Arlington Heights School District 25 Professional Staff Evaluation

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AHSD25

Arlington Heights School District 25

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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 members of the Arlington Teachers Association.)

BELIEF STATEMENTS

An effective teacher evaluation process is a significant part of a quality professional growth program. The *Danielson Framework* is structured around a shared understanding of teaching. 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.

- Emphasize dialogue between teacher and his/her colleagues and dialogue between teachers and administrators.

- 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.

COMMITTEE MEMBERS

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. The District 25 evaluation plan is based on the *Danielson Framework* and was implemented in 2006.

In response to recent legislative changes, the following staff members and administrators collaborated to update this evaluation document during the 2011 – 2012 school year.

Nancy Abruscato	Dennis Joyce
Rebecca Ague	Mary Kallal
Caz Badynee	Jean Kim-Snyder
Dianne Bombick	Lisa Kramp
Nancy Brown	Marcia Leventhal
Kristie Burmeister	Erin Lillie-McMains
Jeff Busse	Judy Lovero
Jacie Casson	Mary Moore
Caroline Cook	Barb Powers
Barb Donahue	Suzy Rabbat
Kim Dyer	Jill Richey
Victoria Findysz	Elaine Rau
Keshia Gipson	Julie Silva
Adam Godfrey	Diane Sporacio
Jim Grant	Natalie Swanson
Melba Gustafson	Jennifer Thompson
Kathy Haaker	Judy Thompson
Lisa Hartz	Peggy Tschannen
Theresa Hennigan	Letitia Wideikis
Todd Hillmer	Ellen Wienke
Janet Iacovelli	Lisa Welch
Robert Jares	Rosanna Woldman
	Renee Zoladz

As part of the ongoing review of the evaluation document, the following staff members and administrators made minor revisions to the document, to be effective at the beginning of the 2014-15 school year.

Nancy Abruscato (WE Kdg)	Caz Badynee (WE Principal)
Ann Buch (PA Gr2)	Jake Chung (SMS Principal)
Kim Dyer (SMS, Sci)	Aimee LeBlanc (Director Student Services)
Lindsay Laatsch (GR EC)	Eric Olson (P Principal)
Yvette Rehberger (TH SpecEd)	Kendra Perri (OMS, Asst. Principal)

ACKNOWLEDGEMENTS

Arlington Heights School District 25 acknowledges the work of Charlotte Danielson in the development of our Professional Staff Evaluation Plan. Danielson's work, *Enhancing Professional Practice: A Framework for Teaching 2nd Edition* was published in 2007 by the Association for Supervision and Curriculum Development (ASCD). The teacher rubrics are reprinted in their entirety with permission from the Association for Supervision and Curriculum Development. The other rubrics contained in this document are based on Danielson's frameworks and the national professional standards for social workers, school psychologists, advanced learning facilitators, certified school nurses, and speech and language pathologists. The library media specialist rubrics are based on Charlotte Danielson's work and the work of the Londonderry (NH) School District (2009). The work of Londonderry School District posts as open content and ASCD has provided permission for the use of Danielson's other rubrics. In summer of 2016, the Danielson rubric was updated to encompass language from the 2013 edition.

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EXPLANATION OF EVALUATION PROGRAM

Arlington Heights School District 25's professional staff evaluation system includes four plans

The definition of each plan is as follows:

Plan 1: Professional Growth Plan for the Nontenured Staff Member– A one-year evaluation cycle with goal setting, self-reflection, formal observation and an artifact collection of growth (pages 13).

Plan 2: Professional Growth Plan for the Tenured Staff Member– A two-year evaluation cycle with goal setting, self-reflection, a choice of various methods for evaluating and an artifact collection of growth (pages 14 - 15). At least one formal observation per two year cycle is required.

Plan 3: Professional Growth Plan for a Staff Member with a Needs Improvement Rating – A one-year evaluation cycle with goal setting in the areas identified as "Needs Improvement", self-reflection, formal observation and an artifact collection of growth (page 16).

Plan 4: Professional Growth Plan for a Staff Member with an Unsatisfactory Rating – A 90 day remediation plan and evaluation cycle in accordance with the Illinois State Code (page 17).

Nothing shall preclude an administrator from changing a 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 From, or Domain Support Form.

DEFINITION OF SUMMATIVE RATINGS

Excellent (Distinguished) – Educator is rated at the Distinguished level in all of the domains or educator is rated at the Distinguished level in all of the domains but one. A proficient rating was earned in the remaining domain.

Proficient – Educator is rated at least proficient in all domains.

Needs Improvement (Basic) – Educator is rated as Needs Improvement in one or more domains with no unsatisfactory ratings. Participation in a Professional Development Plan is mandatory and the tenured teacher will be evaluated the next school year.

Unsatisfactory – Educator is rated unsatisfactory in one or more domains. Participation in Remediation Plan is mandatory. An unsatisfactory rating requires immediate attention and remediation as stipulated by the School Code and described under Plan 4 of this document.

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.

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, Nontenured; Plan 2, Tenured; Plan 3, Needs Improvement Rating, and Plan 4, 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.

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.

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.

Every effort shall be made to meet the required evaluation 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. If a teacher is hired after November 1, but before February 1, the expectation for observations is modified to complete a minimum of two (2) observations, one of which must be formal in nature (instead of three (3) observations).

Should the teacher believe his/her Domain Support 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.

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Formal Observation

Per 23 Illinois School Code, Section 50.30, "Formal observation" means a **specific window of time** that is scheduled with the teacher, principal, or assistant principal for the qualified evaluator, at any point during that window of time, to directly observe professional practices in the classroom or in the school.

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

For each tenured teacher who received a "needs improvement" or "unsatisfactory" performance evaluation rating in his or her last performance evaluation, a minimum of three observations shall be required in the school year immediately following the year in which the "needs improvement" or "unsatisfactory" rating was assigned, of which two must be formal observations.

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

Each formal observation shall be preceded by a conference between the qualified evaluator and the teacher. (Also see Sections 50.120 and 50.320.)

Informal Observation

Per 23 Illinois School Code, Section 50.30, "Informal observation" means observations of a teacher, principal or assistant principal by a qualified evaluator that are **not announced** in advance of the observation and not subject to a minimum time requirement.

Summative Evaluation

Per 23 Illinois School Code, Section 50.30, "Performance evaluation rating" means the **final rating** of a teacher's, principal's or assistant principal's performance, using the rating levels required by Sections 24A-5(e), 34-8, and 34-85(c) of the School Code [105 ILCS 5/24A-2.5] and Section 50.20.

EVALUATION PLANS FRAMEWORK

What: Evaluation Plan 1

Who: Nontenured teacher (1st, 2nd, 3rd, and 4th years)
Part-time non-tenured teacher

When & How: One-Year Evaluation Cycle

September/October: Teacher completes Self Reflection Rubric
Goal setting conference

Before November 1   Formal Observation Model
- Pre-conference
- Observation
- Post conference (completed within 10 student attendance days of observation), documented on a Dialogue Form

Before February 15**   Minimum of two announced formal observations
- Observations mutually scheduled in advance
- Observation must be at least 45 minutes in length; or an observation of a complete lesson; or an observation during an entire class period
- Review of performance occurs after each observation (within 10 student attendance days)
- Post-observation conference is documented on a Dialogue Form

Before February 15   Administrator makes recommendation regarding the teacher's continuing employment to the Personnel Department

Before April 1   The nontenured teacher shall be informed in writing of his/her continuing status in the district by the Assistant Superintendent for Personnel and Planning

Before May 1   Performance Review Meeting between administrator and teacher to:
- Review progress of goals set in the fall
- Artifacts/Evidence should be available for dialogue at this meeting
- Review of Summative Evaluation Report

Where:

Forms	Kept Where by Whom
Goals	Administrator and teacher keep copies
Self-Reflection Rubrics	Teacher keeps copy
Dialogue Forms	Administrator and teacher keep copies
Artifacts	Teacher keeps copy
Summative Evaluation	Teacher, Administrator, and Personnel Dept.

Each year, all nontenured teachers (full & part-time) must receive a Summative Evaluation Report by May 1.

* In most instances, a nontenured teacher who receives a Needs Improvement of Unsatisfactory on his/her summative evaluation rating will not be rehired for the following school year.

** For clarification, this results in a total of three (3) observations, two of which are formal in nature.

<u>EVALUATION PLANS FRAMEWORK</u>

What: Plan 2

Who: Tenured teacher

When & How: Two-Year Evaluation Cycle

<u>Year One</u>
September/October: Teacher completes Self-Reflection Rubric
                      Goal Setting Conference (1 or 2 year goals may be developed)

Meeting   Administrator and teacher must meet at least once during the year to discuss progress
                     toward the goals and a review of performance in relation to the Evaluation Criteria (may
                     be done in the Spring of Year One or Fall of Year Two)

Before May 1   Minimum of at least one informal observation
                     • May be conducted at any time
                     • Does not need to be scheduled in advance
                     • Post-observation conference documented on a Dialogue Form within 10 student
                       attendance days

<u>Year Two</u>
September/October   Teacher completes Self-Reflection Rubric
                    Goal Setting Update – 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.

Before May 1   Minimum of at least one formal observation
                     • Preconference meeting required
                     • 45 minutes in length, an observation of a complete lesson, or an observation during an
                       entire class period
                     • Post-observation conference documented on a Dialogue Form within 10 student
                       attendance days

Before June 1   Performance Review Meeting between administrator and teacher to:
                              Review progress of goals set in the fall
                              Artifacts/Evidence should be available for dialogue at this meeting
                              Review of Summary Evaluation Report

Where: <u>Forms</u>   <u>Kept Where by Whom</u>
                     Goals   Administrator and teacher keep copies
                     Self-Reflection Rubrics   Teacher keeps copy
                     Dialogue Forms   Administrator and teacher keep copies
                     Artifacts   Teacher keeps copy
                     Summative Evaluation   Teacher, Administrator, and Personnel Dept.

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EVALUATION PLANS FRAMEWORK

What: Plan 2, but on a one-year cycle

Who: Tenured teacher new to a building or position

When & How: One-Year Evaluation Cycle

September/October: Teacher completes Self-Reflection Rubric
Goal setting conference

Meeting   Administrator and teacher must meet at least once during the year to discuss progress toward the goals and a review of performance in relation to the Evaluation Criteria

Before May 1   Minimum of at least one formal observation or informal observation
Formal Observation
- Preconference meeting required
- 45 minutes in length, an observation of a complete lesson, or an observation during an entire class period
- Post-observation conference documented on a Dialogue Form within 10 student attendance days

Informal Observation
- May be conducted at any time
- No required length of time
- Does not need to be scheduled in advance
- Post-observation conference documented on a Dialogue Form within 10 student attendance days

Before June 1   Performance Review Meeting between administrator and teacher to:
- Review progress of goals set in the fall
- Artifacts/Evidence should be available for dialogue at this meeting
- Review of Summary Evaluation Report

Where:

Forms	Kept Where by Whom
Goals	Administrator and teacher keep copies
Self-Reflection Rubrics	Teacher keeps copy
Dialogue Forms	Administrator and teacher keep copies
Artifacts	Teacher keeps copy
Summative Evaluation	Teacher, Administrator, and Personnel Dept.

