

CERTIFIED EDUCATOR EVALUATION PLAN

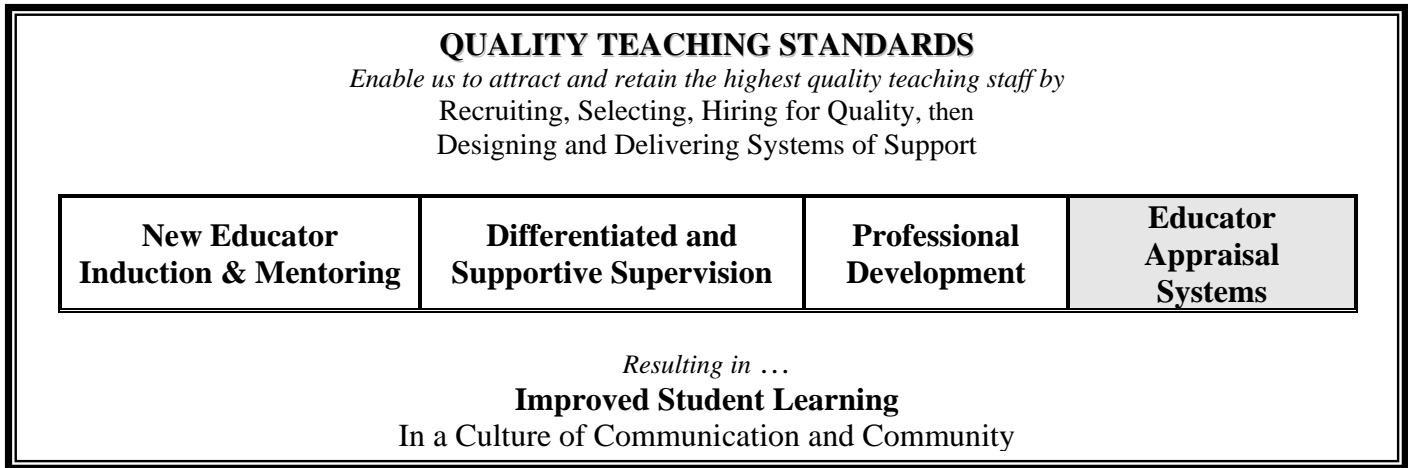


Community Unit School District
303
St. Charles, Illinois

EMPOWERING AND INSPIRING ALL LEARNERS

In our quest to strengthen the learning of our students, we have developed this Certified Educator Evaluation Plan. We are pleased to present this evaluation plan to our school community. We believe that it will serve as a valuable tool in our goal to improve student learning.

As an action of the District’s strategic plan, a group of staff members met from 1998 to 2001 to develop quality teaching standards for District 303. Reconvening in 2003, this group worked on standards and recommended *Enhancing Professional Practice: A Framework for Teaching* by Charlotte Danielson as the professional standards for our district. An aligned plan of support for educators to reach our goals was outlined, including: a comprehensive appraisal system; a mentoring and induction program; differentiated and supportive supervision; and a program of staff development. In preparation for bargaining in 2007-2008, a joint committee revised and updated the document based on changes requested by SCEA members and Administration representatives.



The Certified Educator Evaluation Committee began its work in November 2004 and has developed a plan that:

- aligns with District 303 mission and goals;
- incorporates sound research and practices;
- defines professional standards for all educators;
- provides recognition and accountability;
- assists educators in strengthening student learning.

The new Certified Educator Evaluation plan is a system that:

- engages all participants actively;
- incorporates on-going learning;
- values reflection, reinforcement, and refinement;
- supports reflective conversations between supervisors and educators and among educators.

Members of the 2004-2005 committee included:

- Bob Allison, Principal, Norton Creek Elementary School
- Melissa Dockum, Principal, Wredling Middle School
- Denise Herrmann, Assistant Principal, St. Charles North High School
- Laurel Howard, Educator, St. Charles North High School
- Tina Saviano, Educator Mentor Coordinator
- Diana Sandberg, Educator, St. Charles East High School

Members of the 2007-2008 revision committee included:

- Bob Allison, Principal, Norton Creek Elementary School
- Melissa Dockum, Principal, Wredling Middle School
- Brian Harris, Assistant Superintendent for Human Resources, District 303
- Kevin Harrington, Educator, St. Charles North High School
- Laurel Howard, Educator, St. Charles North High School
- Joan Knopp, Educator, Wredling Middle School
- Mark Moore, Assistant Principal, St. Charles North High School
- Diana Sandberg, Educator, St. Charles East High School
- Pat Stacey, Educator, Wredling Middle School
- Pam Turriff, President, SCEA
- Katie Zimmermann, Educator, Anderson Elementary School

Certified Educator Evaluation Process

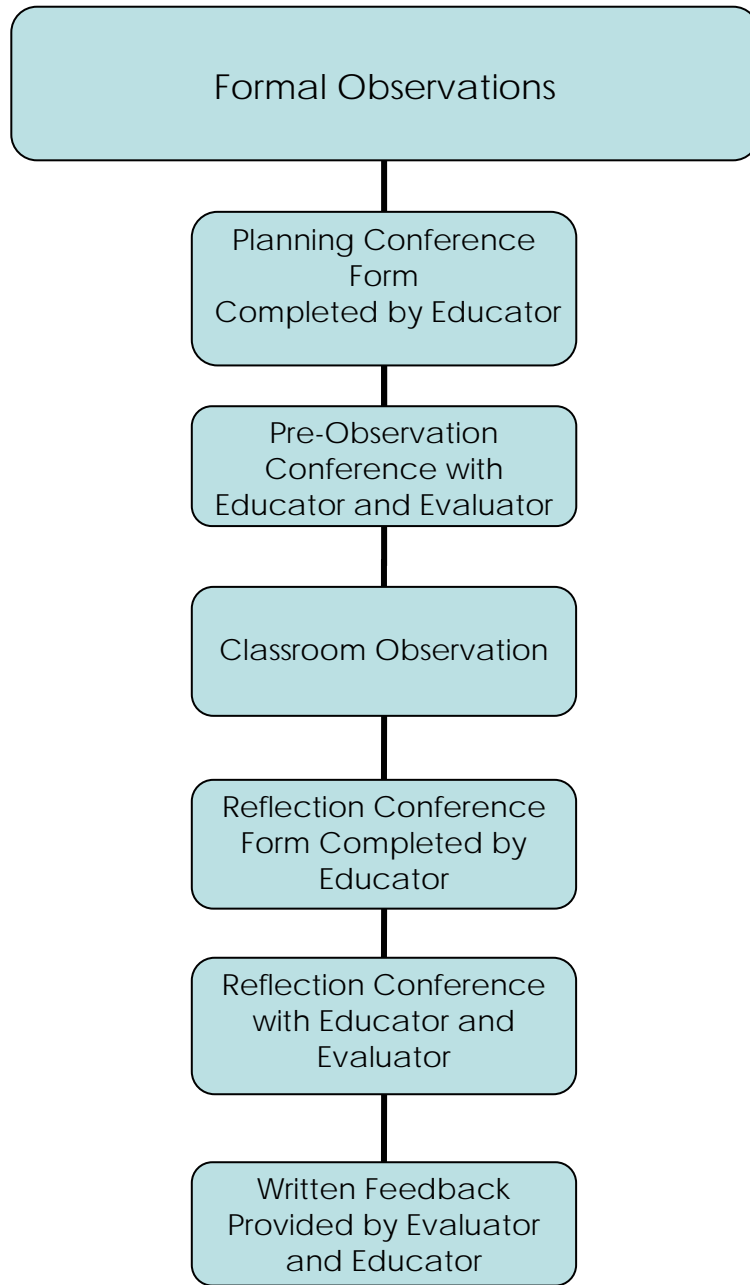
Probationary Educator

Note: Informal observations are encouraged, may occur at any time, and may be used in the evaluation process.

In all cases the first observation will be completed by the end of the first quarter. Each formal observation process will include a planning and a reflection conference. The time from the observation to the reflection conference will not be more than ten school days.

Years in Dist. #303	Novice	Experienced – Three or more years in another district, but new to D303
Year One	<p>Educator will:</p> <ul style="list-style-type: none"> • Participate in induction academy • Participate in district mentoring program • Participate in formal observation process <p>Evaluator will:</p> <ul style="list-style-type: none"> • Complete at least three (3) formal observations of at least 30 minutes each <i>It is recommended that one observation be of an extended length (Elementary: 2-3 hours, middle and high school, same class period across consecutive days)</i> • Complete summative evaluation after completing required formal observations 	<p>Educator will:</p> <ul style="list-style-type: none"> • Participate in induction academy • Participate in district mentoring program • Participate in formal observation process <p>Evaluator will:</p> <ul style="list-style-type: none"> • Complete at least two (2) formal observations of at least 30 minutes each <i>It is recommended that one observation be of an extended length (Elementary: 2-3 hours, middle and high school, same class period across consecutive days)</i> • Complete summative evaluation after completing required formal observations
Year Two	<p>Educator will:</p> <ul style="list-style-type: none"> • Participate in district mentor program (novice only) • Participate in formal observation process • Complete Self Assessment Form by February 1 <p>Evaluator will:</p> <ul style="list-style-type: none"> • Complete at least two (2) formal observations of at least 30 minutes each • Complete summative evaluation after completing required formal observations 	
Year Three	<p>Educator will:</p> <ul style="list-style-type: none"> • Develop a Professional Growth Plan during first semester • Participate in formal observation process • Complete Self Assessment Form by February 1 <p>Evaluator will:</p> <ul style="list-style-type: none"> • Meet with educator to discuss and aid Professional Growth Plan • Complete at least two (2) formal observations of at least 30 minutes each • Complete summative evaluation after completing required formal observations 	
Year Four	<p>Educator will:</p> <ul style="list-style-type: none"> • Complete Professional Growth Plan • Participate in formal observation process • Complete Self Assessment Form by February 1 <p>Evaluator will:</p> <ul style="list-style-type: none"> • Complete at least two (2) formal observations of at least 30 minutes each • Complete summative evaluation after completing required formal observations 	

Formal Observation Process for all Educators



COMPONENTS OF PROFESSIONAL PRACTICE

DOMAIN 1: PLANNING AND PREPARATION

- 1a: *Demonstrating Knowledge of Content & Pedagogy*
 - Knowledge of content
 - Knowledge of prerequisite relationships
 - Knowledge of content-related pedagogy
- 1b: *Demonstrating Knowledge of Students*
 - Knowledge of characteristics of age group
 - Knowledge of students' varied approaches to learning
 - Knowledge of students' skills and knowledge
- 1c: *Selecting Instructional Goals*
 - Value
 - Clarity
 - Suitability for diverse students
 - Balance
- 1d: *Demonstrating Knowledge of Resources*
 - Resources for teaching
 - Resources for students
- 1e: *Designing Coherent Instruction*
 - Learning Activities
 - Instructional materials and resources
 - Instructional groups
 - Lesson and unit structure
- 1f: *Assessing Student Learning*
 - Congruence with instructional goals
 - Criteria and standards
 - Use for planning

DOMAIN 2: THE CLASSROOM ENVIRONMENT

- 2a: *Creating an Environment of Respect and Rapport*
 - Educator interaction with students
 - Student interaction
- 2b: *Establishing a Culture for Learning*
 - Importance of the content
 - Student pride in work
 - Expectations for learning and achievement
- 2c: *Managing Classroom Procedures*
 - Management of instructional groups
 - Management of transitions
 - Management of materials and supplies
 - Performance of non-instructional duties
 - Supervision of volunteers and paraprofessionals
- 2d: *Managing Student Behavior*
 - Expectations
 - Monitoring of student behavior
 - Response to student misbehavior
- 2e: *Organizing Physical Space*
 - Safety and arrangement of furniture
 - Accessibility to learning and use of physical resources

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

- 4a: *Reflecting on Professional Practices*
 - Accuracy
 - Use in future
- 4b: *Maintaining Accurate Records*
 - Student completion of assignments
 - Student progress in learning
 - Non-instructional records
- 4c: *Communicating with Families*
 - Information about the instructional program
 - Information about individual students
 - Engagement of families in the instructional program
- 4d: *Contributing to the School and District*
 - Relationship with colleagues
 - Service to school
 - Participation in school and district projects
- 4e: *Growing and Developing Professionally*
 - Enhancement of content knowledge and pedagogical skill
 - Service to the profession
- 4f: *Demonstrating Professionalism*
 - Service to students
 - Advocacy
 - Decision making

DOMAIN 3: INSTRUCTION

- 3a: *Communicating Clearly and Accurately*
 - Directions and procedures
 - Oral and written language
- 3b: *Using Questioning and Discussion Techniques*
 - Quality of questions
 - Discussion techniques
 - Student participation
- 3c: *Engaging Students in Learning*
 - Representation of Content
 - Grouping of students
 - Instructional materials and resources
 - Structure and pacing
- 3d: *Using Assessment for Instruction*
 - Quality: accurate, substantive, constructive, and specific
 - Feedback to Students
 - Timeliness
- 3e: *Demonstrating Flexibility and Responsiveness*
 - Lesson adjustment
 - Response to Students
 - Persistence

COMMUNITY UNIT SCHOOL DISTRICT 303
 Certified Educator Evaluation Process
 Probationary Educator

GUIDING QUESTIONS FOR THE PLANNING CONFERENCE

Form will not be submitted to evaluator.

Educator:		Planning Conference Date and Time:	
School(s):		Observation Date and Time:	
Assignment:		Reflection Conference Date and Time:	

Purpose:

The purpose of the planning conference is to assist you in being a thoughtful practitioner. These questions are designed to focus your thinking about what learners need to know and be able to do and how you will assess their learning. The numbers after the questions below refer to the components of the domains. You will use these questions as appropriate to prepare for the planning conference prior to the formal observation.

Directions:

Please be prepared to discuss these questions with your observer at the planning conference. You may wish to take notes on this form to clarify your thinking and for your own records.

1.	Briefly describe students in this class and any changes of performance and classroom dynamics since the last conference. (1B)
2.	What are the outcomes of this lesson/service? What do you want students to learn? (1C)
3.	What standards align with this lesson/service? (3D)

4. What performance data assisted you in choosing these outcomes and how do they fit into the unit of instruction? (3D)
5. What instructional strategies do you plan to use to engage students in the lesson/service? What will you do? What will the students do? (1E, Domain 3)
6. What difficulties do you anticipate students having? How do you plan to address those difficulties? (1A, 1B, 1F, 3D, 3E)
7. How will you differentiate this lesson for diverse learners? An example might include instruction, materials, products, learning styles, or abilities. (3E)
8. What instructional materials or resources will you use? (Bring them if necessary.) (1D)
9. How do you plan to assess achievement of the outcomes? (1F)
10. On which aspects of the observation do you want feedback?

COMMUNITY UNIT SCHOOL DISTRICT 303
 Certified Educator Evaluation Process
 Probationary Educator

REFLECTION CONFERENCE
 Form will not be submitted to evaluator.

Educator: _____	
School(s): _____	Observation Date: _____
Assignment: _____	Observer: _____

Purpose:

The purpose of the reflection conference is to provide the opportunity to demonstrate insights, self-evaluation, and refinement of professional practices.

