

CERTIFICATED STAFF EVALUATION



**Arlington Heights
School District 25**

2009-2011

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SECTION 1

MISSION STATEMENT

Arlington Heights School District 25 is committed to providing a superior education for a lifetime of learning. To this end, the district promotes professional growth in a supportive environment for all stages of teaching and support services. (By definition, all references to teachers in this document also apply to or refer to all certificated staff.)

BELIEF STATEMENTS

An effective teacher evaluation process is a significant part of a quality professional growth program. Therefore, we believe the evaluation process should:

- Support the mission of the school and district, and comply with state guidelines.
- Focus on improvement of instruction in order to increase achievement for all students.
- Reflect effective educational practices that have been derived from mutually established criteria determined between teachers and administrators.
- Encourage teacher reflection and emphasize dialogue between teacher and administrator.
- Allow for alternative approaches that recognize the abilities and needs of a diverse staff.
- Foster individual achievement and generate positive morale.
- Be manageable in terms of time and resources.
- Be clearly communicated, understood, and consistently implemented throughout the district.

EXPLANATION OF EVALUATION PROGRAM

Arlington Heights School District 25's certificated staff evaluation system includes three plans

The definition of each plan is as follows:

Plan 1: Professional Growth Plan for the Pre-tenured Staff – A one-year cycle with goal setting, self-reflection, clinical observation and an artifact collection of growth.

Plan 2: Professional Growth Plan for the Tenured Staff – A two-year cycle with goal setting, self-reflection, a choice of various methods for evaluating and an artifact collection of growth.

Plan 3: Professional Growth Plan for a Staff with an Unsatisfactory Rating – A remediation plan in accordance with the Illinois State Code.

The District and the Arlington Teachers' Association (ATA) established a joint committee for the purpose of aligning teacher professional development with evaluation and the Illinois Professional Teaching Standards.

- A. It is recognized by both parties that the mission of Arlington Heights School District 25 is to provide a superior education for a lifetime of learning. To this end, the district promotes professional growth in a supportive environment through all stages of teaching.(Plan 1, Pre-tenured; Plan 2, Tenured; Plan 3, Unsatisfactory Rating). Furthermore, both parties agree that a procedure for evaluating and assisting the progress and success of teachers is an integral part of any effective educational program.
- B. The building principal or designated administrator of a teacher shall be responsible for the evaluation of all teachers assigned to the principal's or designated administrator's building and/or program.
- C. In order for any procedure of teacher evaluation to be successful, it should be understood by all parties concerned. It is recognized that all parties are mutually responsible for acquiring the fullest possible understanding of the entire process. Any certified administrator involved in the evaluation of teachers will be responsible for acquainting the teachers under his/her supervision with the procedures and instruments used in evaluating teacher performance. Such familiarization with the process shall occur early in the school year and shall be ongoing as needed. A joint presentation by the Assistant Superintendent for Personnel and ATA representative should be held annually in the fall of each year for the new teachers and any other teacher who would like to attend. The teacher is also responsible for becoming familiar with and maintaining an understanding of the evaluation procedure and the evaluation alternative he/she proposes.
- D. Announced observations shall be mutually scheduled in advance, shall last for at least thirty (30) minutes or the duration of a mutually agreed upon lesson, and documented on the Dialogue Form. Announced observations need not be clinical in nature. Informal observations do not have to be scheduled in advance, do not need to be of a specific length, and do not require the Dialogue Form, unless a concern is noted. Informal observations may be conducted at any time. Administrators are encouraged to provide feedback when or/as appropriate. All announced observations of tenured teachers should be completed by May 1st. All follow-up conferences and/or goal reviews for tenured teachers shall be completed by June 1st.
- E. Teacher use of the Self-Reflection Continuum and the Goal Setting processes are designed to encourage professional growth, and enhance instructional effectiveness and collaboration. Teachers are encouraged to establish goals that stretch their abilities, knowledge, and/or experiences without fear that their lack of progress toward a particularly difficult goal may result in a negative Summative Evaluation. Please refer to Article 14 of the collective bargaining agreement for additional information on the Self-Reflection Continuum.

- F. Goal setting forms are to be used toward documenting goals, activities and evaluation criteria. Two copies of the Goal Setting Form should be made. Both copies shall be signed by the administrator and signed by the teacher to acknowledge receipt of the Goal Setting Form. One copy should be retained by the building principal or designated administrator and the teacher should keep the other copy. Goal setting forms are not to be included in the district personnel file. Please refer to Article 14 of the collective bargaining agreement for additional information on the Goal Setting Forms.
- G. Dialogue Forms are to be used to document progress toward goal achievement and performance in relationship to the Evaluation Criteria. Once completed, a copy of each Dialogue Form should be provided to the teacher with the original retained by the building principal or the designated administrator. Dialogue Forms are to be signed by the administrator and teacher to acknowledge receipt of the Form. Copies of Dialogue Forms are not included in the district personnel file.
- H. Administrative Expectation Forms are used to record administrator created goals, directives, recommendations, and/or suggestions designed to improve teacher performance. Administrative Expectation Forms are to be signed by the administrator and teacher to acknowledge receipt of the Form. Administrative Expectation Forms will be placed in the teacher's district personnel file. When used, the forms should be completed in triplicate with one copy sent to the district personnel file, one copy retained by the teacher, and one copy retained by the building principal or designated administrator.
- I. All announced observations of tenured teachers should be completed by May 1st. All follow-up conferences and/or goal reviews for tenured teachers shall be completed by June 1st. It is recommended that if an administrator observes a serious incident or pattern of behavior that may result in an evaluation that could be lower than in the previous year or unsatisfactory, a conference should be held within a reasonable time following the observance of such incident or the development of such a pattern. A major goal of the conference should be for both parties to seek to develop and agree upon actions, plans, and/or methods to alter the behavior that resulted in the incident or pattern. Documentation of these actions, plans, and/or methods should be made on either the Dialogue Form or the Administrative Expectation Form. Nothing in the agreement shall preclude the right of the administrator to determine when a conference with a teacher shall be held prior to the June 1st deadline of the applicable evaluation cycle.
- J. Summative Evaluation forms are used to document the building principal's or designated administrator's evaluation of the teacher's performance in relation to the Evaluation Criteria/Domains. In addition to the summative rating as provided by the Illinois School Code (excellent, satisfactory, and unsatisfactory), the evaluator is required to incorporate narrative comments regarding the performance of the teacher. Comments shall reflect previous discussions as documented on Dialogue Forms, and/or Administrative Expectation Forms, and include suggestions for growth. Concerns not previously documented and discussed with the teacher should not appear on the Summative Evaluation. The evaluator is encouraged to comment on positive progress by the teacher toward goal achievement.

- K. The building principal or designated administrator shall complete a Summative Evaluation at the end of each evaluation plan. The Summative Evaluation shall be signed by the evaluator and teacher to acknowledge receipt of the evaluation. The Summative Evaluation shall be in triplicate; one copy placed in the district personnel file, one copy retained by the teacher, and one copy retained by the evaluator. Unless extenuating circumstances exist, the Summative Evaluation for tenured teachers shall be completed by June 1st.
- L. Should a teacher be moved from a Summative Evaluation rating of "Excellent" or "Satisfactory" to a rating of "Unsatisfactory", the reasons must be documented on an Administrative Expectation Form. In accordance with the Illinois School Code (105 ILCS 5/24A-5), the evaluation process will be moved to Plan 3 as stated. Any other downward adjustment in rating on the Summative Evaluation should at least be documented using the district's Dialogue Form. A teacher whose status in the district is in jeopardy will be informed of his or her right to ATA representation at any meeting to discuss his or her continued employment in the District.
- M. Should the teacher believe his/her Administrative Expectation Form and/or his/her Summative Evaluation to be incomplete, inaccurate, and/or unjust, the teacher may submit objections in writing to the Administrator in charge of Personnel. A copy of the written objection(s) will be attached to the copy of the Summative Evaluation that has been placed in the teacher's district personnel file.
- N. Every effort shall be made to meet the aforementioned time lines. Should extenuating circumstances cause a deadline to be missed, the circumstances shall be documented in writing. A copy will be forwarded to both the teacher and the Administrator in charge of Personnel.
- O. The Board, Administration, and the ATA agree to encourage cooperation between building principals, designated administrators, and teachers to improve the quality of teaching and support services as well as eliminate, where practicable, deficiencies noted in the Summative Evaluation.
- P. Upon request, the Assistant Superintendent for Personnel shall arrange a reasonable procedure for a teacher to view the contents of his or her district personnel file. Confidential teacher placement office credentials may not be reviewed.
- Q. When a favorable comment or document is placed in a teacher's file, the teacher will receive a copy of the same. Should an adverse comment, document, or reprimand be placed in the district personnel file of the teacher, the teacher shall be notified and allowed the opportunity to respond in writing.
- R. The evaluation criteria are described on the next page.
- S. The Summative Evaluation rating is an overall summary which reflects supporting data from the evaluation process.

Excellent – Documented observations reveal an overall professional performance which frequently exceeds satisfactory levels as related to areas cited in the evaluation instrument.

Satisfactory – Documented observations reveal an overall acceptable level of professional performance as related to areas cited in the evaluation instrument.

Unsatisfactory – Documented observations reveal an overall unacceptable level of professional performance as related to areas cited in the evaluation instrument. An unsatisfactory rating requires immediate attention and remediation as stipulated by the School Code and described under Plan 3 of this document.

Arlington Heights School District 25
Teacher Evaluation Criteria

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| <p><u>Domain 1: Planning and Preparation</u></p> <p>Component 1a: Demonstrating Knowledge of Content and Pedagogy Knowledge of Content Knowledge of prerequisite relationships Knowledge of content-related pedagogy</p> <p>Component 1b: Demonstrating Knowledge of Students Knowledge of characteristics of age group Knowledge of students' varied approaches to learning Knowledge of students' skills and knowledge Knowledge of students' interests and cultural heritage</p> <p>Component 1c: Selecting Instructional Goals Value Clarity Suitability for diverse students/Balance</p> <p>Component 1d: Demonstrating Knowledge of Resources Resources for teaching/Resources for students</p> <p>Component 1e: Designing Coherent Instruction Learning activities Instructional materials and resources Instructional groups Lesson and unit structure</p> <p>Component 1f: Assessing Student Learning Congruence with instructional goals Criteria and standards Use for planning</p> | <p><u>Domain 2: Classroom Environment</u></p> <p>Component 2a: Creating an Environment of Respect and Rapport Teacher interaction with students Student interactions</p> <p>Component 2b: Establishing a Culture for Learning Importance of the content Student pride in work Expectations for learning and achievement</p> <p>Component 2c: Managing Classroom Procedures Management of instructional groups Management of transitions Management of materials and supplies Performance of non-instructional duties Volunteers and Teaching Assistants</p> <p>Component 2d: Managing Student Behavior Expectations Monitoring of student behavior Response to student misbehavior</p> <p>Component 2e: Organizing Physical Space Safety Arrangement of furniture Accessibility to learning resources</p> |
| <p><u>Domain 3: Instruction</u></p> <p>Component 3a: Communicating Clearly and Accurately Directions and Procedures Oral and Written Language</p> <p>Component 3b: Questioning and Discussion Techniques Quality of Questions Discussion Techniques/Student Participation</p> <p>Component 3c: Engaging Students in Learning Representation of Content Activities and Assignments Grouping of Students</p> <p>Component 3d: Providing Feedback to Students Quality: Accurate, Substantive, Constructive, And Specific Timelines</p> <p>Component 3e: Demonstrating Flexibility and Responsiveness Lesson Adjustment Response to Students Persistence</p> | <p><u>Domain 4: Professional Responsibilities</u></p> <p>Component 4a: Reflecting on Teaching Accuracy Use in Future Teaching</p> <p>Component 4b: Maintaining Accurate Records Student Completion of Assignments Student Progress in Learning Non-instructional Records</p> <p>Component 4c: Communicating with Families Information About the Instructional Program Information about Individual Students Engagement of Families in the Instructional Program</p> <p>Component 4d: Contributing to the School and District Relationships with Colleagues Involvement in the Culture of Professional Inquiry Service to the School Participation in School and District Projects</p> <p>Component 4e: Growing and Developing Professionally Enhancement of Content Knowledge and Pedagogical Skills Service to the Profession</p> <p>Component 4f: Showing Professionalism Integrity and Ethical Conduct Service to Students Advocacy Decision Making Professional Commitment</p> |

Arlington Heights School District 25
Certified School Nurse Evaluation Criteria

| <u>Domain 1: Planning & Preparation</u> | <u>Domain 2: Professional Practice and Delivery of Service</u> |
|---|---|
| <p>Components: 1a: Demonstrates a strong understanding of basic nursing skills and concepts 1b: Applies nursing process to clinical practice 1c: Plans for delivery of service 1d: Uses standards of care in school nursing practice 1e: Participates in the development of the health education programs.</p> | <p>Components: 2a: Applies knowledge of human development and learning when providing formal and informal health education to students, staff, and parents. 2b: Provides and/or delegates and supervises direct professional nursing services in the school setting. 2c: Practices within the regulatory parameters of the health and education.</p> |
| <u>Domain 3: Collaboration and Consultation</u> | <u>Domain 4: Professional Responsibilities</u> |
| <p>Components: 3a: Acts as a liaison, communicating and collaborating with students and their families, public health agencies, and the medical community. 3b: Consults, collaborates, and communicates with staff and administrators. 3c: Provides the state mandated certified school nursing responsibilities on the special education multi-disciplinary teams. 3d: Interprets medical information for the educational setting.</p> | <p>Components: 4a: Advocates for students. 4b: Reflects on School Nurse Practice. 4c: Contributes to the school and district. 4d: Demonstrates flexibility and responsiveness to meet the needs of the school community. 4e: Professional Commitment</p> |

Arlington Heights School District 25
School Psychologist Evaluation Criteria

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|---|---|
| <u>Domain 1: Knowledge Base/Application of School Psychologist & Principles</u> | <u>Domain 2: Role & Relationship with Teams</u> |
| <p>Components:</p> <p>1a: Practices in full accordance with NASP Principles for Professional Ethics.</p> <p>1b: Provides school psychological services consistent with prevailing legal, ethical, and professional NASP Guidelines for the Provision of School Psychological Services.</p> <p>1c: Demonstrates sensitivity and incorporates information about students, families, cultures, and communities in assessment, interventions, consultation and the evaluation of progress.</p> | <p>Components:</p> <p>2a: Attends appropriate meetings (per assignment) in a consistent and timely fashion</p> <p>2b: Contributes professional expertise, information, and ideas in a manner that advocates for the needs of children</p> <p>2c: Provides leadership with respect to knowledge of the rules, regulations, and policies (at a federal, state, and district level), which govern the implementation of special education services</p> |
| <u>Domain 3: Assessment</u> | <u>Domain 4: Communication</u> |
| <p>Components:</p> <p>3a: Considers the instructional, curriculum, environment and learner characteristics during the referral and assessment process.</p> <p>3b: Facilitates team discussion which results in an improved understanding of the history, duration, and intensity of student concerns.</p> <p>3c: Develops assessment plans that reflect the referral questions generated by the unique needs of the student.</p> <p>3d: Is knowledgeable about and effectively administers and interprets a wide variety of formal and informal assessment tools and techniques to evaluate intelligence, learning processes, social-emotional, and academic functioning of students.</p> <p>3e: Uses the assessment process and results to make quality recommendations for interventions.</p> <p>3f: Maintains the integrity of the assessment process by using research based practices and identified best practices.</p> | <p>Components:</p> <p>4a: Communicates thoughts and ideas in a meaningful and articulate manner to team members.</p> <p>4b: Writes reports in a timely, thorough and understandable manner and follows the format prescribed by the school district.</p> <p>4c: Demonstrates effective listening skills across settings.</p> |
| <u>Domain 5: Consultation</u> | <u>Domain 6: Professional Conduct</u> |
| <p>5a: Consults with classroom teachers in order to effectively relate findings and recommendations relative to the needs of the child and the teacher.</p> <p>5b: Consults with classroom teachers regarding classroom management procedures and techniques for individual students or the whole class.</p> <p>5c: Consults with classroom teachers regarding behavioral interventions for individual students.</p> <p>5d: Facilitates home-school collaboration.</p> <p>5e: Consults with teachers to facilitate the collection/analysis of data and implementation of interventions.</p> <p>5f: Shares professional resources with teachers, parent, or others to enhance and/or provide services to students.</p> | <p>6a: Maintains useful and accurate records in a confidential manner.</p> <p>6b: Thinks objectively about situations using multiple perspectives to arrive at logical conclusions.</p> <p>6c: Acts on own initiative and works independently..</p> <p>6d: Makes decisions consistent with legal, ethical and professional standards.</p> <p>6e: Exhibits willingness to act on professional convictions in controversial areas.</p> <p>6f: Maintains regular school attendance</p> |

**Arlington Heights School District 25
School Psychologist Evaluation Criteria**

Domain 7: Professional Growth

7a: Participates in activities (reading professional literature, attending workshops and conferences, taking courses, etc.) to continue and enhance professional training.

7b: Remains current with the educational research reported in the educational and psychological literature.

7c: Pursues formal opportunities to share professional knowledge (such as through supervising interns, presenting at conferences, publishing, teaching courses, etc.).

7d: Uses technology and technology based productivity tools (e.g. word processing, data based spread sheets, E-mail, web) to acquire information and to facilitate communication.