EVALUATION PLANS FRAMEWORK

What: Plan 3

Who: Tenured teacher with a Needs Improvement Rating

When & How: One-Year Evaluation Cycle
Professional Development Plan must be developed within 30 school days of the teacher receiving the Needs Improvement rating.

September: Goal setting replaced with a formal Professional Development Plan, developed by school administrator and in consultation with the teacher receiving the Needs Improvement rating. The Professional Development Plan must take into account the teacher's ongoing professional responsibilities including his/her regular teaching assignments. Professional Development Plans do not have a minimum or maximum length. The tenured teacher will be evaluated in the next school year following an evaluation rating of Needs Improvement.

Observation: A minimum of three observations shall be required. Two formal observations are required. An evaluation and rating schedule will be established as part of the Professional Development Plan and will include:
- Pre- and post conferences with each formal observation
- Post conferences to be held within five work days of observation
- Each post conference should include a review of the performance criteria in relation to the Evaluation Criteria and be documented with a Dialogue Form

Before June 1   Performance Review Meeting between administrator and teacher to:
- Review progress of Professional Development Plan set in the fall
- Artifacts/Evidence should be available for dialogue at this meeting
- Review of Summary Evaluation Report

June 1   Teacher receives Proficient rating or better and then qualifies for reinstatement to the regular tenured teacher evaluation cycle
                                          or
For tenured teachers who receive an evaluation of less than "Proficient", the school district may rate the teacher's performance as 'Unsatisfactory" and initiate a remediation plan.

Where: Forms   Kept Where by Whom
Professional Development Plan   Teacher, Administrator, and Personnel Dept.
Dialogue Forms   Teacher and Administrator receive copies
Summative Evaluation   Teacher, Administrator, and Personnel Dept.

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<div align="center">EVALUATION PLANS FRAMEWORK</div>

What: Plan 4

Who: Tenured teacher with an Unsatisfactory Rating

When & How: 90 School Day Evaluation Cycle
Remediation plan must be developed within thirty school days of the teacher receiving the unsatisfactory rating. The remediation plan is dictated by legal statute.

Time Frame & Plan are determined by legal requirements.

Goal setting is replaced with a formal plan for remediation, developed by district administrators in consultation with a consulting teacher, the teacher receiving the unsatisfactory rating, and ATA representation when requested.

Consulting teacher will provide advice on how to improve teaching skills and how to successfully complete the plan of remediation.

Formal observation model is required.

An evaluation and rating schedule will be established as part of the remediation plan and will include:
- at least four formal observations prior to the end of the ninety-day cycle,
- pre-and post conferences with each formal observation,
- post conferences to be held within five work days of observation, and
- each post conference must include a review of the performance criteria in relation to the Evaluation Criteria and be documented with a Dialogue Form.

After 90 Days   Teacher receives Proficient or better rating and then qualifies for Summative Evaluation before June 1.
<div align="center">or</div>
Teacher fails to complete remediation plan with Proficient or better rating and is dismissed in accordance with the School Code.

Where:

Forms	Kept Where by Whom
Remediation Plan	Teacher, Admin., Consulting Tchr. & Personnel Dept.
Dialogue Forms	Teacher and Administrator receive copies
Summative Evaluation	Teacher, Administrator, and Personnel Dept.

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SELF-REFLECTION CONTINUUMS (pages 39 - 113)
Each September the teacher should complete the Self-Reflection Continuum. The Self-Reflection Continuum should be used as a tool for the teacher to identify his/herfor the goal setting conference with his/her administrator. The Continuum is to be used for dialogue purposes only and does not need to be shared with the administrator. The Self-Reflection Continuum is kept by the teacher and is not part of the district or administrative file. A building principal or designated administrator may request mid-year that a teacher update his/her Self-Reflection Continuum for purposes of discussion.

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.

GOAL SETTING FORM (page 115)
Goal setting forms are to be used toward documenting professional learning criteria. 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.

Goals established in the goal setting process should be jointly discussed and documented on the Goal Setting Form. 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. Prior to the deadlines outlined under each evaluation plan, both the teacher and administrator will have a conversation about progress toward goal achievement.

Progress toward goal achievement may be mentioned on the Summative Evaluation, however lack of progress toward goal achievement may not be documented on the Summative Evaluation, except when a teacher does not actively work toward achieving his/her stated goals. In that instance, only a reference to the Evaluation Criteria may be made on the Summative Evaluation.

NOTIFICATION OF EVALUATION FORM [TENURED STAFF] (page 116)
Notification of evaluation forms are used to identify the tenured staff members that will be evalutated over a two year period.

NOTIFICATION OF EVALUATION FORM [NON TENURED STAFF] (page 117)
Notification of evaluation forms are used to identify the staff members that will be evalutated during the school year.

DIALOGUE FORMS (pages 119 - 133)
Dialogue Forms are to be used to document progress toward goal achievement and performance in relationship to the Evaluation Criteria. All observations, both formal and informal, should be documented on a Dialogue Form. 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.

SUMMATIVE EVALUATION FORMS (pages 134 - 165)
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. The Summative Evaluation rating is an overall summary that reflects supporting data from the evaluation process.

In addition to the summative rating as provided by the Illinois School Code (Excellent, Proficient, Needs Improvement, 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.

DOMAIN SUPPORT FORM (page 166)
Domain Support Forms are used to record administrator created goals, directives, recommendations, and/or suggestions designed to improve teacher performance. Domain Support Forms are to be signed by the administrator and teacher to acknowledge receipt of the Form. Domain Support 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.

PROFESSIONAL DEVELOPMENT PLAN FORM (page 161)
For tenured teachers who receive a rating of "Needs Improvement", a Professional Development Plan should be developed within 30 school days after the summative evaluation meeting. The Professional Development Plan is developed by the administrator, in consultation with the teacher. This plan is directed to the areas that need improvement and any supports that the district will provide to address the areas as needing improvement. The Professional Development Plan does not have a minimum or maximum length and can last until the teacher is evaluated in the next school year. Tenured teachers must be evaluated in the school year following the receipt of a Needs Improvement evaluation rating. 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.

ADDITIONAL INFORMATION
Announced observations shall be mutually scheduled in advance, shall last for at least forty five minutes, or an observation of a complete lesson, or an obsrervation of a class period, and documented on the Dialogue Form. Informal observations do not have to be scheduled in advance and do not need to be of a specific length. Informal observations may be conducted at any time. Administrators are encouraged to provide feedback when or/as appropriate.

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

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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.

Should a teacher be moved from a Summative Evaluation rating of "Excellent" or "Proficient" 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 4 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.

Arlington Heights School District 25
Teacher Evaluation Criteria

Domain 1: Planning and Preparation	Domain 2: The Classroom Environment
Component 1a: Demonstrating Knowledge of Content and Pedagogy Component 1b: Demonstrating Knowledge of Students Component 1c: Setting Instructional Outcomes Component 1d: Demonstrating Knowledge of Resources Component 1e: Designing Coherent Instruction Component 1f: Designing Student Assessments	Component 2a: Creating an Environment of Respect and Rapport Component 2b: Establishing a Culture for Learning Component 2c: Managing Classroom Procedures Component 2d: Managing Student Behavior Component 2e: Organizing Physical Space
Domain 3: Instruction	Domain 4: Professional Responsibilities
Component 3a: Communicating with Students Component 3b: Using Questioning and Discussion Techniques Component 3c: Engaging Students in Learning Component 3d: Using Assessment in Instruction Component 3e: Demonstrating Flexibility and Responsiveness	Component 4a: Reflecting on Teaching Component 4b: Maintaining Accurate Records Component 4c: Communicating with Families Component 4d: Participating in a Professional Community Component 4e: Growing and Developing Professionally Component 4f: Showing Professionalism

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DOMAIN LEVELS OF PERFORMANCE

	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Domain 1 Planning and Preparation	Teacher's plans reflect little understanding of the content, the students, and available resources. Instructional outcomes are either lacking or inappropriate; assessment methodologies are inadequate.	Teacher's plans reflect moderate understanding of the content, the students, and available resources. Some instructional outcomes are suitable to the students as a group, and the approaches to assessment are partially aligned to the goals.	Teacher's plans reflect solid understanding of the content, the students, and available resources. Instructional outcomes represent important learning suitable to most students. Most elements of the instructional design, including the assessments, are aligned to the goals.	Teacher's plans, based on extensive content knowledge and understanding of students, are designed to engage students in significant learning. All aspects of the teacher's plans-instructional outcomes, learning activities, materials, resources, and assessments are in complete alignment and are adapted as needed for individual students.
Domain 2 The Classroom Environment	Classroom environment is characterized by chaos and conflict, with low expectations for learning, no clear standards of student conduct, poor use of physical space, and negative interactions between individuals.	Classroom environment functions somewhat effectively, with modest expectations for student learning and conduct, and classroom routines and use of space that partially support student learning. Students and the teacher rarely treat one another with disrespect.	Classroom environment functions smoothly, with little or no loss of instructional time. Expectations for student learning are high, and interactions among individuals are respectful. Standards for student conduct are clear, and the physical environment supports learning.	Students themselves make a substantive contribution to the smooth functioning of the classroom, with highly positive personal interactions, high expectations and student pride in work, seamless routines, clear standards of conduct, and a physical environment conducive to high-level learning.
Domain 3 Instruction	Instruction is characterized by poor communication, low level questions, little student engagement or participation in discussion, little or no use of assessment in learning, and rigid adherence to an instructional plan despite evidence that it should be revised or modified.	Only some students are engaged in learning because of only partially clear communication, uneven use of discussion strategies, and only some suitable instructional activities and materials. The teacher displays some use of assessment in instruction and is moderately flexible in adjusting the instructional plan and in response to students' interests and their success in learning.	All students are engaged in learning as a result of clear communication and successful use of questioning and discussion techniques. Activities and assignments are of high quality, and teacher and students make productive use of assessment. The teacher demonstrates flexibility in contributing to the success of the lesson and of each student.	All students are highly engaged in learning and make material contributions to the success of the class through their participation in discussions, active involvement in learning activities, and use of assessment information in their learning. The teacher persists in the search for approaches to meet the needs of every student.
Domain 4 Professional Responsibilities	The teacher demonstrates low ethical standards and levels of professionalism, with poor record keeping systems and skills in reflection, little or no communication with families or colleagues, and avoidance of school and district responsibilities and participation in activities for professional growth.	The teacher demonstrates moderate ethical standards and levels of professionalism, with rudimentary record keeping systems and skills in reflection, modest communication with families or colleagues, and compliance with expectations regarding participation in school and district projects and activities for professional growth.	The teacher demonstrates high ethical standards and a genuine sense of professionalism by engaging in accurate reflection on instruction, maintaining accurate records, communicating frequently with families, actively participating in school and district events, and engaging in activities for professional development.	The teacher's ethical standards and sense of professionalism are highly developed, showing perceptive use of reflections, effective systems for record keeping and communication with families, leadership roles in both school and district projects, and extensive professional development activities. Where appropriate, students contribute to the systems for record keeping and family communication.