Directions:

Please be prepared to discuss these questions with your observer at the reflection conference. You may want to take notes on this form to clarify your thinking and for your own records.

- | |
|--|
| 1. As I reflect on the lesson/service provided, to what extent were the learners productively engaged in activities that are consistent with the goals and objectives of the lesson/service? |
| 2. What feedback did I receive from the learners indicating that they achieved understanding and that the goal/objective(s) were met for this lesson/service? |
| 3. In what ways did the environment impact students' abilities to meet the learning goals (i.e., routines and procedures, standards of student conduct, atmosphere of respect, student conduct, and physical space)? |

4. How did I encourage students to take responsibility for their own learning?

5. What adjustments did I make? Why? How?

6. If I had the opportunity to make a change for this same group of learners, what would I do differently?

7. If there was one thing from this lesson/service that I could share with a colleague, what would it be?

8. What are the connections between this lesson/service and my professional goals?

9. Other comments:

COMMUNITY UNIT SCHOOL DISTRICT 303
Certified Educator Evaluation Plan

PROFESSIONAL GROWTH PLAN

Overview of the Professional Growth Plan

Educators want and need feedback, not only on the *act* of teaching or delivery of services, but also on the *results of* teaching and delivery of services. Traditional educator evaluation has been based on the acts of practice and documented through the use of observation. The flaw in such an approach is the assumption that the presence of good practice during the observation equates to the academic success of students. If student learning is our ultimate goal, then it should be measured directly and not just extrapolated from limited observations of educators. A more balanced approach to evaluation would examine both the *act* of teaching and delivery of services, and the *results* of practice.

What is the Professional Growth Plan?

The District 303 Certified Educator Professional Growth Plan process asks educators to develop a Professional Growth Goal based on Danielson's Framework for effective teaching. The goal an educator selects and the work s/he conducts should focus on one of the four domains in the Danielson Framework. The goal needs to be a SMART goal, which means that the goal is:

- S=Specific and Strategic
- M=Measurable
- A=Attainable
- R=Results-oriented
- T=Time bound

An educator will work with his/her supervisor to develop and review the Professional Growth Plan. Steps in the development and implementation of the plan include:

1. Writing Professional Growth Plan goal
2. Designing action plan
3. Implementing the action plans for the Professional Growth Plan goal
4. Reflection on the success of the goal
5. Assessing goal attainment

COMMUNITY UNIT SCHOOL DISTRICT 303
 Certified Educator Evaluation Plan

Professional Growth Plan
Due to direct supervisor by the end of second quarter

Name	Assignment	School

PROFESSIONAL GROWTH GOAL STATEMENT: The educator must develop a Professional Growth Goal based on Danielson’s Framework for effective teaching. Write a goal statement that is specific, measurable, attainable, results-oriented, and time-bound to the two-year cycle.

ACTION PLAN: Describe your steps to obtain the goal.

Action Step	Timeline	Evidence/Data Collection	Support Needed

Educator Signature: _____ Date: _____

Direct Supervisor Signature: _____ Date: _____

Educator and direct supervisor retain copies.

COMMUNITY UNIT SCHOOL DISTRICT 303
 Certified Educator Evaluation Process
 Probationary Educator

PROBATIONARY EDUCATOR SELF ASSESSMENT
Due to Direct Supervisor by February 1 of Years 2, 3, and 4

Educator:		Date:	
School(s):			
Assignment:			

Directions:

1. Determine your level of performance on each of the domain rubrics. Rubrics will not be submitted to supervisor.
2. Answer the following questions briefly.
3. Submit this form to your evaluator prior to your conference.

What have been my greatest strengths as an educator this year?

In which area(s) have I noted growth this year?

Educator Signature: _____ Date: _____

Direct Supervisor Signature (signifies receipt): _____ Date: _____

- Copies retained by Educator and Direct Supervisor

COMMUNITY UNIT SCHOOL DISTRICT 303
 Certified Educator Evaluation Process
 Probationary Educator

PROBATIONARY EDUCATOR SUMMATIVE EVALUATION

- Novice Experienced (three or more years in another district, but new to District 303)
 1st Year 2nd Year 3rd Year 4th Year School Year: _____

Name: _____

Assignment: _____

School(s): _____

DOMAIN I - Planning and Preparation	<i>Comments:</i>
a. Demonstrates knowledge of content and pedagogy b. Demonstrates knowledge of students c. Selects appropriate instructional goals d. Demonstrates knowledge of resources e. Designs coherent instruction f. Assesses student learning	
Overall Rating	<input type="checkbox"/> Unsatisfactory <input type="checkbox"/> Basic <input type="checkbox"/> Proficient <input type="checkbox"/> Distinguished

DOMAIN II - Environment	<i>Comments:</i>
a. Creates an environment of respect and rapport b. Establishes a culture for learning c. Manages classroom procedures d. Manages student behavior e. Organizes physical space	
Overall Rating	<input type="checkbox"/> Unsatisfactory <input type="checkbox"/> Basic <input type="checkbox"/> Proficient <input type="checkbox"/> Distinguished

DOMAIN III - Instruction/Delivery of Services	<i>Comments:</i>			
a. Communicates clearly and accurately b. Uses questions/discussion techniques c. Engages students in learning d. Provides feedback to students e. Demonstrates flexibility and responsiveness				
Overall Rating	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished

DOMAIN IV – Professional Responsibilities	<i>Comments:</i>			
a. Reflects on professional practices b. Maintains accurate records c. Communicates with families d. Contributes to school and district e. Grows and develops professionally f. Shows professionalism				
Overall Rating	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished

Definition of Domain Ratings

Unsatisfactory – Performance is poor and/or behavior is clearly below acceptable levels.

Basic – Performance and/or behavior is at a minimal competency level and in need of assistance.

Proficient – Performance and behavior is competent, dependable and acceptable.

Distinguished – Performance and behavior is clearly and consistently exemplary.

Criteria for Rehire

In order to be considered for re-employment, the educator must meet the following criteria:

- In year 1, all ratings are basic or above, with no unsatisfactory ratings.
- In year 2, at least one rating is proficient, with no unsatisfactory ratings.
- In year 3, at least three ratings are proficient with no unsatisfactory ratings.
- In year 4, all ratings must be at least proficient.

Recommendation to Rehire

- This employee is recommended for re-employment.
 This employee is not recommended for re-employment.

Signature of Educator*

Signature of Direct Supervisor

Date

* Indicates that content has been seen and discussed.

Copies of this form to:

- Educator
- Direct Supervisor
- Personnel file

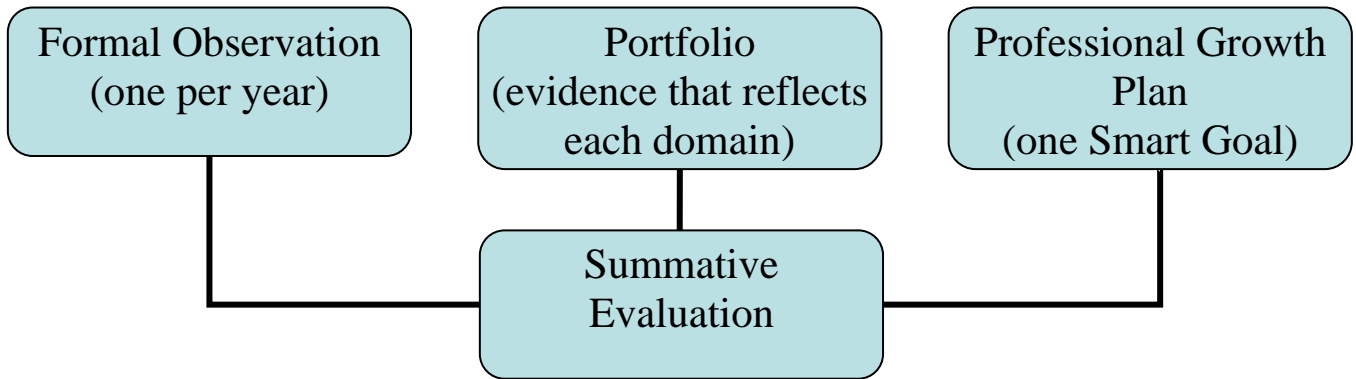
COMMUNITY UNIT SCHOOL DISTRICT 303
 Certified Educator Evaluation Process
 Tenured Educator

TENURED EDUCATOR EVALUATION PROCESS

Each formal observation process will include a planning and a reflection conference. The time from the observation to the reflection conference will not be more than ten school days.

Year	<i>Educator will:</i>	<i>Supervisor will:</i>
<i>ONE</i>	<ul style="list-style-type: none"> • Complete Self Assessment – Beginning of 1st year form using the rubrics for each of the four domains by the end of first quarter. • Collaborate with evaluator to determine professional growth focus by the end of first quarter. • Begin portfolio. • Develop and implement Professional Growth Plan by the end of second quarter. • Participate in formal observation process. • Complete Self Assessment –End of 1st Year form and share with evaluator by May 1. 	<ul style="list-style-type: none"> • Conduct conference with educator to discuss domains by the end of first quarter. • Collaborate with educator to create professional growth focus by the end of first quarter. • Provide support. • Complete formal observation process any time in year one. • Review educator self-assessment.
<i>TWO</i>	<ul style="list-style-type: none"> • Participate in conference with supervisor by end the end of the first quarter. Bring portfolio and Professional Growth Plan update for review and planning for year two. • Participate in formal observation process by May 1. • Organize, analyze, and submit final portfolio by May 1. • Complete and submit Self Assessment –End of 2nd Year form by May 1. • Participate in end of year conference prior to the end of the school year. 	<ul style="list-style-type: none"> • Conduct conference with educator by the end of first quarter, to summarize progress year one and plan for year two. • Provide support. • Complete formal observation process by May 1. • Review portfolio prior to conference. • Conduct end of year conference with educator after receiving portfolio and Self-Assessment – End of 2nd Year form to discuss portfolio and professional growth. • Complete Tenured Educator Summative Evaluation prior to the end of the school year.

TENURED EDUCATOR EVALUATION PROCESS (TWO YEAR)



COMPONENTS OF PROFESSIONAL PRACTICE

DOMAIN 1: PLANNING AND PREPARATION

- 1a: *Demonstrating Knowledge of Content & Pedagogy*
 - Knowledge of content
 - Knowledge of prerequisite relationships
 - Knowledge of content-related pedagogy
- 1b: *Demonstrating Knowledge of Students*
 - Knowledge of characteristics of age group
 - Knowledge of students' varied approaches to learning
 - Knowledge of students' skills and knowledge
- 1c: *Selecting Instructional Goals*
 - Value
 - Clarity
 - Suitability for diverse students
 - Balance
- 1d: *Demonstrating Knowledge of Resources*
 - Resources for teaching
 - Resources for students
- 1e: *Designing Coherent Instruction*
 - Learning Activities
 - Instructional materials and resources
 - Instructional groups
 - Lesson and unit structure
- 1f: *Assessing Student Learning*
 - Congruence with instructional goals
 - Criteria and standards
 - Use for planning

DOMAIN 2: THE CLASSROOM ENVIRONMENT

- 2a: *Creating an Environment of Respect and Rapport*
 - Educator interaction with students
 - Student interaction
- 2b: *Establishing a Culture for Learning*
 - Importance of the content
 - Student pride in work
 - Expectations for learning and achievement
- 2c: *Managing Classroom Procedures*
 - Management of instructional groups
 - Management of transitions
 - Management of materials and supplies
 - Performance of non-instructional duties
 - Supervision of volunteers and paraprofessionals
- 2d: *Managing Student Behavior*
 - Expectations
 - Monitoring of student behavior
 - Response to student misbehavior
- 2e: *Organizing Physical Space*
 - Safety and arrangement of furniture
 - Accessibility to learning and use of physical resources

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

- 4a: *Reflecting on Professional Practices*
 - Accuracy
 - Use in future
- 4b: *Maintaining Accurate Records*
 - Student completion of assignments
 - Student progress in learning
 - Non-instructional records
- 4c: *Communicating with Families*
 - Information about the instructional program
 - Information about individual students
 - Engagement of families in the instructional program
- 4d: *Contributing to the School and District*
 - Relationship with colleagues
 - Service to school
 - Participation in school and district projects
- 4e: *Growing and Developing Professionally*
 - Enhancement of content knowledge and pedagogical skill
 - Service to the profession
- 4f: *Demonstrating Professionalism*
 - Service to students
 - Advocacy
 - Decision making

DOMAIN 3: INSTRUCTION

- 3a: *Communicating Clearly and Accurately*
 - Directions and procedures
 - Oral and written language
- 3b: *Using Questioning and Discussion Techniques*
 - Quality of questions
 - Discussion techniques
 - Student participation
- 3c: *Engaging Students in Learning*
 - Representation of Content
 - Grouping of students
 - Instructional materials and resources
 - Structure and pacing
- 3d: *Using Assessment for Instruction*
 - Quality: accurate, substantive, constructive, and specific
 - Feedback to Students
 - Timeliness
- 3e: *Demonstrating Flexibility and Responsiveness*
 - Lesson adjustment
 - Response to Students
 - Persistence

COMMUNITY UNIT SCHOOL DISTRICT 303
 Certified Educator Evaluation Process
 Tenured Educator

SELF ASSESSMENT– Beginning of 1st Year
 Due to direct supervisor by the end of first quarter.

Educator:		Date:	
School(s):		Assignment:	

Directions:

1. Determine your level of performance on each of the domain rubrics. Rubrics will not be submitted to supervisor.
2. Briefly answer the first question.
3. Submit this form to your supervisor prior to your conference.

After examining the domain rubrics, what are my strengths as an educator?

In collaboration with the supervisor, select one component from one domain which you would like to strengthen in the next two years.

Educator Signature: _____ Date: _____

Direct Supervisor Signature: _____ Date: _____

- Educator and direct supervisor retain copies.

COMMUNITY UNIT SCHOOL DISTRICT 303
Certified Educator Evaluation Process
Tenured Educator

SELF ASSESSMENT – End of 1st Year
Due to Direct Supervisor by May 1.

Educator:		Date:	
School(s):		Assignment:	

Directions:

1. Answer the following questions briefly.
2. Submit this form to your supervisor prior to your conference.

<p>What progress has been made toward my professional growth goal/portfolio?</p>
<p>What support do I need?</p>

Educator Signature: _____ Date: _____

Direct Supervisor Signature (signifies receipt): _____ Date: _____

- Copies retained by educator and direct supervisor.

COMMUNITY UNIT SCHOOL DISTRICT 303
Certified Educator Evaluation Process
Tenured Educator

SELF ASSESSMENT – End of 2nd Year
Due to Direct Supervisor by May 1

Educator:		Date:	
School(s):		Assignment:	

Directions:

1. Determine your level of performance on each of the domain rubrics. Rubrics are not to be submitted to supervisor.
2. Answer the following questions.
3. Submit this form to your direct supervisor prior to your conference.

Refer to artifacts in your portfolio and your rubrics. Where do you see evidence of your growth?

How has this two year experience impacted your thinking and performance?

