute to maintaining them. Counselor takes a leadership role in maintaining the environment of civility in the school.

<b>SCHOOL COUNSELOR DOMAIN 3: DELIVERY OF SERVICE</b>				
	<b>UNSATISFACTORY</b>	<b>NEEDS IMPROVEMENT</b>	<b>PROFICIENT</b>	<b>EXCELLENT</b>
<b>3a: Assessing student needs</b>	Counselor does not assess student needs, or the assessments result in inaccurate conclusions.	Counselor's assessments of student needs are perfunctory.	Counselor assesses student needs and knows the range of student needs in the school.	Counselor conducts detailed and individualized assessments of student needs to contribute to program planning.

<b>SCHOOL COUNSELOR DOMAIN 3: DELIVERY OF SERVICE</b>				
	<b>UNSATISFACTORY</b>	<b>NEEDS IMPROVEMENT</b>	<b>PROFICIENT</b>	<b>EXCELLENT</b>
<b>3c: Using counseling techniques in individual and classroom programs</b>	<p>Counselor has few counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.</p> <ul style="list-style-type: none"> <li>• Counselor adheres to the plan or program, in spite of evidence of its inadequacy.</li> </ul>	<p>Counselor displays a narrow range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.</p> <ul style="list-style-type: none"> <li>• Counselor makes modest changes in the counseling program when confronted with evidence of the need for change.</li> </ul>	<p>Counselor uses a range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.</p> <ul style="list-style-type: none"> <li>• Counselor makes revisions in the counseling program when they are needed.</li> </ul>	<p>Counselor uses an extensive range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.</p> <ul style="list-style-type: none"> <li>• Counselor is continually seeking ways to improve the counseling program and makes changes as needed in response to student, parent, or teacher input.</li> </ul>
<b>3d: Brokering resources to meet needs</b>	<p>Counselor does not make connections with other programs in order to meet student needs.</p>	<p>Counselor's efforts to broker services with other programs in the school are partially successful.</p>	<p>Counselor brokers with other programs within the school or district to meet student needs.</p>	<p>Counselor brokers with other programs and agencies both within and beyond the school or district to meet individual student needs.</p>

<b>SCHOOL COUNSELOR DOMAIN 4: PROFESSIONAL RESPONSIBILITIES</b>				
	<b>UNSATISFACTORY</b>	<b>NEEDS IMPROVEMENT</b>	<b>PROFICIENT</b>	<b>EXCELLENT</b>
<b>4b: Maintaining records and submitting them in a timely fashion</b>	Counselor's reports, records, and documentation are missing, late, or inaccurate, resulting in confusion.	Counselor's reports, records, and documentation are generally accurate but are occasionally late.	Counselor's reports, records, and documentation are accurate and are submitted in a timely manner.	Counselor's approach to record keeping is highly systematic and efficient and serves as a model for colleagues in other schools.
<b>4c: Communicating with families</b>	Counselor provides no information to families, either about the counseling program as a whole or about individual students.	Counselor provides limited though accurate information to families about the counseling program as a whole and about individual students.	Counselor provides thorough and accurate information to families about the counseling program as a whole and about individual students.	Counselor is proactive in providing information to families about the counseling program and about individual students through a variety of means.
<b>4f: Showing professionalism, including integrity and confidentiality</b>	Counselor displays dishonesty in interactions with colleagues, students, and the public; violates principles of confidentiality.	Counselor is honest in -interactions with colleagues, students, and the public; does not violate confidentiality.	Counselor displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public; advocates for students when needed.	Counselor can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues.