Arlington Heights School District 25
Social Worker Evaluation Criteria

| <u>Domain 1: Consultation & Collaborative Relationships</u> | <u>Domain 2: Direct Service</u> |
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| <p>Components:</p> <p>1a: Regularly initiates, develops and implements consultative relationships with teachers, parents and administrators</p> <p>1b: Consistently collaborates with staff, parents, administrators and community personnel to address student building wide needs</p> <p>1c: Consistently demonstrates a genuine concern for people and develops patterns of trust, open communication and a high degree of empathy in all personal interactions</p> <p>1d: Uses effective written and oral communication with staff, parents and students.</p> <p>1e: Routinely seeks out resources and educates staff on various mental health issues as needed.</p> | <p>Components:</p> <p>2a: Provides consistent individual and/or group counseling that enhances student success in all areas of the school environment.</p> <p>2b: Consistently provides appropriate and timely crisis intervention to the school community</p> <p>2c: Consistently develops and implements appropriate prevention and intervention plans that enable students to be successful in the school environment</p> <p>2d: Routinely participates in the aspects of the identification and assessment process and provides services as appropriate.</p> <p>2e: Appropriately and routinely uses a variety of formal and informal tools/techniques including: observation, interview, standardized instruments to evaluate the understanding, progress and performance of students in the environment.</p> <p>2f: Understands the Social Development History with its focus on the students functioning within the educational environment.</p> <p>2g: Identifies areas of need and accesses or creates resources and services.</p> <p>2h: Provides ample referrals to community and school resources.</p> <p>2i: Provides educational services to parents as they relate to the areas of child growth and development</p> |
| <u>Domain 3: Professional Growth and Conduct</u> | <u>Domain 4: Knowledge Base/ Application of Social Work</u> |
| <p>Components:</p> <p>3a: Actively seeks continuing education, research, professional literature, consultation, observations and experiences to enhance professional growth and to guide evaluation of professional practice</p> <p>3b: Routinely maintains an awareness of personal attitudes, perspective, strengths and needs as they relate to professional practice</p> <p>3c: Regularly models and promotes ethical practices for confidential communication</p> <p>3d: Effectively follows the professional code of conduct and ethical practice guidelines stated in NASW standards for school social work practice</p> <p>3e: Routinely demonstrates leadership skills in a variety of situations (staff, parents, crisis intervention etc.)</p> <p>3f: Professional Commitment</p> | <p>Components:</p> <p>4a: Demonstrates an understanding of methods of practice including: counseling, crisis intervention, case work and individual, group and family therapies</p> <p>4b: Understands and develops skills in advocacy, case management, consultation, classroom groups and community organization</p> <p>4c: Understands theories of normal and exceptional development across all stages of child and adolescent development</p> <p>4d: Understands the effects of emotional well-being on students' ability to participate in learning</p> <p>4e: Demonstrates an ability to assess situations and determine priorities</p> <p>4f: Demonstrates an ability to think clearly and arrive at logical conclusions</p> <p>4g: Demonstrates the ability to act on own initiative</p> <p>4h: Demonstrates knowledge of the Child Abuse & Neglect Act and cooperates in any DCFS investigation as mandated by law</p> |
| <u>Domain 5: Advocacy and Facilitation</u> | |
| <p>Components:</p> <p>5a: Displays solid knowledge of learning styles associated with and individual's overall performance</p> <p>5b: Comprehends and communicates a general knowledge and awareness of diversity and it's impact in the educational setting.</p> <p>5c: Possesses a solid knowledge base and displays some understanding in areas of culture, ethnicity, issues of socioeconomic background and other such differences, and for the most part is able to apply this knowledge when implementing interventions, assessing and evaluating student progress.</p> <p>5d: Possesses a sold knowledge base of disabilities and promoting a positive learning environment for all students.</p> | |

Arlington Heights School District 25
Supported Education Facilitator Evaluation Criteria

| <u>Domain 1: Planning & Preparation</u> | <u>Domain 2: Learning Environment</u> |
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| <p>Components:</p> <p>1a: Demonstrates knowledge of current trends in specialty area and professional development.</p> <p>1b: Demonstrates knowledge of the schools program, and levels of staff skill delivering that program.</p> <p>1c: Establishes goals for Supported Ed. Program appropriate to the setting and the staff served.</p> <p>1d: Demonstrates knowledge of resources, both within and beyond the school and district.</p> <p>1e: Plans the instructional support program, integrated with the overall school programs.</p> <p>1f: Develops a plan to evaluate the Supported Ed. Program.</p> <p>1g: Manages of Materials and Supplies.</p> | <p>Components:</p> <p>2a: Creates an environment of trust and respect.</p> <p>2b: Establishes a culture for ongoing instructional improvement.</p> <p>2c: Establishes clear procedures for staff to gain access to Supported Ed. support.</p> <p>2d: Organizes physical space for workshops.</p> <p>2e: Interacts with students.</p> |
| <u>Domain 3: Delivery of Service</u> | <u>Domain 4: Professional Responsibilities</u> |
| <p>Components:</p> <p>3a: Collaborates with staff in the design of instructional units and lessons.</p> <p>3b: Engages staff in learning new instructional skills.</p> <p>3c: Shares expertise with staff, e.g., through teaching model lessons, presenting workshops, facilitating study groups.</p> <p>3d: Locates resources for staff to support instructional improvement.</p> <p>3e: Demonstrates flexibility and responsiveness.</p> | <p>Components:</p> <p>4a: Reflects on practice.</p> <p>4b: Maintains accurate records.</p> <p>4c: Coordinates work with other Supported Ed. Facilitators.</p> <p>4d: Participates in a professional community.</p> <p>4e: Engages in professional development.</p> <p>4f: Shows professionalism, including integrity and confidentiality.</p> <p>4g: Professional Commitment</p> |

The district's three evaluation plans shall be as follows:

Plan 1: Professional Growth Plan for Pre-tenured Staff

- a. A one-year evaluation cycle will be followed.
- b. Goal setting and the Self-Reflection Continuum shall be completed in the fall of the year.
- c. The clinical supervision model is required. Clinical observations will be preceded by a pre-conference and followed by a post conference. A review of performance in relation to the Evaluation Criteria/Domains will normally be completed within five workdays of the observation unless both parties mutually extend the time frame.
- d. At least one clinical observation will be made prior to November 1st.
- e. A minimum of at least two announced observations (which need not be clinical in nature), followed by a review of performance and documented on a Dialogue Form in relation to the Evaluation Criteria, must be made by February 15th.
- f. A third or fourth year pre-tenured teacher who has been consistently rated as “excellent” on his/her Summative Evaluation may be shifted to Plan 2 for the next school year. Since the teacher is pre-tenured, an annual Summative Evaluation will occur.
- g. Part-time, non-tenured teachers who have been with the district for two or more years and have received an "excellent" rating on their most recent Summative Evaluation, may be shifted to Plan 2 for the coming school year at the discretion of the administrator. An annual Summative Evaluation will occur.
- h. After conferring with the Assistant Superintendent for Personnel, the building principal or designated administrator, and other administrators as deemed appropriate, will make a recommendation regarding the continuing employment of the pre-tenured teacher by February 15th, of the current school year.
- i. The pre-tenured teacher shall be informed in writing of his/her continuing status in the district no later than April 1st by the Assistant Superintendent for Personnel.
- j. The building principal or designated administrator shall meet with the teacher no later than May 1st, to review the progress toward the stated goals and to review the Summative Evaluation.
- k. A building principal or designated administrator may request mid-year that a teacher update his/her Self-Reflection Continuum for purposes of discussion.
- l. The teacher may provide artifacts at any time during the professional development or evaluation cycle. These will be indicators of progress that demonstrate professional growth. Artifacts are not put into the personnel file. They are for dialogue purposes only and/or they may be used for recertification evidence.

Plan 2: Professional Growth Plan for Tenured Staff

- a. A two-year evaluation cycle will be followed with a Summative Evaluation submitted every other year. (This does not apply to pre-tenured and non-tenured part-time teachers.)
- b. Goal setting shall occur in the fall of the first year of the evaluation cycle following the completion of the Self-Reflection Continuum by the teacher. One or two year goals may be developed. It is highly recommended that the goals connect with the recertification plan and professional strands.
- c. The teacher and administrator shall select an evaluation alternative that is connected to the Evaluation Criteria/Domains. One or more of the following may be selected:
 1. Peer coaching
 2. Action research
 3. Self-Assessment of teaching through videotape
 4. Graduate course work
 5. Development of teaching materials/instructional units/programs
 6. Workshops
 7. National Board certification
 8. Clinical observation
 9. Other
- d. More than one evaluation activity may be utilized if both the administrator and teacher agree.
- e. Artifacts will be provided by the teacher at the time of review. These will be indicators of progress that demonstrate professional growth. Artifacts are not put into the personnel file. They are for dialogue purposes only and/or they may be used for recertification evidence.
- f. If the clinical model is used, at least one pre-observation conference, formal observation, and post observation conference must be held during the two-year evaluation cycle.
- g. The evaluator shall conduct at least one informal observation annually. Administrators are encouraged to provide feedback as appropriate.
- h. The teacher and supervisor shall meet at least once during the spring of year one or the fall of year two to discuss progress toward the stated goals, and review teacher's performance in relation to the Evaluation Criteria/Domains.
- i. If goals are completed during the first year of the cycle, the teacher and administrator shall establish a goal or goals for the second year of the cycle. This shall be accomplished either in the spring of the first year or the fall of the second year of the evaluation cycle.

Plan 2: Professional Growth Plan for Tenured Staff, continued

- j. The teacher and supervisor shall meet no later than June 1, of the cycle of the second year to discuss progress toward the stated goals, the evaluation criteria/domains and to review the Summative Evaluation.
- k. Nothing shall preclude an administrator from changing the two-year evaluation cycle to a one-year cycle. **If the administrator changes the evaluation to a one-year cycle, the reasons should be discussed with the teacher and documented on the Goal Setting, Dialogue Form, or Administrative Expectation Form.**
- l. A tenured teacher, who is new to a building, will follow the professional growth plan of a tenured teacher in a one-year evaluation cycle instead of a two-year cycle. This should include the completion of a Summative Evaluation. The teacher will meet at least once during the year to discuss progress toward the stated goals and a review of performance in relation to the Evaluation Criteria.

Plan 3: Professional Growth Plan for Staff with an Unsatisfactory Rating

- a. In accordance with The Illinois School Code (105 ILCS 5/24A-5), within thirty days after completion of a Summative Evaluation rating as “Unsatisfactory”, a remediation plan to correct deficiencies cited shall be designed. The plan will provide for ninety school days of remediation within the classroom.
- b. The goal setting process will be replaced with a formal plan of remediation, developed by district administrators in consultation with the consulting teacher, the teacher receiving the unsatisfactory rating, and ATA representation if requested.
- c. The selected consulting teacher will provide advice on how to improve teaching skills and how to successfully complete the plan of remediation, but will not be asked to provide evaluative information to any administrator and will not be required to testify at a dismissal hearing.
- d. The clinical supervision model is required.
- e. An evaluation and rating schedule will be established as part of the remediation plan and shall incorporate:
 1. At least four clinical observations to be made prior to the end of the ninety-day cycle.
 2. Pre- and post-conferences to be associated with each formal observation with the post-observation conference normally occurring within five work days of the observation unless the time frame is mutually extended by both parties but not to exceed 10 work days.
 3. Post conferences that include a review of performance in relation to the Evaluation Criteria.
- f. A final evaluation rating of "satisfactory" or better shall constitute the successful completion of the remediation plan and shall qualify the teacher to utilize Plan 1 or Plan 2 as appropriate.
- g. The District shall follow the dismissal procedures in accordance with Section 24-12 of the school code when the teacher fails to receive a satisfactory or better rating upon completion of the remediation plan.

PROFESSIONAL ARTIFACTS

Artifacts are indicators of professional growth. They are not intended to be a portfolio of completed work. The number of artifacts shared shall be determined by mutual agreement between the teacher and the evaluator. Artifacts are meant to support a teacher’s chosen evaluation alternative and the progress toward his/her goals. Artifacts are not put into the personnel file. They are for dialogue purposes only. Artifacts may be used for recertification evidence.

Examples of Artifacts

| | |
|--|---|
| <p><u>Domain 1 - Planning and Preparation</u></p> <ul style="list-style-type: none"> Lesson plans Unit plan Discipline plan Differentiation plan Assessment plan for student achievement Substitute folder Bulletin boards connected to units Student profiles Teaching artifacts such as primary sources | <p><u>Domain 2 - Classroom Environment</u></p> <ul style="list-style-type: none"> Parent Night packet or data file CD, electronic presentations Student surveys, parent surveys Classroom observations Problem solving notebook Interviews Behavior log Homework plan Log of parent contacts Incentive/reward plans Unit bulletin boards Seating chart Substitute plan folder Physical layout of room Diagram/photographs of room Daily, weekly routine, schedules |
| <p><u>Domain 3 - Instruction</u></p> <ul style="list-style-type: none"> Student achievement data Classroom observations Student work samples Units of study Technology links Video/audio records of student performance Extension and enrichment activities Modifications Examples of written feedback Differentiation samples Copies of quizzes, tests, assignments | <p><u>Domain 4 - Professional Responsibilities</u></p> <ul style="list-style-type: none"> Log of parent contacts Newsletters Class/School community Published articles Parent surveys Voicemail/email logs Reflection sheets Parent letters, emails Teacher Certification classes, workshops District, building committees PD Strand documentation Coursework Community Service National Board Accreditation Conferences, workshops-attended, presenter Journals Observations Reflection sheets Videotapes Transcripts |

EVALUATION ACTIVITIES

1. PEER COACHING

Peer coaching is a model where peers work together to support each other's professional development within a specific domain. Peer coaching provides objective, professional dialogue and feedback as one learns, practices, and/or refines a strategy. Teachers choosing this model are encouraged to attend a Peer Coaching workshop.

1. Each peer coaching team consists of two or three teachers who received a rating of "Satisfactory" or above on their last evaluations. However, non-tenured teachers must have the approval of their administrator before Peer Coaching may be used.
2. The Peer Coach will observe, reflect, provide feedback, and support on a scheduled, consistent basis throughout the school year. The minimum number of required observations shall be two (2) per year. A record sheet should be filled out for each observation.
3. This process will begin with the teachers meeting to discuss and plan the peer coaching focus and activities. The team will develop a clear action plan listing specific behaviors or actions that will take place during planned observations. The data collected is dependent on the goal and might include: a tally sheet, a checklist, videotape, anecdotal records, etc. Data collected during an observation will be shared with the teacher. The proposed plan will be shared in writing with the administrator.
4. Once everything is ready, the observations by the coach are scheduled and conducted. During the observation, the peer coach should only look for the behaviors or activities that were agreed upon. The peer observer/coach is not in the room to pass judgment on the teacher being observed. He or she should simply record what is observable.
5. As soon as possible after the observation period has ended, the observer/coach and teacher should meet to discuss what happened. This session should begin with the observed teacher reflecting on the lesson. Then the observer will share the data that was collected. The feedback should be as objective as possible. For example, the observer might say: "After you corrected Mary, I watched her closely. What she did was..." This approach avoids making a value judgment such as: "You really weren't successful with Mary because..."
6. It is essential in peer coaching that the relationship remain professional and that the observations and discussion of the team remain confidential. Only the teacher being coached should be expected to discuss progress with the administrator. The coach should not be asked for comments by an administrator regarding the progress of the individual being coached.
7. As a final step in the process, the teacher who has been coached will meet with the appropriate administrator to discuss the growth made as a result of the coaching process. Artifacts, videotapes, observation data, reflections, etc. should be shared as a focal point of discussion.

PEER COACHING RECORD SHEET

TEACHER: _____ SCHOOL YEAR: _____

COACH: _____ ADMINISTRATOR: _____

| Observations and Interactions | Date Completed |
|---|-----------------------|
| 1. Established goal is: | <input type="text"/> |
| 2. Met with Peer Coach to Discuss: | <input type="text"/> |
| A. Focus of Observation: | |
| B. Method(s) of data collection: | |
| C. Date and time of observation: | |
| 3. Plan has been shared with administrator | <input type="text"/> |
| 4. Conduct Observation | <input type="text"/> |
| 5. Conference with peer coach to discuss observation | <input type="text"/> |
| 6. Meet with administrator to discuss outcome and present the data, artifacts, videotapes, etc. | <input type="text"/> |
| 7. Submit and discuss written reflection on your peer coaching experience with administrator. | <input type="text"/> |

Teacher Signature and Date

Coach Signature and Date

EVALUATION ACTIVITIES

2. ACTION RESEARCH

Action research is a systematic, self-reflective, scientific inquiry process conducted by teachers to improve a specific practice and/or a personal understanding of that practice. It examines a problem that is solvable and utilizes current research and best practice. The completed action research plan should be shared in writing with the administrator. See Action Research Record Sheet.

Components of Action Research

All action research will include the following components:

1. Problem statement/Domain (“What I want to improve”) – a short narrative description of the problem and its relationship to the Evaluation Criteria
2. Hypothesis (“What I think will happen”) – an “if...then...” statement that connects the intervention to the problem
3. Procedure (“What I will do”) – a step-by-step description of what you will do
4. Description of results (“What happened”) – organized and recorded data in written and/or graphic form
5. Reflection/conclusion (“What I learned”) – implications based on the results of research

Example of Action Research

1. Problem Statement: Students are having difficulty organizing and retaining information.
2. Hypothesis: If the students are provided with organizational strategies, then more information will be retained.
3. Procedure:
 - a. review literature
 - b. investigate current resources
 - c. attend workshops
 - d. measure current level of functioning
 - e. determine appropriate strategies to be implemented
 - f. instruct students on use of strategies
 - g. implement strategies
 - h. collect multiple measurements over time
 - i. analyze and reflect on data
 - j. share results
4. Description of Results: Results are recorded through the use of one or more of the following: diaries, logs, journals, students’ work, portfolios, checklists, surveys, questionnaires, videos, interviews, etc.
5. Reflection/Conclusion: The teacher will reflect on the results and explain in writing whether or not the results supported the hypothesis and how this information will be used to help students with their organizational strategies in the future.

ACTION RESEARCH RECORD SHEET
(Please feel free to use additional pages if necessary)

Teacher: _____ School Year: _____

Principal: _____ Building: _____

Components and Interactions:

Date Reviewed
and Approved

1. Problem Statement (“What I want to improve”):

*This problem statement relates to the following
Domain from the Self-Reflection Continuum:

2. Hypothesis (“What I think will happen”):
(an If...then statement)

3. Procedure (“What I will do”):

Date Completed

4. Description of results (“What happened”):

5. Reflections/Conclusion (“What I learned”):**

6. Meet with the administrator to discuss outcome and
present data, artifacts, videotapes, etc.

**Note: Results, reflections, and conclusions will be presented in writing to the building principal upon completion of your action research.

EVALUATION ACTIVITIES

3. SELF-ASSESSMENT THROUGH VIDEOTAPING

Videotaping is an opportunity for teachers to analyze and reflect on their teaching. Teachers will focus on a particular domain/component of the Evaluation Criteria.

The teacher should write a lesson plan stating the objectives, the related domain/component, and a brief procedure. Then the teacher should videotape a lesson that demonstrates the particular domain that he/she has chosen to address. After reviewing the videotape, the teacher should address the following questions in a written reflection.

*To what extent were the learning objectives for this lesson achieved?

*How do the interactions and discussions seen in the videotape illustrate students' efforts toward the stated objectives?

*What was your role in this lesson?

*How did the procedures and teaching strategies help in reaching the learning objectives?

*How might you conduct this learning experience differently if you were to do it again?

*Discuss your progress towards your domain/component goal.

4. GRADUATE COURSE WORK

Graduate course work provides teachers with an opportunity to enhance and enrich their knowledge and skill. It may also be used to gain additional endorsements or certifications. The course work should focus on a particular domain/component of the Evaluation Criteria and connect to the teacher's goals.

The teacher should provide a report that includes:

1. Title of the Course(s)
2. Date and duration
3. Relationship to the component(s) and/or domain(s) of the evaluation criteria.
4. Purpose: Knowledge and skills the teacher hoped to gain through enrollment in this course.
5. A 1-2 page written summary of the knowledge and skills gained through the completion of the course.
6. Evidence of completion of course work.

EVALUATION ACTIVITIES

5. DEVELOPMENT OF TEACHING MATERIALS/INSTRUCTIONAL UNITS/PROGRAMS

Curriculum projects include the development of teaching materials, instructional units, programs, etc. Projects should focus on a particular domain/component of the Evaluation Criteria and connect to the teacher's goals.

Projects need to include the following:

1. Cover Page
2. Table of Contents (if needed)
3. Purpose of the Project
4. Goals/Objectives
5. Materials, Activities, Teacher Resources
6. Assessments/Evaluation
7. References

6. WORKSHOPS

Workshops, seminars and conferences provide teachers with opportunities to enhance and enrich their knowledge and skill. The workshops that are selected should focus on a particular domain/component of the Evaluation Criteria and connect to the teacher's goals.