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Arlington Heights School District 25
Library Media Specialist Evaluation Criteria

Domain 1: Planning & Preparation	**Domain 2: The Library Environment**
Components: 1a: Demonstrating knowledge of content curriculum and process 1b: Demonstrating knowledge of students 1c: Supporting instructional goals 1d: Demonstrating knowledge and use of resources 1e: Demonstrating a knowledge of literature and lifelong learning 1f: Collaborating in the design of instructional experiences 1g: Designing coherent instruction	Components: 2a: Creating an environment of respect and rapport 2b: Establishing a culture for learning 2c: Establishing and maintaining library procedures 2d: Managing student behavior 2e: Organizing physical space
Domain 3: Instruction	**Domain 4: Professional Responsibilities**
Components: 3a: Communicating clearly and accurately 3b: School librarian utilizes current research, reading strategies and instructional methods 3c: Engages students in learning 3d: Assessment in instruction 3e: Demonstrating flexibility and responsiveness	Components: 4a: Reflecting on practice 4b: Maintaining accurate records 4c: Collection development and maintenance 4d: Managing the library budget 4e: Managing personnel 4f: Communicating with school staff and community 4g: Engaging in school/district community 4h: Growing and developing professionally 4i: Professional ethics 4j: Professional commitment

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Arlington Heights School District 25
Advanced Learning Facilitator Evaluation Criteria

Domain 1: Planning & Preparation	**Domain 2: The Environment**
Components: 1a: Demonstrating knowledge of current trends in specialty area and professional development 1b: Demonstrating knowledge of the school's program and levels of teacher skill in delivering that program 1c: Establishing goals for the instructional support program appropriate to the setting and the teachers served 1d: Demonstrating knowledge of resources, both within and beyond the school and district 1e: Planning the instructional support program, integrated with the overall school program 1f: Developing a plan to evaluate the instructional support program	Components: 2a: Creating an environment of trust and respect 2b: Establishing a culture for ongoing instructional improvement 2c: Establishing clear procedures for the teacher to gain access to instructional support 2d: Establishing and maintain norms of behavior for professional interactions 2e: Organizing physical space for workshops or training
Domain 3: Instruction	**Domain 4: Professional Responsibilities**
Components: 3a: Collaborating with teachers in the design of instructional units and lessons 3b: Engaging teachers in learning new instructional strategies 3c: Sharing expertise with staff 3d: Locating resources for teachers to support instructional improvement 3e: Demonstrating flexibility and responsiveness	Components: 4a: Reflecting on practice 4b: Preparing and submitting budgets and reports 4c: Coordinating work with other advanced facilitators 4d: Participating in a professional community 4e: Engaging in professional development 4f: Showing professionalism, including integrity and confidentiality 4g: Engaging in school/district community 4h: Growing and developing professionally 4i: Professional ethics 4j: Professional commitment

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Arlington Heights School District 25
Certified School Nurse Evaluation Criteria

Domain 1: Planning and Preparation	Domain 2: The Health Services Environment
Components: 1a: Demonstrates nursing knowledge and skill in the practice of school nursing 1b: Demonstrates holistic knowledge of students, including their developmental level and cultural background 1c: Establishes goals for the school health program appropriate to the setting and the students served 1d: Demonstrates knowledge of government regulations and resources, both within and beyond the school and district 1e: Plans the school health program for both individuals and groups of students, integrated with the regular school program 1f: Develops a plan to evaluate the School Health Program	Components: 2a: Creates an environment of respect 2b: Establishes a culture for health and wellness 2c: Manages procedures for the health office 2d: Manages student behavior 2e: Organizes physical space
Domain 3: Delivery of Service	**Domain 4: Professional Responsibilities**
Components: 3a: Collaborates with others to develop specialized educational programs and services for students with diverse medical needs 3b: Communication skills 3c: Uses technology to enhance performance 3d: Administration of medications and treatments 3e: Managing health emergencies 3f: Flexibility and responsiveness 3g: Management of school health programs	Components: 4a: Reflects on practice 4b: Demonstrates current competency 4c: Demonstrates professionalism 4d: Provides formal and informal health education 4e: Professional Commitment

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Arlington Heights School District 25
School Psychologist Evaluation Criteria

Domain 1: Knowledge of Professional Standards	**Domain 2: Professional Roles and Responsibilities**
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 the learning environment, student characteristics, families, cultures, and communities in assessment, interventions, consultation and the evaluation of progress	Components: 2a: Facilitates team discussions that result in an improved understanding of the history, duration, and intensity of student concerns 2b: Develops assessment plans that reflect the referral question generated by the unique needs of the student 2c: Uses the assessment process and results to make quality recommendations for interventions 2d: Takes an active role in universal screening and/or assessment relevant to the current needs of the building
Domain 3: Communication	**Domain 4: Consultation and Collaboration**
Components: 3a: Communicates thoughts and ideas in a meaningful and articulate manner to team members 3b: Writes reports in a timely, thorough and understandable manner and follows the format prescribed by the school district 3c: Demonstrates effective listening skills across settings	Components: 4a: Consults with classroom teachers in order to effectively relate findings and recommendations relative to the needs of the child and the teacher 4b: Consults with classroom teachers regarding classroom management procedures/techniques and behavioral interventions 4c: Collaborates and communicates with parents and caregivers 4d: Facilitates the collection/analysis of data and implementation of interventions

Domain 5: Professional Conduct
5a: Maintains useful and accurate records in a confidential manner 5b: Thinks objectively about situations using multiple perspectives to arrive at logical conclusions 5c: Acts on own initiative and works independently 5d: Makes decisions consistent with legal, ethical, and professional standards 5e: Exhibits willingness to act on professional convictions in controversial areas 5f: Professional Commitment

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Arlington Heights School District 25
Social Worker Evaluation Criteria

Domain 1: Consultation & Collaborative Relationships	**Domain 2: The Learning Environment**
Components: 1a: Initiates, develops and implements consultative relationships with teachers, parents and administrators 1b: Collaborates with staff, parents, administrators and community personnel to address student building-wide needs 1c: Demonstrates a genuine concern for people and develops patterns of trust, open communication and a high degree of empathy in all personal interactions 1d: Uses written and oral communication with staff, parents and students 1e: Seeks out resources and educates staff on various mental health issues as needed 1f: Collaborates with administration to provide school based programs that promote student well being	Components: 2a: Provides individual and/or group counseling that enhances student success in all areas of the school environment 2b: Provides appropriate and timely crisis intervention to the school community 2c: Develops and implements appropriate prevention and intervention plans that enable students to be successful in the school environment 2d: Participates in the aspects of the identification process and provides services as appropriate 2e: 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 2f: Understands and integrates the Biophysical model and its effects on appropriate intervention planning 2g: Provides referrals to community and demonstrates knowledge of school resources
Domain 3: Professional Growth and Conduct	**Domain 4: Knowledge Base/ Application of Social Work**
Components: 3a: Seeks continuing education, research, professional literature, consultation, observations and experiences to enhance professional growth and to guide evaluation of professional practice 3b: Maintains an awareness of personal attitudes, perspective, strengths and needs as they relate to professional practice 3c: Models and promotes ethical practices for confidential communication 3d: Follows the professional code of conduct and ethical practice guidelines stated in NASW standards for school social work practice 3e: Demonstrates leadership skills in a variety of situations (staff, parents, crisis intervention etc.) 3f: Maintains accurate data and records that are relevant to planning implementation and evaluation of school social work services commitment 3g: Professional Commitment	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

Domain 5: Advocacy and Facilitation
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 its impact in the educational setting 5c: Has an understanding of culture, ethnicity, issues of socioeconomic background and other such differences, and is able to apply this knowledge when implementing interventions, assessing and evaluating student progress 5d: Possesses a knowledge base of disabilities and legislations which affects school practice and promotes a positive learning environment for all students 5e: Has knowledge of community resources and the process of linking families to those resources

Arlington Heights School District 25
Speech Language Pathologist Evaluation Criteria

Domain 1: Planning & Preparation For Student Learning	**Domain 2: Creating A Therapeutic Environment For Learning**
Components: 1a: Demonstrates knowledge of communication theories and therapeutic techniques 1b: Collects and uses assessment data from multiple sources 1c: Develops, implements, and assesses treatment plans 1d: Demonstrates knowledge of school, district, and community resources 1e: Communicates effectively and facilitates collaboration 1f: Schedules workload and caseload appropriately 1g: Employs appropriate and required documentation	Components: 2a: Establishes and maintains positive student interactions 2b: Implements accessibility to learning resources 2c: Establishes and maintains effective procedures and routines 2d: Manages and monitors student behavior
Domain 3: Service Delivery	**Domain 4: Professional Responsibilities**
Components: 3a: Develops and implements treatment plan 3b: Develops and implements intervention strategies 3c: Selects and provides services to support expectations for educational success 3d: Selects and uses research and/or evidence based materials, methods, strategies, and practices 3e: Engages students in learning	Components: 4a: Encourages family involvement in student(s) intervention, treatment, and progress 4b: Participates in a professional community 4c: Grows and develops professionally 4d: Professional commitment

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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

Domain 1 - Planning and Preparation	Domain 2 - Classroom Environment
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	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
Domain 3 - Instruction	Domain 4 - Professional Responsibilities
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	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 Electronic presentations Transcripts

POSSIBLE DOMAIN ACTIVITIES

In addition to evidence linked directly to teaching performance in the classroom, a tenured teacher may choose to engage in other professional development activities. Some examples are listed below.

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", "Proficient" 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, video recordings, 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** |

Observations and Interactions   **Date Completed**

1. Established goal is:

2. Met with Peer Coach to Discuss:

    A. Focus of Observation:

    B. Method(s) of data collection:

    C. Date and time of observation:

3. Plan has been shared with administrator

4. Conduct Observation

5. Conference with peer coach to discuss observation

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

7. Submit and discuss written reflection on your peer coaching
    experience with administrator.

_____   _____
  Teacher Signature and Date   Coach Signature and Date

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POSSIBLE DOMAIN 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.

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POSSIBLE DOMAIN ACTIVITIES

3. SELF-ASSESSMENT THROUGH VIDEO RECORDING

Video recording 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 video record a lesson that demonstrates the particular domain that he/she has chosen to address. After reviewing the video recording, 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 video recording 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.