*School Psychologist***SCHOOL PSYCHOLOGIST DOMAIN 1: PLANNING AND PREPARATION**

	<b>UNSATISFACTORY</b>	<b>NEEDS IMPROVEMENT</b>	<b>PROFICIENT</b>	<b>EXCELLENT</b>
<b>1e: Planning the psychology program, integrated with the regular school program, to meet the needs of individual students and including prevention</b>	<p>Psychologist's plan consists of a random collection of unrelated activities, lacking coherence or an overall structure.</p> <ul style="list-style-type: none"> <li>Psychologist demonstrates little or no knowledge and skill in using psychological instruments to evaluate students.</li> <li>Psychologist demonstrates little or no knowledge of child and adolescent development and psychopathology.</li> <li>Psychologist has no clear goals for the psychology program, or they are inappropriate to either the situation or the age of the students.</li> <li>Psychologist demonstrates little or no knowledge of governmental regulations or of resources for students available through the school or district.</li> </ul>	<p>Psychologist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.</p> <ul style="list-style-type: none"> <li>Psychologist uses a limited number of psychological instruments to evaluate students.</li> <li>Psychologist demonstrates basic knowledge of child and adolescent development and psychopathology.</li> <li>Psychologist's goals for the treatment program are rudimentary and are partially suitable to the situation and the age of the students.</li> <li>Psychologist displays awareness of governmental regulations and</li> </ul>	<p>Psychologist has developed a plan that includes the important aspects of work in the setting.</p> <ul style="list-style-type: none"> <li>Psychologist uses several psychological instruments to evaluate students and determine accurate diagnoses.</li> <li>Psychologist demonstrates thorough knowledge of child and adolescent development and psychopathology.</li> <li>Psychologist's goals for the treatment program are clear and appropriate to the situation in the school and to the age of the students.</li> <li>Psychologist displays awareness of governmental regulations and of resources for students available</li> </ul>	<p>Psychologist's plan is highly coherent and preventive and serves to support students individually, within the broader educational program.</p> <ul style="list-style-type: none"> <li>Psychologist uses a wide range of psychological instruments to evaluate students and knows the proper situations in which each should be used.</li> <li>Psychologist demonstrates extensive knowledge of child and adolescent development and psychopathology and knows variations of the typical patterns.</li> <li>Psychologist's goals for the treatment program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students, parents, and colleagues.</li> </ul>



		<p>of resources for students available through the school or district, but no knowledge of resources available more broadly.</p>	<p>through the school or district and some familiarity with resources external to the district.</p>	<ul style="list-style-type: none"><li>• Psychologist's knowledge of governmental regulations and of resources for students is extensive, including those available through the school or district and in the community.</li></ul>
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<b>SCHOOL PSYCHOLOGIST DOMAIN 2: THE ENVIRONMENT</b>				
	<b>UNSATISFACTORY</b>	<b>NEEDS IMPROVEMENT</b>	<b>PROFICIENT</b>	<b>EXCELLENT</b>
<b>2a: Establishing rapport with students</b>	Psychologist's interactions with students are negative or inappropriate; students appear uncomfortable in the testing center.	Psychologist's interactions are a mix of positive and negative; the psychologist's efforts at developing rapport are partially successful.	Psychologist's interactions with students are positive and respectful; students appear comfortable in the testing center.	Students seek out the psychologist, reflecting a high degree of comfort and trust in the relationship.
<b>2b: Establishing a culture for positive mental health throughout the school</b>	Psychologist makes no attempt to establish a culture for positive mental health in the school as a whole, either among students or teachers, or between students and teachers.	Psychologist's attempts to promote a culture throughout the school for positive mental health in the school among students and teachers are partially successful.	Psychologist promotes a culture throughout the school for positive mental health in the school among students and teachers.	The culture in the school for positive mental health among students and teachers, while guided by the psychologist, is maintained by both teachers and students.
<b>2c: Establishing and maintaining clear procedures for referrals</b>	No procedures for referrals have been established; when teachers want to refer a student for special services, they are not sure how to go about it.	Psychologist has established procedures for referrals, but the details are not always clear.	Procedures for referrals and for meetings and consultations with parents and administrators are clear to everyone.	Procedures for all aspects of referral and testing protocols are clear to everyone and have been developed in consultation with teachers and administrators.