The teacher should provide a report that includes:

1. Title of the Workshop(s)
2. Date and duration
3. Relationship to the component(s) and/or domain(s) of the evaluation criteria.
4. Purpose: Knowledge and skills the teacher hoped to gain through enrollment in this workshop.
5. A 1-2 page written summary of the knowledge and skills gained through the completion of the workshop.
6. Evidence of completion of workshop.

EVALUATION ACTIVITIES

7. NATIONAL BOARD CERTIFICATION

Seeking National Board Certification is an option for teachers with several years of teaching experience. The process is a demonstration of a teacher's practice as measured against high and rigorous standards. Equally important, the National Board Certification process, requiring intense self-reflection and analysis of one's own practice, is a forceful professional development experience.

As part of this intense professional development experience, teachers who chose this option will:

- choose an area for concentration and certification.
- apply for candidacy to the National Board for Professional Teaching Standards.
- arrange for payment of the application and candidacy fee.
- complete portfolio entries.
- analyze video of one's own teaching.
- complete computerized testing exercises at the official assessment center.

Teachers choosing to seek National Board Certification shall discuss this option with the appropriate administrator at or before the initial goal-setting meeting. Teachers will provide in writing a plan including a timetable of dates for the above requirements.

8. CLINICAL OBSERVATION

Clinical supervision is the process of conferring with and observing a teacher to provide feedback about the teaching/learning process and to help the teacher facilitate his/her own professional growth.

Prior to a formal classroom observation, a pre-conference form will be completed by the teacher and discussed with the evaluator at the pre-conference. The goals of the pre-conference will be for the teacher to:

- specify the goals and objectives of the lesson;
- specify the outcomes expected to be achieved;
- delineate what will be the evidence of student achievement;
- clarify how this lesson fits into the bigger picture (or the longer range plan);
- state the teaching strategies that will be used; and
- indicate specific feedback/data the teacher would like gathered, focusing on an area of growth from the Evaluation Criteria/Domains.

A minimum of one formal observation will normally occur after the pre-conference. Within five (5) work days of the observation(s) a post-conference will be held focusing on the above discussed items as well as any additional topics identified by the evaluator or teacher. This five-day time frame may be extended by mutual agreement between the teacher and the administrator.

In the post-conference both the teacher and the evaluator will reflect on the items discussed in the pre-conference and any additional topics. Both teacher and evaluator will share their impressions and assessments of the lesson and the data supporting such. A summary of the post-conference discussion will be noted on the Dialogue Form.

EVALUATION ACTIVITIES

9. OTHER

Other activities may be selected if agreed upon by the teacher and administrator. These activities should focus on a particular domain/component of the Evaluation Criteria/Domains and connect to the teacher's goals.

The teacher should provide a report that includes:

1. Title of the Activity
2. Date and duration
3. Relationship to the component(s) and/or domain(s) of the evaluation criteria.
4. Purpose: Knowledge and skills the teacher hoped to gain through participation in this activity.
5. A 1-2 page written summary of the knowledge and skills gained through the completion of the activity.

SECTION 2

TEACHER
 SELF-REFLECTION CONTINUUM
 A CONTINUING LEARNING SPECTRUM IN OUR TEACHING

Pre-Tenured Teachers – Please highlight where you think you are in the fall in one color [] then January in another color [] and at the end of the year in May in a third color. [] This continuum needs to be completed before the appropriate conference with your administrator. Please bring this with you to the conference. This is for dialogue purposes only and will not be put into your district personnel file. The teacher will retain this document.

Tenured Teachers - Please highlight the area that most describes you as a professional. This continuum needs to be completed before the appropriate conference with your administrator at the beginning of your two-year cycle in one color [] and at the end of your two-year cycle in another color []. This is for dialogue purposes only and will not be put into your district personnel file. The will teacher will retain this document.

Some components of this continuum may not be applicable for all certificated staff. Utilize those portions that pertain to you.

| DOMAIN 1: PLANNING AND PREPARATION Component 1a: Demonstrating Knowledge of Content and Pedagogy | |
|---|--|
| ELEMENT | EXEMPLARY INADEQUATE |
| Knowledge of Content | <p>Teacher displays extensive content knowledge, makes connections within the content area and between other content areas.</p> <p>Teacher displays solid content knowledge and makes connections within the content area and between other content areas.</p> <p>Teacher displays basic content knowledge but cannot articulate connections within the content area or between other content areas.</p> <p>Teacher makes content errors or does not correct content errors students make.</p> |
| Knowledge of Prerequisite Relationships | <p>Teacher actively builds on students' prior knowledge when planning instruction.</p> <p>Teacher's plans and practices reflect understanding of the importance of students' prior knowledge.</p> <p>Teacher indicates some awareness of the importance of students' prior knowledge, although such knowledge may be incomplete or inaccurate.</p> <p>Teacher displays little understanding of the importance of students' prior knowledge for learning the content.</p> |
| Knowledge of Content – Related Pedagogy | <p>Teacher displays continuing search for best practice and anticipates student misconceptions.</p> <p>Instructional practices reflect current research on best practice but without anticipating student misconceptions.</p> <p>Teacher articulates basic knowledge of best practice instructional strategies, but is not able to fully apply them.</p> <p>Teacher displays little understanding of best practice instructional strategies.</p> |

TEACHER

DOMAIN 1: PLANNING AND PREPARATION Component 1b: Demonstrating Knowledge of Students

| ELEMENT | EXEMPLARY | ← | → | INADEQUATE |
|--|--|---|---|--|
| Knowledge of Characteristics of Age Group | Teacher displays thorough knowledge of developmental characteristics of age group and exceptions to the patterns. | Teacher displays understanding of developmental characteristics of age groups and exceptions to the patterns. | Teacher displays generally accurate knowledge of developmental characteristics of age group. | Teacher displays minimal knowledge of developmental characteristics of age group. |
| Knowledge of Students' Varied Approaches to Learning | Teacher uses knowledge of students' varied approaches to learning in planning instruction. | Teacher displays solid understanding of the different approaches to learning that different students exhibit. | Teacher displays some understanding of the different approaches to learning that students exhibit. | Teacher is unfamiliar with the different approaches to learning that students exhibit, such as learning styles, modalities, and different "intelligences." |
| Knowledge of Students' Skills and Knowledge | Teacher demonstrates understanding of individual students' skills and knowledge, including those with special needs. | Teacher displays understanding of the skills and knowledge of groups of students and recognizes the value of this knowledge. | Teacher recognizes the value of understanding students' skills and knowledge only for the class as a whole. | Teacher displays little understanding of students' skills and knowledge and does not indicate that such knowledge is valuable. |
| Knowledge of Students' Interests and Cultural Heritage | Teacher demonstrates knowledge of the interests or cultural heritage of each student, groups of students, and class. | Teacher displays some knowledge of the interests or cultural heritage of groups of students and recognizes the value of this knowledge. | Teacher recognizes the value of understanding students' interests or cultural heritage but displays this knowledge for the class only as a whole. | Teacher has little knowledge of student's interests or cultural heritage. |

TEACHER

DOMAIN 1: PLANNING AND PREPARATION Component 1c: Selecting Instructional Goals

| ELEMENT | EXEMPLARY | ← | → | INADEQUATE |
|--|---|--|--|---|
| Value | Not only are the goals valuable, but teacher can also clearly articulate how goals establish high expectations and relate to curriculum frameworks and standards. | Goals are valuable in their level of expectations, conceptual understanding, and importance of learning. | Goals are moderately valuable in either their expectations or conceptual understanding for students and in importance of learning. | Goals are not valuable and represent low expectations or no conceptual understanding for students. Goals do not reflect important learning. |
| Clarity | All the goals are clear in the form of student learning, and permit viable methods of assessment. | Most of the goals are clear but some are activities rather than goals. Most goals permit viable methods of assessment. | Goals are only moderately clear or include a combination of goals and activities. Some goals do not permit viable methods of assessment. | Goals are either not clear or are stated as student activities. Goals do not permit viable methods of assessment. |
| Suitability for Diverse Students/ Balance | All goals take into account the varying learning needs of individual students and/or groups. | Most goals are suitable for the varying needs of the students in the class. | Some goals are suitable for most students in the class. | Goals are not suitable for the class. |

DOMAIN 1: PLANNING AND PREPARATION Component 1d: Demonstrating Knowledge of Resources

| ELEMENT | EXEMPLARY | ← | → | INADEQUATE |
|---|--|--|--|--|
| Resources for Teaching/ Resources for Students | Teacher is fully aware of school and district resources and actively seeks other materials to enhance teaching and learning. | Teacher is aware of all resources to support teaching and learning available through the school or district. | Teacher displays limited awareness of resources to support teaching and learning available through the school or district. | Teacher is unaware of resources to support teaching and learning available through the school or district. |

TEACHER

DOMAIN 1: PLANNING AND PREPARATION Component 1e: Designing Coherent Instruction

| ELEMENT | EXEMPLARY | ← | → | INADEQUATE |
|---------------------------------------|--|--|--|---|
| Learning Activities | Learning activities are highly relevant to goals. They progress coherently, produce a unified whole and reflect best practice. | Most of the learning activities are related to goals. Progression of activities in the unit is fairly even, and most activities reflect best practice. | Only some of the learning activities are related to goals. Progression of activities in the unit is uneven, and only some activities reflect best practice. | Learning activities are not related to goals and do not follow an organized progression or reflect best practice. |
| Instructional Materials and Resources | All materials and resources support the instructional goals, and engage students in meaningful learning. | Most materials and resources support the instructional goals, and most engage students in meaningful learning. | Some of the materials and resources support the instructional goals, and some engage students in meaningful learning. | Materials and resources do not support the instructional goals or engage students in meaningful learning. |
| Instructional Groups | Instructional groups are varied, as appropriate to the different instructional goals. | Most instructional groups are varied, as appropriate to the different instructional goals. | Instructional groups are inconsistent in suitability to the instructional goals and offer minimal variety. | Instructional groups do not support the instructional goals and offer no variety. |
| Lesson and Unit Structure | The lesson or unit's structure is clear and flexible to accommodate student needs. Pacing and time allocations are adjusted as needed. | The lesson or unit has a clearly defined structure that activities are organized around. Time allocations are reasonable. Pacing is appropriate. | The lesson or unit has a recognizable structure, although the structure is not uniformly maintained throughout. Most time allocations are reasonable and pacing is adequate. | The lesson or unit has no clearly defined structure, or the structure is chaotic. Time allocations are unrealistic and pacing is inappropriate. |

TEACHER

DOMAIN 1: PLANNING AND PREPARATION Component 1f: Assessing Student Learning

| ELEMENT | EXEMPLARY | INADEQUATE |
|-------------------------------------|--|---|
| Congruence with Instructional Goals | Assessment is aligned with the instructional goals, both in content and process. | Some of the instructional goals are assessed, but many are not. |
| Criteria and Standards | All assessment criteria and standards are clear and have been communicated to students. | Assessment criteria and standards have been developed, but they are either not clear or have not been clearly communicated to students. |
| Use for Planning | Teacher analyzes assessment results and uses data to plan for individuals and groups of students. | Teacher is beginning to understand the process of analyzing assessment results and attempts to use data to plan for the class as a whole. |
| | Instructional goals are assessed but the assessment is more suitable to some goals than to others. | Assessment criteria are not developed and/or clearly stated. |
| | Most assessment criteria and standards are clear and have been communicated to students. | Teacher has little knowledge of data analysis and its use in planning instruction. |
| | Teacher attempts to analyze assessment results and uses data to plan for individuals and groups of students. | |

DOMAIN 2: THE CLASSROOM ENVIRONMENT Component 2a: Creating an Environment of Respect and Rapport

| ELEMENT | EXEMPLARY | INADEQUATE |
|-----------------------------------|--|--|
| Teacher Interaction with Students | Teacher demonstrates genuine caring and respect for individual students. Such interactions are appropriate to developmental and cultural norms. | Teacher is generally appropriate but may demonstrate occasional inconsistencies or disregard for students' culture. |
| Student Interactions | Teacher actively identifies and addresses positive and negative student behavior in order to foster a classroom with genuine caring for one another. | Teacher makes minimal effort to address negative student behavior toward one another. |
| | Teacher is friendly and demonstrates general warmth, caring, and respect for students. | Teacher interaction with at least some students is negative, shows favoritism or is inappropriate to the age or culture of the students. |
| | Teacher encourages polite and respectful student interactions. | Teacher does not attempt to address classroom conflict, sarcasm, or put-downs. |

TEACHER

DOMAIN 2: THE CLASSROOM ENVIRONMENT Component 2b: Establishing a Culture for Learning

| ELEMENT | EXEMPLARY | INADEQUATE |
|---|--|---|
| Importance of the Content | Teacher demonstrates through active participation, curiosity, and attention to detail the value of the content's importance. | Teacher communicates importance of the work but with little conviction. |
| Student Pride in Work | Students take obvious pride in their work and initiate improvements in it, for example, by revising drafts on their own initiative, helping peers, and ensuring that high-quality work is displayed. | Students minimally accept the responsibility to "do good work" but invest little of their energy in the quality of the work. |
| Expectations for Learning and Achievement | Teacher establishes and maintains instructional goals and activities through planning of learning activities, interactions, and the classroom environment that conveys high expectations for the learning of all students. | Instructional goals and activities, interactions, and the classroom environment convey inconsistent expectations for student achievement. |
| | Teacher conveys genuine enthusiasm for the subject and commitment to its value. | Teacher conveys a negative attitude toward the content, suggesting that the content is not important or is mandated by others. |
| | Students accept teacher insistence on work of high quality. Teacher encourages student pride in that work. | Students demonstrate little or no pride in their work. They seem to be motivated by the desire to complete a task rather than do high-quality work. |
| | Most instructional goals and activities, interactions, and the classroom environment convey high expectations for student achievement. | Instructional goals and activities, interactions, and the classroom environment convey only modest expectations for student achievement. |

TEACHER

DOMAIN 2: THE CLASSROOM ENVIRONMENT Component 2c: Managing Classroom Procedures

| ELEMENT | ← EXEMPLARY | ← | → | INADEQUATE |
|---|--|--|--|--|
| Management of Instructional Groups | Tasks are well-organized, and groups working independently are productively engaged throughout the lesson. | Tasks for group work are organized, and groups are managed so most students are engaged throughout most of the lesson. | Tasks for group work are partially organized, resulting in some off-task behavior of students. | Tasks for group work are not organized, resulting in off-task behavior of students. |
| Management of Transitions | Transitions are seamless, with students demonstrating knowledge of classroom routines. | Transitions occur smoothly, with little loss of instructional time. | Transitions are sporadically efficient, resulting in some loss of instructional time. | Classroom routines are not established and much time is lost during transitions. |
| Management of Materials and Supplies | Routines for handling materials and supplies are seamless and support the use of instructional time. | Routines for handling materials and supplies occur smoothly, with little loss of instructional time. | Routines for handling materials and supplies function moderately well. | Materials are handled inefficiently, resulting in loss of instructional time. |
| Performance of Non-instructional Duties | Routines for performing non-instructional duties are well established and effectively implemented. | Routines for performing non-instructional duties are in place, resulting in minimal loss of instructional time. | Some routines are in place for performing non-instructional duties. They are fairly efficient, resulting in some loss of instructional time. | Considerable instructional time is lost in performing non-instructional duties. |
| Volunteers and Teaching Assistants | Volunteers and/or teaching assistants make a substantive contribution to the classroom environment. | Volunteers and/or teaching assistants are productively and independently engaged in assigned duties during the entire class. | Volunteers and/or teaching assistants are given some defined duties and are productively engaged during most of the class time. | Volunteers and/or teaching assistants are not effectively utilized or are given no clearly defined duties. |

TEACHER

DOMAIN 2: THE CLASSROOM ENVIRONMENT Component 2d: Classroom Environment

| EXEMPLARY | | INADEQUATE | |
|---------------------------------|--|--|--|
| Expectations | Standards of conduct are well established and clear to all students. Standards have been developed with student participation. | Standards of conduct appear to have been established for most situations, and most students seem to understand them. | No standards of conduct appear to have been established, or students are confused as to what the standards are. |
| Monitoring of Student Behavior | Monitoring by teacher is subtle and preventive. Students are encouraged to monitor their own and their peers' behavior. | Teacher is generally aware of student behavior but may miss the activities of some students. | Student behavior is not monitored, and teacher is unaware of what students are doing. |
| Response to Student Misbehavior | Teacher response to misbehavior is highly effective and sensitive to students' individual needs. | Teacher attempts to respond to student misbehavior but with uneven results. | Teacher does not respond to misbehavior, or the response is inconsistent, or does not respect the student's dignity. |

DOMAIN 2: THE CLASSROOM ENVIRONMENT Component 2e: Organizing Physical Space

| EXEMPLARY | | INADEQUATE | |
|---|--|--|--|
| Safety | Teacher follows building and district safety guidelines. | | Teacher does not follow building and/or district safety guidelines |
| Arrangement of Furniture/ Accessibility to Learning Resources | Furniture arrangement is conducive to instruction for all students. Teacher ensures that all learning resources are accessible to all students. Resources are fully utilized as appropriate. | Furniture arrangement is adjusted for some lessons, but with limited effectiveness. Teacher uses learning resources adequately. At least essential learning resources are accessible to most students. | Furniture arrangement is not suited to the instruction. Teacher uses learning resources poorly, and/or learning resources are not accessible to some students. |

TEACHER

DOMAIN 3: INSTRUCTION Component 3a: Communicating Clearly and Accurately

| ELEMENT | EXEMPLARY | ← | → | INADEQUATE |
|---------------------------|--|---|---|---|
| Directions and Procedures | Teacher directions and procedures are clear to students and anticipate possible student misunderstanding. | Teacher directions and procedures are clear to students and contain an appropriate level of detail. | Teacher directions and procedures are clarified if students are confused. | Teacher directions and procedures are confusing to students. |
| Oral and Written Language | Teacher's spoken and written language is correct and expressive, with well-chosen vocabulary that enriches the lesson. | Teacher's spoken and written language is clear and correct. Vocabulary is appropriate to students' age and interests. | Teacher's spoken and written language is sometimes unclear and/or incorrect. Vocabulary is limited or is not appropriate to students' ages or background. | Teacher's spoken and written language is not clear and/or correct. Vocabulary may be inappropriate or used incorrectly. |

DOMAIN 3: INSTRUCTION Component 3b: Questioning and Discussion Techniques

| ELEMENT | EXEMPLARY | ← | → | INADEQUATE |
|--|--|--|---|--|
| Quality of Questions | Teacher's questions are of high quality. Students are encouraged to formulate questions to enhance the lesson. | Teacher's questions are a combination of factual information and higher level thinking skills, appropriate to the age level and/or subject area content. | Teacher's questions are appropriate to the age level and/or subject area content. | Teacher's questions are inappropriate to age level and /or subject area content. |
| Discussion Techniques/ Student Participation | Teacher encourages students to assume responsibility for the success of the discussion. Students initiate topics and contribute to the discussion. | Teacher regularly engages students in discussion and adequate time is available for students to respond. | Teacher makes some attempt to engage students in discussion with uneven results. | Interactions between teacher and students is predominantly lecture style with no opportunity for discussion. |