What have you learned that you will incorporate into your professional practice?

Educator Signature: _____ Date: _____

Direct Supervisor Signature (signifies receipt): _____ Date: _____

- Copies retained by educator and evaluator.

COMMUNITY UNIT SCHOOL DISTRICT 303
Certified Educator Evaluation Process
Tenured Educator

Summative Evaluation

Name:	School Year:	
Assignment:	Total Years as Certified Educator:	
School(s):	Total Years as Certified Educator in D303:	

DOMAIN I - Planning and Preparation	<i>Comments:</i>
<ul style="list-style-type: none"> a. Demonstrates knowledge of content and pedagogy b. Demonstrates knowledge of students c. Selects appropriate instructional goals d. Demonstrates knowledge of resources e. Designs coherent instruction f. Assesses student learning 	
Rating for DOMAIN I	<input type="checkbox"/> Unsatisfactory <input type="checkbox"/> Basic <input type="checkbox"/> Proficient <input type="checkbox"/> Distinguished

DOMAIN II - Environment	<i>Comments:</i>
<ul style="list-style-type: none"> a. Creates an environment of respect and rapport b. Establishes a culture for learning c. Manages classroom procedures d. Manages student behavior e. Organizes physical space 	
Rating for DOMAIN II	<input type="checkbox"/> Unsatisfactory <input type="checkbox"/> Basic <input type="checkbox"/> Proficient <input type="checkbox"/> Distinguished

DOMAIN III - Instruction/Delivery of Services	<i>Comments:</i>
a. Communicates clearly and accurately b. Uses questions/discussion techniques c. Engages students in learning d. Provides feedback to students e. Demonstrates flexibility and responsiveness	
Rating for DOMAIN III	<input type="checkbox"/> Unsatisfactory <input type="checkbox"/> Basic <input type="checkbox"/> Proficient <input type="checkbox"/> Distinguished

DOMAIN IV – Professional Responsibilities	<i>Comments:</i>
a. Reflects on professional practices b. Maintains accurate records c. Communicates with families d. Contributes to school and district e. Grows and develops professionally f. Shows professionalism	
Rating for DOMAIN IV	<input type="checkbox"/> Unsatisfactory <input type="checkbox"/> Basic <input type="checkbox"/> Proficient <input type="checkbox"/> Distinguished

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Distinguished – Performance and behavior is clearly and consistently exemplary.

Definition of Summative Evaluation Ratings

Unsatisfactory – Educator rated as basic or unsatisfactory in one domain or more after completing the Professional Support Plan. Participation in State Remediation Plan is mandatory.

Satisfactory – Educator is proficient in all domains or is rated at distinguished in one domain.

Excellent – Educator is rated at the distinguished level in at least two of the domains.

Summative Evaluation Rating

Unsatisfactory
 Satisfactory
 Excellent

*Signature of Educator**

Signature of Direct Supervisor

Date

* Indicates that content has been seen and discussed

Copies of this form to:

Educator

Direct Supervisor

Personnel file

COMMUNITY UNIT SCHOOL DISTRICT 303
Certified Educator Evaluation Plan

PROFESSIONAL GROWTH PLAN

Overview of the Professional Growth Plan

Educators want and need feedback, not only on the *act* of teaching or delivery of services, but also on the *results* of teaching and delivery of services. Traditional educator evaluation has been based on the acts of practice and documented through the use of observation. The flaw in such an approach is the assumption that the presence of good practice during the observation equates to the academic success of students. If student learning is our ultimate goal, then it should be measured directly and not just extrapolated from limited observations of educators. A more balanced approach to evaluation would examine both the *act* of teaching and delivery of services, and the *results* of practice.

What is the Professional Growth Plan?

The District 303 Certified Educator Professional Growth Plan process asks educators to develop a Professional Growth Goal based on Danielson's Framework for effective teaching. The goal an educator selects and the work s/he conducts should focus on one of the four domains in the Danielson Framework. The goal needs to be a SMART goal, which means that the goal is:

- S=Specific and Strategic
- M=Measurable
- A=Attainable
- R=Results-oriented
- T=Time bound

An educator will work with his/her supervisor to develop and review the Professional Growth Plan. Steps in the development and implementation of the plan include:

1. Writing Professional Growth Plan goal
2. Designing action plan
3. Implementing the action plans for the Professional Growth Plan goal
4. Reflection on the success of the goal
5. Assessing goal attainment

COMMUNITY UNIT SCHOOL DISTRICT 303
Certified Educator Evaluation Plan

Professional Growth Plan
Due to direct supervisor by the end of second quarter

Name	Assignment	School

PROFESSIONAL GROWTH GOAL STATEMENT: The educator must develop a Professional Growth Goal based on Danielson's Framework for effective teaching. Write a goal statement that is specific, measurable, attainable, results-oriented, and time-bound to the two-year cycle.

ACTION PLAN: Describe your steps to obtain the goal.

Action Step	Timeline	Evidence/Data Collection	Support Needed

Educator Signature: _____ Date: _____

Direct Supervisor Signature: _____ Date: _____

Educator and direct supervisor retain copies.

COMMUNITY UNIT SCHOOL DISTRICT 303
 Certified Educator Evaluation Process
 Tenured Educator

OVERVIEW OF PROFESSIONAL PORTFOLIO

A PORTFOLIO...

<u>IS</u>	<u>IS NOT</u>
A process	A last minute effort
A careful selection of artifacts that support your competence and growth as an educator	A specified format
Limited to three to five artifacts for each domain area	A huge collection of random artifacts
An opportunity to reflect on each artifact collected	For the educator only
A source of conversation during conferences with evaluator	About each component within the domains but rather about the domains themselves
A source of evidence in each domain for the evaluator	
A springboard for completing final Self Reflection Form	

The portfolio is organized around the four domains with three to five artifacts selected for each domain (totaling a minimum of 12 artifacts and a maximum of 20).

A portfolio is expected to be structured around professional standards and individual and school goals. A portfolio should contain carefully selected examples of work that illustrates key features of an educator’s practice. The artifacts may demonstrate:

- The range of work (ex: the variety of assessments used to measure student learning);
- The depth of work;
- Evidence of one’s growth (ex: draft, revised, polished behavior plan); or
- Best work examples.

The following Portfolio Guide can assist educators in the organization of their portfolio in a two year timeframe.

PORTFOLIO GUIDE

Portfolio Section	Sample Artifacts
Self-Reflection	
Domain 1 – Planning and Preparation	Lesson Plans / Units Individual Curriculum Maps Grade level, team or subject area maps Assessment plan and assessments Projects / Reports Student Achievement Data Grading Plan and Grade Book Classroom Expectations Substitute Plans Back to School Night handouts Guiding Questions for Planning Conference And/or others, if appropriate
Domain 2 – Learning Environment	Physical layout of room/area Seating arrangements Classroom rules and routines Rubrics Syllabus Bulletin Boards (interactive, instructional and affective) Student projects Data collected from student/parent survey And/or others, if appropriate
Domain 3 – Instruction / Delivery of Service	Units Extension/enrichment activities Review/reinforcement activities Modifications for special needs Differentiation plan Flexible grouping plans Student work samples Homework assignments and guides Curriculum integration efforts Videotape of instructor (audiotapes, photos) Assessments Projects / Reports Student achievement data And/or others, if appropriate
Domain 4 – Professional Responsibilities	Professional involvement (ex: building committees, district committees, professional organizations) Participation in courses, conferences, workshops (in-district, out-of-district) Presentations at meetings Professional readings Group planning notes (team, grade level, subject area) Parent communications (notes, letters, phone call logs, surveys, forms, etc.) Journals/Logs Yearly attendance And/or others, if appropriate

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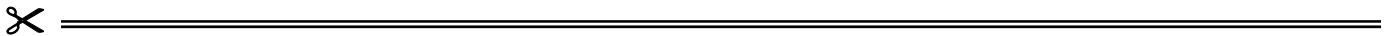
ARTIFACT TAG FOR PROFESSIONAL PORTFOLIO

Purpose:

The purpose of an artifact tag is to document your reflection on portfolio entries. The process of developing your portfolio is as important as the products in it. It is the process and the reflections that help us learn from our practice and directly connect our work to student and educator learning and growth.

Directions:

Create an artifact tag for each entry in your portfolio.



Educator:

Name of Artifact:

Date Collected:

Domain:

- Why I selected this piece... OR What I learned from this piece...

- Attach to artifact in portfolio. Portfolio will be shared with evaluator.

Component Summary - Teacher

Domain 1: Planning and Preparation

Component	Unsatisfactory	Basic	Proficient	Distinguished
<i>1a: Demonstrating knowledge of content and pedagogy</i>	Makes content errors or fails to correct student errors; displays little understanding of the subject, structure of the discipline, or pedagogical issues involved in student learning of content	Displays basic content and pedagogical knowledge but does not make connections with other disciplines or anticipate student misconceptions.	Demonstrates solid understanding of the content and its prerequisite relationships and connections with other disciplines. Instructional practices reflect current pedagogical knowledge.	Knowledge of the content and pedagogy are extensive, showing evidence of connections with other disciplines and a continuing search for improved practice. Actively builds on knowledge of prerequisites when designing instruction.
<i>1b: Demonstrating knowledge of students</i>	Displays minimal knowledge of developmental characteristics of age group, or students' skills and knowledge, interests, cultural heritage and/or approaches to learning.	Demonstrates knowledge of students' developmental characteristics, skills and interests, cultural heritage and attempts to use this knowledge in planning for the class as a whole.	Demonstrates knowledge of students' developmental characteristics, skills and interests, cultural heritage and uses this knowledge to plan for groups of students.	Demonstrates knowledge of students' developmental characteristics, skills and interests, cultural heritage and uses this knowledge to plan for individual and class learning.
<i>1c: Selecting instructional goals</i>	Instructional goals are unsuitable for students, represent trivial or low-level learning, or are stated only as activities. They do not permit viable methods of assessment.	Instructional goals are of moderate rigor and are suitable for some students, but consist of a combination of activities and goals, some of which permit viable methods of assessment. They reflect more than one type of learning, but Educator makes no attempt at coordination or integration.	Instructional goals are stated as goals reflecting high-level learning and curriculum standards. They are suitable for most students in the class, represent different types of learning, and are capable of assessment. The outcomes reflect opportunities for coordination.	Instructional goals are stated as goals that can be assessed, reflecting rigorous learning and District curriculum standards. They represent different types of content opportunities for both coordination and integration account of the needs of individual students.
<i>1d: Demonstrating knowledge of resources</i>	Educator is unaware of resources to assist students who need them or the resources utilized are unsuitable for students and are not aligned with district curriculum framework and Illinois State Learning Standards.	Resources utilized are adequate, represent basic learning suitable for most students and are aligned with the district curriculum framework and Illinois State Learning Standards.	Resources utilized are varied, represent high level learning suitable for most students and are aligned with district curriculum framework and Illinois State Learning Standards.	Resources utilized represent high level learning suitable for all students, are aligned with district curriculum framework and Illinois State Learning Standards, and are adapted, where necessary, to meet the needs of individual students. Educator actively seeks other resources from professional sources and the community.
<i>1e: Designing coherent instruction</i>	The series of learning experiences are poorly aligned with the instructional goals and do not represent a coherent structure. They are suitable for only some students.	The series of learning experiences demonstrates partial alignment with instructional goals, some of which are likely to engage students in significant learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources.	Educator coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional goals and suitable to groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning.	Educator coordinates knowledge of content, of students, of resources, to design a series of learning experiences aligned to instructional goals, differentiated when appropriate to make them suitable to all students and to engage them in significant learning. The lesson or unit has clear structure and allows for different pathways adaptable to student needs.
<i>1f: Assessing student learning</i>	Approach to assessment contains no clear criteria or standards and lacks congruence with the instructional goals. Educator has no plans to use results of assessment to design future instruction.	Plan for student assessment is partially aligned with the instructional goals and includes criteria and standards that are not entirely clear or understood by students. Educator uses the assessments to plan for future instruction for the class as a whole.	Plan for student assessment is aligned with the instructional goals with clear assessment criteria and standards that have been communicated to students. Educator uses the assessments to plan for groups of students or individuals.	Plan for student assessment is aligned with the instructional goals containing clear assessment criteria and standards that are not only understood by students but also show evidence of student participation in their development. Educator monitors progress in achieving the goals.

Component Summary - Teacher

Domain 2: The Classroom Environment

Component	Unsatisfactory	Basic	Proficient	Distinguished
<i>2a: Creating an environment of respect and rapport</i>	Classroom interactions are negative or inappropriate and characterized by sarcasm, put-downs, or conflict. Students exhibit disrespect to others.	Classroom interactions are generally appropriate but may reflect some displays of insensitivity or lack of responsiveness to cultural or development differences among students. Students do not demonstrate negative behavior toward others.	Classroom interactions reflect general warmth and caring, and are respectful of the cultural and developmental differences between groups of students. Students exhibit respect toward educator and each other.	Classroom interactions are highly respectful, reflecting genuine warmth and caring towards individuals and sensitivity to students' cultures and levels of development. Students themselves ensure maintenance of high levels of civility among members of the class.
<i>2b: Establishing a culture for learning</i>	The classroom does not represent a culture for learning and is characterized by low educator commitment to the curriculum, low expectations for student achievement, and students demonstrate little pride in work	The classroom environment reflects commitment to the curriculum and modest or inconsistent expectations for student achievement. Students demonstrate minimal pride in work.	The classroom environment represents a genuine culture for learning with commitment to the curriculum and high expectations for student achievement. Students actively participate and show pride in work.	Educator demonstrates a passionate commitment to the curriculum. Students assume much of the responsibility for establishing a culture for learning in the classroom by taking pride in their work, initiating improvements to their products, and holding the work to the highest standard.
<i>2c: Managing classroom procedures</i>	Classroom routines and procedures for transitions, handling of supplies and performance of classroom duties are nonexistent, unsafe, or inefficient resulting in the loss of much instructional time	Classroom routines and procedures have been established but function unevenly or inconsistently, with some loss of instructional time. Safe procedures are followed.	Classroom routines and procedures have been established and function smoothly, safely, and with little loss of instructional time.	Classroom routines and procedures are seamless in their operation, and students assume considerable responsibility for their smooth functioning.
<i>2d: Managing student behavior</i>	Student behavior is poor, with no clear expectation, no monitoring of student behavior, and inappropriate responses to student misbehavior.	Educator makes an effort to establish standards of conduct for students, monitor student behavior, and respond to student misbehavior, but these efforts are not always successful or are inconsistently implemented.	Educator is aware of student behavior, has established clear standards of conduct, and responds to student misbehavior in ways that are consistent, appropriate, and respectful to students.	Student behavior is appropriate, with evidence of student participation in setting expectations and monitoring behavior. Educator's monitoring of student behavior is subtle and preventive, and Educator's response to student misbehavior is sensitive to individual student needs.
<i>2e: Organizing physical space</i>	The physical environment is unsafe, or some students don't have access to learning. There is poor alignment between the physical arrangement and the lesson activities.	The classroom is safe, and essential learning is accessible to most students, and the educator's use of physical resources is moderately effective. Educator may attempt to modify the physical arrangement to suit learning activities, with partial success.	The classroom is safe, and learning is accessible to all students; educator ensures that the physical arrangement is appropriate to the learning activities. Educator makes effective use of physical resources.	The classroom is safe, and the physical environment ensures the learning of all students, including those with special needs. Students contribute to the use or adaptation of the physical environment to advance learning.