<b>SCHOOL PSYCHOLOGIST DOMAIN 3: DELIVERY OF SERVICE</b>				
	<b>UNSATISFACTORY</b>	<b>NEEDS IMPROVEMENT</b>	<b>PROFICIENT</b>	<b>EXCELLENT</b>
<b>3a: Responding to referrals; consulting with teachers and administrators</b>	<p>Psychologist fails to consult with colleagues or to tailor evaluations to the questions raised in the referral.</p> <ul style="list-style-type: none"> <li>Psychologist resists administering evaluations, selects instruments inappropriate to the situation, or does not follow established guidelines procedures and guidelines.</li> </ul>	<p>Psychologist consults on a sporadic basis with colleagues, making partially successful attempts to tailor evaluations to the questions raised in the referral.</p> <ul style="list-style-type: none"> <li>Psychologist attempts to administer appropriate evaluation instruments to students but does not always follow established time lines and safeguards.</li> </ul>	<p>Psychologist consults frequently with colleagues, tailoring evaluations to the questions raised in the referral.</p> <ul style="list-style-type: none"> <li>Psychologist administers appropriate evaluation instruments to students and ensures that all procedures and safeguards are faithfully adhered to.</li> </ul>	<p>Psychologist consults frequently with colleagues, contributing own insights and tailoring evaluations to the questions raised in the referral.</p> <ul style="list-style-type: none"> <li>Psychologist selects, from a broad repertoire, those assessments that are most appropriate to the referral questions and conducts information sessions with colleagues to ensure that they fully understand and comply with procedural time lines and safeguards.</li> </ul>
<b>3d: Planning interventions to maximize students' likelihood of success</b>	<p>Psychologist fails to plan interventions suitable to students, or interventions are mismatched with the findings of the assessments.</p> <ul style="list-style-type: none"> <li>Psychologist adheres to the plan or program, in spite of its inadequacy.</li> </ul>	<p>Psychologist's plans for students are partially suitable for them or are sporadically aligned with identified needs.</p> <ul style="list-style-type: none"> <li>Psychologist makes modest changes in the treatment program when confronted with evidence of the need for change.</li> </ul>	<p>Psychologist's plans for students are suitable for them and are aligned with identified needs.</p> <ul style="list-style-type: none"> <li>Psychologist makes revisions in the treatment program when it is needed.</li> </ul>	<p>Psychologist develops comprehensive plans for students, finding ways to creatively meet student needs and incorporate many related elements.</p> <ul style="list-style-type: none"> <li>Psychologist is continually seeking ways to improve the treatment program and makes changes as needed in response to student, parent, or teacher input.</li> </ul>

<b>SCHOOL PSYCHOLOGIST DOMAIN 4: PROFESSIONAL RESPONSIBILITIES</b>				
	<b>UNSATISFACTORY</b>	<b>NEEDS IMPROVEMENT</b>	<b>PROFICIENT</b>	<b>EXCELLENT</b>
<b>4b: Communicating with families</b>	Psychologist fails to communicate with families and secure necessary permission for evaluations or communicates in an insensitive manner.	Psychologist's communication with families is partially successful; permissions are obtained, but there are occasional insensitivities to cultural and linguistic traditions.	Psychologist communicates with families and secures necessary permission for evaluations and does so in a manner sensitive to cultural and linguistic traditions.	Psychologist secures necessary permissions and communicates with families in a manner highly sensitive to cultural and linguistic traditions. Psychologist reaches out to families of students to enhance trust.
<b>4c: Maintaining accurate records</b>	Psychologist's records are in disarray; they may be missing, illegible, or stored in an insecure location.	Psychologist's records are accurate and legible and are stored in a secure location.	Psychologist's records are accurate and legible, well organized, and stored in a secure location.	Psychologist's records are accurate and legible, well organized, and stored in a secure location. They are written to be understandable to another qualified professional.
<b>4f: Showing professionalism, including integrity and confidentiality</b>	Psychologist displays dishonesty in interactions with colleagues, students, and the public and violates principles of confidentiality.	Psychologist is honest in interactions with colleagues, students, and the public, plays a moderate advocacy role for students, and does not violate confidentiality.	Psychologist displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public, and advocates for students when needed.	Psychologist can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues.