TEACHER

DOMAIN 3: INSTRUCTION Component 3c: Engaging Students in Learning

| ELEMENT | EXEMPLARY | INADEQUATE |
|-----------------------------------|--|--|
| <p>Presentation of Content</p> | <p>Teacher effectively utilizes a variety of instructional strategies.</p> | <p>Teacher attempts to match instructional strategies to content with limited success.</p> |
| <p>Activities and Assignments</p> | <p>Teacher actively engages students in the activities and assignments related to lesson objectives.</p> | <p>Activities and assignments do not consistently relate to lesson objectives, may not be age appropriate and/or do not engage the students.</p> |
| <p>Grouping of Students</p> | <p>Instructional groups engage the students and enhance the goals of the lesson.</p> | <p>Instructional groups do not advance the goals of the lesson and students are not engaged.</p> |

DOMAIN 3: INSTRUCTION Component 3d: Providing Feedback to Students

| ELEMENT | EXEMPLARY | INADEQUATE |
|---|---|---|
| <p>Quality: Accurate, Substantive, Constructive, and Specific</p> | <p>Feedback is consistently of high quality. Teacher encourages students to use feedback to enhance their learning.</p> | <p>Feedback is inconsistent in quality.</p> |
| <p>Timeliness</p> | <p>Feedback is consistently provided in a timely manner. Students are encouraged to make use of the feedback to enhance their learning.</p> | <p>Timeliness of feedback is inconsistent.</p> |
| | | <p>Feedback is either not provided or is of poor quality.</p> |
| | | <p>Feedback is not provided.</p> |

TEACHER

DOMAIN 3: INSTRUCTION Component 3e: Demonstrating Flexibility and Responsiveness

| ELEMENT | EXEMPLARY | ← | → | INADEQUATE |
|----------------------|---|--|--|--|
| Lesson Adjustment | Teacher continually makes adjustments to lessons as needed. | When appropriate, teacher makes an adjustment to a lesson without negatively impacting instruction. | When a change is needed, teacher attempts to adjust a lesson, with mixed results. | Teacher adheres rigidly to an instructional plan, even when a change will clearly improve a lesson. |
| Response to Students | Teacher takes advantage of spontaneous events to enhance instruction. | Teacher successfully integrates students' questions or interests into the lesson. | Teacher attempts to accommodate students' questions or interests. | Teacher does not address students' questions or interests. |
| Persistence | Teacher utilizes effective approaches for students who have difficulty learning, has an extensive repertoire of strategies and actively seeks additional resources. | Teacher has a repertoire of strategies and seeks additional resources for students who have difficulty learning. | Teacher accepts responsibility for the success of all students but has only a limited repertoire of instructional strategies to use. | Teacher does not accept responsibility for success of students and does not seek additional resources. |

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES Component 4a: Reflecting on Teaching

| ELEMENT | EXEMPLARY | ← | → | INADEQUATE |
|------------------------|---|--|---|--|
| Accuracy | Teacher regularly makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its goals. | Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its goal. | Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional goals were met. | Teacher does not know if a lesson was effective or achieved its goals, or misjudges the success of a lesson. |
| Use in Future Teaching | Drawing on an extensive repertoire of skills and past lessons, the teacher offers specific alternative actions for improving a lesson. | Teacher makes specific suggestions for improving a lesson. | Teacher makes general suggestions about how a lesson may be improved. | Teacher has no suggestions for how a lesson may be improved. |

TEACHER

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES Component 4b: Maintaining Accurate Records

| ELEMENT | EXEMPLARY | | | INADEQUATE |
|-----------------------------------|--|---|---|--|
| Student Completion of Assignments | Teacher's system for maintaining, using and analyzing information on student completion of assignments is fully effective. | Teacher's system for maintaining information on student completion of assignments is effective. | Teacher's system for maintaining information on student completion of assignments is limited and partially effective. | Teacher has no system for maintaining student information. |
| Student Progress in Learning | Teacher's system for maintaining, using and analyzing information on student progress in learning is fully effective. | Teacher's system for maintaining information on student progress in learning is effective. | Teacher's system for maintaining information on student progress in learning is limited and partially effective. | Teacher has no system for maintaining information on student progress. |
| Non-instructional Records | Teacher's system for maintaining, using and analyzing information on non-instructional activities is fully effective. | Teacher's system for maintaining information on non-instructional activities is effective. | Teacher's system for maintaining information on non-instructional activities is limited and partially effective. | Teacher has no system for maintaining information on non-instructional activities. |

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES Component 4c: Communicating with Families

| ELEMENT | EXEMPLARY | | | INADEQUATE |
|---|---|---|---|---|
| Information About the Instructional Program | Teacher consistently provides information to families about the instructional program. | Teacher provides some information to families about the instructional program. | Teacher rarely provides information to families about the instructional program. | Teacher provides no information to families about the instructional program. |
| Information About Individual Students | Teacher provides information to parents frequently on both positive and negative aspects of student progress. Response to parent concerns is handled professionally and in a timely manner. | Teacher communicates with parents about students' progress on a regular basis and is available as needed to respond to parent concerns. | Teacher adheres to the school's required procedures for communicating to parents. Responses to parent concerns are minimal. | Teacher provides no information to parents and does not respond to parent concerns. |
| Engagement of Families in the Instructional Program | Teacher encourages families to be involved in the instructional program. | | | Teacher makes no attempt to involve families in the instructional program. |

TEACHER

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES Component 4d: Contributing to the School and District

| ELEMENT | EXEMPLARY | INADEQUATE |
|--|--|---|
| Relationships with Colleagues | Teacher contributes to the success of individuals, teams and/or departments. | Teacher maintains cordial relationships with colleagues. |
| Involvement in a Culture of Professional Inquiry | Teacher takes a leadership role in promoting a culture of professional inquiry. | Teacher becomes involved in the school's culture of inquiry when invited to do so. |
| Service to the School | Teacher volunteers to participate in school events, making a substantial contribution, and assumes a leadership role in at least one aspect of school life. | Teacher participates in school events when specifically asked. |
| Participation in School and District Projects | Teacher volunteers to participate in school and district projects, making a substantial contribution, and assumes a leadership role in a major school or district project. | Teacher participates in school and district projects when specifically asked. |
| | Teacher maintains a supportive and cooperative relationship with colleagues. | Teacher's relationships with colleagues are negative. |
| | Teacher actively participates in a culture of professional inquiry. | Teacher avoids participation in a culture of inquiry, resisting opportunities to become involved. |
| | Teacher volunteers to participate in school events, making a substantial contribution. | Teacher avoids becoming involved or is not involved in school events. |
| | Teacher volunteers to participate in school and district projects, making a substantial contribution. | Teacher avoids becoming involved in school and district projects. |

TEACHER

| DOMAIN 4: PROFESSIONAL RESPONSIBILITIES Component 4e: Growing and Developing Professionally | | | | |
|--|---|--|--|--|
| ELEMENT | EXEMPLARY | ← | → | INADEQUATE |
| Enhancement of Content Knowledge and Pedagogical Skill Service to the Profession | Teacher seeks out opportunities for professional development and makes a systematic attempt to improve learning and instruction. | Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. | Teacher participates in professional activities to a limited extent. | Teacher does not engage in professional development activities to enhance knowledge or skill. |
| | Teacher initiates activities to contribute to the profession, such as mentoring new teachers, writing articles for publication, and making presentations. | Teacher participates actively in assisting other educators. | Teacher makes a limited contribution to the profession. | Teacher makes no effort to share knowledge with others or to assume professional responsibilities. |

TEACHER

| DOMAIN 4: PROFESSIONAL RESPONSIBILITIES Component 4f: Showing Professionalism | | | | |
|--|---|---|--|--|
| ELEMENT | EXEMPLARY | ← | → | INADEQUATE |
| Integrity and Ethical Conduct | Teacher can be counted on to hold the highest professional standards of honesty, integrity, and confidentiality and takes a leadership role by promoting those qualities with colleagues. | Teacher displays professional standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. | Teacher is honest in interactions with colleagues, students, and the public. Teacher complies with the confidentiality rules of the school district. | Teacher displays dishonesty in interactions with colleagues, students, and the public. |
| Service to Students | Teacher is proactive in addressing students' needs, and also seeks out resources. | Teacher is moderately active in addressing students' needs. | Teacher is inconsistent in addressing students' needs. | Teacher does not address students' needs. |
| Advocacy | Teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. | Teacher works to ensure that all students receive a fair opportunity to succeed. | Teacher does not knowingly contribute to some students being inadequately served by the school. | Teacher contributes to school practices that result in some students being inadequately served by the school. |
| Decision Making | Teacher models open-minded thinking, takes a leadership role in team or departmental decision-making, and strives to make decisions that are based on the highest professional standards. | Teacher maintains an open mind and participates in team or departmental decision making. | Teacher's decisions are based on limited professional experience. | Teacher does not participate in school decision-making. |
| Professional Commitment | Teacher consistently arrives to work on time and does not have excessive absences. The teacher regularly participates in open houses, parent-teacher conferences and arrives on time for staff, department, and committee meetings. | | | Teacher frequently does not arrive to work on time and/or has excessive absences. The teacher is often late for staff, department, and committee meetings. The teacher does not consistently participate in school open houses and parent-teacher conferences. |

CERTIFIED SCHOOL NURSE
SELF – REFLECTION CONTINUUM
A PROFESSIONAL CONTINUING LEARNING SPECTRUM

Pre-Tenured Certified School Nurses – Please highlight where you think you are in the fall in one color then January in another and at the end of the year in May in a third color. This rubric needs to be completed before the appropriate conference with your administrator. Please bring this with you to the conference. This is for dialogue purposes only and will not be put into your district personnel file. The Certified School Nurse will retain this document.

Tenured Certified School Nurses - Please highlight the area that most describes you as a professional. This rubric needs to be completed before the appropriate conference with your administrator at the beginning of your two-year cycle in one color and at the end of your two-year cycle in another color . Please bring this with you to the conference. This is for dialogue purposes only and will not be put into your district personnel file. The Certified School Nurse will retain this document.

CERTIFIED SCHOOL NURSE

DOMAIN 1: Planning and Preparation

| ELEMENT | EXEMPLARY | SATISFACTORY | INADEQUATE |
|--|--|---|---|
| Demonstrates a strong understanding of basic nursing skills and concepts | Consistently and independently demonstrates a strong knowledge of the basic nursing process. | Usually demonstrates a good knowledge of the basic nursing process. | Seldom demonstrates knowledge of the basic nursing process. Frequently asks for assistance. |
| Applies nursing process to clinical practice. | Always provides accurate medical information without prompting. | Provides accurate medical information on request. | Demonstrates a knowledge deficit in basic medical information. Frequently asks for assistance. |
| Applies nursing process to clinical practice. | Routinely incorporates concepts of health promotion and disease prevention into clinical practice. | Occasionally incorporates concepts of health promotion and disease prevention into clinical practice. | Does not incorporate concepts of health promotion and disease prevention into clinical practice. Needs prompting. |
| Plans for delivery of service | Effectively contributes health information to the education of students with special health needs. | Generally contributes health information to the education of students with special health needs. | Infrequently contributes health information to the education of students with special health needs. |
| Plans for delivery of service | Provides exemplary orientation, supervision, and collaboration with RN staff. | Adequately orients, supervises, and collaborates with RN staff. RNs complete basic tasks competently. | Inadequately orients, supervises, and collaborates with RN staff. RNs frequently ask for guidance from others. |
| Plans for delivery of service | Maintains a highly organized and efficiently run health office. | Organizes health office in an efficient manner. | Displays a lack of organization and efficiency in the management of the health office. |

DOMAIN 1: Planning and Preparation

| ELEMENT | EXEMPLARY | SATISFACTORY | INADEQUATE |
|---|--|--|---|
| | Consistently collects, prioritizes, and documents health data. Is extremely accurate. Rarely makes errors or misses a deadline. | Usually collects, prioritizes, and documents health data. Work is accurate. | Displays a lack of follow through in the collection, prioritization, and documentation of health data. Disregards deadlines. Appears disorganized. Frequent errors. |
| | Actively implements available technology in accordance with job expectations. Initiates the use of technology. | Utilizes available technology in accordance with job expectations. | Is reluctant to use available technology in accordance with job expectations. Needs frequent retraining. |
| | Creates exemplary individualized care plans as needed. | Develops adequate individualized care plans as needed. | Inconsistent or inadequate development of individualized care plans. |
| Uses standards of care in school nursing practice | Consistently accesses and integrates current research-based findings in practice. | Integrates research-based findings in practice. | Unfamiliar with research-based findings in practice or information provided is dated. |
| | Always demonstrates and incorporates knowledge of current Illinois law regarding school nursing practice. | Usually demonstrates knowledge of current Illinois law regarding school nursing practice. | Is unfamiliar with current Illinois law regarding school nursing practice. |
| Participates in the development of the health education programs. | Routinely and accurately assesses the needs for health education in the school community. Initiates appropriate programs. Collaborates with other instructional faculty. | Accurately assesses the need for health education in the school community when requested. Implements programs. | Does not provide adequate health education in the school community. Implements no programming. Shows no interest in collaboration. |

CERTIFIED SCHOOL NURSE

DOMAIN 2. Professional Practice and Delivery of Service

| ELEMENT | EXEMPLARY | SATISFACTORY | INADEQUATE |
|---|--|--|---|
| <p>Applies knowledge of human development and learning when providing formal and informal health education to students, staff, and parents.</p> | <p>Incorporates accurate understanding of the typical developmental characteristics of a specific age group when providing health education. Encourages student self-advocacy and self-care for all clients.</p> | <p>Incorporates accurate understanding of the typical developmental characteristics of a specific age group when providing health education.</p> | <p>Unaware of developmentally appropriate health education strategies. Demonstrates poor instructional strategies.</p> |
| <p>Provides and/or delegates and supervises direct professional nursing services in the school setting.</p> | <p>Consistently provides accurate and detailed plans of care to meet student needs.</p> | <p>Usually provides accurate and detailed plans of care to meet student needs.</p> | <p>Lacks accurate and detailed plans of care to meet student needs.</p> |
| | <p>Provides a superior level of first aid, emergency care, administration of medication, and specialized medical procedures in a safe and confidential manner to all students, including those with special needs.</p> | <p>Provides first aid, emergency care, administration of medication, and specialized medical procedures in a safe and confidential manner to all students, including those with special needs.</p> | <p>Does not consistently provide competent first aid, emergency care, administration of medication, or specialized medical procedures. Violates confidentiality requirements.</p> |
| | <p>Approach to record keeping is highly systematic and efficient, including delegation and supervision of tasks.</p> | <p>Assures the maintenance of accurate records, including state- mandated immunizations, physicals, and dental exam.</p> | <p>Records are missing, late, or inaccurate. State-mandated report deadlines are unmet.</p> |

CERTIFIED SCHOOL NURSE

CERTIFIED SCHOOL NURSE

| DOMAIN 2. Professional Practice and Delivery of Service | | | |
|---|--|---|---|
| ELEMENT | EXEMPLARY | SATISFACTORY | INADEQUATE |
| | Efficiently coordinates and fully implements state-mandated hearing screenings, rescreenings, referrals and follow-up. Proactively manages communicable disease issues for the school community in collaboration with local health authorities. | Adequately coordinates state- mandated programs such as vision and hearing screening. Manages communicable disease issues for the school community in collaboration with local health authorities. | Ineffectively performs state- mandated programs such as vision and hearing screening. Inappropriately manages communicable disease issues for the school community in collaboration with local health authorities. |
| Practices within the regulatory parameters of the health and education. | Practices with a thorough knowledge of the Illinois Nurse Practice Act and the Illinois School Code. | Knows and follows the regulations of the Illinois Nurse Practice Act and the Illinois School Code. | Inconsistently follows the regulations of the Illinois Nurse Practice Act and the Illinois School Code. |

CERTIFIED SCHOOL NURSE

| DOMAIN 3. Collaboration and Consultation | | | |
|---|---|---|---|
| ELEMENT | EXEMPLARY | SATISFACTORY | INADEQUATE |
| Acts as a liaison, communicating and collaborating with students and their families, public health agencies, and the medical community. | Effectively initiates contact with and acts as a liaison between parties to enhance student outcomes. Establishes positive relationships with parents. | Makes contact with families, public health agencies, and the medical community when necessary. | Is ineffective in communicating and collaborating with families, students, or the community. |
| Consults, collaborates, and communicates with staff and administrators. | Displays a high level of inter-personal communication skills, incorporating an attitude of collegiality. Fosters a team approach to problem solving. Facilitates positive and productive relationships with colleagues. | Displays adequate communication skills. Participates as a team member. Maintains positive and productive relationships with colleagues. | Communication skills are frequently ineffective. Does not function as a team player. |
| Provides the state mandated certified school nursing responsibilities on the special education multi-disciplinary teams. | Serves as an integral member of the team and is the expert in health matters relating to the student. | Participates in team meetings and informs on health issues. | Fails to meet the needs of the team or the student's health situation. |
| Interprets medical information for the educational setting. | Thoroughly identifies and explains the educational implications of students' health conditions. | Generally identifies and explains the educational implications of students' health conditions. | Is ineffective in identifying and explaining the educational implications of students' health issues. |

CERTIFIED SCHOOL NURSE

DOMAIN 4. Professional Responsibilities

| ELEMENT | EXEMPLARY | SATISFACTORY | INADEQUATE |
|--|--|---|---|
| Advocates for students. | Interactions with students are highly respectful and reflect a holistic approach to meeting the needs of the student. | Interactions with students are positive, respectful, and meet the student's needs. | Interactions with students do not promote a positive environment. The nurse does not regularly advocate for students. |
| Reflects on School Nurse Practice. | Accurately and perceptively reflects on school nurse practice. Seeks out relevant continuing education and professional growth opportunities. | Reflects on school nurse practice at appropriate intervals. Participates in continuing education and professional growth opportunities. | Reflection on school nurse practice is limited and/or inaccurate. Rarely participates in growth opportunities. |
| Contributes to the school and District. | Consistently makes a substantial contribution to school and district events and projects. Assumes a leadership role with colleagues. | Regularly participates in school and district events and projects. Assumes a leadership role in health related issues. | Attends meetings irregularly or rarely contributes. |
| Demonstrates flexibility and responsiveness to meet the needs of the school community. | Recognizes and responds skillfully and appropriately to the unpredictable nature of issues in the school community. Is level headed and highly competent when handling crisis situations. | Recognizes and responds appropriately to issues in the school community. Is level headed and competent when handling crisis situations. | Fails to prioritize situations. Is inflexible in responding to the needs of the school community. Fails to recognize and/or respond appropriately in a crisis situation. |
| Professional Commitment | Certified School Nurse consistently arrives to work on time and does not have excessive absences. The teacher regularly participates in open houses, parent-teacher conferences and arrives on time for staff, department, and committee meetings. | | Certified School Nurse frequently does not arrive to work on time and/or has excessive absences. The Certified School Nurse is often late for staff, department, and committee meetings. The Certified School Nurse does not consistently participate in school open houses and parent-teacher conferences. |

SCHOOL PSYCHOLOGIST
SELF – REFLECTION CONTINUUM
A PROFESSIONAL CONTINUING LEARNING SPECTRUM

Pre-Tenured School Psychologist – Please highlight where you think you are in the fall in one color then January in another and at the end of the year in May in a third color. This rubric needs to be completed before the appropriate conference with your administrator. Please bring this with you to the conference. This is for dialogue purposes only and will not be put into your district personnel file. The School Psychologist will retain this document.