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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.

POSSIBLE DOMAIN 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.

POSSIBLE DOMAIN ACTIVITIES

8. 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.

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SECTION 2

Self-Reflection Continuums

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

Nontenured 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 teacher will retain this document.

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

TEACHER
DOMAIN 1: PLANNING AND PREPARATION
Component 1a: Demonstrating Knowledge of Content and Pedagogy

Level of Performance				
ELEMENT	**UNSATISFACTORY**	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
Knowledge of content and the structure of the discipline	In planning and practice, the teacher makes content errors or does not correct errors made by students.	The teacher is familiar with the important concepts in the discipline but displays a lack of awareness of how these concepts relate to one another.	The teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another.	The teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines.
Knowledge of prerequisite relationships	The teacher displays little understanding of prerequisite knowledge important to student learning of the content.	The teacher indicates some awareness of prerequisite learning, although such knowledge may be inaccurate or incomplete.	The teacher demonstrates accurate understanding of prerequisite relationships among topics.	The teacher demonstrates understanding of prerequisite relationships among topics and concepts and understands the link to necessary cognitive structures that ensure student understanding.
Knowledge of content related pedagogy	The teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.	The teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.	The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the subject.	The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline and the ability to anticipate student misconceptions.

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

	Level of Performance			
ELEMENT	**UNSATISFACTORY**	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
Knowledge of child and adolescent	The teacher displays minimal understanding of how students learn—and little knowledge of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages—and does not indicate that such knowledge is valuable.	The teacher displays generally accurate knowledge of how students learn and of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages, yet may apply this knowledge not to individual students but to the class as a whole.	The teacher understands the active nature of student learning and attains information about levels of development for groups of students. The teacher also purposefully acquires knowledge from several sources about groups of students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.	The teacher understands the active nature of student learning and acquires information about levels of development for individual students. The teacher also systematically acquires knowledge from several sources about individual students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.
Knowledge of the learning process	Teacher sees no value in understanding how students learn and does not seek such information.	Teacher recognizes the value of knowing how students learn, but this knowledge is limited or outdated.	Teacher's knowledge of how students learn is accurate and current. Teacher applies this knowledge to the class as a whole and to groups of students.	Teacher displays extensive and subtle understanding of how students learn and applies this knowledge to individual students.
Knowledge of students' skills, knowledge, and language proficiency	Teacher displays little or no knowledge of students' skills, knowledge, and language proficiency and does not indicate that such knowledge is valuable.	Teacher recognizes the value of understanding students' skills, knowledge, and language proficiency but displays this knowledge only for the class as a whole.	Teacher recognizes the value of understanding students' skills, knowledge, and language proficiency and displays this knowledge for groups of students.	Teacher displays understanding of individual students' skills, knowledge, and language proficiency and has a strategy for maintaining such information.
Knowledge of students' interests and cultural heritage	Teacher displays little or no knowledge of students' interests or cultural heritage and does not indicate that such knowledge is valuable.	Teacher recognizes the value of understanding students' interests and cultural heritage but displays this knowledge only for the class as a whole.	Teacher recognizes the value of understanding students' interests and cultural heritage and displays this knowledge for groups of students.	Teacher recognizes the value of understanding students' interests and cultural heritage and displays this knowledge for individual students.
Knowledge of students' special needs	Teacher displays little or no understanding of students' special learning or medical needs or why such knowledge is important.	Teacher displays awareness of the importance of knowing students' special learning or medical needs, but such knowledge may be incomplete or inaccurate.	Teacher is aware of students' special learning and medical needs.	Teacher possesses information about each students learning and medical needs, collecting such information from a variety of sources.

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TEACHER
DOMAIN 1: PLANNING AND PREPARATION
Component 1c: Setting Instructional Outcomes

	Level of Performance			
ELEMENT	**UNSATISFACTORY**	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
Value, sequence, and alignment	The outcomes represent low expectations for students and lack of rigor, and not all of these outcomes reflect important learning in the discipline. They are stated as student activities, rather than as outcomes for learning. Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but teacher has made no effort at coordination or integration. Outcomes, based on global assessments of student learning, are suitable for most of the students in the class.	Most outcomes represent rigorous and important learning in the discipline and are clear, are written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination, and they are differentiated, in whatever way is needed, for different groups of students.	All outcomes represent high-level learning in the discipline. They are clear, are written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent both coordination and integration. Outcomes are differentiated, in whatever way is needed, for individual students.
Clarity	Outcomes are either not clear or are stated as activities, not as student learning. Outcomes do not permit viable methods of assessment.	Outcomes are only moderately clear or consist of a combination of outcomes and activities. Some outcomes do not permit viable methods of assessment.	All the instructional outcomes are clear, written in the form of student learning. Most suggest viable methods of assessment.	All the outcomes are clear, written in the form of student learning, and permit viable methods of assessment.
Balance	Outcomes reflect only one type of learning and only one discipline or strand.	Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration.	Outcomes reflect several different types of learning and opportunities for coordination.	Where appropriate, outcomes reflect several different types of learning and opportunities for both coordination and integration.
Suitability for diverse learners	Outcomes are not suitable for the class or are not based on any assessment of student needs.	Most of the outcomes are suitable for most of the students in the class based on global assessments of student learning.	Most of the outcomes are suitable for all students in the class and are based on evidence of student proficiency. However, the needs of some individual students may not be accommodated.	Outcomes are based on a comprehensive assessment of student learning and take into account the varying needs of individual students or groups.

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

Level of Performance				
ELEMENT	**UNSATISFACTORY**	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
Resources for classroom use	The teacher is unaware of resources to assist student learning beyond materials provided by the school or district, nor is the teacher aware of resources for expanding one's own professional skill.	The teacher displays some awareness of resources beyond those provided by the school or district for classroom use and for extending one's professional skill but does not seek to expand this knowledge.	The teacher displays awareness of resources beyond those provided by the school or district, including those on the Internet, for classroom use and for extending one's professional skill, and seeks out such resources.	The teacher's knowledge of resources for classroom use and for extending one's professional skill is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.
Resources to extend content knowledge and pedagogy	Teacher is unaware of resources to enhance content and pedagogical knowledge available through the school or district.	Teacher displays awareness of resources to enhance content and pedagogical knowledge available through the school or district but no knowledge of resources available more broadly.	Teacher displays awareness of resources to enhance content and pedagogical knowledge available through the school or district and some familiarity with resources external to the school and on the Internet.	Teacher displays awareness of resources to enhance content and pedagogical knowledge is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.
Resources for students	Teacher is unaware of resources for students available through the school or district.	Teacher displays awareness of resources for students available through the school or district but no knowledge of resources available more broadly.	Teacher displays awareness of resources for student available through the school or district and some familiarity with resources external to the school and on the Internet.	Teacher's knowledge of resources for students is extensive, including those available through the school or district, in the community, and on the Internet.

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

ELEMENT	Level of Performance			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Learning Activities	Learning activities are poorly aligned with the instructional outcomes, do not follow an organized progression, are not designed to engage students in active intellectual activity, and have unrealistic time allocations. Instructional groups are not suitable to the activities and offer no variety	Some of the learning activities and materials are aligned with the instructional outcomes and represent moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the activities, with some variety.	Most of the learning activities are aligned with the instructional outcomes and follow an organized progression suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students and varied use of instructional groups.	The sequence of learning activities follows a coherent sequence, is aligned to instructional goals, and is designed to engage students in high-level cognitive activity. These are appropriately differentiated for individual learners. Instructional groups are varied appropriately, with some opportunity for student choice.
Instructional materials and resources	Materials and resources are not suitable for students and do not support the instructional outcomes or engage students in meaningful learning.	Some of the materials and resources are suitable to students, support the instructional outcomes, and engage students in meaningful learning.	All of the materials and resources are suitable to students, support the instructional outcomes, and are designed to engage students in meaningful learning.	All of the materials and resources are suitable to students, support the instructional outcomes, and are designed to engage students in meaningful learning. There is evidence of appropriate use of technology and of student participation in selecting or adapting materials.
Instructional groups	Instructional groups do not support the instructional outcomes and offer no variety.	Instructional groups partially support the instructional outcomes, with an effort at providing some variety.	Instructional groups are varied as appropriate to the students and the different instructional outcomes.	Instructional groups are varied as appropriate to the students and the different instructional outcomes. There is evidence of student choice in selecting the different patterns of instructional groups.
Lesson and Unit Structure	The lesson or unit has no clearly defined structure, or the structure is chaotic. Activities do not follow an organized progression, and time allocations are unrealistic.	The lesson or unit has a recognizable structure; but the progression of activities is uneven, with only some reasonable time allocations.	The lesson or unit has clearly defined structure around which activities are organized. Progression of activities is even, with reasonable time allocations.	The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs. The progression of activities is highly coherent.

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TEACHER
DOMAIN 1: PLANNING AND PREPARATION
Component 1f: Designing Student Assessments

	Level of Performance			
ELEMENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Congruence with instructional outcomes	Assessment procedures are not congruent with instructional outcomes and lack criteria by which student performance will be assessed.	Assessment procedures are partially congruent with instructional outcomes.	All the instructional outcomes may be assessed by the proposed assessment plan; assessment methodologies may have been adapted for groups of students.	All the instructional outcomes may be assessed by the proposed assessment plan, with clear criteria for assessing student work. The plan contains evidence of student contribution to its development.
Criteria and standards	Proposed approach contains no criteria or standards.	Assessment criteria and standards have been developed, but they are not clear.	Assessment criteria and standards are clear.	Assessment methodologies have been adapted for individual students as the need has arisen.
Design of formative assessments	Teacher has no plan to incorporate formative assessment in the lesson or unit.	Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes.	Teacher has a well-developed strategy to using formative assessment and has designed particular approaches to be used.	Approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information.
Use for planning	Teacher has no plans to use assessment results in designing future instruction.	Teacher plans to use assessment results to plan for future instruction for the class as a whole.	Teacher plans to use assessment results to plan for future instruction for groups of students.	Teacher plans to use assessment results to plan future instruction for individual students.

Revised 08/1/16

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

Level of Performance				
ELEMENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Teacher interaction with students	Patterns of classroom interactions, both between teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. The teacher does not deal with disrespectful behavior.	Patterns of classroom interactions, both between teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. The teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, cultures, and developmental levels of the students. Interactions among students are generally polite and respectful, and students exhibit respect for the teacher. The teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite, respectful, and business-like, though students may be somewhat cautious about taking intellectual risks.	Classroom interactions between teacher and students and among students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result is an environment where all students feel valued and are comfortable taking intellectual risks.
Student interactions with other students	Student interactions are characterized by conflict, sarcasm, or put-downs.	Students do not demonstrate disrespect for one another.	Student interactions are generally polite and respectful.	Students demonstrate genuine caring for one another and monitor one another's treatment of peers, correcting classmates respectfully when needed.