Component Summary - Teacher

Domain 3: Instruction

Component	Unsatisfactory	Basic	Proficient	Distinguished
<i>3a: Communicating clearly and accurately</i>	Educator's oral and written communication contains errors or is unclear or inappropriate to students' cultures or levels of development.	Educator's oral and written communication contains no errors but may not be completely appropriate to students' cultures or levels of development. Communications may require further elaboration to avoid confusion.	Educator communicates clearly and accurately to students, both orally and in writing. Communications are appropriate to students' cultures and levels of development	Educator's oral and written communication is clear and expressive, appropriate to students' cultures and levels of development. Communications also anticipate possible student misconceptions.
<i>3b: Using questioning and discussion techniques</i>	Educator's questions are low-level or inappropriate, limited student participation, and recitation rather than discussion.	Some of educator's questions elicit a thoughtful response, but most are low-level, posed in rapid succession. Educator attempts to engage all students in discussion are only partially successful.	Most of the educator's questions elicit a thoughtful response, and the educator allows sufficient time for students to answer. All students participate in the discussion, with the educator stepping aside when appropriate.	Questions reflect high expectations and are culturally and developmentally appropriate. Students formulate many of the high-level questions and ensure that all voices are heard.
<i>3c: Engaging students in learning</i>	Activities and assignments, materials, and groupings of students are inappropriate to the instructional goals, or students' cultures or levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced.	Activities and assignments, materials, and groupings of students are partially appropriate to the instructional goals, or students' cultures or levels of understanding, resulting in moderate intellectual engagement. The lesson has uneven structure or pacing.	Activities and assignments, materials, and groupings of students are fully appropriate to the instructional goals, and students' cultures and levels of understanding. All students are engaged in work of a high level of rigor. The lesson's structure is coherent, with appropriate pace.	Students are highly intellectually engaged throughout the lesson in significant learning and make material contributions to the activities, student groupings, and materials. The lesson is adapted as needed to the needs of individuals, and the structure and pacing allow for student reflection and closure.
<i>3d: Using Assessment for Instruction</i>	Assessment is not used in instruction, either through students' awareness of the assessment criteria, monitoring of progress by educator or students, or through feedback to students.	Assessment is occasionally used in instruction, through some monitoring of progress of learning by educator and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work.	Assessment is regularly used in instruction, through self-assessment by students, monitoring of progress of learning by educator and/or students, and through high quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work.	Assessment is used in a sophisticated manner in instruction, through student involvement in establishing the assessment criteria, self-assessment by students and monitoring of progress by both students and educators, and high quality feedback to students from a variety of sources.
<i>3e: Demonstrating flexibility and responsiveness</i>	Educator adheres to the instruction plan in spite of evidence of poor student understanding or of students' lack of interest, and fails to respond to student questions; educator assumes no responsibility for students' failure to understand.	Educator demonstrates moderate flexibility and responsiveness to student questions, needs and interests during a lesson, and seeks to ensure the success of all students.	Educator ensures the successful learning of all students, making adjustments as needed to instruction plans and responding to student questions, needs and interests.	Educator is highly responsive to individual students' needs, interests and questions, making even major lesson adjustments as necessary to meet instructional goals, and persists in ensuring the success of all students.

Component Summary - Teacher

Domain 4: Professional Responsibilities

Component	Unsatisfactory	Basic	Proficient	Distinguished
<i>4a: Reflecting on Professional Practices</i>	Reflection is absent, inaccurate or educator poses no ideas of how to improve.	Reflection is generally accurate; yet makes few suggestions for improvement. Educator makes general suggestions as to how the lesson might be improved.	Educator's reflection provides an accurate and objective description of the lesson, and cites specific positive and negative characteristics. Educator makes some specific suggestions as to how the lesson might be improved.	Educator's reflection on the lesson is highly accurate and perceptive, and cites specific examples that were not fully successful, for at least some students. Educator draws on an extensive repertoire to suggest alternative strategies.
<i>4b: Maintaining Accurate Records</i>	Educator does not maintain and submit records/reports in a timely manner. The system for maintaining information is not evident or in disarray. Records contain errors.	Maintains and submits records/reports in a timely manner; yet system is rudimentary and only partially effective. Records are accurate.	Educator's system for maintaining accurate records is efficient and effective.	Educator's system for maintaining accurate records is efficient and effective, and students contribute to its maintenance.
<i>4c: Communicating with Families</i>	Provides little or no information to families and makes limited or inappropriate attempts to engage them. Educator is not available to students and parents at reasonable times.	Complies with school/district procedures for communicating with families and makes an effort to engage them. Educator is available to students and parents at reasonable times. But communications are not always appropriate to the cultures of those families.	Educator communicates frequently with families and successfully engages them in the instructional program. They convey information to families about individual students in a culturally appropriate manner.	Initiates and encourages frequent and varied two-way communications with families engaging them in information about instructional standards and programs, classroom procedures, and student progress. Parent/Community concerns are handled sensitively and effectively.
<i>4d: Contributing to the School and District</i>	Relationships with staff are negative or self-serving. Avoids involvement in school and/or district events or projects. Actively works against school district initiatives.	Relationships with staff are professional and productive. Participates in events and activities when required or specifically asked.	Cultivates relationships with staff and maintains positive and productive relationships with colleagues that are professional and productive. Educator is actively engaged in school and district initiatives, events, and activities and substantially contributes to them.	Demonstrates substantial leadership and contributions to school and district initiatives, events and projects by working cooperatively and respectfully with others. Actively supports and implements the school/district improvement plans.
<i>4e: Growing and Developing Professionally</i>	Does not actively participate in professional development activities unless required. No evidence is apparent of application of new learning.	Attends and participates in professional development activities when required or convenient. Little application of new learning is evident in practice.	Participates actively in a variety of professional development activities and utilizes the new skills appropriately.	Makes substantial contribution to school, district, and the profession by pursuing and engaging in a variety of professional development activities. Responsibilities go beyond primary assignments; assists other in implementing strategies to improve and enhance school/district programs.
<i>4f: Demonstrating Professionalism</i>	Is not alert to students' needs. Educator contributes to practices that are self-serving or result in students being poorly served. Does not maintain confidentiality. Educator consistently fails to comply with regulations and timelines.	Attempts to meet student needs are genuine but inconsistent. Educator does not knowingly participate in practices that contribute to students being poorly served. Generally respects confidentiality. Educator complies minimally with regulations and timelines.	Makes genuine and successful efforts to meet students' needs. Maintains a level of confidentiality and meets professional responsibilities. Educator complies with regulations and timelines.	Treats students, staff, and parents with respect, and maintains sensitive information with confidentiality. Models high standards of attendance and punctuality, advocating for students, and precision in meeting professional responsibilities. Educator complies fully with regulations and timelines.

Component Summary – Media Specialist

Domain 1: Planning and Preparation

Component	Unsatisfactory	Basic	Proficient	Distinguished
<i>1a: Demonstrating knowledge of content and pedagogy</i>	Media specialist displays little understanding of the subject or structure of the discipline, or of content-related pedagogy.	Media specialist's content and pedagogical knowledge represents basic understanding but does not extend to connections with other disciplines or to possible learner misconceptions.	Media specialist demonstrates solid understanding of the content and its prerequisite relationships and connections with other disciplines. Media specialist's instructional practices reflect current pedagogical knowledge.	Media specialist's knowledge of the content and pedagogy is extensive, showing evidence of a continuing search for improved practice. Media specialist actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for learner misunderstanding.
<i>1b: Demonstrating knowledge of learners</i>	Media specialist makes little or no attempt to acquire knowledge of learners' backgrounds, cultures, skills, or interests, and does not attempt to use such information in planning and building a media collection.	Media specialist demonstrates partial knowledge of learners' backgrounds, cultures, skills, and interests, and attempts to use this knowledge in planning for the class as a whole.	Media specialist demonstrates thorough knowledge of learners' backgrounds, cultures, skills, and interests, and uses this knowledge to plan for groups of learners and building a media collection.	Media specialist demonstrates thorough knowledge of learners' backgrounds, cultures, level of development, skills, and interests, and uses this knowledge to plan and build a media collection for individual learning.
<i>1c: Selecting instructional goals</i>	Media specialist's goals represent trivial learning, are unsuitable for learners, or are stated only as instructional activities, and they do not permit viable methods of assessment.	Media specialist's goals are of moderate value or suitability for learners, consisting of a combination of goals and activities, some of which permit viable methods of assessment.	Media specialist's goals represent valuable learning and are suitable for most learners; they reflect opportunities for integration and permit viable methods of assessment.	Media specialist's goals reflect high-level learning related to curriculum standards; they are adapted, where necessary, to the needs of individual learners, and permit viable methods of assessment.
<i>1d: Demonstrating knowledge of resources</i>	Media specialist is unaware of school or district resources available either for teaching or for learners that need them.	Media specialist displays limited knowledge of school or district resources available either for teaching or for learners who need them.	Media specialist is fully aware of school or district resources available for teaching, and knows how to gain access to school and district resources for learners who need them.	Media specialist seeks out resources for teaching in professional organizations, on the Internet, and in the community, and is aware of resources available for learners who need them, in the school, the district, and the larger community.
<i>1e: Designing coherent instruction</i>	The various elements of the instructional design do not support the stated goals or will not engage learners in meaningful learning, and the lesson or unit has no defined structure.	Some of the elements of the instructional design support the stated goals and will engage learners in meaningful learning, while others do not. Media specialist's lesson or unit has a recognizable structure.	Most of the elements of the instructional design support the stated goals and will engage learners in meaningful learning, and the lesson or unit has a clearly defined structure.	All of the elements of the instructional design support the stated goals, will engage learners in meaningful learning, and show evidence of learner input. Media specialist's lesson or unit is highly coherent and has a clear structure.
<i>1f: Assessing learning</i>	Media specialist's approach to assessing learning contains no clear criteria or standards, lacks congruence with the instructional goals, or is inappropriate to many learners. Media specialist has no plans to use assessment results in designing future instruction.	Media specialist's plan for learner assessment is partially aligned with the instructional goals and is appropriate for some learners. Media specialist plans to use assessment results to plan for future instruction for the class as a whole.	Media specialist's plan for learner assessment is aligned with the instructional goals, and is appropriate to the needs of learners. Media specialist uses assessment results to plan for future instruction for groups of learners.	Media specialist's plan for learner assessment is fully aligned with the instructional goals, with clear criteria and standards that show evidence of learner participation in their development. Assessment methodologies may have been adapted for individuals, and the media specialist uses assessment results to future instruction for individual learners.

Component Summary – Media Specialist

Domain 2: The Learning Environment

Component	Unsatisfactory	Basic	Proficient	Distinguished
<i>2a: Creating an environment of respect and rapport</i>	The LRC and/or computer lab interactions, both between the media specialist and learners and among learners, are negative or inappropriate and characterized by sarcasm, put-downs, or conflict.	The LRC and/or computer lab interactions are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or development differences among learners.	The LRC and/or computer lab interactions, between media specialist and learners and among learners, reflect general warmth and caring, and are respectful of the cultural and developmental differences between groups of learners.	The LRC and/or computer lab interactions are highly respectful, reflecting genuine warmth and caring towards individuals and sensitivity to learners' cultures and levels of development. Learners themselves ensure maintenance of high levels of civility among members of the class.
<i>2b: Establishing a culture for learning</i>	The LRC and/or computer lab do/does not represent a culture for learning and is characterized by low media specialist commitment to the subject, low expectations for learner achievement, and little learner pride in work.	The LRC and/or computer lab environment reflects only a minimal culture for learning with only modest or inconsistent expectations for learner achievement, little media specialist commitment to the subject, and little learner pride in work. Both media specialist and learner s are performing at the minimal level to "get by."	The LRC and/or computer lab environment represents a genuine culture for learning with commitment to the subject by both media specialist and learners, high expectations for learner achievement, and learner pride in work.	Learners assume much of the responsibility for establishing a culture for learning in the LRC and/or computer lab by taking pride in their work, initiating improvements to their products, and holding the work to the highest standard. Media specialist demonstrates a passionate commitment to the subject.
<i>2c: Managing the LRC and/or computer lab procedures</i>	The LRC and/or computer lab routines and procedures are either nonexistent or inefficient, resulting in the loss of much instructional time.	The LRC and/or computer lab routines and procedures have been established but function unevenly or inconsistently, with some loss of instructional time.	The LRC and/or computer lab routines and procedures have been established and function smoothly, with little loss of instructional time.	The LRC and/or computer lab routines and procedures are seamless in their operation, and learners assume considerable responsibility for their smooth functioning.
<i>2d: Managing learner behavior</i>	Learner behavior is poor, with no clear expectation, no monitoring of learner behavior, and inappropriate responses to learner misbehavior.	Media specialist makes an effort to establish standards of conduct for learner s, monitor learner behavior, and respond to learner misbehavior, but these efforts are not always successful.	Media specialist is aware of learner behavior, has established clear standards of conduct, and responds to learner misbehavior in ways that are appropriate and respectful to learners.	Learner behavior is appropriate, with evidence of learner participation in setting expectations and monitoring behavior. Media specialist's monitoring of learner behavior is subtle and preventive, and educator's response to learner misbehavior is sensitive to individual learner needs.
<i>2e: Organizing physical space</i>	Media specialist makes poor use of the physical environment, resulting in unsafe or inaccessible conditions for some learners or a significant mismatch between the furniture arrangement and the lesson activities.	Media specialist's LRC and/or computer lab is safe, and essential learning is accessible to most learners, but the furniture arrangement only partially supports the learning activities.	Media specialist's LRC and/or computer lab is safe, and learning is accessible to all learners; media specialist uses physical resources well and ensures that the arrangement of furniture supports the learning activities.	Media specialist's LRC and/or computer lab is safe, and learners contribute to ensuring that the physical environment supports the learning of all learner s, including those with special needs. Technology is available, as appropriate to the lesson.