Tenured School Psychologist - Please highlight the area that most describes you as a professional. This rubric needs to be completed before the appropriate conference with your administrator at the beginning of your two-year cycle in one color and at the end of your two-year cycle in another color . Please bring this with you to the conference. This is for dialogue purposes only and will not be put into your district personnel file. The School Psychologist will retain this document.

SCHOOL PSYCHOLOGIST

DOMAIN 1: Knowledge Base/Application of School Psychologist Standards and Principals

| ELEMENT | EXCELLENT | SATISFACTORY | UNSATISFACTORY |
|---|---|---|--|
| 1a: Practices in full accordance with NASP Principles for Professional Ethics | Is highly knowledgeable about NASP Principles. Demonstrates them consistently in daily practice. | Is aware and knowledgeable about NASP Principles and resources available to review them. There is a conscious effort to make connections between own practice and these standards. | Has limited knowledge/interest in NASP Principles for Professional Ethics. Actions and decisions are counter to NASP Principles. |
| 1b: Provides school psychological services consistent with prevailing legal, ethical, and professional NASP Guidelines for the Provision of School Psychological Services | Is highly knowledgeable about NASP Guidelines for the Provision of School Psychological Services. Demonstrates them consistently in daily practice. | Is aware of and knowledgeable about NASP Guidelines for the Provision of School Psychological Services and resources available to review them. There is a conscious effort to make connections between own practice and these standards. | Has limited knowledge/interest in NASP Guidelines for the Provision of School Psychological Services. Actions and decisions are not in accordance with these guidelines. |
| 1c: Demonstrates sensitivity and incorporates information about students, families, cultures, and communities in assessment, interventions, consultation and the evaluation of progress | Consistently demonstrates efforts to access information beyond what is readily available in the school setting about students, families, cultures, and communities in assessment, interventions, consultation and the evaluation of progress. | Demonstrates the importance of and consistently uses resources available in the school setting to access information about students, families, cultures, and communities in assessment, interventions, consultation and the evaluation of progress. | Demonstrates a failure to seek information and/or fails to understand the importance of information about students, families, cultures, and communities in assessment, interventions, consultation and the evaluation of progress. |

SCHOOL PSYCHOLOGIST

| DOMAIN 2: Role and Relationship with Teams | | | |
|---|--|---|---|
| ELEMENT | EXCELLENT | SATISFACTORY | UNSATISFACTORY |
| 2a: Attends appropriate meetings (per assignment) in a consistent and timely fashion | Attends almost all meetings in a timely fashion. If unable to attend, provides prior notification, shares relevant input with another team member, and takes measures to access the content/outcomes of the meeting. | Attends appropriate meetings in a consistent and timely fashion. | Frequently absent or tardy to team meetings. Makes minimal effort to access the content/outcome of missed meetings. |
| 2b: Contributes professional expertise, information, and ideas in a manner that advocates for the needs of children | Psychologist is proactive not only by sharing his/her expertise, information, and ideas but also in seeking additional resources that can optimize a child's opportunities for success. | Psychologist contributes professional expertise, information, and ideas in a manner that advocates for the needs of children. | Psychologist does not have the information necessary to advocate for needs of children and does not actively seek such information. |

SCHOOL PSYCHOLOGIST

| DOMAIN 3: Assessment | | | |
|---|--|--|--|
| ELEMENT | EXCELLENT | SATISFACTORY | UNSATISFACTORY |
| 3a: Considers the instructional environment, curriculum, and learner characteristics during the referral and assessment process | Consistently plans evaluations and generates questions that consider instructional, curricular, environmental, and learner domains. | Plans evaluations and generates questions that consider some characteristics related to instructional, curricular, environmental, and learner domains. | Plans evaluations and generates questions that consider few, if any, characteristics related to instructional, curricular, environmental, and learner domains. |
| 3b: Facilitates team discussion that results in an improved understanding of the history, duration, and intensity of student concerns | Consistently facilitates team discussion that results in an improved understanding of the history, duration, and intensity of student concerns. | Sometimes facilitates team discussion that results in an improved understanding of the history, duration, and intensity of student concerns. | Does not facilitate team discussion that results in an improved understanding of the history, duration, and intensity of student concerns. |
| 3c: Develops assessment plans that reflect the referral questions generated by the unique needs of the student | Consistently develops assessment plans that are responsive to, and consistent with, referral questions, and reflect the unique needs of the student. | Develops assessment plans that are somewhat consistent with the referral questions and sometimes reflect the unique needs of the students. | Uses the same assessment plan, regardless of the referral questions and/or the unique needs of the student. |

SCHOOL PSYCHOLOGIST

| DOMAIN 3: Assessment | | | |
|---|---|---|--|
| ELEMENT | EXCELLENT | SATISFACTORY | UNSATISFACTORY |
| 3d: Is knowledgeable about, and effectively administers and interprets, as wide variety of formal and informal assessment tools and techniques to evaluate intelligence, learning processes, social-emotional, and academic functioning of students | Consistently uses a wide variety of assessment tools, with the curriculum as the foundation when evaluating intelligence, learning processes, social-emotional, and academic functioning of students. | Uses a limited number of assessment tools when evaluating intelligence, learning processes, social-emotional, and academic functioning of students. | Regularly uses the same assessment tools when evaluating intelligence, learning processes, social-emotional, and academic functioning of students. |
| 3e: Uses the assessment process and results to make quality recommendations for interventions | Consistently uses assessment information to develop recommendations that consider all ICEL domains. | Uses assessment information to develop recommendations that consider some ICEL domains. | Uses assessment information to develop recommendations that consider no ICEL domains. |
| 3f: Maintains the integrity of the assessment process by using research-based practices and identified best practices | Consistently incorporates research-based methodology and consistently demonstrates knowledge/application of best practice. | Sometimes incorporates research-based methodology and consistently demonstrates knowledge/application of best practice. | Occasionally/rarely incorporates research-based methodology and inconsistently demonstrates knowledge/application of best practice. |

DOMAIN 4: Communication

| ELEMENT | EXCELLENT | SATISFACTORY | UNSATISFACTORY |
|---|---|--|---|
| 4a: Communicates thoughts and ideas in a meaningful and articulate manner to team members | Consistently communicates in a manner understood by parents and colleagues. | At-times communicates in a manner understood by parents and colleagues. | Rarely communicates in a manner understood by parents and colleagues. |
| 4b: Writes reports in a timely, thorough and understandable manner and follows the format prescribed by the school district | Writes reports that include language, recommendations, analysis, and summaries that are easily understood by a wide audience. This includes reports that are well edited, well organized, comprehensive, and presented in the format prescribed by the school district. | Writes reports that include language, recommendations, analysis, and summaries that can be understood with some explanation. This includes reports that are often well edited, well organized, comprehensive, and presented in the format prescribed by the school district. | Writes reports that include language, recommendations, analysis, and summaries that are difficult to interpret due to a high degree of unexplained jargon, failure to link intervention to assessment and instruction, and lack of explanation. |
| 4c: Demonstrates effective listening skills across settings | Consistently demonstrates a high degree of listening skills with adults and children across settings as indicated by responses – verbal and nonverbal. | Provides leadership with respect to knowledge of the rules, regulations, and policies (at a federal, state, and district level), which govern the implementation of special education services. | Demonstrates listening skills in some settings as indicated by responses – verbal and nonverbal. |

SCHOOL PSYCHOLOGIST

SCHOOL PSYCHOLOGIST

| DOMAIN 5: Consultation | | | | |
|---|--|---|--|--|
| ELEMENT | EXCELLENT | SATISFACTORY | UNSATISFACTORY | |
| 5a: Consults with classroom teachers in order to effectively relate findings and recommendations relative to the needs of the child and the teacher | Consults with teachers to share specific information regarding the needs of students and provides recommendations directly related to the needs of students. | Shares general information about student needs and provides general recommendations related to the needs of the student. | Does not share information about the needs of the student or share recommendations relative to the needs of the student. | |
| 5b: Consults with classroom teachers regarding classroom management procedures and techniques for individual students or the whole class | Provides frequent feedback, assists teachers to follow through with individual and whole group interventions and data analysis. | Provides suggestions to teachers and assistance with data analysis. | Does not consult with teachers. | |
| 5c: Consults with classroom teachers regarding behavioral interventions for individual students | Consults with teachers to complete functional analysis of behavior to assist in creating a specific behavior management plan and provides frequent follow through to adjust the behavior management plan. Utilizes existing resources to maximize plan benefits. | Consults with teachers to complete functional analysis of behavior for individual students and assists in creating a specific behavior management plan. | Develops plans or offers suggestions that do not reflect the needs of the students. | |

SCHOOL PSYCHOLOGIST

| DOMAIN 5: Consultation | | | |
|--|---|--|---|
| ELEMENT | EXCELLENT | SATISFACTORY | UNSATISFACTORY |
| 5d: Facilitates home/school collaboration | Is readily available for parents and is willing to seek out resources to help with target areas. | Is available to provide assistance and resources for parents. | Does not respond in a timely manner to parent contacts. |
| 5e: Consults with teachers to facilitate the collection/analysis of data and implementation of interventions | Creates and shares “teacher-friendly” manners of collecting data. Assists with design of intervention plans and helps ensure that interventions are followed with integrity. Has regular follow-through and checks in on intervention plan success. | Helps create intervention plans and data collection methods that are acceptable. Checks on plan success periodically. | Creates plans without considering teacher and/or plan constraints. |
| 5f: Shares professional resources with teachers, parents, or others to enhance and/or provide services to students | Actively seeks out professional resources and/or frequently shares them with others to enhance and provide services to students. | Is aware of professional resources and shares them with others on an as-needed basis, to enhance and provide services to students. | Is unaware or unwilling to seek out professional resources to enhance services to students. |

SCHOOL PSYCHOLOGIST

| DOMAIN 6: Professional Conduct | | | |
|--|---|--|---|
| ELEMENT | EXCELLENT | SATISFACTORY | UNSATISFACTORY |
| 6a: Maintains useful and accurate records in a confidential manner | Maintains useful and accurate records. Confidentiality is strictly maintained. | | Records are inaccurate or incomplete. Confidentiality is not strictly maintained. |
| 6b: Thinks objectively about situations using multiple perspectives to arrive at logical conclusions | Thinks objectively about situations using multiple perspectives to arrive at logical conclusions. | Only uses a limited number of perspectives to arrive at conclusions. | Only considers one viewpoint in making decisions. Arrives at illogical conclusions. |
| 6c: Acts on own initiative and works independently | Is organized in daily work, completes work within time allotted. Is able to effectively prioritize. Is prepared for meetings. | Is mostly organized. Typically completes work within the allotted time and is typically prepared for meetings. | Requires prompting to do work. Frequently leaves tasks undone. Is unprepared in meetings. Has trouble accessing priorities. |
| 6d: Makes decisions consistent with legal, ethical, and professional standards | Is aware of and works within the boundaries of legal, ethical, and professional standards. | | Is unaware of legal, ethical, and professional standards. Makes decisions without regard to standards. |

SCHOOL PSYCHOLOGIST

| DOMAIN 6: Professional Conduct | | | |
|--|--|---|---|
| ELEMENT | EXCELLENT | SATISFACTORY | UNSATISFACTORY |
| 6e: Exhibits willingness to act on professional convictions in controversial areas | Takes a leadership role in team/department decision-making based on professional standards and/or convictions even in controversial areas. Can articulate these viewpoints and relate them to research-based findings. | States opinions, but not consistently in a leadership role. | Does not actively take a role in decision-making in controversial areas. Does not follow through on professional convictions when faced with confrontation. |
| 6f: Maintains regular school attendance | Arrives to work on time and does not have excessive absences. Arrives on time for staff, department, and committee meetings. Attends after-school events as needed. | | Only considers one viewpoint in making decisions. Arrives at illogical conclusions. |

SCHOOL PSYCHOLOGIST

| DOMAIN 7: Professional Growth | | | |
|---|--|--|--|
| ELEMENT | EXCELLENT | SATISFACTORY | UNSATISFACTORY |
| 7a: Participates in activities (reading professional literature, attending workshops and conferences, taking courses, etc...) to continue and enhance professional training | Actively seeks and participates in a variety of such activities throughout the school year. Those activities chosen reflect the professional goals of the individual psychologist as well as the improvement plan developed by the school and/or district. The psychologist shares what he/she has learned with colleagues and incorporates new information into his/her practice. | Actively seeks and participates in a variety of such activities throughout the school year to continue and enhance professional training. Efforts are made to incorporate new information into his/her practice. | Does not seek out activities that contribute to professional growth. Participates only in those activities that are offered as part of district SIP and Institute Days and makes minimal effort to incorporate new information into hi/her practice. |
| 7b: Remains current with the educational research reported in the educational and psychological literature | Is knowledgeable about educational and psychological research and consistently incorporates relevant information into practice. | Is aware of educational and psychological research related to students and makes efforts to use the information in practice. | Has limited knowledge of the educational and psychological research related to students. |
| 7c: Pursues formal opportunities to share professional knowledge (such as through supervision of interns, presenting at conferences, publishing, teaching courses, etc...) | The psychologist takes advantage of multiple venues to engage in the professional exchange of knowledge. This could occur not only through participation at conferences and professional development activities, but also through an active role in sharing experiences and knowledge in a trainer capacity multiple times throughout the year. | Participates in a limited number or type of activities to share knowledge and experience in a professional capacity. | Fails to share professional knowledge/experience at venues outside of building/department functions. |

SCHOOL PSYCHOLOGIST

| DOMAIN 7: Professional Growth | | | |
|--|--|--|---|
| ELEMENT | EXCELLENT | SATISFACTORY | UNSATISFACTORY |
| <p>7d: Uses technology and technology based on productivity tools (word-processing, database, spread sheets, e-mail, etc...) to acquire information and facilitate communication</p> | <p>Routinely utilizes productivity tools to create charts, graphs, etc. that facilitate communication of student data to parents and teachers. Routinely utilizes technology resources to acquire and communicate information with parents and teachers.</p> | <p>Sometimes utilizes productivity tools to create charts, graphs, etc. that facilitate communication of student data to parents and teachers. Sometimes utilizes technology resources to acquire and communicate information with parents and teachers.</p> | <p>Rarely utilizes productivity tools to create charts, graphs, etc. that facilitate communication of students data to parents and teachers. Rarely utilizes technology resources to acquire and communicate information with parents and teachers.</p> |

SCHOOL SOCIAL WORKER
SELF – REFLECTION CONTINUUM
A CONTINUING PROFESSIONAL LEARNING SPECTRUM

Pre-Tenured School Social Worker – Please highlight where you think you are in the fall in one color then January in another and at the end of the year in May in a third color. This rubric needs to be completed before the appropriate conference with your administrator. Please bring this with you to the conference. This is for dialogue purposes only and will not be put into your district personnel file. The Social Worker will retain this document.

Tenured School Social Worker - Please highlight the area that most describes you as a professional. This rubric needs to be completed before the appropriate conference with your administrator at the beginning of your two-year cycle in one color and at the end of your two-year cycle in another color . Please bring this with you to the conference. This is for dialogue purposes only and will not be put into your district personnel file. The Social Worker will retain this document.

SCHOOL SOCIAL WORKER

DOMAIN 1: Consultation & Collaborative Relationships

| ELEMENT | EXEMPLARY | | | BEGINNING |
|---|--|---|--|--|
| 1a: Regularly initiates, develops and implements consultative relationships with teachers, parents and administrators | Is proficient at initiating and maintaining reciprocal contact with teachers, parents, and administrators to develop and implement an agreed upon plan that promotes the child's social/emotional well-being. | Regularly initiates, develops and implements consultative relationships with teachers, parents and administrators. | Demonstrates limited ability to initiate and maintain consultative relationships with teachers, parents, and administrators. | Is ineffective in initiating and maintaining consultative relationships with teachers, parents and administrators. |
| 1b: Consistently collaborates with staff, parents, administrators and community personnel to address student building wide needs | Is exceptionally knowledgeable about the needs of the school community and is instrumental in addressing those needs through effective program planning. | Consistently collaborates with staff, parents, administrators and community personnel to address student and building wide needs. | Displays limited awareness and/or knowledge of the needs of the school community, and demonstrates basic involvement in existing programs. | Is unaware of the needs of the school community and is ineffective in addressing those needs. |
| 1c: Consistently demonstrates a genuine concern for people and develops patterns of trust, open communication and a high degree of empathy in all personal interactions | Is viewed as an approachable professional by students, staff and parents. Is proficient at initiating and maintaining reciprocal and empathic communication. Demonstrates sensitivity in difficult situations. | Consistently demonstrates a genuine concern for people and develops patterns of trust and open communication and empathy in all personal interactions | Demonstrates a limited ability to create an approachable atmosphere with students, staff and parents. Displays basic ability to initiate and maintain effective communication or empathic relationships. | Is unable to maintain effective communication and is unable to facilitate empathic and approachable relationships with others. |

SCHOOL SOCIAL WORKER

DOMAIN 1: Consultation & Collaborative Relationships

| DOMAIN 1: Consultation & Collaborative Relationships | |
|--|--|
| ELEMENT | EXEMPLARY |
| 1d: Uses effective written and oral communication with staff, parents and students | <p align="center">←</p> <p>Uses effective written and oral communication with staff, parents and students.</p> |
| 1e: Routinely seeks out resources and educates staff on various mental health issues as needed | <p>Routinely seeks out resources and educates staff on various mental health issues as needed</p> |
| | → |
| | <p>Demonstrates exceptional ability to display consistent, timely, clear and effective communication both written and oral with staff, parents and students.</p> <p>Demonstrates expertise in the ability to obtain resources and educate staff on various mental health issues through formal presentations or collaborative discussions.</p> |
| | <p>Demonstrates limited ability to display timely, clear, and effective communication either written or oral with staff, parents and students.</p> <p>Demonstrates limited ability to obtain and utilize resources to educate staff on various mental health issues.</p> |
| | <p>Is unable to communicate effectively both written and orally with staff, parents and students.</p> <p>Does not obtain or utilize resources to help educate staff on various mental health issues.</p> |

DOMAIN 2: DIRECT SERVICE

| DOMAIN 2: DIRECT SERVICE | |
|---|---|
| ELEMENT | EXEMPLARY |
| 2a: Provides consistent individual and/or group counseling that enhances student success in all areas of the school environment | <p align="center">←</p> <p>Provides consistent individual and/or group counseling that enhances student success in all areas of the school environment .</p> |
| | → |
| | <p>Provides exceptional individual and/or group counseling that significantly builds skills and enhances success in all areas of the school environment</p> <p>Provides basic individual and/or group counseling that offers limited success to the student in all areas of the school environment.</p> |
| | <p>Does not provide individual and/or group counseling to the students.</p> |