Revised 08/1/16

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

	Level of Performance			
ELEMENT	**UNSATISFACTORY**	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
Importance of the content	The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy in the task at hand. Hard work and the precise use of language are not expected or valued. Medium to low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students.	The classroom culture is characterized by little commitment to learning by the teacher or students. The teacher appears to be only "going through the motions," and students indicate that they are interested in the completion of a task rather than the quality of the work. The teacher conveys that student success is the result of natural ability rather than hard work, and refers only in passing to the precise use of language. High expectations for learning are reserved for those students thought to have a natural aptitude for the subject.	The classroom culture is a place where learning is valued by all; high expectations for both learning and hard work are the norm for most students. Students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning, hard work, and the precise use of language.	The classroom culture is a cognitively busy place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning for all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or assisting peers in their precise use of language.
Expectations for learning and achievement	Instructional outcomes, activities and assignments, and classroom interactions convey low expectations for at least some students.	Instructional outcomes, activities and assignments, and classroom interactions convey only modest expectations for student learning and achievement.	Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for most students.	Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for all students. Students appear to have internalized these expectations.
Student pride in work	Students demonstrate little or no pride in their work. They seem to be motivated by the desire to complete a task rather than to do high-quality work.	Students minimally accept the responsibility to do good work but invest little of their energy into its quality.	Students accept the teacher's insistence on work of high quality and demonstrate pride in that work.	Students demonstrate attention to detail and take obvious pride in their work, initiating improvements in it by, for example, revising drafts on their own or helping peers.

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

Level of Performance				
ELEMENT	**UNSATISFACTORY**	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
Management of instructional groups	There is little or no evidence of the teacher's managing instructional groups.	Students in only some groups are productively engaged in learning while unsupervised by the teacher.	The teacher's management of instructional groups are consistently successful.	Students take initiative in the management of instructional groups.
Management of transitions	Much instructional time is lost due to inefficient classroom routines and procedures. There is little evidence that students know or follow established routines.	The teacher's management of instructional groups and transitions lead to some disruption of learning.	There is little loss of instructional time due to effective classroom routines and procedures.	Instructional time is maximized due to efficient and seamless classroom routines and procedures.
Management of materials and supplies	Materials and supplies are handled inefficiently, resulting in significant loss of instructional time.	Routines for handling materials and supplies function moderately well, but with some loss of instructional time.	Routines for handling materials and supplies occur smoothly, with little loss of instructional time.	Routines for handling materials and supplies are seamless, are well understood and may be initiated by students.
Performance of non – instructional duties	Considerable instructional time is lost in performing non-instructional duties.	Systems for performing non-instructional duties are only fairly efficient, resulting in some loss of instructional time.	Efficient systems for performing non-instructional duties are in place, resulting in minimal loss of instructional time.	Systems for performing non-instructional duties are well established, with students assuming considerable responsibility for efficient operation.
Coordination of volunteers and paraprofessionals	Volunteers and paraprofessionals have no clearly defined duties and are idle most of the time.	With regular guidance and prompting, students follow established routines and volunteers and paraprofessionals perform their duties.	With minimal guidance and prompting, students follow established classroom routines and volunteers and paraprofessionals contribute to the class.	Volunteers and paraprofessionals make an independent contribution to the class.

Revised 08/1/16

TEACHER
DOMAIN 2: THE CLASSROOM ENVIRONMENT
Component 2d: Managing Student Behavior

ELEMENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Level of Performance				
Expectations	There appear to be no established standards of conduct, or students challenge them.	Standards of conduct appear to have been established, but their implementation is inconsistent.	Student behavior is generally appropriate.	Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and/ or that of other students against standards of conduct.
Monitoring of student behavior	There is little or no teacher monitoring of student behavior. Student behavior is not monitored, and teacher is unaware of what the students are doing.	Teacher is generally aware of student behavior but may miss the activities of some students.	The teacher monitors student behavior against established standards of conduct.	Teacher monitoring of student behavior is subtle and preventive
Response to student misbehavior	Teacher does not respond to misbehavior, or the response is inconsistent, is overly repressive, or does not respect the students' dignity.	Teacher attempts to respond to student misbehavior but with uneven results, or there are no major infractions of the rules.	Teacher response to misbehavior consistent, proportionate, and respectful to students and is effective.	The teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity.

Revised 08/1/16

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

	Level of Performance			
ELEMENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Safety and accessibility	The classroom environment is unsafe, or learning is not accessible to many.	The classroom is safe, and essential learning is accessible to most students.	The classroom is safe, and students have equal access to learning activities.	The classroom environment is safe, and learning is accessible to all students, including those with special needs.
Arrangement of furniture and use of physical resources	There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities.	The teacher makes modest use of physical resources, including computer technology. The teacher attempts to adjust the classroom furniture for a lesson or, if necessary, to adjust the lesson to the furniture, but with limited effectiveness.	The teacher ensures that the furniture arrangement is appropriate to the learning activities and uses physical resources, including computer technology, effectively	The teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.

Revised 08/1/16

TEACHER
DOMAIN 3: INSTRUCTION
Component 3a: Communicating with Students

	LEVEL OF PERFORMANCE			
ELEMENT	**UNSATISFACTORY**	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
Expectations for learning	The instructional purpose of the lesson is unclear to students.	The teacher's attempt to explain the instructional purpose has only limited success.	The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning.	The teacher links the instructional purpose of the lesson to the larger curriculum.
Directions and procedures	Teacher's directions and procedures are confusing to students.	Teacher's directions and procedures must be clarified after initial student confusion.	Teacher's directions and procedures are explained clearly and may be modeled.	Teacher's directions and procedures are clear and anticipate possible student misunderstanding.
Explanations of content	The teacher's explanation of the content contains major errors and does not include any explanation of strategies students might use.	The teacher's explanation of the content may contain minor errors; some portions are clear, others difficult to follow. The teacher's explanation does not invite students to engage intellectually or to understand strategies they might use when working independently.	The teacher's explanation of content is scaffolded, clear, and accurate and connects with students' knowledge and experience. During the explanation of content, the teacher focuses, as appropriate, on strategies students can use when working independently and invites student intellectual engagement.	The teacher's explanation of content is thorough and clear, developing conceptual understanding through clear scaffolding and connecting with students' interests. Students contribute to extending the content by explaining concepts to their classmates and suggesting strategies that might be used.
Use of oral and written language	The teacher's spoken or written language contains errors of grammar or syntax. The teacher's academic vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.	The teacher's spoken language is correct but uses vocabulary that is either limited or not fully appropriate to the students' ages or backgrounds. The teacher rarely takes opportunities to explain academic vocabulary.	The teacher's spoken and written language is clear and correct and is suitable to students' ages and interests. The teacher's use of academic vocabulary is precise and serves to extend student understanding.	The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies, both within the discipline and for more general use. Students contribute to the correct use of academic vocabulary.

Revised 08/1/16

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

	Level of Performance			
ELEMENT	**UNSATISFACTORY**	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
Quality of questions	The teacher's questions are of low cognitive challenge, with single correct responses, and are asked in rapid succession.	The teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance.	While the teacher may use some low-level questions, he poses questions designed to promote student thinking and understanding.	The teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition.
Discussion techniques	Interaction between the teacher and students is predominantly recitation style, with the teacher mediating all questions and answers; the teacher accepts all contributions without asking students to explain their reasoning.	Alternatively, the teacher attempts to ask some questions designed to engage students in thinking, but only a few students are involved.	The teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when doing so is appropriate	Students formulate many questions, initiate topics, challenge one another's thinking, and make unsolicited contributions.
Student participation	Only a few students participate in the discussion.	The teacher attempts to engage all students in the discussion, to encourage them to respond to one another, and to explain their thinking, with uneven results.	The teacher challenges students to justify their thinking and successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.	Students themselves ensure that all voices are heard in the discussion.

Revised 08/1/16

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

Level of Performance				
ELEMENT	**UNSATISFACTORY**	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
Activities and assignments	The learning tasks/ activities, materials and, resources are poorly aligned with the instructional outcomes, or require only rote responses, with only one approach possible.	The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students and little opportunity for them to explain their thinking, allowing most students to be passive or merely compliant.	The learning tasks and activities are fully aligned with the instructional outcomes and are designed to challenge student thinking, inviting students to make their thinking visible. This technique results in active intellectual engagement by most students with important and challenging content and with teacher scaffolding to support that engagement.	Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and activities that require complex thinking by students. The teacher provides suitable scaffolding and challenges students to explain their thinking. There is evidence of some student initiation of inquiry and student contributions to the exploration of important content; students may serve as resources for one another.
Grouping of students	The groupings of students are unsuitable to the activities.	The groupings of students are moderately suitable to the activities.	The groupings of students are suitable to the activities.	Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson. Students take the initiative to influence the formation or adjustment of instructional groups.
Instructional material and resources	Instructional materials and resources are unsuitable to the instructional purposes or do not engage students mentally.	Instructional materials and resources are only partially suitable to the instructional purposes, or students are only partially mentally engaged with them.	Instructional materials and resources are suitable to the instructional purposes and engage students mentally.	Instructional materials and resources are suitable to the instructional purposes and engage students mentally. Students initiate the choice, adaptation, or creation of materials to enhance their learning.
Structure and pacing	The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed.	The lesson has a recognizable structure; however, the pacing of the lesson may not provide students the time needed to be intellectually engaged or may be so slow that many students have a considerable amount of "down time."	The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.	The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed not only to intellectually engage with and reflect upon their learning but also to consolidate their understanding.

Revised 08/1/16

TEACHER
DOMAIN 3: INSTRUCTION
Component 3d: Using Assessment in Instruction

ELEMENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Level of Performance				
Assessment criteria	Students do not appear to be aware of the assessment criteria, and there is little or no monitoring of student learning; feedback is absent or of poor quality.	Students appear to be only partially aware of the assessment criteria, and the teacher monitors student learning for the class as a whole. Questions and assessments are rarely used to diagnose evidence of learning.	Students appear to be aware of the assessment criteria, and the teacher monitors student learning for groups of students. Questions and assessments are regularly used to diagnose evidence of learning.	Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Questions and assessments are used regularly to diagnose evidence of learning by individual students.
Monitoring of student learning	Teacher does not monitor student learning in the curriculum.	Teacher monitors the progress of the class as a whole but elicits no diagnostic information.	Teacher monitors the progress of groups of students in the curriculum, making limited use of diagnostic prompts to elicit information.	Teacher actively and systematically elicits diagnostic information from individual students regarding their understanding and monitors the progress of individual students.
Feedback to students	Teacher's feedback to students is of poor quality and not provided in a timely manner.	Teacher's feedback to students is general, and few students assess their own work.	Teacher's feedback to groups of students is accurate and specific; some students engage in self-assessment	A variety of forms of feedback, from both teacher and peers, is accurate and specific and advances learning.
Student self-assessment and monitoring of progress.	Students do not engage in self-assessment or monitoring of progress.	Students occasionally assess the quality of their own work against the assessment criteria and performance standards.	Students frequently assess and monitor the quality of their own work against the assessment criteria and performance standards.	Students self-assess and monitor their own progress. The teacher successfully differentiates instruction to address individual students' misunderstandings.