Component Summary – Media Specialist

Domain 3: Professional Practice

Component	Unsatisfactory	Basic	Proficient	Distinguished
<i>3a: Communicating clearly and accurately</i>	Media specialist's oral and written communication contains errors or is unclear or inappropriate to Learners' cultures or levels of development.	Media specialist's oral and written communication contains no errors but may not be completely appropriate to learners' cultures or levels of development. It may require further elaboration to avoid confusion.	Media specialist communicates clearly and accurately to learners, both orally and in writing. Communications are appropriate to learners' cultures and levels of development.	Media specialist's oral and written communication is clear and expressive, appropriate to learners' cultures and levels of development. It also anticipates possible learner misconceptions.
<i>3b: Using questioning and discussion techniques</i>	Media specialist makes poor use of questioning and discussion techniques, with low-level or inappropriate questions, limited learner participation, and little true discussion.	Media specialist's use of questioning and discussion techniques is uneven, with some high-level questions, attempts at true discussion, and moderate learner participation.	Media specialist's use of questioning and discussion techniques reflects high-level questions, true discussion, and participation by all learners.	Questions reflect high expectations and are culturally and developmentally appropriate. Learners formulate many of the high-level questions and assume the responsibility for the participation of all learners in the discussion.
<i>3c: Engaging students in learning</i>	Learners are not at all intellectually engaged, as a result of activities or materials inappropriate to their cultures of levels of understanding, poor representations of content, or lack of lesson structure.	Learners are only partially intellectually engaged, resulting from activities or materials culturally or developmentally appropriate to only some learners, or uneven lesson structure or pacing.	Learners are intellectually engaged throughout the lesson, with appropriate activities and materials, instructive representations of content, and suitable lesson structure and pacing.	Learners are highly intellectually engaged throughout the lesson, and make material contributions to the representation of content, the activities, and the materials. The lesson is adapted as needed to the needs of individuals, and the structure and pacing allow for learner reflection and closure.
<i>3d: Using Assessment for Instruction</i>	Assessment is not used in instruction, either through Learners' awareness of the assessment criteria, monitoring of progress by Media specialist or learners, or through feedback to learners.	Assessment is occasionally used in instruction, through some monitoring of progress of learning by Media specialist and/or learners. Feedback to learners is uneven, and learners are aware of only some of the assessment criteria used to evaluate their work.	Assessment is regularly used in instruction, through self-assessment by learners, monitoring of progress of learning by Media specialist and/or learners, and through high quality feedback to learners. Learners are fully aware of the assessment criteria used to evaluate their work.	Assessment is used in a sophisticated manner in instruction, through learners' involvement in establishing the assessment criteria, self-assessment by learners and monitoring of progress by both learners and Media specialist, and high quality feedback to learners from a variety of sources.
<i>3e: Demonstrating flexibility and responsiveness</i>	Media specialist adheres to the instruction plan in spite of evidence of poor Learner understanding or of Learners' lack of interest, and fails to respond to Learners questions; Media specialist assumes no responsibility for learners' failure to understand.	Media specialist demonstrates moderate flexibility and responsiveness to Learners questions, needs and interests during a lesson, and seeks to ensure the success of all learners.	Media specialist ensures the successful learning of all learners, making adjustments as needed to instruction plans and responding to learners' questions, needs and interests.	Media specialist is highly responsive to individual learners' needs, interests and questions, making even major lesson adjustments as necessary to meet instructional goals, and persists in ensuring the success of all learners.

Component Summary – Media Specialist

Domain 4: Professional Responsibilities

Component	Unsatisfactory	Basic	Proficient	Distinguished
<i>4a: Reflecting on Teaching</i>	Media specialist's reflection on the lesson does not provide an accurate or objective description of the event of the lesson.	Media specialist's reflection provides a partially accurate and objective description of the lesson, but does not cite specific positive and negative characteristics. Media specialist makes global suggestions as to how the lesson might be improved.	Media specialist's reflection provides an accurate and objective description of the lesson, and cites specific positive and negative characteristics. Media specialist makes some specific suggestions as to how the lesson might be improved.	Media specialist's reflection on the lesson is highly accurate and perceptive, and cites specific examples that were not fully successful, for at least some students. Media specialist draws on an extensive repertoire to suggest alternative strategies.
<i>4b: Maintaining Accurate Records</i>	Media specialist has no system for maintaining accurate records, resulting in errors and confusion. Inventories are not conducted and collection is not weeded regularly. Does not budget accurately.	Media specialist's system for maintaining accurate records is rudimentary and only partially effective. Media Specialist maintains records, but unorganized. Maintains an annual budget.	Media specialist's system for maintaining accurate records is efficient and effective. Creates and maintains a collection development process. Records are accurate. Weeding and inventory is done regularly. Budget needs are anticipated and identified.	Media specialist's system for maintaining accurate records is efficient and effective. Maintains and improves a collection development process while continually updating plans to increase access and circulation. Budget needs are anticipated and identified, actively seeks out recommendations for purchases from staff and students.
<i>4c: Communicating with Families</i>	Media specialist provides little or no information to families and makes no attempt to engage them in the library/media program.	Media specialist complies with school procedures for communicating with families and makes an effort to engage families in the library/media program, but communications are not always appropriate to the cultures of those families.	Media specialist communicates frequently with families and successfully engages them in the library/media program. Media specialist conveys information to families about individual learners in a culturally appropriate manner.	Media specialist communicates frequently and sensitively with families and responds to the individual and cultural needs of families. Media specialist successfully engages families in the library/media program; learners participate in communicating with families.
<i>4d: Contributing to the School and District</i>	Media specialist's relationships with colleagues are negative or self-serving, and Media specialist avoids being involved in school and district events and projects.	Media specialist's relationships with colleagues are cordial, and Media specialist participates in school and district events and projects when specifically requested.	Media specialist participates actively in school and district events and projects, and maintains positive and productive relationships with colleagues.	Media specialist makes a substantial contribution to school and district events and projects, and assumes leadership with colleagues.
<i>4e: Growing and Developing Professionally</i>	Media specialist does not participate in professional development activities, even when such activities are clearly needed for the development of teaching skills.	Media specialist's participation in professional development activities is limited to those that are convenient or are required.	Media specialist seeks out opportunities for professional development based on an individual assessment of need.	Media specialist actively pursues professional development opportunities, and makes a substantial contribution to the profession through such activities as action research and mentoring new Media specialist.
<i>4f: Demonstrating Professionalism</i>	Media specialist's sense of professionalism is low, and Media specialist contributes to practices that are self-serving or harmful to learners.	Media specialist's attempts to serve learners are genuine but limited.	Media specialist makes genuine and successful efforts to ensure that all learners are well served by the school.	Media specialist assumes a leadership role in ensuring that school practices and procedures ensure that all learners, particularly those traditionally underserved, are honored in the school.

Component Summary – Speech & Language Pathologist

Domain 1: Planning and Preparation

Component	Unsatisfactory	Basic	Proficient	Distinguished
<i>1a: Demonstrating knowledge of content</i>	SLP displays little understanding of the subject or structure of the discipline, or of student characteristics.	The SLP's practice represents basic understanding of Speech Pathology but does not extend to connections with other disciplines or to possible student misconceptions.	SLP demonstrates solid understanding of the content and its prerequisite relationships and connections with other disciplines. SLP's instructional practices reflect current best practices.	SLP's knowledge of the content and pedagogy is extensive, showing evidence of a continuing search for improved practice. SLP actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding.
<i>1b: Demonstrating knowledge of students</i>	The SLP makes little or no attempt to acquire knowledge of students' backgrounds, cultures, skills, or interests, and does not attempt to use such information in planning.	The SLP demonstrates partial knowledge of students' backgrounds, cultures, skills, and interests, and attempts to use this knowledge in planning for the caseload as a whole.	SLP demonstrates thorough knowledge of students' backgrounds, cultures, skills, and interests, and uses this knowledge to plan for groups of students.	The SLP demonstrates thorough knowledge of students' backgrounds, cultures, level of development, skills, and interests, and uses this knowledge to plan for individual student learning.
<i>1c: Selecting instructional goals</i>	The SLP's goals represent trivial learning, are unsuitable for students, or are stated only as instructional activities, and they do not permit viable methods of assessment.	SLP's goals are of moderate value or suitability for students, consisting of a combination of goals and activities, some of which permit viable methods of assessment.	SLP's goals represent valuable learning and are suitable for most students; they reflect opportunities for integration and permit viable methods of assessment.	SLP's goals reflect high-level learning related to curriculum standards; they are adapted, where necessary, to the needs of individual students, and permit viable methods of assessment.
<i>1d: Demonstrating knowledge of resources</i>	The SLP is unaware of school or district resources available either for teaching or for students who need them.	SLP displays limited knowledge of school or district resources available either for teaching or for students who need them.	SLP is fully aware of school or district resources available for teaching, and knows how to gain access to school and district resources for students who need them.	SLP seeks out resources for teaching in professional organizations, on the Internet, and in the community, and is aware of resources available for students who need them, in the school, the district, and the larger community.
<i>1e: Designing coherent instruction</i>	The lessons are not valuable and represent low expectations or no conceptual understanding for students. Goals do not reflect important learning, and are not grounded in State learning standards.	The lesson and student goals are moderately valuable in either their expectations or conceptual understanding for students and reflect State learning standards.	The lesson(s) have a clearly defined structure, and goals are valuable in their level of expectations. Techniques and interventions necessary for treatment of communication disorders are evident; goals reflect State learning standards.	All of the elements of the instructional design support the stated goals, will engage students in meaningful learning, and show evidence of student input. The SLP's lesson (s) is highly coherent and has a clear structure, and reflects State standards and professional best practices for treatment of communication disorders.
<i>1f: Assessing student learning</i>	SLP's approach to assessing student learning contains no clear criteria or standards, lacks congruence with the instructional goals, or is inappropriate to many students. Educator has no plans to use assessment results in designing future instruction.	SLP's plan for student assessment is partially aligned with the instructional goals and is inappropriate for at least some students. The assessment criteria are not clear, and does not have student input.	SLP's plan for student assessment is aligned with the instructional goals, and is appropriate to the needs of students. The SLP uses assessment results to plan for future instruction for groups of students, and the results are communicated to students.	SLP's plan for student assessment is fully aligned with the instructional goals, with clear criteria and standards that show evidence of student participation in their development. Assessment methodologies may have been adapted for individuals, and the educator uses assessment results to plan future instruction for individual students.

Component Summary – Speech & Language Pathologist

Domain 2: The Therapy Environment

Component	Unsatisfactory	Basic	Proficient	Distinguished
<i>2a: Creating an environment of respect and rapport</i>	Therapy interactions, both between the educator and students and among students, are negative or inappropriate and characterized by sarcasm, put-downs, or conflict.	Therapy interactions are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or development differences among students.	Therapy interactions, between educator and students and among students, reflect general warmth and caring, and are respectful of the cultural and developmental differences between groups of students.	Therapy interactions are highly respectful, reflecting genuine warmth and caring towards individuals and sensitivity to students' cultures and levels of development. Students themselves ensure maintenance of high levels of civility among members of the group.
<i>2b: Establishing a culture for learning</i>	The therapy room does not represent a culture for learning and is characterized by low educator commitment to the subject, low expectations for student achievement, and little student pride in work.	The therapy environment reflects only a minimal culture for learning with only modest or inconsistent expectations for student achievement, little SLP commitment to the subject, and little student pride in work. Both SLP and students are performing at the minimal level to "get by."	The therapy environment represents a genuine culture for learning with commitment to the subject by both SLP and students, high expectations for student achievement, and student pride in work and learning.	The SLP conveys genuine value and enthusiasm for the subject, and students demonstrate through active participation and curiosity that they value what is being taught and learned. Students are given opportunities to plan some learning activities. The SLP demonstrates a passionate commitment to the subject.
<i>2c: Managing classroom procedures</i>	Therapy routines and procedures are either nonexistent or inefficient, resulting in the loss of much instructional time.	Therapy routines and procedures have been established but function unevenly or inconsistently, with some loss of instructional time.	Therapy routines and procedures have been established and function smoothly, with little loss of instructional time.	Therapy routines and procedures are seamless in their operation, and students assume considerable responsibility for their smooth functioning.
<i>2d: Managing student behavior</i>	Student behavior is poor, with no clear expectation, no monitoring of student behavior, and inappropriate responses to student misbehavior.	The SLP makes an effort to establish standards of conduct for students, monitor student behavior, and respond to student misbehavior, but these efforts are not always successful.	The SLP is aware of student behavior, has established clear standards of conduct, and responds to student misbehavior in ways that are appropriate and respectful to students.	Student behavior is entirely appropriate, with evidence of student participation in setting expectations and monitoring behavior. The SLP's monitoring of student behavior is subtle and preventive, and the response to student misbehavior is sensitive to individual student needs.
<i>2e: Organizing physical space</i>	SLP makes poor use of the physical environment, resulting in unsafe or inaccessible conditions for some students or a significant mismatch between the furniture arrangement and the lesson activities.	SLP's room is safe, and essential learning is accessible to most students, but the furniture arrangement only partially supports the learning activities.	SLP's room is safe, and learning is accessible to all students; educator uses physical resources well and ensures that the arrangement of furniture supports the learning activities.	The SLP's room is safe, and students contribute to ensuring that the physical environment supports the learning of all students, including those with special needs. Technology is available, as appropriate to the lesson.

Component Summary – Speech & Language Pathologist

Domain 3: Instruction

Component	Unsatisfactory	Basic	Proficient	Distinguished
<i>3a: Communicating clearly and accurately</i>	The SLP's oral and written communication contains errors or is unclear or inappropriate to students' cultures or levels of development.	The SLP's oral and written communication contains no errors but may not be completely appropriate to students' cultures or levels of development. It may require further elaboration to avoid confusion.	The SLP communicates clearly and accurately to students, both orally and in writing. Communications are appropriate to students' cultures and levels of development	The SLP's oral and written communication is clear and expressive, appropriate to students' cultures and levels of development. It also anticipates possible student misconceptions.
<i>3b: Engaging students in learning</i>	Students are not at all intellectually engaged in learning, as a result of activities or materials inappropriate to their cultures or levels of understanding, poor representations of content, or lack of lesson structure.	Students are intellectually engaged only partially in significant learning, resulting from activities or materials culturally or developmentally appropriate to only some students, or uneven lesson structure or pacing.	Students are intellectually engaged throughout the lesson in significant learning, with appropriate activities and materials, instructive representations of content, and suitable lesson structure and pacing.	Students are highly intellectually engaged throughout the lesson in significant learning, and make material contributions to the representation of content, the activities, and the materials. The lesson is adapted as needed to the needs of individuals, and the structure and pacing allow for student reflection and closure.
<i>3c: Using Assessment for Instruction</i>	Assessment is not used in instruction, either through students' awareness of the assessment criteria, monitoring of progress by SLP or students, or through feedback to students.	Assessment is occasionally used in instruction, through some monitoring of progress of learning by SLP and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work.	Assessment is regularly used in instruction, through self-assessment by students, monitoring of progress of learning by SLP and/or students, and through high quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work.	Assessment is used in a sophisticated manner in instruction, through student involvement in establishing the assessment criteria, self-assessment by students and monitoring of progress by both students and SLP, and high quality feedback to students from a variety of sources.
<i>3d: Demonstrating flexibility and responsiveness</i>	The SLP adheres to the instruction plan in spite of evidence of poor student understanding or of students' lack of interest, and fails to respond to student questions; SLP assumes no responsibility for students' failure to understand.	SLP demonstrates moderate flexibility and responsiveness to student questions, needs and interests during a lesson, and seeks to ensure the success of all students.	SLP ensures the successful learning of all students, making adjustments as needed to instruction plans and responding to student questions, needs and interests.	The SLP is highly responsive to individual students' needs, interests and questions, making even major lesson adjustments as necessary to meet instructional goals, and persists in ensuring the success of all students.