SCHOOL SOCIAL WORKER

| DOMAIN 2: The Learning Environment | | | | |
|---|--|--|--|--|
| ELEMENT | EXEMPLARY | BEGINNING | BEGINNING | BEGINNING |
| 2b: Consistently provides appropriate and timely crisis intervention to the school community | Actively assumes a leadership role in providing appropriate and timely crisis intervention to the school community | Consistently provides appropriate and timely crisis intervention to the school community | Provides appropriate and timely crisis intervention to the school community on a limited basis. | Does not provide crisis intervention to the school community. |
| 2c: Consistently develops and implements appropriate prevention and intervention plans that enable students to be successful in the school environment | Actively develops and implements appropriate prevention and intervention plans with a high level of proficiency that enable students to be successful in the school environment | Consistently develops and implements appropriate prevention and intervention plans that enable students to be successful in the school environment | Develops and implements prevention and intervention plans on a basic level that enable students to be successful in the school environment | Does not develop or implement prevention and intervention plans that enable students to be successful in the school environment. |
| 2d: Routinely participates in the aspects of the identification and assessment process and provides services as appropriate | Consistently and effectively participates in the aspects of the identification and assessment process and provides services as appropriate | Routinely participates in the aspects of the identification and assessment process and provides services as appropriate. | Limited participation in the identification and assessment process. | Is unable to participate in the aspects of the identification and assessment process. |
| 2e: Appropriately and routinely uses a variety of formal and informal tools/techniques including: observation, interview, standardized instruments to evaluate the understanding, progress and performance of students in the environment | Is proficient and thorough in the use of a variety of formal and informal tools/techniques including: observation, interview, standardized instruments to evaluate the understanding, progress and performance of students in the environment. | Appropriately and routinely uses a variety of formal and informal tools/techniques including: observation, interview, standardized instruments to evaluate the understanding, progress and performance of students in the environment. | Has limited knowledge of tools and techniques to evaluate the understanding, progress and performance of students in the environment. | Is unaware of the tools and techniques that are used to evaluate the understanding, progress and performance of students in the environment. |

SCHOOL SOCIAL WORKER

| DOMAIN 2: The Learning Environment | | | | |
|--|---|---|---|---|
| ELEMENT | EXEMPLARY | ← | → | BEGINNING |
| 2f: Understands the Social Development History with its focus on the students functioning within the educational environment | Has an profound understanding of the Social Developmental History with its focus on the students functioning within the educational environment. | Understands the Social Developmental History with its focus on the students functioning within the educational environment. | Has a very limited and basic understanding of the Social Developmental History. | Is unaware that the focus of the Social Developmental History is within the educational environment. |
| 2g: Identifies areas of need and accesses or creates resources and services | The social worker identifies needs of the students and the school and is well informed of the needs and therefore creates resources and services that meet the needs of the individual and the school. | Consistently identifies areas of need and accesses or creates resources and services. | The social worker's assessments of the needs within the school are limited therefore the programs and services provided addressing the needs are also limited. | The social worker is unaware of the needs within the school. |
| 2h: Provides ample referrals to community and school resources | The social worker provides thorough and accurate referrals to families and staff members in a proactive manner. The social worker possesses a great familiarity with numerous community and school resources. | Consistently provides ample referrals to community and school resources. | The social worker provides limited though accurate referrals to families and staff members when asked. The social worker is familiar with a number of community and school resources. | The social worker provides few to no resources to families and school staff. The social worker has very limited knowledge of the community and school resources available |
| 2i: Provides educational services to parents as they relate to the areas of child growth and development | The social worker provides a wide range of resources through various outlets including but not limited to parent phone call, parent newsletter, and or parent workshops. | Routinely provides educational services to parents as they relate to the areas of child growth and development | The social worker provides limited though accurate educational services to parents as they relate to the areas of child growth and development. | The social worker provides limited to no educational services to parents as they relate to the areas of child growth and development. |

SCHOOL SOCIAL WORKER

| DOMAIN 3: Professional Growth and Conduct | | | | |
|---|--|---|--|---|
| ELEMENT | EXEMPLARY | | | BEGINNING |
| 3a: Actively seeks continuing education, research, professional literature, consultation, observations, and experiences to enhance professional growth and to guide evaluation of professional practice | Consistently seeks training in order to acquire skills and strategies that can be used to address the needs identified by thorough assessment and shares information and strategies with staff on a frequent basis. | Actively seeks continuing education, research, professional literature, consultation, observations, and experiences to enhance professional growth and to guide evaluation of professional practice | Occasionally takes steps to receive training in order to enhance professional growth when directed by administrators | Despite prompts and encouragement, inconsistently seeks out other professional growth opportunities |
| 3b: Routinely maintains an awareness of personal attitudes, perspective, strengths and needs as they relate to professional practice | Actively and consistently seeks out feedback / support from mentors, supervisors, and peers, and routinely takes steps address issues | Routinely maintains an awareness of personal attitudes, perspective, strengths and needs as they relate to professional practice | Inconsistently demonstrates awareness of strengths and areas for growth | Struggles to Identify areas of strength and areas for growth even with assistance and prompting from mentor or building administrator |
| 3c: Regularly models and promotes ethical practices for confidential communication | Consistently upholds the highest standards of ethical practice, including the sanctity of confidentiality, and consistently demonstrates a willingness to address staff members who share confidential information inappropriately | Regularly models and promotes ethical practices for confidential communication | Understands the concept of confidentiality but occasionally struggles with the understanding of what should and should not be shared in different settings | Beginning to develop an understanding of ethical practices and the concept of confidential communication |
| 3d: Effectively follows the professional code of conduct and ethical practice guidelines stated in NASW standards for school social work practice | Can be counted on to hold the highest standard of honesty, integrity, and confidentiality in all settings and takes on a leadership role with colleagues | Effectively follows the professional code of conduct and ethical practice guidelines stated in NASW standards for school social work practice | Has a rudimentary understanding of the NASW Code of Ethics and its importance | Has a cursory understanding of the NASW Code of Ethics |

SCHOOL SOCIAL WORKER

| DOMAIN 3: Professional Growth and Conduct | | | | |
|---|---|---|--|--|
| ELEMENT | EXEMPLARY | ← | → | BEGINNING |
| 3e: Routinely demonstrates leadership skills in a variety of situations (staff, parents, crisis intervention, etc.) | Consistently takes leadership roles to improve schools, advance knowledge and practice in his/her field, and to improve student learning and wellbeing within and outside of the school setting | 3e: Routinely demonstrates leadership skills in a variety of situations (staff, parents, crisis intervention, etc.) | Occasionally participates in pre-designated or assigned leadership roles in multi-disciplinary and interdisciplinary teams within the school setting | Infrequently participates in leadership roles at any level |
| 3f: Professional Commitment | Social Worker consistently arrives to work on time and does not have excessive absences. The Social Worker regularly participates in Open Houses, parent-teacher conferences and arrives on time for all staff, department, and committee meetings. | | | Social Worker frequently does not arrive to work on time and/or has excessive absences. The Social Worker is often late for staff, department, and committee meetings. The social worker does not consistently participate in school open houses and parent-teacher conferences. |

| DOMAIN 4: Knowledge Base/Application of Social Work | | | | |
|---|--|---|--|---|
| ELEMENT | EXEMPLARY | ← | → | BEGINNING |
| 4a: Demonstrates an understanding of methods of practice including: counseling, crisis intervention, case work and individual, group and family therapies | Can articulate and implement a wide range of methods of practice and regularly seeks out best practice methods | Demonstrates an understanding of methods of practice including: counseling, crisis intervention, case work and individual, group and family therapies | Has a solid awareness of effective practice methods and is able to apply them on a fairly consistent basis | Able to articulate a basic understanding of effective methods of practice |

SCHOOL SOCIAL WORKER

DOMAIN 4: Knowledge Base/Application of Social Work

| ELEMENT | EXEMPLARY | | | BEGINNING |
|---|---|---|---|---|
| 4b: Understands and develops skills in advocacy, case management, consultation, classroom groups and community organization | When applicable, routinely initiates advocacy, case management, consultation, classroom groups and community organization interventions to enhance the learning environment | Understands and develops skills in advocacy, case management, consultation, classroom groups and community organization | Regularly responds to student, school and community needs, utilizing a broad range of social work services | Articulates an awareness of a broad range of social work services |
| 4c: Understands theories of normal and exceptional development across all stages of child and adolescent development | Broadens colleagues' and parents' understanding of normal and exceptional child and adolescent development to better meet students' emotional needs | Understands theories of normal and exceptional development across all stages of child and adolescent development | Consistently demonstrates an understanding of normal and exceptional child and adolescent development when intervening with students | Can articulate knowledge of child and adolescent development but inconsistently applies knowledge to intervention |
| 4d: Understands the effects of emotional well-being on students' ability to participate in learning | Initiates ways to enhance emotional well being of all students in the learning community | Understands the effects of emotional well-being on students' ability to participate in learning | Can articulate but does not consistently demonstrate understanding of the impact of emotional well being on educational performance in practice | Does not understand the impact of emotional well being on educational performance |
| 4e: Demonstrates an ability to assess situations and determine priorities | Demonstrates ability to prioritize and follow through on expected duties and makes time for extra projects | Demonstrates an ability to assess situations and determine priorities | Requires some guidance to manage aspects of social work practice | Has difficulty assessing situations and determining priorities |
| 4f: Demonstrates an ability to think clearly and arrive at logical conclusions | Displays leadership ability when working as a team to assess situations and generate logical solutions | Demonstrates an ability to think clearly and arrive at logical conclusions | In simple and straightforward situations, makes sound judgments and appropriate choices | Often makes inappropriate and inaccurate choices and decisions |
| 4g: Demonstrates the ability to act on own initiative | Takes every opportunity to act on own initiative when appropriate | Demonstrates the ability to act on own initiative | Needs direction to carry out some job expectations | Cannot take initiative |

SCHOOL SOCIAL WORKER


DOMAIN 4: Knowledge Base/Application of Social Work

| ELEMENT | EXEMPLARY | ← | → | BEGINNING |
|---|---|---|---|--|
| 4h: Demonstrates knowledge of the Child Abuse and Neglect Act and cooperates in any DCFS investigation as mandated by law | Educates and supports other staff members in assessing and responding to potential instances of child abuse and neglect | Demonstrates knowledge of the Child Abuse and Neglect Act and cooperates in any DCFS investigation as mandated by law | Requires supervisory input regarding DCFS related cases | Has inadequate knowledge of the Child Abuse and Neglect Act. |

DOMAIN 5: Advocacy and Facilitation

| ELEMENT | EXEMPLARY | ← | → | BEGINNING |
|---|--|---|--|---|
| 5a. Displays solid knowledge of learning styles associated with and individual's overall performance | Displays extensive knowledge of various learning styles associated with an individual's overall performance | Displays solid knowledge of learning styles associated with and individual's overall performance | Displays basic knowledge of learning styles but does not communicate how it impacts overall performance | Displays little understanding of importance of learning styles on performance |
| 5b. Comprehends and communicates a general knowledge and awareness of diversity and it's impact in the educational setting. | Comprehends, communicates, and applies extensive knowledge and awareness of diversity and it's impact in the educational setting | Comprehends and communicates a general knowledge and awareness of diversity and it's impact in the educational setting. | Comprehends but does not communicate how diversity impacts children in their educational setting | Displays little understanding of the importance of cultural diversity and how it impacts children in their educational setting |

SCHOOL SOCIAL WORKER

| DOMAIN 5: Advocacy and Facilitation | | | |
|--|--|--|--|
| ELEMENT | EXEMPLARY |  | BEGINNING |
| <p>5c. Possesses a solid knowledge base and displays some understanding in areas of culture, ethnicity, issues of socioeconomic background and other such differences, and for the most part is able to apply this knowledge when implementing interventions, assessing and evaluating student progress.</p> | <p>Displays strong awareness and understanding of diversity and is able to apply knowledge of cultural, ethnic, socioeconomic, etc. differences and influences when implementing interventions, assessing and evaluating student progress.</p> | <p>Possesses a solid knowledge base and displays some understanding in areas of culture, ethnicity, issues of socioeconomic background and other such differences, and for the most part is able to apply this knowledge when implementing interventions, assessing and evaluating student progress.</p> | <p>Possesses a cursory knowledge and some understanding of culture, ethnicity, issues of socioeconomic background, and other such differences, with little understanding of impact and influence of such differences; therefore does not consistently apply this knowledge in implementing interventions, assessment and evaluation.</p> |
| <p>5d. Possesses a solid knowledge base of disabilities and promoting a positive learning environment for all students.</p> | <p>Is exceptionally knowledgeable about disabilities and is able to promote a positive learning environment for all students.</p> | <p>Possesses a solid knowledge base of disabilities and promoting a positive learning environment for all students.</p> | <p>Displays no awareness of ethnic, or socioeconomic background, or other such differences, and their impact on implementing interventions, evaluating and assessing student progress</p> <p>Displays no awareness of disabilities and promoting a positive learning environment for all students.</p> |

SUPPORTED EDUCATION FACILITATOR
SELF – REFLECTION CONTINUUM
A CONTINUING LEARNING SPECTRUM IN OUR TEACHING

Pre-Tenured Supported Education Facilitators – Please highlight where you think you are in the fall in one color then January in another color and at the end of the year in May in a third color. This rubric needs to be completed before the appropriate conference with your administrator. Please bring this with you to the conference. This is for dialogue purposes only and will not be put into your district personnel file. The Supported Education Facilitator will retain this document.

Tenured Supported Education Facilitators - Please highlight the area that most describes you as a professional. This rubric needs to be completed before the appropriate conference with your administrator at the beginning of your two-year cycle in one color and at the end of your two-year cycle in another color . Please bring this with you to the conference. This is for dialogue purposes only and will not be put into your district personnel file. The Supported Education Facilitator will retain this document.

SUPPORTED EDUCATION FACILITATOR

| DOMAIN 1: Planning and Preparation | | | | |
|---|--|--|--|--|
| ELEMENT | EXEMPLARY | PROFICIENT | PROGRESSING | INADEQUATE |
| Demonstrates knowledge of current trends in specialty area and professional development | Supported Ed. Facilitator knowledge of specialty area and trends in professional development is wide and deep; colleagues regard facilitator as an expert. | Supported Ed. Facilitator demonstrates thorough knowledge of specialty area or trends in professional development. | Supported Ed. Facilitator demonstrates basic familiarity with specialty area or trends in professional development. | Supported Ed. Facilitator demonstrates little or no familiarity with specialty area or trends in professional development. |
| Demonstrates knowledge of the school's program, and levels of staff skill delivering that program | Supported Ed. Facilitator is deeply familiar with the school's program, and works to shape its future direction, and actively seeks information as to staff skill in that program. | Supported Ed. Facilitator demonstrates thorough knowledge of the school's program, or of staff skill in delivering that program. | Supported Ed. Facilitator demonstrates basic knowledge of the school's program, or of staff skill in delivering that program. | Supported Ed. Facilitator demonstrates little or no knowledge of the school's program or of staff skill in delivering that program. |
| Establishes goals for Supported Ed. Program appropriate to the setting and the staff served. | Support Ed. Facilitator's goals for the Supported Ed. Program are highly appropriate to the situation and the needs of the staff. They have been developed following consultations with administrators and colleagues. | Supported Ed. goals for the Supported Ed. Program are clear, and are suitable to the situation and the needs of the staff. | Supported Ed. Facilitator goals for the Supported Ed. Support program are rudimentary, and are partially suitable to the situation and the needs of the staff. | Supported Ed. Facilitator has no clear goals for the Supported Ed. Program, or they are inappropriate to either the situation or the needs of the staff. |
| Demonstrates knowledge of resources, both within and beyond the school and district | Supported Ed. Facilitator actively seeks out new resources from a wide range of sources to enrich staff skills in implementing the school's program. | Supported Ed. Facilitator is fully aware of resources available in the school or district and in the larger professional community for staff to advance their skill. | Supported Ed. Facilitator demonstrates basic knowledge of resources available in the school or district for staff to advance their skill. | Supported Ed. Facilitator demonstrates little or no knowledge of resources available in the school or district for staff to advance their skill. |

SUPPORTED EDUCATION FACILITATOR

| DOMAIN 1: Planning and Preparation | | | | |
|---|---|--|---|---|
| ELEMENT | EXEMPLARY | PROFICIENT | PROGRESSING | INADEQUATE |
| Plans the instructional support program, integrated with the overall school programs. | Supported Ed. Facilitator plan is highly coherent, taking into account the competing demands of making presentations and consulting with staff, and has been developed following consultation with administrators, teachers, and other staff members. | Supported Ed. Facilitator plan is well designed to support staff in the improvement of their instructional skills. | Supported Ed. Facilitator plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals. | Supported Ed. program consists of random collection of unrelated activities, lacking coherence or an overall structure. |
| Develops a plan to evaluate the Supported Ed. Program | Supported Ed. Facilitators evaluation plan is highly sophisticated, with imaginative sources of evidence, and a clear path towards improving the program on an ongoing basis. | Supported Ed. Facilitator plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met. | Supported Ed. Facilitator has a rudimentary plan to evaluate the instructional support program. | Supported Ed. Facilitator has no plan to evaluate the program, or resists suggestions that such an evaluation is important. |
| Manages Materials and Supplies | Supported Ed. Facilitator is highly proactive in maintaining accurate records, materials, and supplies at the district level. | Supported Ed. Facilitator routinely handles and maintains records, materials and supplies smoothly, with little loss of instructional time. | Supported Ed. Facilitator routinely handles and maintains records, materials, and supplies moderately well. | Materials are handled inefficiently, resulting in loss of instructional time. |

SUPPORTED EDUCATION FACILITATOR

| DOMAIN 2: The Learning Environment | | | | |
|--|---|---|---|---|
| ELEMENT | EXEMPLARY | PROFICIENT | PROGRESSING | INADEQUATE |
| Creates an environment of trust and respect | Relationships between the Supported Ed. Facilitator are highly respectful and trusting, with many contacts initiated by staff. | Relationships between the Supported Ed. Facilitator are respectful, with some contact initiated by staff. | Relationships between the Supported Ed. Facilitator are cordial; staff members don't resist initiatives established by the Supported Ed. Facilitator. | Staff members are reluctant to request assistance from the Supported Ed. Facilitator, fearing that such a request will be treated as a sign of deficiency. |
| Establishes a culture for ongoing instructional improvement | Supported Ed. Facilitator has established a culture of professional inquiry in which the staff members initiate projects to be undertaken with the support of the specialist. | Supported Ed. Facilitator promotes a culture of professional inquiry in which staff members seek assistance in improving their instructional skill. | Staff members do not resist the offerings of support from the Supported Ed. Facilitator. | Supported Ed. Facilitator conveys the sense that the work of improving instruction is externally mandated, and is not important to school improvement. |
| Establishes clear procedures for staff to gain access to Supported Ed. support | Procedures for access to instructional support are clear to all staff, and have been developed following consultation with administrators, teachers, and other staff members. | Supported Ed. Facilitator has established clear procedures for staff to use in gaining access to support. | Some procedures, for example registering for workshops, are clear to staff, whereas others, for example for informal support, are not. | When staff members want to access assistance from the Supported Ed. Facilitator, they are not sure how to go about it. |
| Organizes physical space for workshops | Supported Ed. Facilitator makes highly effective use of the physical environment, with staff contributing to the physical arrangement. | Supported Ed. Facilitator makes good use of the physical environment, resulting in engagement of all participants in the workshop activities. | Physical environment does not impede workshop activities. | Supported Ed. Facilitator makes poor use of the physical environment; resulting in poor access by some participants, time lost, or little alignment between physical and workshop activities. |