Revised 08/1/16

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

	Level of Performance			
ELEMENT	**UNSATISFACTORY**	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
Lesson adjustment	Teacher adheres rigidly to an instructional plan, even when a change is clearly posted.	Teacher attempts to adjust a lesson when needed, with only partially successful results.	Teacher makes a minor adjustment to a lesson, and the adjustment occurs smoothly.	Teacher successfully makes a major adjustment to a lesson when needed.
Response to students	The teacher ignores students' questions. The teacher makes no attempt to adjust the lesson even when students don't understand the content.	The teacher accepts responsibility for the success of all students but has only a limited repertoire of strategies to use. Adjustment of the lesson in response to assessment is minimal or ineffective.	The teacher successfully accommodates students' questions and interests. If impromptu measures are needed, the teacher makes a minor adjustment to the lesson and does so smoothly.	The teacher seizes an opportunity to enhance learning, building on a spontaneous event or students' interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings.
Persistence	When students have difficulty learning, the teacher blames them or their home environment for their lack of success.	Teacher accepts responsibility for the success of all students but has only a limited repertoire of instructional strategies to draw on.	Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning.	Using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community, the teacher persists in seeking effective approaches for students who need help.

Revised 08/1/16

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

	Level of Performance			
ELEMENT	**UNSATISFACTORY**	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
Accuracy	The teacher does not know whether a lesson was effective or achieved its instructional outcomes, or the teacher profoundly misjudges the success of a lesson.	The teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met.	The teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment.	The teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each.
Use in future teaching	The teacher has no suggestions for how a lesson could be improved.	The teacher makes general suggestions about how a lesson could be improved.	The teacher makes a few specific suggestions of what could be tried another time the lesson is taught.	Drawing on an extensive repertoire of skills, the teacher offers specific alternative actions, complete with the probable success of different courses of action.

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

	Level of Performance			
ELEMENT	**UNSATISFACTORY**	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
Student completion of assignments	The teacher's system for maintaining information on student completion of assignments in learning is nonexistent or in disarray.	The teacher's system for maintaining information on student completion of assignments in learning is rudimentary and only partially effective.	The teacher's system for maintaining information on student completion of assignments is fully effective.	The teacher's system for maintaining information on student completion of assignments is fully effective. Students contribute information and participate in maintaining the records.
Student progress in learning	Teacher has no system for maintaining information on student progress in learning, or the system is in disarray.	Teacher's system for maintaining information on student progress in learning is rudimentary and only partially effective.	Teacher's system for maintaining information on student progress in learning is fully effective.	Teacher's system for maintaining information on student progress in learning is fully effective. Students contribute information and participate in interpreting the records.
Noninstructional records	The teacher's records for noninstructional activities are in disarray, the result being errors and confusion.	The teacher's records for noninstructional activities are adequate but inefficient and, unless given frequent oversight by the teacher, prone to errors.	Teacher's system for maintaining information of noninstructional activities is fully effective.	Teacher's system for maintaining information on noninstructional activities is highly effective, and students contribute to its maintenance.

Revised 08/1/16

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

ELEMENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Level of Performance				
Information about the instructional program	The teacher provides little information about the instructional program to families.	The teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students.	The teacher provides frequent and appropriate information to families about the instructional program.	The teacher communicates frequently with families in a culturally sensitive manner, with students contributing to the communication.
Information about individual students	Teacher provides information to families about individual students, or the communication is inappropriate to the cultures of the families. Teacher does not respond, or responds insensitively, to family concerns about students.	Teacher adheres to the school's required procedures for communicating with families. Responses to family concerns are minimal or may reflect occasional insensitivity to cultural norms.	Teacher communicates with families about students' progress on a regular basis, respecting cultural norms, and is available as needed to respond to family concerns.	The teacher responds to family concerns with professional and cultural sensitivity.
Engagement of families in the instructional program	The teacher does not respond, or responds insensitively, to parental concerns.	Teacher makes modest and partially successful attempts to engage families in the instructional program.	Teacher's efforts to engage families in the instructional program are frequent and successful.	The teacher's efforts to engage families in the instructional program are frequent and successful. Students contribute ideas for projects that could be enhanced by family participation.

Revised 08/1/16

TEACHER
DOMAIN 4: PROFESSIONAL RESPONSIBILITES
Component 4d: Participating in a Professional Community

Level of Performance				
ELEMENT	**UNSATISFACTORY**	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
Relationship with colleagues	The teacher's relationships with colleagues are negative or self-serving.	The teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires.	The teacher's relationships with colleagues are characterized by mutual support and cooperation.	The teacher's relationships with colleagues are characterized by mutual support and cooperation. Teacher takes initiative in assuming leadership among the faculty.
Involvement in a culture of professional inquiry	Teacher avoids participation in a culture of inquiry, resisting opportunities to become involved.	The teacher participates in the school's culture of professional inquiry when invited to do so.	The teacher actively participates in a culture of professional inquiry.	Teacher takes a leadership role in promoting a culture of professional inquiry.
Service to the school	Teacher avoids becoming involved in school events.	Teacher participates in school events when specifically asked.	Teacher volunteers to participate in school events, making a substantial contribution.	Teacher volunteers to participate in school events, making a substantial contribution, and assumes a leadership role in at least one aspect of school life.
Participation in school and district projects	The teacher avoids becoming involved in school events or school and district projects.	The teacher participates in school events and school and district projects when specifically asked.	The teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.	The teacher volunteers to participate in school events and district projects, making a substantial contribution and assuming a leadership role in at least one aspect of school or district life.

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DOMAIN 4: PROFESSIONAL RESPONSIBILITIES
Component 4e: Growing and Developing Professionally

Level of Performance				
ELEMENT	**UNSATISFACTORY**	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
Enhancement of content knowledge and pedagogical skill	The teacher engages in no professional development activities to enhance knowledge or skill.	The teacher participates to a limited extent in professional activities when they are convenient.	The teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.	The teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research.
Receptivity to feedback from colleagues	The teacher resists feedback on teaching performance from either supervisors or more experienced colleagues.	The teacher engages in a limited way with colleagues and supervisors in professional conversation about practice, including some feedback on teaching performance.	The teacher actively engages with colleagues and supervisors in professional conversation about practice, including feedback about practice.	The teacher solicits feedback on practice from both supervisors and colleagues.
Service to the profession	The teacher makes no effort to share knowledge with others or to assume professional responsibilities.	The teacher finds limited ways to assist other teachers and contribute to the profession.	The teacher participates actively in assisting other educators and looks for ways to contribute to the profession.	The teacher initiates important activities to contribute to the profession.

Revised 08/1/16

TEACHER
DOMAIN 4: PROFESSIONAL RESPONSIBILITIES
Component 4f: Showing Professionalism

Level of Performance				
ELEMENT	**UNSATISFACTORY**	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
Integrity and ethical conduct	The teacher displays dishonesty in interactions with colleagues, students, and the public.	The teacher is honest in interactions with colleagues, students, and the public.	The teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public.	The teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues.
Service to students	The teacher is not alert to students' needs.	The teacher's attempts to serve students are inconsistent, and unknowingly contributes to some students being ill served by the school.	The teacher is active in serving Students.	The teacher is highly proactive in serving students, seeking out resources when needed.
Advocacy	Teacher contributes to school practices that result in some students being ill served by the school.	Teacher does not knowingly contribute to some students being ill served by the school.	Teacher works to ensure that all students receive a fair opportunity to succeed.	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.
Decision making	The teacher makes decisions and recommendations that are based on self-serving interests.	The teacher's decisions and recommendations are based on limited though genuinely professional considerations	The teacher maintains an open mind in team or departmental decision making.	The teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards.
Compliance with school and district regulations	Teacher does not comply with school and district regulations.	The teacher must be reminded by supervisors about complying with school and district regulations.	The teacher complies fully with school and district regulations.	The teacher complies fully with school and district regulations, taking a leadership role with colleagues.
Professional Commitment	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.			Teacher consistently arrives to work on time and does not have excessive absences. The teacher regularly participates in open house, parent-teacher conferences and arrives on time for staff, department, and committee meetings.

Revised 08/1/16

LIBRARY MEDIA SPECIALIST
SELF – REFLECTION CONTINUUM
A PROFESSIONAL CONTINUING LEARNING SPECTRUM

Nontenured Library Media Specialist – 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 Library Media Specialist will retain this document.

Tenured - Library Media Specialist 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 Library Media Specialist will retain this document.

Revised 08/1/16

LIBRARY MEDIA SPECIALIST
DOMAIN 1: PLANNING AND PREPARATION

Level of Performance			
COMPONENT	**UNSATISFACTORY**	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
1a: Demonstrating knowledge of content curriculum and process	School librarian is not familiar with the curriculum and does not understand the connections to the resources, literacies, and the research process.	School librarian is familiar with the curriculum but cannot articulate connections with literacies and the research process.	School librarian displays knowledge of the curriculum, resources, various literacies, and the research process, and is able to develop connections.	School librarian displays extensive knowledge of the curriculum at all grade levels, particularly in the content areas, resources, (including print and electronic) various trans-literacies, and the research process, and is able to develop meaningful connections for students.
1b: Demonstrating knowledge of students	School librarian makes little or no attempt to acquire knowledge of the students' developmental levels, basic skills, backgrounds and interests, as well as abilities and specials needs.	School librarian demonstrates some knowledge of the students' developmental levels, basic skills, backgrounds and interests, as well as abilities and specials needs. School librarian occasionally applies this knowledge in planning for instruction, promoting reading, and developing the resource collection.	School librarian demonstrates adequate knowledge of the students' developmental levels, basic skills, backgrounds and interests, as well as abilities and specials needs. School librarian uses this knowledge in planning for instruction, promoting reading, and developing the resource collection.	School librarian demonstrates thorough knowledge of the students' developmental levels, basic skills, backgrounds and interests, as well as abilities and specials needs. School librarian employs intentional strategies to use this knowledge expertly in planning for instruction, promoting reading, and developing the resource collection.
1c: Supporting instructional goals	School librarian does not display a real understanding of the instructional goals for the grade levels/disciplines and diverse student population and provides few of the necessary resources and instruction services to support these goals.	School librarian displays some understanding of the instructional goals for the grade levels/disciplines and diverse student population and provides some of the necessary resources, technology and instructional services to support these goals.	School librarian displays understanding of the instructional goals for most of the grade levels/disciplines and diverse student population and provides many of the necessary resources, technology and instructional services to support these goals.	School librarian displays full understanding of the instructional goals for all of the grade levels/disciplines and diverse student population and expertly provides the necessary resources, technology and instructional services to support these goals.
1d: Demonstrating knowledge and use of resources	School librarian has little awareness of the resources with the school's library collection or resources available electronically and does not seek resources outside the library.	School librarian is aware of the resources within the school's library collection as well as of resources available electronically or online, and is aware of some places to seek other resources throughout the district and the local community.	School librarian has commendable knowledge of the resources within the school's library collection; has knowledge of and the skills to access resources available electronically or online; and seeks other resources throughout the district and from agencies, organizations, and institutions within the community at large.	School librarian has an extensive knowledge of the resources within the school's library collection; has knowledge of a variety of electronic and online resources accompanied with advanced skills for accessing information using these resources; and actively seeks other resources throughout the district from agencies, organizations, and institutions within the community at large and beyond.