*School Social Worker***SCHOOL SOCIAL WORKER DOMAIN 1: PLANNING AND PREPARATION**

	<b>UNSATISFACTORY</b>	<b>NEEDS IMPROVEMENT</b>	<b>PROFICIENT</b>	<b>EXCELLENT</b>
<b>1e: Planning the social work program, integrated with the regular school program, to meet the needs of individual students and including prevention</b>	<p>Social Worker's plan consists of a random collection of unrelated activities, lacking coherence or an overall structure.</p> <ul style="list-style-type: none"> <li>• Social Worker demonstrates little or no knowledge and skill in using evaluation instruments to evaluate students.</li> <li>• Social Worker demonstrates little understanding of counseling theory and techniques.</li> <li>• Social Worker has no clear goals for the Social Work program, or they are inappropriate to either the situation or the age of the students.</li> <li>• Social Worker demonstrates little or no knowledge of governmental regulations or of resources for students available through the school or district.</li> </ul>	<p>Social Worker's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.</p> <ul style="list-style-type: none"> <li>• Social Worker uses a limited number of evaluation instruments to evaluate students.</li> <li>• Social Worker demonstrates basic understanding of counseling theory and techniques.</li> <li>• Social Worker's goals for the treatment program are rudimentary and are partially suitable to the situation and the age of the students.</li> <li>• Social Worker displays awareness of governmental regulations and of resources for students available through the school or district, but no knowledge of</li> </ul>	<p>Social Worker has developed a plan that includes the important aspects of work in the setting.</p> <ul style="list-style-type: none"> <li>• Social Worker uses several evaluation instruments to evaluate students and determine accurate diagnoses.</li> <li>• Social Worker demonstrates understanding of counseling theory and techniques.</li> <li>• Social Worker's goals for the treatment program are clear and appropriate to the situation in the school and to the age of the students.</li> <li>• Social Worker displays awareness of governmental regulations and of resources for students available</li> </ul>	<p>Social Worker's plan is highly coherent and preventive and serves to support students individually, within the broader educational program.</p> <ul style="list-style-type: none"> <li>• Social Worker uses a wide range of evaluation instruments to evaluate students and knows the proper situations in which each should be used.</li> <li>• Social Worker demonstrates deep and thorough understanding of counseling theory and techniques.</li> <li>• Social Worker's goals for the treatment program are highly appropriate to the situation in the school and to the age of the students and</li> </ul>

		resources available more broadly.	through the school or district and some familiarity with resources external to the district.	have been developed following consultations with students, parents, and colleagues. <ul style="list-style-type: none"><li>• Social Worker's knowledge of governmental regulations and of resources for students is extensive, including those available through the school or district and in the community.</li></ul>
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<b>SCHOOL SOCIAL WORKER DOMAIN 2: THE ENVIRONMENT</b>				
	<b>UNSATISFACTORY</b>	<b>NEEDS IMPROVEMENT</b>	<b>PROFICIENT</b>	<b>EXCELLENT</b>
<b>2a: Establishing rapport with students</b>	Social Worker's interactions with students are negative or inappropriate; students appear uncomfortable in the counseling center.	Social Worker's interactions are a mix of positive and negative; the Social Worker's efforts at developing rapport are partially successful.	Social Worker's interactions with students are positive and respectful; students appear comfortable in the counseling center.	Students seek out the Social Worker, reflecting a high degree of comfort and trust in the relationship.
<b>2b: Establishing a culture for positive mental health throughout the school</b>	Social Worker makes no attempt to establish a culture for positive mental health in the school as a whole, either among students or teachers, or between students and teachers.	Social Worker's attempts to promote a culture throughout the school for positive mental health in the school among students and teachers are partially successful.	Social Worker promotes a culture throughout the school for positive mental health in the school among students and teachers.	The culture in the school for positive mental health among students and teachers, while guided by the Social Worker, is maintained by both teachers and students.