Component Summary – Speech & Language Pathologist

Domain 4: Professional Responsibilities

Component	Unsatisfactory	Basic	Proficient	Distinguished
<i>4a: Reflecting on Teaching</i>	The SLP does not know if a lesson was effective or achieved its goals, or misjudges the success of a lesson.	The SLP has a generally accurate impression of a lesson's effectiveness and the extent to which instructional goals were met.	The SLP makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its goals and can cite general references to support the judgment.	The SLPs reflection on the lesson is highly accurate and perceptive, and cites specific examples that were not fully successful, for at least some students. SLP draws on an extensive repertoire to suggest alternative strategies.
<i>4b: Maintaining Accurate Records</i>	The SLP has no system for maintaining accurate records, resulting in errors and confusion.	The SLP's system for maintaining accurate records is rudimentary and only partially effective.	The SLP's system for maintaining accurate records is efficient and effective.	The SLP's system for maintaining accurate records is efficient and effective, and examples of student work are available.
<i>4c: Communicating with Families</i>	The SLP provides little or no information to families and makes no attempt to engage them in the instructional program.	The SLP complies with school procedures for communicating with families and makes an effort to engage families in the instructional program. But communications are not always appropriate to the cultures of those families.	The SLP communicates frequently with families and successfully engages them in the instructional program. Information is conveyed to families about individual students in a culturally appropriate manner.	The SLP communicates frequently and sensitively with families and responds to the individual and cultural needs of families. The SLP successfully engages families in the instructional program; students participate in communicating with families.
<i>4d: Contributing to the School and District</i>	The SLP's relationships with colleagues are negative or self-serving, and SLP avoids being involved in school and department events and projects.	The SLP's relationships with colleagues are cordial, and SLP participates in school and department events and projects when specifically requested.	The SLP participates actively in school and department events and projects, and maintains positive and productive relationships with colleagues.	The SLP makes a substantial contribution to school and department events and projects, and assumes leadership with colleagues.
<i>4e: Growing and Developing Professionally</i>	The SLP does not participate in professional development activities, even when such activities are clearly needed for the development of teaching skills.	The SLP's participation in professional development activities is limited to those that are convenient or are required.	The SLP seeks out opportunities for professional development based on an individual assessment of need.	The SLP actively pursues professional development opportunities, and makes a substantial contribution to the profession through such activities as action research and mentoring new staff, or sharing knowledge with the department.
<i>4f: Demonstrating Professionalism</i>	The SLP's sense of professionalism is low, and SLP contributes to practices that are self-serving or harmful to students.	The SLP's attempts to serve students are genuine but limited.	The SLP makes genuine and successful efforts to ensure that all students are well served by the school.	The SLP assumes a leadership role in ensuring that school practices and procedures ensure that all students, particularly those traditionally underserved, are honored in the school.

Component Summary – School Counselor

Domain 1: Planning and Preparation

Component	Unsatisfactory	Basic	Proficient	Distinguished
<i>Ia: Demonstrating knowledge of School curriculum & District programming</i>	Displays minimal understanding and application of school curriculum and district programming	Displays adequate understanding of school curriculum and district programming.	Demonstrates solid understanding of school curriculum and district programming. Is able to articulate understanding to meet student needs.	Knowledge of curriculum and district programming are extensive, showing evidence of a continuing search for improvement.
<i>Ib: Demonstrating Knowledge of Students</i>	Makes little or no attempt to acquire knowledge of students' backgrounds, skills, or interests and does not use such information in communicating with or about the student.	Demonstrates partial knowledge of students' background skills, and interests and attempts to use this knowledge in communicating with or about the student.	Demonstrates knowledge of students' backgrounds, skills, and interests and uses this knowledge effectively to communicate with or about the student.	Demonstrates thorough knowledge of students' background, skills, and interests, using this knowledge to proactively communicate with or about this student...
<i>Ic: Knowledge and Use of Developmentally Appropriate Counseling Techniques</i>	Knowledge and use of techniques are unsuitable and ineffective for students.	Knowledge and use of techniques are of moderate value or suitability in meeting the student's needs.	Is able to select and employ techniques to meet the needs of most students.	Techniques are multidimensional enough to be able to differentiate the style based on student's individualized need... Actively selects and employs techniques to meet the needs of individual students.
<i>Id: Demonstrating Knowledge of and Access to Resources</i>	Is unaware of school, district or community resources available to students and parents.	Displays limited knowledge of school, district, or community resources available to students and parents.	Is aware of school, district and community resources available and knows how to gain access to them to effectively share them with students and parents.	Actively seeks out resources through school, district, community and professional organizations. Effectively utilizes resources for students and parents who need them.
<i>Ie: Assessing Student Learning</i>	Has no plans to use results of assessment to design future interventions.	Uses assessments to plan interventions for students.	Triangulates data to plan for interventions with students.	Continually triangulates data to plan for interventions with students. Monitors progress and makes adjustments as needed.

Component Summary – School Counselor

Domain 2: Environment

Component	Unsatisfactory	Basic	Proficient	Distinguished
<i>2a: Creating an environment of respect and rapport</i>	Interactions are inappropriate or inadequate.	Interactions are usually friendly, caring and non-offensive to culturally and developmentally diverse groups.	Interactions are friendly, caring and non-offensive to culturally and developmentally diverse groups.	Facilitates an atmosphere for genuine caring and respect for all.
<i>2b: Establishing a positive climate</i>	Conveys a negative attitude toward counseling work and suggests the content is not important. Goals and activities are poorly planned and convey inconsistent expectations for engagement and participation.	Usually communicates the importance of counseling work. Goals and activities are planned and sets expectations for engagement and participation.	Clearly communicates importance of counseling work. Invites high expectations for engagement and participation.	Communicates the importance of counseling work through a dynamic environment encouraging open communication, engagement and participation.
<i>2c: Managing procedures and resources</i>	Counseling routines and procedures are either nonexistent or grossly inefficient. No evidence of productive preparation.	Counseling routines and procedures have been established but function inconsistently. Minimal preparation is evident.	Counseling routines and procedures have been established and function smoothly. The preparation is evident.	Counseling routines and procedures maximize student opportunities through their attention to detail and depth of preparation.
<i>2d: Organizing Physical space</i>	The office is not a professional environment, and/or is not suited to the counseling task at hand.	The office is usually a professional environment, and furniture is suited to the counseling task at hand.	The office is professional and furniture creates a comfortable environment to counseling task at hand.	The office is highly professional and welcoming. Furniture is arranged to enhance the counseling task at hand.

Component Summary – School Counselor

Domain 3: Delivery of Services

Component	Unsatisfactory	Basic	Proficient	Distinguished
<i>3a: Communicating clearly and accurately</i>	Spoken and written communication contains errors or is unclear or inappropriate.	Spoken and written communication contains no errors, but may not be completely appropriate or may require further explanations to avoid confusion.	Educator communicates clearly and accurately to students, both in speaking and writing. Communicates appropriately to students' questions, cultures and levels of development.	Spoken and written communication is clear, expressive and empathic. Anticipates and addresses the possible reactions of its audience.
<i>3b: Using Questioning and Discussion Techniques</i>	Educator makes poor use of discussion and questioning techniques, with low level or inappropriate questions, limited student participation, and little true discussion.	Use of questioning and discussion techniques is adequate.	Questioning and discussion techniques are employed effectively, encouraging student, parent, etc., to comfortably disclose information.	Elicits disclosure of information for purposeful information and problem solving.
<i>3c: Providing Feedback and Responses to Parents, Students and Staff</i>	Feedback is inaccurate, nonspecific and lacks timeliness.	Feedback is timely, but is nonspecific and inconsistent.	Feedback is specific, timely and consistent to the counseling task.	Feedback is proactive and pertinent to the counseling task.
<i>3d: Demonstrating Advocacy and Responsiveness</i>	Demonstrates little advocacy and responsiveness to students' needs, interests and questions.	Demonstrates moderate advocacy and responsiveness to the student's needs, interests and questions.	Seeks ways to support success for all students and responds to student's interests and questions.	Advocates for students' interests and supports success of all students.
<i>3e: Implementing Counseling Activities</i>	Implements few or no appropriate activities relevant to the setting. Provides inaccurate information or faulty guidance.	Implements some activities that are relevant to the setting. Provides accurate information.	Frequently implements activities that address relevant counseling functions. Provides accurate information and sound guidance. Shows understanding of the impact of purposeful implementation of activities.	Demonstrates extensive knowledge of appropriate, relevant activities. Implements relevant activities in a purposeful and timely fashion. Able to anticipate and act on timeliness of effective implementation.
<i>3f: Establishing Professional Collaboration</i>	Does not exhibit willingness or skill to work collaboratively with other professionals.	Sometimes collaborates with other professionals.	Collaborates with others in projects and efforts.	Exhibits skill and leadership in professional collaboration.

Component Summary – School Counselor

Domain 4: Professional Responsibilities

Component	Unsatisfactory	Basic	Proficient	Distinguished
<i>4a: Reflecting on Practice</i>	Does not reflect accurately nor pose ideas of how to improve own practice.	Reflection is accurate; yet makes few suggestions for own improvement.	Reflection is accurate and perceptive, citing general characteristics. Draws upon some resources to suggest alternative strategies that refine own performance.	Reflection is highly accurate and perceptive, citing specific examples. Draws upon extensive resources and constructive criticism to suggest alternative strategies that refine own performance...
<i>4b: Maintaining and Using Appropriate Data to guide Practice</i>	Does not maintain and submit records/report in a timely manner. Ignores available data while practicing.	Maintains and submits records/reports in a timely manner; yet, inconsistent use of data while practicing	Maintains and submits records/reports and uses data to guide practice.	Maintains and submits efficient and effective records/reports in a timely manner which conforms to law, standards, and school district procedures. Regularly reflects on data and uses it to guide practice.
<i>4c: Communicating with Families about Student Progress, your procedures and Curriculum and Standards</i>	Provides little or no information to families and makes no attempt to engage them. Is not available to students and parents at reasonable times.	Complies with school/district procedures for communicating with families and makes an effort to engage them. Is available to students and parents at reasonable times.	Communicates frequently with families and successfully engages them.	Initiates and encourages frequent and varied two-way communications with families engaging them in information about instructional standards and programs, classroom procedures, and student progress. Parent/community concerns are handled sensitively and effectively.
<i>4d: Contributing to the School and District</i>	Relationships with staff are negative. Is not involved in school/district projects.	Relationships with staff are professional and productive. Participates in events and activities that are required.	Cultivates relationships with staff that are professional and productive. Is actively engaged in school and district initiatives, events and activities.	Demonstrates substantial leadership and contributions to school and district initiatives, events and projects by working cooperatively and respectfully with all stakeholders. Actively supports implements the school/district improvement plans.
<i>4e: Growing and Developing Professionally</i>	Does not actively participate in required or optional professional developmental activities.	Attends and participates in required and optional professional developmental activities...	Participate actively in a variety of professional developmental activities and utilizes the new skills appropriately.	Makes substantial contribution to school, district, and the profession by pursuing and engaging in a variety of professional development activities. Fulfills responsibilities in a manner beyond primary assignments. Assists others in implementing strategies to improve and enhance school/district programs.
<i>4f: Demonstrating Professional Counseling Ethics as described in National/State Standards</i>	Does not demonstrate professional counseling ethics.	Demonstrates basic understanding and practice of professional ethics.	Demonstrates clear understanding and reliable practice of professional ethics.	Demonstrates outstanding understanding of professional ethics through unwavering ethical practice.

Component Summary – School Nurse

Domain 1: Planning and Preparation

Component	Unsatisfactory	Basic	Proficient	Distinguished
<i>Ia: Demonstrating knowledge of client characteristics</i>	The School Nurse displays little understanding of the subject or structure of the discipline, or of client characteristics.	The School Nurse's practice represents basic understanding of school nursing but does not extend to connections with other disciplines to student functioning	The School Nurse demonstrates solid understanding of student functioning and connections with other disciplines. The School Nurse's practice reflects current school nursing research.	The School Nurse's knowledge of the student functioning and client characteristics is extensive, showing evidence of a continuing search for improved practice. The School Nurse actively builds on knowledge of school nurse practice to provide school health services
<i>Ib: Demonstrating knowledge of students</i>	The School Nurse makes little or no attempt to acquire knowledge of students' backgrounds, cultures, skills, or interests, and does not attempt to use such information in planning.	The School Nurse demonstrates partial knowledge of students' backgrounds, cultures, skills, and interests, and attempts to use this knowledge in planning student care.	The School Nurse demonstrates thorough knowledge of students' backgrounds, cultures, skills, and interests, and uses this knowledge to plan for groups of students.	The School Nurse demonstrates thorough knowledge of students' backgrounds, cultures, level of development, skills, and interests, and uses this knowledge to plan for individual student care.
<i>Ic: Demonstrating knowledge of resources</i>	The School Nurse is unaware of school or district resources available either for teaching or for students who need them.	The School Nurse displays limited knowledge of school or district resources available either for teaching or for students who need them.	The School Nurse is fully aware of school or district resources available for student care, and knows how to gain access to school and district resources for students who need them.	The School Nurse seeks out resources for participation in professional organizations, on the Internet, and in the community, and is aware of resources available for students who need them, in the school, the district, and the larger community.
<i>Id: Planning for delivery of services</i>	The various elements of the service delivery do not support student learning, and student wellness.	Some of the elements of the service delivery will engage students in meaningful learning and promote student wellness, while others do not.	Most of the elements of service delivery support the student learning, and student wellness.	All of the elements of services delivery support the stated goals, will engage students in meaningful learning, promote student wellness
<i>Ie: Assessing student health</i>	Approach to assessment contains no clear criteria or standards and lacks congruence with the health related goals. Nurse has no plans to use results of assessment to design future services.	Plan for student assessment is partially aligned with the health related goals and includes criteria and standards that are not entirely clear or understood by students and parents. Nurse uses the assessments to plan for future services for the school as a whole.	Plan for student assessment is mostly aligned with the health related goals with clear assessment criteria and standards that have been communicated to students and parents. Nurse uses the assessments to plan for groups of students or individuals.	Plan for student assessment is fully aligned with the health related goals containing clear assessment criteria and standards that are not only understood by students and parents but also show evidence of representative participation in their development. Nurse monitors progress in achieving the goals.