Revised 08/1/16

LIBRARY MEDIA SPECIALIST
DOMAIN 1: PLANNING AND PREPARATION

COMPONENT	Level of Performance			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
1e: Demonstrating a knowledge of literature and lifelong learning	School librarian has little knowledge of current and classic literature and rarely promotes appropriate books, reading for pleasure and reading for learning.	School librarian has some knowledge of current and classic literature and works with groups and individuals to promote appropriate books, reading for pleasure and reading for learning.	School librarian has a commendable knowledge of current and classic literature of all genres and is successful in working with groups and individuals to promote appropriate books, reading for pleasure and reading for learning.	School librarian has an extensive knowledge of current and classic literature of all genres and is extremely successful in working with groups and individuals to promote appropriate books, reading for pleasure and reading for learning.
1f: Collaborating in the design of instructional experiences	School librarian does not collaborate with teachers in planning, implementing, and assessing learning activities.	School librarian collaborates with some teachers to coordinate the use of the library and its resources and may provide learning experiences that support the unit.	School librarian collaborates with some teachers in planning and implementing learning activities that integrate the use of multiple resources, and the development of research skills and various literacies.	School librarian collaborates with teachers in most grade levels/disciplines in designing, planning, implementing, and assessing meaningful learning activities that integrate the use of multiple resources and the development of research skills and various literacies.

Revised 08/1/16

LIBRARY MEDIA SPECIALIST
DOMAIN 1: PLANNING AND PREPARATION
Component 1g: Designing Coherent Instruction

	Level of Performance			
ELEMENT	**UNSATISFACTORY**	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
Learning Activities	Learning activities are not suitable to students or to instructional outcomes and are not designed to engage students in active intellectual activity.	Only some of the learning activities are suitable to students or to the instructional outcomes. Some represent a moderate cognitive challenge, but with no differentiation for different students.	All of the learning activities are suitable to students or to the instructional outcomes, and most represent significant cognitive challenge, with some differentiation for different groups of students.	Learning activities are highly suitable to diverse learners and support the instructional outcomes. They are all designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners.
Learning Goals	The lesson or unit has no clearly defined learning goals.	The lesson or unit sometimes has learning goals.	The lesson or unit usually has clearly defined learning goals.	It is clear that the unit or lessons are always designed around clearly defined learning goals. Students can articulate the learning goals of the lesson/unit.
Lesson and Unit Structure	The lesson or unit has no clearly defined structure, or the structure is chaotic. Activities do not follow an organized progression, and time allocations are unrealistic.	The lesson or unit has a recognizable structure, although the structure is not uniformly maintained throughout. Progression of activities is uneven, with most time allocations reasonable.	The lesson or unit has clearly defined structure around which activities are organized. Progression of activities is even, with reasonable allocations.	The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs. The progression of activities is highly coherent.
Standards	Library/media specialist demonstrates little or no knowledge of AASL Standards for the 21st Century Learner and Common Core Standards with relationship to the lessons presented.	Library/media specialist demonstrates limited knowledge of AASL Standards for the 21st Century Learner and Common Core Standards with relationship to the lessons presented.	Library/media specialist usually demonstrates thorough knowledge of AASL Standards for the 21st Century Learner and Common Core Standards with relationship to the lessons presented.	Library/media specialist always or nearly always demonstrates rich understanding of AASL Standards for the 21st Century Learner and Common Core Standards with relationship to the lessons presented.

Revised 08/1/16

LIBRARY MEDIA SPECIALIST
DOMAIN 2: THE LIBRARY ENVIRONMENT

	Level of Performance			
COMPONENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
2a: Creating an environment of respect and rapport	Interactions, both between the library/media specialist and student and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds and are characterized by sarcasm, put-downs, or conflict.	Interactions, both between the library/media specialist and students and among students, are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.	Interactions, both between the library/media specialist and students and among students, are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.	Interactions among the library/media specialist, individual students, and the classroom teachers are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among students in the library.
2b: Establishing a culture for learning	School librarian maintains a controlled and stifling environment not conducive to learning.	School librarian maintains an environment that is attractive with expectations that students use the library appropriately. The school librarian conveys a sense of the importance of seeking information and reading literature.	School librarian establishes a culture of learning in an environment that is inviting, flexible and attractive with expectations that students be productively engaged.	School librarian maintains a culture of learning in an environment that is inviting, flexible and attractive. The students are curious, on task and value the library.
2c: Establishing and maintaining library procedures	Media center routines and procedures (for example, circulation of materials, procedures for scheduling, student transitions) are either nonexistent or inefficient, resulting in general confusion. Library assistants are confused as to their role.	Media center routines and procedures (for example, circulation of materials, procedures for scheduling, student transitions) have been established but function sporadically. Efforts to establish guidelines for library assistants are partially successful.	Media center routines and procedures (for example, circulation of materials, procedures for scheduling, student transitions) have been established and function smoothly. Library assistants are clear as to their role.	Media center routines and procedures (for example, circulation of materials, procedures for scheduling, student transitions) are seamless in their operation, with students assuming considerable responsibility for their smooth operation. Library assistants work independently and contribute to the success of the media center.

Revised 08/1/16

	Level of Performance			
COMPONENT	**UNSATISFACTORY**	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
2d: Managing student behavior	There is no evidence that standards of conduct have been established, and there is little or no monitoring of student behavior. Response to student misbehavior is repressive or disrespectful of student dignity.	It appears that the library/media specialist has made an effort to establish standards of conduct for students and tries to monitor behavior and respond to student misbehavior, but these efforts are not always successful.	Standards of conduct appear to be clear to students, and library/media specialist monitors students' behavior against those standards. Library/media specialist's response to student misbehavior is appropriate and respectful to students.	Standards of conduct are clear, with evidence of student participation in setting them. Library/media specialist's monitoring of student behavior is subtle and preventative, and response to students' misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.
2e: Organizing physical space	The library is not organized for safety, has poor traffic flow, and optimal learning is not possible because of poorly organized space for various functions.	The library is organized for safety and ease of traffic flow is adequate. Physical resources, spaces for studying, space for learning activities and space for library organizational functions are placed in locations that usually do not interfere with other functions. Signage is inconsistent.	The library is organized for safety, ease of traffic flow and learning. Physical resources, spaces for studying, space for learning activities and space for library operations are fairly well placed in locations that enhance their functions and that do not interfere with other functions. Some signage is provided to support self directed use. Library design and furnishings allow for some flexibility in response to changing needs, and accessibility for all students, including those with disabilities.	The library is effectively organized for safety, ease of traffic flow and optimal learning. Physical resources, spaces for studying, space for learning activities and space for library operations are well placed in locations that enhance their functions and that do not interfere with other functions. Significant signage is provided. Library design and furnishings allow for flexibility in response to changing needs, and accessibility for all students, including those with disabilities. Students are self-directed.

Revised 08/1/16

LIBRARY MEDIA SPECIALIST
DOMAIN 3: INSTRUCTION

Level of Performance				
COMPONENT	**UNSATISFACTORY**	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
3a: Communicating clearly and accurately	School librarian does not communicate clearly and directions and procedures are often confusing or not provided at all.	School librarian is usually clear in communicating directions and procedures- but often needs to repeat and clarify before students or staff members understand the intent. Sometimes directions are overly detailed or too sparse for initial understanding. The use of technology is inconsistent and not always effective.	School librarian clearly communicates directions and procedures and is able to recognize when it is necessary to repeat and clarify. Technology is sometimes used to demonstrate and model ways to use the resources and tools in the library and virtual environments.	School librarian clearly communicates directions and procedures both orally and in writing, anticipating in advance possible misunderstandings. Technology is used effectively to demonstrate and model productive ways to use the resources and tools in the library and in virtual environments.
3b: School librarian utilizes current research, reading strategies and instructional methods	School librarian does not use questions effectively and usually tells the student what to do or leaves them on their own.	School librarian asks questions that guide students and help them think about their learning.	School librarian often uses open-ended and probing questions to guide students' inquiry and to help students to think critically as they formulate their own questions about their learning.	School librarian nearly always uses open-ended and probing questions to guide students' inquiry and to help students to think critically about their learning. Students are able to refine their research techniques and strategies and extend their own learning through the research process.

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LIBRARY MEDIA SPECIALIST
DOMAIN 3: INSTRUCTION
Component 3c: Engages Students in Learning

	Level of Performance			
ELEMENT	**UNSATISFACTORY**	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
Activities and assignments	Activities and assignments are inappropriate for students' age or background. Students are not mentally engaged in them.	Activities and assignments are appropriate to some students and engage them mentally, but others are not engaged.	Most activities and assignments are appropriate to students, and almost all students are cognitively engaged in exploring content.	All students are cognitively engaged in the activities and assignments in their exploration of content. Students initiate or adapt activities and projects to enhance their understanding.
Instructional materials and resources	Instructional materials and resources are unsuitable to the instructional purposes or do not engage students mentally.	Instructional materials and resources are only partially suitable to the instructional purposes, or students are only partially mentally engaged with them.	Instructional materials and resources are suitable to the instructional purposes and engage students mentally.	Instructional materials and resources are suitable to the instructional purposes and engage students mentally. Students initiate the choice, adaptation, or creation of materials to enhance their learning.
Structure and pacing	The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed, or both.	The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent.	The lesson has a clearly defined structure around which the activities are organized. Pacing of the lesson is generally appropriate.	The lesson's structure is highly coherent, allowing for reflection and closure. Pacing of the lesson is appropriate for all students.