SUPPORTED EDUCATION FACILITATOR

| DOMAIN 2: The Learning Environment | | | | |
|---|---|--|---|--|
| ELEMENT | EXEMPLARY | PROFICIENT | PROGRESSING | INADEQUATE |
| Interacts with students | Relationship between students and Supported Ed. Facilitator are highly respectful and caring. | Relationship between student and Supported Ed. Facilitator is respectful, with some interactions initiated by student. | Relationship between student and Supported Ed. Facilitator is adequate. | Supported Ed. Facilitator reluctant to interact with students. |

| DOMAIN 3: Delivery of Service | | | | |
|--|---|--|---|--|
| ELEMENT | EXEMPLARY | PROFICIENT | PROGRESSING | INADEQUATE |
| Collaborates with staff in the design of instructional units and lessons | Supported Ed. Facilitator initiates collaboration with staff in the design of instructional lessons and units, locating additional resources from sources outside the school. | Supported Ed. Facilitator initiates collaboration with staff in the design of instructional lessons and units. | Supported Ed. Facilitator collaborates with staff in the design of instructional lessons and units. | Supported Ed. Facilitator declines to collaborate with staff in the design of instructional lessons and units. |
| Engages staff in learning new instructional skills. | Staff members are highly engaged in acquiring new instructional skills, and take initiative in suggesting new areas for growth. | All staff members are engaged in acquiring new instructional skills. | Supported Ed. Facilitator efforts to engage staff in professional learning are partially successful, with some participating. | Staff decline opportunities to engage in professional learning. |

SUPPORTED EDUCATION FACILITATOR

| DOMAIN 3: Delivery of Service | | | | |
|--|---|--|---|--|
| ELEMENT | EXEMPLARY | PROFICIENT | PROGRESSING | INADEQUATE |
| Demonstrates flexibility and responsiveness | Supported Ed. Facilitator is continually seeking ways to improve the support program, and makes changes as needed in response to student, parent, or staff input. | Supported Ed. Facilitator makes revisions to the support program when it is needed. | Supported Ed. Facilitator makes modest changes in the support program when confronted with evidence of the need for change. | Supported Ed. Facilitator adheres to his or her plan, in spite of evidence of its inadequacy. |
| Shares expertise with staff, e.g., through teaching model lessons, presenting workshops, facilitating study groups | The quality of the Supported Ed. Facilitator model lessons and workshops is uniformly high, and appropriate to the needs of the staff being served. The Supported Ed. Facilitator conducts extensive follow-up work with staff members. | The quality of the Supported Ed. Facilitator model lessons and workshops is uniformly high, and appropriate to the needs of the teachers being served. | The quality of the Supported Ed. Facilitator's model lessons and workshops is mixed, with some of them being appropriate to the needs of the teachers being served. | Supported Ed. Facilitator's model lessons and workshops are of poor quality, or are not appropriate to the needs of the teachers being served. |
| Locates resources for staff to support instructional improvement | Supported Ed. Facilitator is highly proactive in locating resources for instructional improvement for staff anticipating their needs. | Supported Ed. Facilitator locates resources for instructional improvement for staff when asked to do so. | Supported Ed. Facilitator efforts to locate resources for instructional improvement for staff are partially successful, reflecting incomplete knowledge of what is available. | Supported Ed. Facilitator fails to locate resources for instructional improvement for staff, even when specifically requested to do so. |

SUPPORTED EDUCATION FACILITATOR

| DOMAIN 4: Professional Responsibilities | | | | |
|--|--|---|--|--|
| ELEMENT | EXEMPLARY | PROFICIENT | PROGRESSING | INADEQUATE |
| Reflects on practice | Supported Ed. Facilitator's reflection is highly accurate and perceptive, citing specific examples. Supported Ed Facilitator draws on an extensive repertoire to suggest alternative strategies, accompanied by a prediction of the likely consequences of each. | Supported Ed. Facilitator's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Supported Ed Facilitator makes some specific suggestions as to how the support program might be improved. | Supported Ed. Facilitator's reflection on practice is moderately accurate and objective without citing specific examples, and with only global suggestions as to how it might be improved. | Supported Ed. Facilitator does not reflect on practice, or the reflections are inaccurate or self-serving. |
| Maintains accurate records | Supported Ed. Facilitator maintains accurate budgetary record and suggests improvements to procedures for the department. | Supported Ed. Facilitator completes allocated paperwork in a timely manner, following established procedural processes. | Supported Ed. Facilitator efforts to maintain accurate records/transactions are partially successful. | Supported Ed. Facilitator does not follow established procedures for preparing or maintaining accurate records. |
| Coordinates work with other Supported Ed. Facilitators | Supported Ed. Facilitator takes a leadership role in coordinating projects with other Supported Ed Facilitators within and beyond the district. | Supported Ed. Facilitator initiates efforts to collaborate with other Supported Ed Facilitators within the district. | Supported Ed. Facilitator responds positively to the efforts of other Supported Ed Facilitators to collaborate within the district. | Supported Ed. Facilitator makes no effort to collaborate with other Supported Ed Facilitators within the district. |
| Participates in a professional community | Supported Ed. Facilitator makes a substantial contribution to school and district events and projects, and assumes leadership roles with colleagues. | Supported Ed. Facilitator participates actively in school and district events and projects, and maintains positive and productive relationships with colleagues. | Supported Ed. Facilitator's relationships with colleagues are cordial, and the specialist participates in school and district events and projects when specifically requested. | Supported Ed. Facilitator's relationships with colleagues are negative or self-serving, and the specialist avoids being involved in school and district events and projects. |

SUPPORTED EDUCATION FACILITATOR

| DOMAIN 4: Professional Responsibilities | | | | |
|--|--|--|---|---|
| ELEMENT | EXEMPLARY | PROFICIENT | PROGRESSING | INADEQUATE |
| Engages in professional development | Supported Ed. Facilitator actively pursues professional development opportunities, and makes a substantial contribution through such activities as participating in state/national conferences for other specialists. | Supported Ed. Facilitator seeks opportunities for professional development based on an individual assessment need. | Supported Ed. Facilitator's participation in professional development activities is limited to those that are convenient or are required. | Supported Ed. Facilitator does not participate in professional development activities, even when such activities are clearly needed for the enhancement of skills. |
| Shows professionalism, including integrity and confidentiality | Supported Ed. Facilitator can be counted on to hold the highest standards of honesty and integrity and takes a leadership role with colleagues in respecting the norms of confidentiality. | Supported Ed. Facilitator displays high standards of honesty and integrity in interactions with colleagues, and respects norms of confidentiality. | Supported Ed. Facilitator is honest in interactions with colleagues, and respects norms of confidentiality. | Supported Ed. Facilitator is dishonest in interactions with colleagues, and violates norms of confidentiality. |
| Professional Commitment | Supported Ed Facilitator consistently arrives to work on time and does not have excessive absences. The Supported Ed Facilitator regularly participates in Open Houses, parent-teacher conferences and arrives on time for al staff, department, and committee meetings. | | | Supported Ed Facilitator frequently does not arrive to work on time and/or has excessive absences. The Supported Ed Facilitator is often late for staff, department, and committee meetings. The Supported Ed Facilitator does not consistently participate in school open houses and parent-teacher conferences. |

SECTION 3

Goal Setting Form*

Teacher:

School:

Position:

Administrator:

Professional Growth Plan (circle) 1 2 3

Evaluation Activity:

Date of Self-Reflection and Goal Setting:

Reference to Professional Practice Domain:

Statement of Goal(s):

Activities to meet the goal(s):

Resources needed for goal activities:

Teacher reflection on progress toward goal(s):

Administrator's Signature _____ Teacher's Signature _____

*to be included in the working file; not a part of the district personnel file

Teacher Dialogue Form*

Teacher:

School:

Position:

Evaluation Activity:

Professional Growth Plan 1 2 3

School Year:

Administrator:

| | |
|---|-------------------------------------|
| <p><u>Domain 1: Planning and Preparation</u></p> <p>Components: 1a: Demonstrating Knowledge of Content and Pedagogy 1b: Demonstrating Knowledge of Students 1c: Selecting Instructional Goals 1d: Demonstrating Knowledge of Resources 1e: Designing Coherent Instruction 1f: Assessing Student Learning</p> | <p><u>Dialogue Notes</u></p> |
|---|-------------------------------------|

| | |
|--|-------------------------------------|
| <p><u>Domain 2: The Classroom Environment</u></p> <p>Components: 2a: Creating an Environment of Respect and Rapport 2b: Establishing a Culture for Learning 2c: Managing Classroom Procedures 2d: Managing Student Behavior 2e: Organizing Physical Space</p> | <p><u>Dialogue Notes</u></p> |
|--|-------------------------------------|

Teacher Dialogue Form*

| | |
|--|---|
| <p style="text-align: center;"><u>Domain 3: Instruction</u></p> <p>Components:</p> <ul style="list-style-type: none"> 3a: Communicating Clearly and Accurately 3b: Using Questioning and Discussion Techniques 3c: Engaging Students in Learning 3d: Providing Feedback to Students 3e: Demonstrating Flexibility and Responsiveness | <p style="text-align: center;"><u>Dialogue Notes</u></p> |
| <p style="text-align: center;"><u>Domain 4: Professional Responsibilities</u></p> <p>Components:</p> <ul style="list-style-type: none"> 4a: Reflecting on Teaching 4b: Maintaining Accurate Records 4c: Communicating with Families 4d: Contributing to the School and District 4e: Growing and Developing Professionally 4f: Showing Professionalism | <p style="text-align: center;"><u>Dialogue Notes</u></p> |

Administrator's Signature _____

Teacher's Signature _____
(Acknowledges receipt of Dialogue Form)

Date of Conference _____

*To be included in the working file; not a part of the district personnel file

Certified School Nurse Dialogue Form*

Certified School Nurse:

School:

Position:

Evaluation Activity:

Professional Growth Plan 1 2 3

School Year:

Administrator:

| | <u>Dialogue Notes</u> |
|--|------------------------------|
| <p><u>Domain 1: Planning & Preparation</u></p> <p>Components: 1a: Demonstrates a strong understanding of basic nursing skills and concepts 1b: Applies nursing process to clinical practice 1c: Plans for delivery of service 1d: Uses standards of care in school nursing practice 1e: Participates in the development of the health education programs.</p> | |
| <p><u>Domain 2: Professional Practice and Delivery of Service</u></p> <p>Components: 2a: Applies knowledge of human development and learning when providing formal and informal health education to students, staff, and parents. 2b: Provides and/or delegates and supervises direct professional nursing services in the school setting. 2c: Practices within the regulatory parameters of the health and education.</p> | |

Certified School Nurse Dialogue Form*

| <u>Domain 3: Collaboration and Consultation</u> | <u>Dialogue Notes</u> |
|---|------------------------------|
| <p>Components:</p> <p>3a: Acts as a liaison, communicating and collaborating with students and their families, public health agencies, and the medical community.</p> <p>3b: Consults, collaborates, and communicates with staff and administrators.</p> <p>3c: Provides the state mandated certified school nursing responsibilities on the special education multi-disciplinary teams.</p> <p>3d: Interprets medical information for the educational setting.</p> | |
| <u>Domain 4: Professional Responsibilities</u> | <u>Dialogue Notes</u> |
| <p>Components:</p> <p>4a: Advocates for students.</p> <p>4b: Reflects on School Nurse Practice.</p> <p>4c: Contributes to the school and district.</p> <p>4d: Demonstrates flexibility and responsiveness to meet the needs of the school community.</p> <p>4e: Professional Commitment</p> | |

Administrator's Signature _____

Cert. School Nurse's Signature _____
(Acknowledges receipt of Dialogue Form)

Date of Conference _____

*To be included in the working file; not a part of the district personnel file

School Psychologist Dialogue Form*

School Psychologist:

School:

Position:

Evaluation Activity:

Professional Growth Plan 1 2 3

School Year:

Administrator:

| | <u>Dialogue Notes</u> |
|--|------------------------------|
| <p><u>Domain 1: Knowledge Base/Application of School Psychologist & Principles</u></p> <p>Components: 1a: Practices in full accordance with NASP Principles for Professional Ethics. 1b: Provides school psychological services consistent with prevailing legal, ethical, and professional NASP Guidelines for the Provision of School Psychological Services. 1c: Demonstrates sensitivity and incorporates information about students, families, cultures, and communities in assessment, interventions, consultation and the evaluation of progress.</p> | |
| <p><u>Domain 2: Role & Relationship with Teams</u></p> <p>Components: 2a: Attends appropriate meetings (per assignment) in a consistent and timely fashion 2b: Contributes professional expertise, information, and ideas in a manner that advocates for the needs of children 2c: Provides leadership with respect to knowledge of the rules, regulations, and policies (at a federal, state, and district level), which govern the implementation of special education services</p> | |

School Psychologist Dialogue Form*

| | |
|--|--|
| <p align="center"><u>Domain 3: Assessment</u></p> <p>Components:</p> <p>3a: Considers the instructional, curriculum, environment and learner characteristics during the referral and assessment process.</p> <p>3b: Facilitates team discussion which results in an improved understanding of the history, duration, and intensity of student concerns.</p> <p>3c: Develops assessment plans that reflect the referral questions generated by the unique needs of the student.</p> <p>3d: Is knowledgeable about and effectively administers and interprets a wide variety of formal and informal assessment tools and techniques to evaluate intelligence, learning processes, social-emotional, and academic functioning of students.</p> <p>3e: Uses the assessment process and results to make quality recommendations for interventions.</p> <p>3f: Maintains the integrity of the assessment process by using research based practices and identified best practices.</p> | <p align="center"><u>Dialogue Notes</u></p> |
| <p align="center"><u>Domain 4: Communication</u></p> <p>Components:</p> <p>4a: Communicates thoughts and ideas in a meaningful and articulate manner to team members.</p> <p>4b: Writes reports in a timely, thorough and understandable manner and follows the format prescribed by the school district.</p> <p>4c: Demonstrates effective listening skills across settings.</p> | <p align="center"><u>Dialogue Notes</u></p> |
| <p align="center"><u>Domain 5: Consultation</u></p> <p>Components:</p> <p>5a: Consults with classroom teachers in order to effectively relate findings and recommendations relative to the needs of the child and the teacher.</p> <p>5b: Consults with classroom teachers regarding classroom management procedures and techniques for individual students or the whole class.</p> <p>5c: Consults with classroom teachers regarding behavioral interventions for individual students.</p> <p>5d: Facilitates home-school collaboration.</p> <p>5e:: Consults with teachers to facilitate the collection/analysis of data and implementation of interventions.</p> <p>5f: Shares professional resources with teachers, parent, or others to enhance and/or provide services to students.</p> | <p align="center"><u>Dialogue Notes</u></p> |

School Psychologist Dialogue Form*

| <u>Domain 6: Professional Conduct</u> | <u>Dialogue Notes</u> |
|--|------------------------------|
| <p>Components:</p> <p>6a: Maintains useful and accurate records in a confidential manner.</p> <p>6b: Thinks objectively about situations using multiple perspectives to arrive at logical conclusions.</p> <p>6c: Acts on own initiative and works independently..</p> <p>6d: Makes decisions consistent with legal, ethical and professional standards.</p> <p>6e: Exhibits willingness to act on professional convictions in controversial areas.</p> <p>6f: Maintains regular school attendance</p> | |
| <u>Domain 7: Professional Growth</u> | <u>Dialogue Notes</u> |
| <p>7a: Participates in activities (reading professional literature, attending workshops and conferences, taking courses, etc.) to continue and enhance professional training.</p> <p>7b: Remains current with the educational research reported in the educational and psychological literature.</p> <p>7c: Pursues formal opportunities to share professional knowledge (such as through supervising interns, presenting at conferences, publishing, teaching courses, etc.)</p> <p>7d: Uses technology and technology based productivity tools (e.g. word processing, data based spread sheets, E-mail, web) to acquire information and to facilitate communication.</p> | |

Administrator's Signature _____

Psychologist's Signature _____
(Acknowledges receipt of Dialogue Form)

Date of Conference _____

*To be included in the working file; not a part of the district personnel file

Social Worker Dialogue Form*

Social Worker:

School:

Position:

Evaluation Activity:

Professional Growth Plan 1 2 3

School Year:

Administrator:

| <u>Domain 1: Consultation & Collaborative Relationships</u> | <u>Dialogue Notes</u> |
|--|-------------------------------------|
| <p>Components:</p> <p>1a: Regularly initiates, develops and implements consultative relationships with teachers, parents and administrators</p> <p>1b: Consistently collaborates with staff, parents, administrators and community personnel to address student building wide needs</p> <p>1c: Consistently demonstrates a genuine concern for people and develops patterns of trust, open communication and a high degree of empathy in all personal interactions</p> <p>1d: Uses effective written and oral communication with staff, parents and students.</p> <p>1e: Routinely seeks out resources and educates staff on various mental health issues as needed.</p> <p align="center"><u>Domain 2: Direct Service</u></p> <p>Components:</p> <p>2a: Provides consistent individual and/or group counseling that enhances student success in all areas of the school environment.</p> <p>2b: Consistently provides appropriate and timely crisis intervention to the school community</p> <p>2c: Consistently develops and implements appropriate prevention and intervention plans that enable students to be successful in the school environment</p> <p>2d: Routinely participates in the aspects of the identification and assessment process and provides services as appropriate.</p> <p>2e: Appropriately and routinely uses a variety of formal and informal tools/techniques including: observation, interview, standardized instruments to evaluate the understanding, progress and performance of students in the environment.</p> <p>2f: Understands the Social Development History with its focus on the students functioning within the educational environment.</p> <p>2g: Identifies areas of need and accesses or creates resources and services.</p> <p>2h: Provides ample referrals to community and school resources.</p> <p>2i: Provides educational services to parents as they relate to the areas of child growth and development</p> | <p><u>Dialogue Notes</u></p> |

Social Worker Dialogue Form*

| | <u>Dialogue Notes</u> |
|---|------------------------------|
| <p><u>Domain 3: Professional Growth and Conduct</u></p> <p>Components:</p> <p>3a: Actively seeks continuing education, research, professional literature, consultation, observations and experiences to enhance professional growth and to guide evaluation of professional practice</p> <p>3b: Routinely maintains an awareness of personal attitudes, perspective, strengths and needs as they relate to professional practice</p> <p>3c: Regularly models and promotes ethical practices for confidential communication</p> <p>3d: Effectively follows the professional code of conduct and ethical practice guidelines stated in NASW standards for school social work practice</p> <p>3e: Routinely demonstrates leadership skills in a variety of situations (staff, parents, crisis intervention etc.)</p> <p>3f: Professional Commitment</p> | |
| <p><u>Domain 4: Knowledge Base/Application of Social Work</u></p> <p>Components:</p> <p>4a: Demonstrates an understanding of methods of practice including: counseling, crisis intervention, case work and individual, group and family therapies</p> <p>4b: Understands and develops skills in advocacy, case management, consultation, classroom groups and community organization</p> <p>4c: Understands theories of normal and exceptional development across all stages of child and adolescent development</p> <p>4d: Understands the effects of emotional well-being on students' ability to participate in learning</p> <p>4e: Demonstrates an ability to assess situations and determine priorities</p> <p>4f: Demonstrates an ability to think clearly and arrive at logical conclusions</p> <p>4g: Demonstrates the ability to act on own initiative</p> <p>4h: Demonstrates knowledge of the Child Abuse & Neglect Act and cooperates in any DCFS investigation as mandated by law</p> | <u>Dialogue Notes</u> |

Social Worker Dialogue Form*

| <u>Domain 5: Advocacy and Facilitation</u> | <u>Dialogue Notes</u> |
|--|------------------------------|
| <p>Components:</p> <p>5a: Displays solid knowledge of learning styles associated with and individual's overall performance</p> <p>5b: Comprehends and communicates a general knowledge and awareness of diversity and it's impact in the educational setting.</p> <p>5c: Possesses a solid knowledge base and displays some understanding in areas of culture, ethnicity, issues of socioeconomic background and other such differences, and for the most part is able to apply this knowledge when implementing interventions, assessing and evaluating student progress.</p> <p>5d: Possesses a solid knowledge base of disabilities and promoting a positive learning environment for all students.</p> | |

Administrator's Signature _____ Social Worker's Signature _____

(Acknowledges receipt of Dialogue Form)

Date of Conference _____

*To be included in the working file; not a part of the district personnel file

Supported Education Facilitator Dialogue Form*

Supported Education Facilitator:

School:

Position:

Evaluation Activity:

Professional Growth Plan 1 2 3

School Year:

Administrator:

Domain 1: Planning & Preparation

Dialogue Notes

Components:

- 1a: Demonstrates knowledge of current trends in specialty area and professional development.
- 1b: Demonstrates knowledge of the schools program, and levels of staff skill delivering that program.
- 1c: Establishes goals for Supported Ed. Program appropriate to the setting and the staff served.
- 1d: Demonstrates knowledge of resources, both within and beyond the school and district.
- 1e: Plans the instructional support program, integrated with the overall school programs.
- 1f: Develops a plan to evaluate the Supported Ed. Program.
- 1g: Manages Materials and Supplies.