Component Summary – School Nurse

Domain 2: The Environment

Component	Unsatisfactory	Basic	Proficient	Distinguished
<i>2a: Creating an environment of respect and rapport</i>	Interactions with students, staff and parents are negative, sarcastic, and do not promote a positive environment.	Interactions with students, staff and parents are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or development differences among students.	Interactions with students, staff and parents reflect general warmth and caring, and are respectful of the cultural and developmental differences between groups of students.	Interactions are highly respectful, reflecting genuine warmth and caring towards individuals and sensitivity to students' cultures and levels of development. Interactions promote a high level of civility in the school culture.
<i>2b: Establishing a culture for learning about health education</i>	The School Nurse's practice does not represent a culture for learning and is characterized by low commitment to the subject, low expectations for student achievement, a insufficient commitment to promoting student wellness	The School Nurse's practice reflects only a minimal culture for learning with only modest or inconsistent expectations for student achievement, little nurse commitment to the subject, and little student pride in work. The nurse performing at the minimal level to "get by."	The School Nurse's practice represents a genuine culture for learning with commitment to the subject by both nurse and students, high expectations for student achievement, and student participation in their own wellness.	The School Nurse promotes students taking responsibility for their own learning, encouraging decision making, and problem solving, by students, in matters relating to health education and wellness. Nurse demonstrates a passionate commitment to the subject.
<i>2c: Managing the health office</i>	Health office routines and procedures are either nonexistent or inefficient, resulting in the ineffective delivery of health services	Health office routines and procedures have been established but function unevenly or inconsistently, with some inefficiency in the delivery of health services	Health office routines and procedures have been established and function smoothly, with effective and efficient delivery of health services	Health office routines and procedures are seamless in their operation, delivery of health service is optimum
<i>2d: Managing student behavior</i>	Student behavior is poor, with no clear expectation, no monitoring of student behavior, and inappropriate responses to student misbehavior.	Nurse makes an effort to establish standards of conduct for students, monitor student behavior, and respond to student misbehavior, but these efforts are not always successful or are inconsistently implemented.	Nurse is aware of student behavior, has established clear standards of conduct, and responds to student misbehavior in ways that are consistent, appropriate, and respectful to students.	Student behavior is appropriate, with evidence of student participation in setting expectations and monitoring behavior. Nurse's monitoring of student behavior is subtle and preventive, and nurse's response to student misbehavior is sensitive to individual student needs.
<i>2e: Organizing physical space</i>	The School Nurse makes poor use of the physical environment, resulting in unsafe or inaccessible conditions for some students and negatively impacts the delivery of health services	Health office is safe, and essential health services are accessible to most students, but the conditions only partially support the delivery of health services.	Health office is safe, and health services are accessible to all students; nurse uses physical resources well and ensures that the conditions support the delivery of health services.	Health office is safe, and the physical environment supports the delivery of health services to all students, including those with special needs.

Component Summary – School Nurse

Domain 3: Instruction / Delivery of Services

Component	Unsatisfactory	Basic	Proficient	Distinguished
<i>3a: Communicating clearly and accurately</i>	The School Nurse's oral and written communication contains errors or is unclear or inappropriate to students' cultures or students' health needs	The School Nurse's oral and written communication contains no errors but may not be completely appropriate to students' cultures or health needs. It may require further elaboration to avoid confusion.	The School Nurse communicates clearly and accurately to students, both orally and in writing. Communications are appropriate to students' cultures and health needs.	The School Nurse's oral and written communication is clear and expressive, appropriate to students' cultures and health needs. It also anticipates a continued need for collaboration and consultation, and invites parent feedback and input.
<i>3b: Using questions to consulting and collaborating with administrators and staff</i>	The School Nurse makes poor use of questioning and discussion techniques, with low-level or inappropriate questions, limited use of input from administrators and staff.	The School Nurse's use of questioning and discussion techniques is uneven, with some high-level questions, attempts at true discussion, and moderate input from administrators and staff.	The School Nurse's use of questioning and discussion techniques reflects high-level questions, true discussion, and requests and uses input from administrators and staff.	Questions reflect high expectations and are appropriate. The School Nurse invites collaboration and input from administrators and staff to provide optimum health services to students.
<i>3c: Consulting and collaborating with medical professionals and agencies</i>	The School Nurse makes no attempt to collaborate with medical professionals and outside agencies to deliver health services to students.	The School Nurse makes occasional attempts to collaborate with medical professionals and outside agencies to deliver health services to students.	The School Nurse routinely collaborates with medical professionals and outside agencies to deliver optimum health services to students.	The School Nurse routinely collaborates with medical professionals and outside agencies to deliver optimum health services to students, and includes these professionals and agencies as partners in the delivery of services to members of the school community.
<i>3d: Using research to inform practice</i>	The school nurse rarely reviews and uses research to inform health assessment and services	The school nurse has an understanding of some research about nurse practices. With intermittent use of research to inform health practice.	The school nurse regularly reviews and uses research findings to inform nursing practices.	The school nurse's knowledge of current research is extensive and its application to nursing practices is exceptional. A comprehensive method for assessing and reviewing research is evident.
<i>3e: Participation in Interdisciplinary Teams</i>	The School Nurse rarely participates on interdisciplinary teams to evaluate and develop practices to improve Health Services for students.	The School Nurse occasionally participates on interdisciplinary teams to evaluate and develop practices to improve Health Services for students.	The School Nurse always participates on interdisciplinary teams to evaluate and develop practices to improve Health Services for students.	The School Nurse always participates on interdisciplinary teams to evaluate and develop practices to improve Health Services for students; is looked to by other members as an integral member of the team, and the expert of health matters pertaining to students.
<i>3f: Demonstrating flexibility and responsiveness</i>	The School Nurse adheres to his/her own agenda in spite of evidence of poor student outcomes, or evidence of poor family outcomes.	The School Nurse demonstrates moderate flexibility and responsiveness to student needs, and student's family culture.	The School Nurse ensures the successful delivery of health care to all students, making adjustments as needed and responding to student needs and family culture.	The School Nurse is highly responsive to individual students' needs, questions, making even major adjustments as appropriate to meet health needs, and persists in ensuring the success of all students.

Component Summary – School Nurse

Domain 4: Professional Responsibilities

Component	Unsatisfactory	Basic	Proficient	Distinguished
<i>4a: Reflecting on School Nurse Practice</i>	The School Nurse's reflection on School Nurse Practice does not reflect current research, current requirements or nursing best practice	The School Nurse's reflection on School Nurse Practice provides partial reflection of current research, current requirements or nursing best practice.	The School Nurse's reflection on School Nurse Practice provides an accurate reflection of current research, current requirements, and nursing best practice.	The School Nurse's reflection on School Nurse Practice is highly accurate and perceptive, and nurse demonstrates a desire for continuing education and professional growth
<i>4b: Maintaining Accurate Records</i>	The School Nurse has no system for maintaining accurate records, resulting in errors and confusion.	The School Nurse's system for maintaining accurate records is rudimentary and only partially effective.	The School Nurse's system for maintaining accurate records is efficient and effective.	The School Nurse's system for maintaining accurate records is efficient and effective, and shows a willingness and desire to collaborate with colleagues.
<i>4c: Communicating and collaborating with families</i>	Provides little or no information to families and makes limited or inappropriate attempts to engage them. School nurse is not available to students and parents at reasonable times.	Complies with school/district procedures for communicating with families and makes an effort to engage them. School nurse is available to students and parents at reasonable times. But communications are not always appropriate to the cultures of those families.	School Nurse communicates frequently with families and successfully engages them in health related programs. They convey information to families about individual students in a culturally appropriate manner.	Initiates and encourages frequent and varied two-way communications with families engaging them in information about health related standards and programs, procedures, and student health. Parent/Community concerns are handled sensitively and effectively.
<i>4d: Contributing to the School and District</i>	The School Nurse's relationships with colleagues are negative or self-serving, and educator avoids being involved in school and district events and projects.	The School Nurse's relationships with colleagues are cordial, and educator participates in school and district events and projects when specifically requested.	The School Nurse participates actively in school and district events and projects, and maintains positive and productive relationships with colleagues.	The School Nurse makes a substantial contribution to school and district events and projects, and assumes leadership with colleagues.
<i>4e: Growing and Developing Professionally</i>	The School Nurse does not participate in professional development activities, even when such activities are clearly needed for the development of teaching skills.	The School Nurse's participation in professional development activities is limited to those that are convenient or are required.	The School Nurse seeks out opportunities for professional development based on an individual assessment of need.	The School Nurse actively pursues professional development opportunities, and makes a substantial contribution to the profession through such activities as action research and mentoring new nurses.
<i>4f: Demonstrating Professionalism</i>	The School Nurse's sense of professionalism is low, and contributes to practices that are self-serving or harmful to students.	The School Nurse's attempts to serve students are genuine but limited.	The School Nurse makes genuine and successful efforts to ensure that all students are well served by the school.	The School Nurse assumes a leadership role in ensuring that school practices and procedures ensure that all students, particularly those traditionally underserved, are honored in the school.

Component Summary - School Social Worker and School Psychologist

Domain 1: Planning and Preparation

Component	Unsatisfactory	Basic	Proficient	Distinguished
<i>Ia: Demonstrating knowledge of content related to best practice</i>	Social worker displays little understanding of best practice in school social work.	Educator's content knowledge represents basic understanding but does not extend to connections with other disciplines. There is only minimal effort to improve content knowledge.	Educator's demonstrates solid understanding of best practice and its prerequisite relationships and connections to other disciplines. Educator's practice reflects current knowledge.	Educator's knowledge of the best practice is extensive, showing evidence of a continuing search for improved practice. Educator actively builds on knowledge when seeking causes and interventions for student difficulties.
<i>Ib: Demonstrating knowledge of student, psychological, and instructional variables</i>	Educator displays little knowledge of student background variables and psychological and instructional factors that impact student functioning.	Educator displays partial knowledge of student background variables and psychological and instructional factors that impact student functioning. Basic attempts are made to use such information when planning student evaluations and interventions.	Educator displays solid understanding of information related to student background and psychological and instructional variables that may affect student functioning. Educator's practice reflects current knowledge.	Educator's knowledge of student background variables and factors related to the student's psychological functioning and the instructional environment is extensive. Educator actively builds on knowledge when seeking causes and interventions for student difficulties.
<i>Ic: Demonstrating knowledge of state and federal regulations</i>	Educator displays little knowledge of state and federal regulations affecting professional practice.	Educator displays partial knowledge of state and federal regulations. Basic attempts are made to apply such information in case management.	Educator displays solid understanding of state and federal regulations and applies this information consistently in case management.	Educator's knowledge of state and federal regulations is extensive. Social worker shows to exceptional ability to apply such knowledge in case management.
<i>Id: Demonstrating knowledge of resources</i>	Educator has little knowledge of district, community, and informational resources available to assist in case management.	Educator has partial knowledge of district, community, and informational resources. Basic attempts are made to apply such knowledge in case management.	Educator displays solid understanding of district, community, and informational resources and applies this knowledge consistently in case management.	Educator's knowledge of district, community, and informational resources is extensive. Social worker shows exceptional ability to seek out additional resource information and apply in cases where appropriate.
<i>Ie: Demonstrating knowledge of effective service delivery</i>	Educator has little knowledge of variables related to the development of effective services for students.	Educator has partial knowledge of variables related to the development of effective services. Basis attempts are made to apply such knowledge when developing recommendations for students.	Educator displays solid understanding of variables that contribute to effective services and applies this information consistently when planning for students.	Educator's knowledge of variables that contribute to effective services is extensive. Educator shows exceptional ability to apply such knowledge when planning programs/interventions for students.
<i>If: Assessing Student Learning</i>	Approach to assessment contains no clear criteria or standards. There are no plans to use results to design future services.	Plan for student assessment is partially aligned with instructional and IEP/504 goals. Educator uses assessments to plan for future services.	Plan for student assessment is aligned with instructional and IEP/504 goals. Educator uses assessments to plan for individual and groups of students.	Plan for student assessment is aligned with instructional and IEP/504 goals that are clearly understood by students and parents. Educator monitors progress in achieving the goals.

Component Summary - School Social Worker and School Psychologist

Domain 2: Learning and Therapeutic Environment

Component	Unsatisfactory	Basic	Proficient	Distinguished
<i>2a: Creating an environment of respect and rapport</i>	Interactions between educator and students are consistently insufficient to allow for the development of respect and rapport needed to deliver effective services.	Interactions between the educator and students allow for the development of rapport with some students but many students remain uncomfortable in their interactions with the educator.	The educator is able to establish trust and rapport with almost all students.	The educator consistently displays the ability to work effectively with all types of students, making appropriate adjustments in style of presentation and interaction so that the students experience that working with the educator is non-threatening.
<i>2b: Creating/supporting expectations for student outcomes</i>	The educator rarely contributes to the establishment and achievement of appropriate expectations for student outcomes. IEP/504 goal development does not meet professional standards.	The educator's establishment of expectations for student outcomes is sometimes appropriate. The educator's support in the achievement of these outcomes is inconsistent. IEP/504 development meets professional standards.	The educator consistently contributes to the establishment of appropriate expectations for student outcomes. The educator offers effective support in the achievement of these outcomes. IEP goals are written in an objective manner and regularly monitored.	The educator shows exceptional ability to establish and support high-level outcomes for students. IEP/504 goals hold high expectations for student learning and are regularly monitored.
<i>2c: Managing Service Delivery Procedures</i>	Routines and procedures are either nonexistent, unsafe, or inefficient.	Routines and procedures have been established but function unevenly or inconsistently. Safe procedures are followed.	Routines and procedures have been established and function smoothly, safely, and effectively.	Routines and procedures are seamless in their operation and students assume some responsibility for their smooth functioning.
<i>2d: Managing Student Behavior</i>	Student behavior is poor, with no clear expectation, no monitoring of student behavior, and inappropriate responses to student misbehavior.	Educator makes an effort to establish standards of conduct for students, monitor student behavior, and respond to student misbehavior, but these efforts are not always successful or are inconsistently implemented.	Educator is aware of student behavior, has established clear standards of conduct, and responds to student misbehavior in ways that are consistent, appropriate, and respectful of students.	Educator's monitoring of student behavior is subtle and preventive, and educator's response to student misbehavior is sensitive to individual student needs.
<i>2e: Collaboration with educators, parents, and community</i>	The educator displays minimal effort to collaborate with educators, parents, and the community to develop effective interventions for students.	The educator occasionally collaborates with educators, parents, and the community. Collaboration efforts are inconsistently effective.	The educator uses collaboration frequently to develop interventions for students. Collaboration is viewed by the educator as essential to effective outcomes for students.	The educator's use of collaboration methods is exceptional. The educator consistently looks for new ways to improve collaboration efforts and applies such improvement strategies when identified.