<b>SCHOOL SOCIAL WORKER DOMAIN 3: DELIVERY OF SERVICE</b>				
	<b>UNSATISFACTORY</b>	<b>NEEDS IMPROVEMENT</b>	<b>PROFICIENT</b>	<b>EXCELLENT</b>
<b>3a: Assessing student needs</b>	<p>Social Worker does not assess student needs, or the assessments result in inaccurate conclusions.</p> <ul style="list-style-type: none"> <li>Social Worker resists administering evaluations, selects instruments inappropriate to the situation, or does not follow established procedures and guidelines.</li> </ul>	<p>Social Workers assessments of student needs are perfunctory.</p> <ul style="list-style-type: none"> <li>Social Worker attempts to administer appropriate evaluation instruments to students but does not always follow established time lines and safeguards.</li> </ul>	<p>Social Worker assesses student needs and knows the range of student needs in the school.</p> <ul style="list-style-type: none"> <li>Social Worker administers appropriate evaluation instruments to students and ensures that all procedures and safeguards are faithfully adhered to.</li> </ul>	<p>Social Worker conducts detailed and individualized assessments of student needs to contribute to program planning.</p> <ul style="list-style-type: none"> <li>Social Worker selects, from a broad repertoire, those assessments that are most appropriate to the referral questions and conducts information sessions with colleagues to ensure that they fully understand and comply with procedural time lines and safeguards to the greatest extent possible.</li> </ul>



<b>SCHOOL SOCIAL WORKER DOMAIN 3: DELIVERY OF SERVICE</b>				
	<b>UNSATISFACTORY</b>	<b>NEEDS IMPROVEMENT</b>	<b>PROFICIENT</b>	<b>EXCELLENT</b>
<b>3d: Planning interventions to maximize students' likelihood of success</b>	<p>Social Worker fails to plan interventions suitable to students, or interventions are mismatched with the findings of the assessments.</p> <ul style="list-style-type: none"> <li>• Social Worker adheres to the plan or program, in spite of evidence of its inadequacy.</li> </ul>	<p>Social Workers plans for students are partially suitable for them or are sporadically aligned with identified needs.</p> <ul style="list-style-type: none"> <li>• Social Worker makes modest changes in the treatment program when confronted with evidence of the need for change.</li> </ul>	<p>Social Worker's plans for students are suitable for them and are aligned with identified needs.</p> <ul style="list-style-type: none"> <li>• Social Worker makes revisions in the treatment program when it is needed.</li> </ul>	<p>Social Worker develops comprehensive plans for students, finding ways to creatively meet student needs and incorporate many related elements.</p> <ul style="list-style-type: none"> <li>• Social Worker is continually seeking ways to improve the treatment program and makes changes as needed in response to student, parent, or teacher input.</li> </ul>

<b>SCHOOL SOCIAL WORKER DOMAIN 4: PROFESSIONAL RESPONSIBILITIES</b>				
	<b>UNSATISFACTORY</b>	<b>NEEDS IMPROVEMENT</b>	<b>PROFICIENT</b>	<b>EXCELLENT</b>
<b>4b: Communicating with families</b>	Social Worker fails to communicate with families and secure necessary permission for evaluations or communicates in an insensitive manner.	Social Worker's communication with families is partially successful; permissions are obtained, but there are occasional insensitivities to cultural and linguistic traditions.	Social Worker communicates with families and secures necessary permission for evaluations and does so in a manner sensitive to cultural and linguistic traditions.	Social Worker secures necessary permissions and communicates with families in a manner highly sensitive to cultural and linguistic traditions. Social Worker reaches out to families of students to enhance trust.
<b>4c: Maintaining accurate records</b>	Social Worker's records are in disarray; they may be missing, illegible, or stored in an insecure location.	Social Worker's records are accurate and legible and are stored in a secure location.	Social Worker's records are accurate and legible, well organized, and stored in a secure location.	Social Worker's records are accurate and legible, well organized, and stored in a secure location. They are written to be understandable to another qualified professional.

<b>SCHOOL SOCIAL WORKER DOMAIN 4: PROFESSIONAL RESPONSIBILITIES</b>				
	<b>UNSATISFACTORY</b>	<b>NEEDS IMPROVEMENT</b>	<b>PROFICIENT</b>	<b>EXCELLENT</b>
<b>4f: Showing professionalism, including integrity and confidentiality</b>	Social Worker displays dishonesty in interactions with colleagues, students, and the public and violates principles of confidentiality.	Social Worker is honest in interactions with colleagues, students, and the public, plays a moderate advocacy role for students, and does not violate confidentiality.	Social Worker displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public, and advocates for students when needed.	Social Worker can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues.

Adopted: March 21, 2016

Revised: March 8, 2017