Domain 2: Learning Environment

Dialogue Notes

Components:

- 2a: Creates an environment of trust and respect.
- 2b: Establishes a culture for ongoing instructional improvement.
- 2c: Establishes clear procedures for staff to gain access to Supported Ed. support.
- 2d: Organizes physical space for workshops.
- 2e: Interacts with students.

Supported Education Facilitator Dialogue Form*

| | |
|--|--|
| <p align="center"><u>Domain 3: Delivery of Service</u></p> <p>Components:</p> <p>3a: Collaborates with staff in the design of instructional units and lessons.</p> <p>3b: Engages staff in learning new instructional skills.</p> <p>3c: Shares expertise with staff, e.g., through teaching model lessons, presenting workshops, facilitating study groups.</p> <p>3d: Locates resources for staff to support instructional improvement.</p> <p>3e: Demonstrates flexibility and responsiveness.</p> | <p align="center"><u>Dialogue Notes</u></p> |
| <p align="center"><u>Domain 4: Professional Responsibilities</u></p> <p>Components:</p> <p>4a: Reflects on practice.</p> <p>4b: Maintains accurate records.</p> <p>4c: Coordinates work with other Supported Ed. Facilitators.</p> <p>4d: Participates in a professional community.</p> <p>4e: Engages in professional development.</p> <p>4f: Shows professionalism, including integrity and confidentiality.</p> <p>4g: Professional Commitment</p> | <p align="center"><u>Dialogue Notes</u></p> |

Administrator's Signature _____ Supported Ed. Facilitator's Signature _____
 (Acknowledges receipt of Dialogue Form)

Date of Conference _____

*To be included in the working file; not a part of the district personnel file

Teacher Summative Evaluation Form*

**Teacher:
Position:**

**School:
Evaluation Activity:**

Professional Growth Plan 1 2 3

School Year:

Administrator:

| | <u>Domain 1: Planning and Preparation</u> | <u>Comments</u> |
|--|--|------------------------|
| | <p>Components:</p> <ul style="list-style-type: none">1a: Demonstrating Knowledge of Content and Pedagogy1b: Demonstrating Knowledge of Students1c: Selecting Instructional Goals1d: Demonstrating Knowledge of Resources1e: Designing Coherent Instruction1f: Assessing Student Learning | |
| | <p><u>Domain 2: The Classroom Environment</u></p> <p>Components:</p> <ul style="list-style-type: none">2a: Creating an Environment of Respect and Rapport2b: Establishing a Culture for Learning2c: Managing Classroom Procedures2d: Managing Student Behavior2e: Organizing Physical Space | <u>Comments</u> |

Teacher Summative Evaluation Form*

| <p align="center"><u>Domain 3: Instruction</u></p> | <p align="center"><u>Comments</u></p> |
|--|--|
| <p>Components: 3a: Communicating Clearly and Accurately 3b: Using Questioning and Discussion Techniques 3c: Engaging Students in Learning 3d: Providing Feedback to Students 3e: Demonstrating Flexibility and Responsiveness</p> | |
| <p align="center"><u>Domain 4: Professional Responsibilities</u></p> | <p align="center"><u>Comments</u></p> |
| <p>Components: 4a: Reflecting on Teaching 4b: Maintaining Accurate Records 4c: Communicating with Families 4d: Contributing to the School and District 4e: Growing and Developing Professionally 4f: Showing Professionalism</p> | |

Summative Rating:

_____ Excellent

_____ Satisfactory

_____ Unsatisfactory

Administrator's Signature _____

Teacher's Signature _____
 (Acknowledges receipt of Summative Evaluation)

Date of Conference _____
 *To be included in the district personnel file

Certified School Nurse Summative Evaluation Form*

Certified School Nurse:

School:

Position:

Evaluation Activity:

Professional Growth Plan 1 2 3

School Year:

Administrator:

| | <u>Comments</u> |
|--|------------------------|
| <p><u>Domain 1: Planning and Preparation</u></p> <p>Components: 1a: Demonstrates a strong understanding of basic nursing skills and concepts 1b: Applies nursing process to clinical practice 1c: Plans for delivery of service 1d: Uses standards of care in school nursing practice 1e: Participates in the development of the health education programs.</p> | |
| <p><u>Domain 2: Professional Practice and Delivery of Service</u></p> <p>Components: 2a: Applies knowledge of human development and learning when providing formal and informal health education to students, staff, and parents. 2b: Provides and/or delegates and supervises direct professional nursing services in the school setting. 2c: Practices within the regulatory parameters of the health and education.</p> | |

Certified School Nurse Summative Evaluation Form*

| <u>Domain 3: Collaboration and Consultation</u> | <u>Comments</u> |
|---|------------------------|
| <p>Components: 3a: Acts as a liaison, communicating and collaborating with students and their families, public health agencies, and the medical community. 3b: Consults, collaborates, and communicates with staff and administrators. 3c: Provides the state mandated certified school nursing responsibilities on the special education multi-disciplinary teams. 3d: Interprets medical information for the educational setting.</p> | |
| <u>Domain 4: Professional Responsibilities</u> | <u>Comments</u> |
| <p>Components: 4a: Advocates for students. 4b: Reflects on School Nurse Practice. 4c: Contributes to the school and district. 4d: Demonstrates flexibility and responsiveness to meet the needs of the school community. 4e: Professional Commitment</p> | |

Summative Rating:

_____Excellent

_____Satisfactory

_____Unsatisfactory

Administrator's Signature _____

Certified School Nurse's Signature _____
 (Acknowledges receipt of Summative Evaluation)

Date of Conference _____
 *To be included in the district personnel file

School Psychologist Summative Evaluation Form*

School Psychologist:

School:

Position:

Evaluation Activity:

Professional Growth Plan 1 2 3

School Year:

Administrator:

| <u>Domain 1: Knowledge Base/Application of School Psychologist & Principles</u> | <u>Comments</u> |
|--|------------------------|
| <p>Components: 1a: Practices in full accordance with NASP Principles for Professional Ethics. 1b: Provides school psychological services consistent with prevailing legal, ethical, and professional NASP Guidelines for the Provision of School Psychological Services. 1c: Demonstrates sensitivity and incorporates information about students, families, cultures, and communities in assessment, interventions, consultation and the evaluation of progress.</p> | |
| <u>Domain 2: Role & Relationship with Teams</u> | <u>Comments</u> |
| <p>Components: 2a: Attends appropriate meetings (per assignment) in a consistent and timely fashion 2b: Contributes professional expertise, information, and ideas in a manner that advocates for the needs of children 2c: Provides leadership with respect to knowledge of the rules, regulations, and policies (at a federal, state, and district level), which govern the implementation of special education services</p> | |

School Psychologist Summative Evaluation Form*

| <u>Domain 3: Assessment</u> | <u>Comments</u> |
|---|------------------------|
| <p>Components:</p> <p>3a: Considers the instructional, curriculum, environment and learner characteristics during the referral and assessment process.</p> <p>3b: Facilitates team discussion which results in an improved understanding of the history, duration, and intensity of student concerns.</p> <p>3c: Develops assessment plans that reflect the referral questions generated by the unique needs of the student.</p> <p>3d: Is knowledgeable about and effectively administers and interprets a wide variety of formal and informal assessment tools and techniques to evaluate intelligence, learning processes, social-emotional, and academic functioning of students.</p> <p>3e: Uses the assessment process and results to make quality recommendations for interventions.</p> <p>3f: Maintains the integrity of the assessment process by using research based practices and identified best practices.</p> | |
| <u>Domain 4: Communication</u> | <u>Comments</u> |
| <p>Components:</p> <p>4a: Communicates thoughts and ideas in a meaningful and articulate manner to team members.</p> <p>4b: Writes reports in a timely, thorough and understandable manner and follows the format prescribed by the school district.</p> <p>4c: Demonstrates effective listening skills across settings.</p> | |
| <u>Domain 5: Consultation</u> | <u>Comments</u> |
| <p>Components:</p> <p>5a: Consults with classroom teachers in order to effectively relate findings and recommendations relative to the needs of the child and the teacher.</p> <p>5b: Consults with classroom teachers regarding classroom management procedures and techniques for individual students or the whole class.</p> <p>5c: Consults with classroom teachers regarding behavioral interventions for individual students.</p> <p>5d: Facilitates home-school collaboration.</p> <p>5e:: Consults with teachers to facilitate the collection/analysis of data and implementation of interventions.</p> <p>5f: Shares professional resources with teachers, parent, or others to enhance and/or provide services to students.</p> | |

School Psychologist Summative Evaluation Form*

| <u>Domain 6: Professional Conduct</u> | <u>Comments</u> |
|--|------------------------|
| <p>Components:</p> <p>6a: Maintains useful and accurate records in a confidential manner.</p> <p>6b: Thinks objectively about situations using multiple perspectives to arrive at logical conclusions.</p> <p>6c: Acts on own initiative and works independently..</p> <p>6d: Makes decisions consistent with legal, ethical and professional standards.</p> <p>6e: Exhibits willingness to act on professional convictions in controversial areas.</p> <p>6f: Maintains regular school attendance</p> | |
| <u>Domain 7: Professional Growth</u> | <u>Comments</u> |
| <p>Components:</p> <p>7a: Participates in activities (reading professional literature, attending workshops and conferences, taking courses, etc.) to continue and enhance professional training.</p> <p>7b: Remains current with the educational research reported in the educational and psychological literature.</p> <p>7c: Pursues formal opportunities to share professional knowledge (such as through supervising interns, presenting at conferences, publishing, teaching courses, etc.).</p> <p>7d: Uses technology and technology based productivity tools (e.g. word processing, data based spread sheets, E-mail, web) to acquire information and to facilitate communication.</p> | |

Summative Rating:

_____Excellent

_____Satisfactory

_____Unsatisfactory

Administrator's Signature _____

Psychologist's Signature

(Acknowledges receipt of Summative Evaluation)

Date of Conference _____

*To be included in the district personnel file

Social Worker Summative Evaluation Form*

Social Worker:

School:

Position:

Evaluation Activity:

Professional Growth Plan 1 2 3

School Year:

Administrator:

| | <u>Comments</u> |
|---|-----------------|
| <p><u>Domain 1: Consultation & Collaborative Relationships</u></p> <p>Components:</p> <p>1a: Regularly initiates, develops and implements consultative relationships with teachers, parents and administrators</p> <p>1b: Consistently collaborates with staff, parents, administrators and community personnel to address student building wide needs</p> <p>1c: Consistently demonstrates a genuine concern for people and develops patterns of trust, open communication and a high degree of empathy in all personal interactions</p> <p>1d: Uses effective written and oral communication with staff, parents and students.</p> <p>1e: Routinely seeks out resources and educates staff on various mental health issues as needed.</p> | |
| <p><u>Domain 2: Direct Service</u></p> <p>Components:</p> <p>2a: Provides consistent individual and/or group counseling that enhances student success in all areas of the school environment.</p> <p>2b: Consistently provides appropriate and timely crisis intervention to the school community</p> <p>2c: Consistently develops and implements appropriate prevention and intervention plans that enable students to be successful in the school environment</p> <p>2d: Routinely participates in the aspects of the identification and assessment process and provides services as appropriate.</p> <p>2e: Appropriately and routinely uses a variety of formal and informal tools/techniques including: observation, interview, standardized instruments to evaluate the understanding, progress and performance of students in the environment.</p> <p>2f: Understands the Social Development History with its focus on the students functioning within the educational environment.</p> <p>2g. Identifies areas of need and accesses or creates resources and services.</p> | <u>Comments</u> |

Social Worker Summative Evaluation Form*

| | |
|--|--|
| <p>2h: Provides ample referrals to community and school resources. 2i: Provides educational services to parents as they relate to the areas of child growth and development</p> | |
| <p align="center"><u>Domain 3: Professional Growth and Conduct</u></p> <p>Components: 3a: Actively seeks continuing education, research, professional literature, consultation, observations and experiences to enhance professional growth and to guide evaluation of professional practice 3b: Routinely maintains an awareness of personal attitudes, perspective, strengths and needs as they relate to professional practice 3c: Regularly models and promotes ethical practices for confidential communication 3d: Effectively follows the professional code of conduct and ethical practice guidelines stated in NASW standards for school social work practice 3e: Routinely demonstrates leadership skills in a variety of situations (staff, parents, crisis intervention etc.) 3f: Professional Commitment</p> | <p align="center"><u>Comments</u></p> |
| <p align="center"><u>Domain 4: Knowledge Base/Application of Social Work</u></p> <p>Components: 4a: Demonstrates an understanding of methods of practice including: counseling, crisis intervention, case work and individual, group and family therapies 4b: Understands and develops skills in advocacy, case management, consultation, classroom groups and community organization 4c: Understands theories of normal and exceptional development across all stages of child and adolescent development 4d: Understands the effects of emotional well-being on students' ability to participate in learning 4e: Demonstrates an ability to assess situations and determine priorities 4f: Demonstrates an ability to think clearly and arrive at logical conclusions 4g: Demonstrates the ability to act on own initiative 4h: Demonstrates knowledge of the Child Abuse & Neglect Act and cooperates in any DCFS investigation as mandated by law</p> | <p align="center"><u>Comments</u></p> |

Social Worker Summative Evaluation Form*

Domain 5: Advocacy and Facilitation

Comments

Components:

- 5a: Displays solid knowledge of learning styles associated with and individual's overall performance
- 5b: Comprehends and communicates a general knowledge and awareness of diversity and it's impact in the educational setting.
- 5c: Possesses a solid knowledge base and displays some understanding in areas of culture, ethnicity, issues of socioeconomic background and other such differences, and for the most part is able to apply this knowledge when implementing interventions, assessing and evaluating student progress.
- 5d: Possesses a solid knowledge base of disabilities and promoting a positive learning environment for all students.

Summative Rating:

_____Excellent

_____Satisfactory

_____Unsatisfactory

Administrator's Signature _____

Social Worker's Signature _____
(Acknowledges receipt of Summative Evaluation)

Date of Conference _____
*To be included in the district personnel file

Supported Education Facilitator Summative Evaluation Form*

**Supported Education Facilitator:
Position:**

**School:
Evaluation Activity:**

Professional Growth Plan 1 2 3

School Year: Administrator:

| <u>Domain 1: Planning & Preparation</u> | <u>Comments</u> |
|---|------------------------|
| <p>Components:</p> <p>1a: Demonstrates knowledge of current trends in specialty area and professional development.</p> <p>1b: Demonstrates knowledge of the schools program, and levels of staff skill delivering that program.</p> <p>1c: Establishes goals for Supported Ed. Program appropriate to the setting and the staff served.</p> <p>1d: Demonstrates knowledge of resources, both within and beyond the school and district.</p> <p>1e: Plans the instructional support program, integrated with the overall school programs.</p> <p>1f: Develops a plan to evaluate the Supported Ed. Program.</p> <p>1g: Manages Materials and Supplies.</p> | |
| <u>Domain 2: Learning Environment</u> | <u>Comments</u> |
| <p>Components:</p> <p>2a: Creates an environment of trust and respect.</p> <p>2b: Establishes a culture for ongoing instructional improvement.</p> <p>2c: Establishes clear procedures for staff to gain access to Supported Ed. support.</p> <p>2d: Organizes physical space for workshops.</p> <p>2e: Interacts with students.</p> | |

Supported Education Facilitator Summative Evaluation Form*

| <u>Domain 3: Delivery of Service</u> | <u>Comments</u> |
|--|------------------------|
| <p>Components:</p> <p>3a: Collaborates with staff in the design of instructional units and lessons.</p> <p>3b: Engages staff in learning new instructional skills.</p> <p>3c: Shares expertise with staff, e.g., through teaching model lessons, presenting workshops, facilitating study groups.</p> <p>3d: Locates resources for staff to support instructional improvement.</p> <p>3e: Demonstrates flexibility and responsiveness.</p> | |
| <u>Domain 4: Professional Responsibilities</u> | <u>Comments</u> |
| <p>Components:</p> <p>4a: Reflects on practice.</p> <p>4b: Maintains accurate records.</p> <p>4c: Coordinates work with other Supported Ed. Facilitators.</p> <p>4d: Participates in a professional community.</p> <p>4e: Engages in professional development.</p> <p>4f: Shows professionalism, including integrity and confidentiality.</p> <p>4g: Professional Commitment</p> | |

Summative Rating:

_____Excellent

_____Satisfactory

_____Unsatisfactory

Administrator's Signature _____

Supported Ed. Facilitator's Signature _____

(Acknowledges receipt of Summative Evaluation)

Date of Conference _____

*To be included in the district personnel file

Administrative Expectation Form*

Employee:

School:

Position:

Administrator:

Professional Growth Plan (circle) 1 2 3

Evaluation Activity:

Date of Goal Setting Conference:

Reference to Professional Practice Domain:

Statement of concern:

Strategies to address concern:

Timetable and resources to address concern:

Evaluation of progress:

Administrator's Signature _____

Teacher's Signature _____

*To be included in the district personnel file