Component Summary - School Social Worker and School Psychologist

Domain 3: Delivery of Services

Component	Unsatisfactory	Basic	Proficient	Distinguished
<i>3a: Communicating information clearly and in a timely manner</i>	The educator has consistent difficulty with communicating information to staff or parents. Communication does not comply with standards of professionalism.	The educator generally communicates information adequately with only occasional difficulty in communication observed.	The educator's communication methods are consistently effective. Staff and parents perceive the educator's communications as reliable and understandable and delivered in a professional manner.	The educator's communication methods are exceptional. Staff and parents find that the educator's methods consistently lead to a high level of understanding of procedural and student issues. The educator's methods of communication are considered to be highly professional.
<i>3b: Utilizing appropriate methods, including questioning techniques</i>	The educator frequently uses methods of questioning, assessment or intervention that are inappropriate to the situation.	The educator's methods of questioning, assessment and intervention are usually appropriate. Such methods meet basic standards of practice but rarely exceed this level.	The educator consistently applies methods of questioning, assessment and intervention that contribute to effective identification and intervention for students.	The educator's use of questioning, assessment and intervention methods is exceptional. The educator's assessments contribute to an in-depth understanding of student variables and intervention methods are highly effective.
<i>3c: Managing case load in an organized and proficient manner.</i>	The educator has frequent difficulty with organization and managing his/her case load activities.	The educator has occasional difficulty with organization and managing his/her case load activities. The educator has some difficulty prioritizing activities when case load difficulties occur.	The educator displays sound organization strategies in a consistent manner. Preparation and planning skills are solid. Case load management is conducted in a proficient manner.	The educator displays a sophisticated understanding of time-management and other organization strategies. The implementation of these strategies enables the educator to manage his/her case load with a high degree of efficiency. Adjustments in case load management are made easily.
<i>3d: Using research and assessment to inform practice</i>	The educator rarely reviews and uses research to inform assessment and intervention practices.	The educator has an understanding of some research about social work practices. Use of research to inform practice is at a basic level.	The educator regularly reviews and uses research findings to inform practice.	The educator's knowledge of current research is extensive and the use of same to inform practice is exceptional. A comprehensive method for accessing and reviewing research is evident.
<i>3e: Evaluating service delivery</i>	The educator does not utilize methods for evaluating service delivery.	The educator uses occasional low-level methods to evaluate service delivery. Methods do not contribute substantially to improvement efforts.	The educator uses regular methods to evaluate service delivery. Methods are used to make frequent improvements in the delivery of such services.	The educator uses sophisticated methods in the evaluation of services. Such methods are used consistently as part of a comprehensive plan to improve service delivery.
<i>3f: Dissemination of information</i>	The educator does not engage in efforts to communicate procedural or psychological information at the team, school, or department level.	The educator occasionally disseminates information. No consistent and comprehensive efforts are evident.	The educator regularly disseminates information at the team, school, and department levels.	The educator's efforts to disseminate information are exceptional. New opportunities to inform others about procedural and psychological information are regularly pursued.

Component Summary - School Social Worker and School Psychologist

Domain 4: Professional Responsibilities

Component	Unsatisfactory	Basic	Proficient	Distinguished
<i>4a: Reflecting on Professional Practices</i>	Reflection is absent, inaccurate or educator poses no ideas of how to improve.	Reflection is generally accurate; yet, makes few suggestions for improvement. Educator makes global suggestions as to how to improve their services.	Educator's reflection provides an accurate and objective description of their work and cites specific positive and negative characteristics. Educator makes some specific suggestions as to how the work might be improved.	Educator's reflection is highly accurate and perceptive, and cites specific examples that were not fully successful. Educator draws on an extensive repertoire to suggest alternative strategies.
<i>4b: Appropriate maintenance of records</i>	The educator has frequent difficulty maintaining records according to district procedures. Records may not be timely or contain errors.	The educator generally maintains accurate records in compliance with confidentiality. Occasional difficulties are noted in following district procedures for maintenance of records.	The educator consistently follows district procedures for maintenance of records. The educator's personal records are comprehensively maintained. All confidentiality requirements are followed appropriately.	The educator displays exceptional effort in the maintenance of student records, always follows district procedures, and shows an in-depth understanding of standards of confidentiality. The educator's personal records are systematically organized and convey in-depth information regarding case communications.
<i>4c: Facilitating procedural and policy changes</i>	The educator displays little evidence of supporting and facilitating changes made by the district in application of procedure and policy.	The educator displays some evidence of supporting and facilitating procedural and policy changes. There is some attempt to communicate and carry out these changes but this effort is inconsistent.	The educator displays clear evidence of supporting and facilitating procedural and policy changes. There is clear and consistent evidence of efforts to communicate and carry out these changes.	The educator's support and facilitation of procedural and policy changes is exceptional. The educator quickly grasps and applies such changes in a highly consistent and clear manner, consistently carrying out such changes as intended by district administration.
<i>4d: Contributing to School and District</i>	Relationships with staff are negative or self-serving. Avoids involvement in school or district events or projects.	Relationships with staff are professional and productive. Participates in events/activities when required or specifically asked.	Cultivates relationships with staff and maintains positive and productive relationships with colleagues that are professional and productive. Substantially contributes to school and/or district.	Demonstrates substantial leadership and works with others cooperatively and respectfully. Actively supports and implements the school/district improvement plans.
<i>4e: Growing and developing professionally</i>	The educator makes little effort toward professional growth. There is little participation in professional development activities and little evidence of application of new learning.	The educator makes some effort toward professional growth. Participation in professional development activities is evident but there is inconsistent application of information learned.	The educator displays clear evidence of professional growth. There is regular participation in professional development activities and professional reading with evidence of application of information learned.	Evidence toward professional growth is exceptional. The educator displays an enthusiasm for ongoing learning by both regular participation in professional development activities and the execution of a comprehensive plan of acquiring new information. There is strong evidence that <u>new learning is regularly applied</u> .
<i>4f: Demonstrating professionalism</i>	The educator has major difficulties carrying out activities in a professional manner. His/her actions often result in others' questioning the educator's professional competency. Activities often contribute to the development of conflict.	The educator usually carries out duties professionally but has occasional difficulties acting in a professional manner. When difficulties occur, there is quick attempt at resolution of concerns.	The educator consistently acts in a professional manner. The educator's competence is not questioned by others. The educator displays the ability to bring existing conflicts to resolution. Staff, students, and parents feel consistently supported by the educator's efforts.	The educator's exhibition of professionalism is exceptional. The educator is a highly respected member of his/her team. The educator displays the highest standards of professional ethics and skill in carrying out his/her duties.

COMMUNITY UNIT SCHOOL DISTRICT 303
Certified Educator Evaluation Plan
Tenured Educator

PROFESSIONAL SUPPORT

The Professional Support Plan provides guidance and support to educators to assist them in meeting the District's Domain Rubrics or Professional Growth Plan. The purpose of the Professional Support Plan is:

1. To enable a tenured educator the opportunity to seek assistance in any area(s) of the District's Domain Rubrics or Professional Growth Plan.
2. To enable administrative supervisors to assist a tenured educator, who may benefit from more support, to improve in any of the District's Domain Rubrics or Professional Growth Plan.

The decision regarding implementation could be collaborative, but may be directive. The Professional Support Plan is intended to provide professional improvement. Professional courtesy is expected of all participants.

The Professional Support Plan consists of two phases:

1. Awareness Phase
2. Assistance Phase

Note: Assistance Phase is not equivalent to or part of the State of Illinois Remediation Plan.

Awareness Phase

The purpose of the Awareness Phase is to bring individuals together to identify and discuss areas of concern related to the District's Domain Rubrics or Professional Growth Plan.

1. An educator or the direct supervisor identifies, in writing (See Form – Awareness Phase), a Domain Rubric or Professional Growth Plan that has been repeatedly violated.
2. The Awareness Phase will be discussed at an initial meeting to be held within ten working days of notification by either party. The Awareness Phase will not last longer than 40 working days.
3. At the conclusion of the Awareness Phase, the direct supervisor and educator will review the progress and the direct supervisor will make one of the following recommendations:
 - Concerns resolved, no further action necessary; or
 - Progress noted, continuation of agreed procedures and mutually agreed upon extended timeline but no longer than 10 working days; or
 - Concerns remain unresolved, movement to Assistance Phase.
(See Form – Awareness Phase)

Meeting minutes and discussions within the Awareness Phase will remain at the building level between concerned parties.

Assistance Phase

The purpose of the Assistance Phase is to provide more specific guidance and assistance for the resolution of concerns identified in the Awareness Phase of the Professional Support Plan for tenured educators.

1. The Assistance Phase will be discussed at an initial meeting to be held within five working days of the final meeting of the Awareness Phase. The assistance Phase will not last longer than 40 working days.
2. This plan must include:
 - A statement identifying the concern relative to the District's Domain Rubrics;
 - Identification of individuals involved in the plan;
 - A listing of activities/procedures to be developed by the direct supervisor and implemented by the educator;
 - A listing of resources to be allocated for plan implementation and completion including but not limited to materials, staff development, and budgetary considerations;
 - A timeline indicating implementation dates, final review dates, and meeting dates to review progress of the plan.
3. One of the following recommendations will be made upon reviewing the educator's progress:
 - The concern is resolved.
 - The concern is not resolved. A rating of unsatisfactory will be given on the Summative Evaluation, and the educator will be placed on a State of Illinois Remediation Plan.

Meeting minutes and discussions within the Assistance Phase will be placed in the educator's personnel file. Parties may include representation during meetings at their discretion.

COMMUNITY UNIT SCHOOL DISTRICT 303
Professional Support Plan
Tenured Educator
AWARENESS PHASE Meeting Minutes

This form will not be placed in personnel file

Educator:	Date:
School(s):	Direct Supervisor:

Identify area of concern from the Domain Rubric or Professional Growth Plan.
Specific Concern:

Next Meeting Date:

Educator Signature:

Date:

Direct Supervisor Signature:

Date:

Next Meeting - Date: _____ First Second Third
Progress Noted:

Concern(s):

Modifications (if applicable):

Administrative Recommendation:

- Exit Awareness Phase
 - Extended Timeline
 - Assistance Phase
- Next Meeting: _____
Next Meeting: _____

Educator Signature: _____ Date: _____

Direct Supervisor Signature: _____ Date: _____

- Copy to Direct Supervisor
- Copy to Educator

COMMUNITY UNIT SCHOOL DISTRICT 303
Professional Support Plan
Tenured Educator

ASSISTANCE PHASE Action Plan Form
This form will be placed in personnel file.

Educator:		Initial Meeting Date/Time:	
School(s):		Direct Supervisor:	

Identify area of concern from the Domain Rubric or Professional Growth Plan.

Concern(s):

Additional Support Phase Staff: (If applicable):

Action Plan Strategies:

Action Plan Success Indicators:

Resources/Support Needed (if applicable):

Next Meeting Date: _____

Educator Signature: _____ Date: _____

Direct Supervisor Signature: _____ Date: _____

- Copy to Direct Supervisor
- Copy to Educator
- Copy to Human Resources

COMMUNITY UNIT SCHOOL DISTRICT 303
Professional Support Plan
Tenured Educator

ASSISTANCE PHASE Action Plan Progress Form

This form will be placed in personnel file.

Educator:		Date:	
School(s):		Direct Supervisor:	

First Meeting Second Meeting Third Meeting Other _____

Action Plan:

Resources and Strategies used to date:

Indicators of Progress:

Resources/Support Utilized to Date:

Concern(s):

Next Meeting Date: _____

Educator Signature: _____ Date: _____

Direct Supervisor Signature: _____ Date: _____

- Copy to Direct Supervisor
- Copy to Educator
- Copy to Human Resources

COMMUNITY UNIT SCHOOL DISTRICT 303
Professional Support Plan
Tenured Educator

ASSISTANCE PHASE End of Assistance Report

This form will be placed in personnel file

Educator:		Date:	
School(s):		Direct Supervisor:	

Action Plan:

Resources and Strategies used to date:

Indicators of Progress:

Resources/Support Utilized to Date:

Concern(s):

Administrative Recommendation:

- Completed Assistance Phase
- Continue in Professional Support Plan
- Unsatisfactory rating on Summative Evaluation and State of Illinois Remediation Plan

Educator Signature: _____ Date: _____

Direct Supervisor Signature: _____ Date: _____

- Copy to Direct Supervisor
- Copy to Educator
- Copy to Human Resources

COMMUNITY UNIT SCHOOL DISTRICT 303
Certified Educator Evaluation

TRANSITION SEQUENCE FOR NEW SYSTEM

Tenured educators:

In year 2008-09, educators who were provided a summative evaluation during the 2007-08 school year will begin the new process. Educators who are due for a summative evaluation during the 2008-09 will complete the former process and begin the new process in the 2009-10 school year. By 2009-10, all tenured educators will follow the new system.

Probationary Educators:

Probationary Educators will follow the probationary plan as designed.

Training Plan:

TBA - All administrators will be trained in the new Evaluation plan in the Summer of 2008. A training plan for the SCEA members will be provided in the "Train the Trainer" model beginning in the Spring 2008.

COMMUNITY UNIT SCHOOL DISTRICT 303
Certified Educator Evaluation

GLOSSARY

Artifacts: Artifacts, or evidence of one's work, may be organized into a portfolio. The artifacts should demonstrate the knowledge and skills of any of the four domains. There are suggestions of possible artifacts for each domain in the tenured section of the handbook.

Certified Educator: Any CUSD303 educator who needs a certificate to perform the functions of their position; certified educators in D303 addressed in this evaluation system include educators, counselors, LRC staff, speech and language educators, social workers, school psychologists, and nurses. Rubrics that specifically address each of these roles are included in the Certified Educator Evaluation handbook.

Data: The collection of information which shows evidence of performance; suggested data that may be used to form a Professional Growth Plan is listed in the Overview of Professional Growth Plan in the tenured section of the Certified Educator Evaluation handbook.

Direct Supervisor: The administrator who completes a Summative Evaluation.

Evaluator: Any administrator with whom you work on a formal observation.

Formal Observation: A formal observation is a visitation of at least thirty (30) minutes completed by an authorized evaluator. The observation is preceded by a planning conference identifying goals and expectations and is followed by a reflection conference. The observation is recorded in a written report. This observation is not synonymous with the evaluation process since it is only one component of it.

Informal Observation: Informal observation is a less structured method of data gathering which may include information collected from walk-throughs, dialogue between students and/or colleagues, conferences, and professional meetings.

Professional Growth Plan: The Professional Growth Plan is an educator's plan to improve student learning. An overview of the Professional Growth Plan and Professional Growth Plan forms in the Certified Educator Evaluation Handbook further explains the components of the Professional Growth Plan.

Planning Conference: This meeting between evaluator and educator is an opportunity to discuss the guiding questions listed on the planning conference form. The educator should have a week's notice prior to the planning conference, and the actual observation should take place a minimum of one day and a maximum of three working days after the meeting.

Portfolio: A portfolio is a self-selected collection of artifacts and reflections that are used to demonstrate performance on effective professional practices. An educator may include works that show his/her growth or works that demonstrate their best work and/or range of work.

Probationary: A probationary educator is within his/her first four years of full-time employment in District 303. The evaluation for probationary educators is for deciding whether to rehire or not.

Reflection Conference: This conference is a conversation between evaluator and educator about the formal observation. Both will reflect on the lesson or delivery of services observed. The reflection conference should take place within five working days after the actual observation.

Remediation: Remediation is a process outlined in the Illinois School Code (105ILCS 5/24A-5) which follows a rating of “unsatisfactory” on an approved evaluation plan. A remediation plan is designed to correct the deficiencies cited in the evaluation and provides for 90 days of remediation with support from a consulting educator.

Rubrics: Rubrics are agreed-upon criteria and levels of performance that identify the major areas of one’s role and functions. Rubrics should be used before, during, and at the end of one’s work so reflection on progress can be determined. Rubrics for the Four Domains are included in the Certified Educator Evaluation handbook. Rubrics for the following job roles are in the Certified Educator Evaluation handbook: educators, LRC media specialists, counselors, nurses, speech and language educators, social workers, and school psychologists.

Tenure: Educators who have successfully completed four years of full-time employment in District 303 and who have been rehired are tenured. The evaluation process for tenured educators is designed to assess and improve professional performance.