Revised 08/1/16

LIBRARY MEDIA SPECIALIST
DOMAIN 3: INSTRUCTION

	Level of Performance			
COMPONENT	**UNSATISFACTORY**	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
3d: Assessment in instruction (whole class, one-on-one, and small group)	In units/lessons designed for whole class instruction, students are not aware of the criteria and performance standards by which their work will be evaluated. The school librarian does not monitor student learning. The school librarian does not provide feedback to students when working with them on a one-to one basis or with small groups. Students do not engage in self-assessment or monitoring of progress.	In units/lessons designed for whole class instruction, students know some of the criteria and performance standards by which their work will be evaluated. The school librarian monitors a class of students as a whole but elicits no diagnostic information. The school librarian provides some feedback to students when working with them on a one-to one basis or with small groups. Students occasionally assess the quality of their own work.	In units/lessons designed for whole class instruction, students are fully aware of the criteria and performance standards by which their work will be evaluated. The school librarian monitors groups of students but makes limited use of diagnostics. The school librarian is usually able to provide constructive feedback when working with individuals and small groups. Students use this feedback and frequently monitor the quality of their own work against the assessment criteria or performance standards.	In units/lessons designed for whole class instruction, students are fully aware of the criteria and performance standards by which their work will be evaluated and have contributed to the development of the criteria. The school librarian actively elicits diagnostic information from individual students regarding their understanding and monitors their progress. The school librarian provides timely accurate, substantive, constructive and specific feedback when working with individuals and groups. Students not only use this feedback and monitor the quality of their own work against the assessment criteria or performance standards, but also make active use of this information in their learning.
3e: Demonstrating flexibility and responsiveness	The school librarian adheres to the instructional plan in spite of evidence of poor student understanding, and fails to respond to students' questions. The school librarian makes minimal adjustments to the instructional plan.	The school librarian attempts to accommodate students' learning styles, needs, abilities, interests and questions but the use of diverse strategies is limited. Responding to spontaneous events is rare.	The school librarian uses some diverse strategies in seeking ways to ensure successful learning for all students. The school librarian usually makes adjustments to instructional plans and provides interventions as needed and sometimes responds to opportunities, arising from spontaneous events to accommodate students learning styles, needs, interest, abilities and questions.	The school librarian uses a repertoire of diverse strategies in seeking ways to ensure successful learning for all students. The school librarian makes adjustments to instructional plans and provides interventions as needed and responds to opportunities arising from spontaneous events to accommodate students learning styles, needs, interest, abilities and questions.

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LIBRARY MEDIA SPECIALIST
DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

	Level of Performance			
COMPONENT	**UNSATISFACTORY**	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
4a: Reflecting on practice	The school librarian rarely reflects on the effectiveness of services, resources, and instructional strategies.	The school librarian sometimes reflects on the effectiveness of services, resources, instructional strategies, and facilities to ensure that they are meeting the goals of the library program.	The school librarian often reflects on the effectiveness of services, resources, instructional strategies, and facilities to ensure that they are meeting the goals of the library program. The school librarian sometimes considers changes necessary to ensure that future needs are met for a growing dynamic program.	The school librarian is constantly reflecting on the effectiveness of services, resources, instructional strategies, and facilities to ensure that they are meeting the goals of the library program. The school librarian regularly considers changes necessary to ensure that future needs are met for an expanding dynamic program.
4b: Maintaining accurate records	The school librarian does not maintain accurate or current records.	The school librarian maintains records including a current catalog of resources, circulation records, and inventory of equipment, and statistics of library use.	The school librarian maintains accurate, fairly current, and accessible records including: a current catalog of resources: circulation records; an inventory of equipment; and statistics of library use. These records are reported at the end of the year.	The school librarian maintains accurate, current, and easily accessible records including: a current catalog of resources, circulation records; and inventory of equipment and; statistics of library use. These records are assembled, effectively interpreted, and reported in a timely manner throughout the school year when requested and at the end of the year.
4c: Collection development and maintenance	School librarian makes new purchases of resources and equipment without weeding and assessing the collection of resources and equipment.	School librarian inconsistently assesses, makes new purchases, and weeds the collection of resources and equipment to keep holdings current and to meet the needs of the curriculum.	School librarian regularly assesses, makes new purchases, and weeds the collection of resources and equipment to keep holdings current and to meet the needs of the curriculum.	Soliciting input from members of the staff, the students and the school community the school librarian constantly and consistently assesses, makes new purchases base on assessment data, and weeds the collection of resources and equipment to keep holdings current and to meet the needs of the curriculum. School librarian advocates for necessary increases in funds and in technology when necessary to maintain a collection that is responsive to changing instructional needs.

Revised 08/1/16

LIBRARY MEDIA SPECIALIST
DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

COMPONENT		Level of Performance		
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
4d: Managing the library budget	School librarian develops a budget proposal that inadequately reflects the needs of the library program. Librarian is unfamiliar with departmental and/or district guidelines for managing the budget and often under/ overspends.	School librarian develops budget proposals necessary to maintain the library program. School librarian follows department and/or district policies for managing the budget and maintains records.	School librarian develops budget proposals necessary for a comprehensive library program. School librarian follows department and/or district guidelines for managing the budget and maintains accurate records.	Using data effectively, the school librarian develops budget proposals necessary for a progressive and comprehensive library program. School librarian follows department and/or district policies for managing the budget and maintains accurate records.
4e: Managing personnel	School librarian provides minimal training and supervision to support staff.	School librarian provides training and supervision to support staff.	School librarian effectively delegates responsibility and provides training, and the necessary supervision to support staff. Provides input to building administrators on the evaluation of support staff.	School librarian establishes expectations that motivate and guide support staff to perform with initiative and independence. School librarian effectively delegates responsibility and provides training and the necessary supervision and support. School librarian provides input to building administrators on the evaluation of support staff.
4f: Communicating with school staff and community	School librarian does not communicate with the school community about the library program and services.	The school librarian communicates inconsistently with the school staff and community to keep them informed and to promote the use of the library program, new resources and services.	The school librarian communicates with the school staff and community to keep them informed and to promote the use of the library program, new resources and services.	The school librarian effectively and consistently communicates with the school staff and community to keep them informed and employees evidence to promote the effectiveness of instructional efforts based on *AASL's Standard for the 21*[st] *Century Learner* and additionally utilizes elements of *Empowering Learners: Guidelines for School Library Media Programs* to communicate the development of the library program, new resources and services. The school librarian actively solicits feedback and input from the schools staff and community to improve instruction, program and services.

Revised 08/1/16

LIBRARY MEDIA SPECIALIST
DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

	Level of Performance			
COMPONENT	**UNSATISFACTORY**	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
4g: Engaging in school/district community	The school librarians' relationships with colleagues are frequently negative or self-serving and the school librarian avoids or refuses to be involved in school and district events and projects.	The school librarian participates in school and district events and projects when specifically requested. School librarian usually maintains a positive collaborative relationship with colleagues.	The school librarian contributes to the school and to the district by voluntarily participating in school events and serving on school and district committees. Support and cooperation characterize relationships with colleagues.	The school librarian assumes a leadership role and voluntarily participating in school events, serving on school and district committees. Support and cooperation characterize relationships with colleagues.
4h: Growing and developing professionally	School librarian makes no attempt to go beyond what is required for maintaining certification. School librarian resists feedback on performance from either supervisors or more experienced colleagues. School librarian makes no effort to share knowledge with others or to assume professional responsibilities.	School librarian participates in professional activities when convenient. School librarian accepts, with some reluctance, feedback on performance from both supervisors and professional colleagues. School librarian contributes to the profession to a limited extent.	School librarian seeks out opportunities for professional development to enhance professional practice. School librarian welcomes feedback from colleagues when made by supervisors or when opportunities arise through professional collaboration. School librarian contributes to the profession to a limited extent.	School librarian seeks out opportunities for professional development through professional reading, memberships, conferences, and action research. School librarian initiates important activities such as teaching workshops, writing articles, and making presentations to contribute to the profession on a district, state, and national level.
4i: Professional Ethics	School librarian does not adhere to the professional ethics of librarianship.	School librarian is knowledgeable of the ethics of librarianship but is inconsistent in following copyright law and adhering to the principles of the American Association of School Librarians.	School librarian is knowledgeable of the ethics of librarianship and follows copyright law and adheres to the principles of the American Association of School Librarians.	Through teaching and practice the school librarian demonstrates a commitment to the professional ethics of librarianship by following copyright law and by upholding and defending the principles of the American Association of School Librarians.
4j: Professional Commitment	School librarian 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.			School librarian consistently arrives to work on time and does not have excessive absences. The teacher regularly participates in open house, parent-teacher conferences and arrives on time for staff, department, and committee meetings.

Revised 08/1/16

Advanced Learning Facilitator
SELF – REFLECTION CONTINUUM
A PROFESSIONAL CONTINUING LEARNING SPECTRUM

Nontenured Advanced Learning Facilitator - 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 Advanced Learning Facilitator will retain this document.

Tenured – **Advanced Learning Facilitator -** 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 Advanced Learning Facilitator will retain this document

Revised 08/1/16

Advanced Learning Facilitator
DOMAIN 1: PLANNING AND PREPARATION

Level of Performance				
COMPONENT	**UNSATISFACTORY**	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
1a: Demonstrating knowledge of current trends in specialty area and professional development	Advanced learning facilitator demonstrates little or no familiarity with specialty area or trends in professional development.	Advanced learning facilitator demonstrates basic familiarity with specialty area and trends in professional development.	Advanced learning facilitator demonstrates thorough knowledge of specialty area and trends in professional development.	Advanced learning facilitator's knowledge of specialty area and trends in professional development is wide and deep; specialist is regarded as an expert by colleagues.
1b: Demonstrating knowledge of the school's program and levels of teacher skill in delivering that program	Advanced learning facilitator demonstrates little or no knowledge of the school's program or of teacher skill in delivering that program.	Advanced learning facilitator demonstrates basic knowledge of the school's program and of teacher skill in delivering that program.	Advanced learning facilitator demonstrates thorough knowledge of the school's program and of teacher skill in delivering that program.	Advanced learning facilitator is deeply familiar with the school's program, works to shape its future direction, and actively seeks information as to teacher skill in that program.
1c: Establishing goals for the instructional support program appropriate to the setting and the teachers served	Advanced learning facilitator has no clear goals for the instructional support program or they are inappropriate to either the situation or the needs of the staff.	Advanced learning facilitator's goals for the instructional support program are rudimentary and are partially suitable to the situation and the needs of the staff.	Advanced learning facilitator's goals for the instructional support program are clear and are suitable to the situation and the needs of the staff.	Advanced learning facilitator's goals for the instructional support program are highly appropriate to the situation and the needs of the staff. They have been developed following consultations with administrators and colleagues.
1d: Demonstrating knowledge of resources, both within and beyond the school and district	Advanced learning facilitator demonstrates little or no knowledge of resources available in the school or district for teachers to advance their skills.	Advanced learning facilitator demonstrates basic knowledge of resources available in the school and district for teachers to advanced their skills.	Advanced learning facilitator is fully aware of resources available in the school and district and in the larger professional community for teachers to advance their skills.	Advanced learning facilitator actively seeks out new resources from a wide range of sources to enrich teacher's skills in implementing the school's program.

Revised 08/1/16

Advanced Learning Facilitator
DOMAIN 1: PLANNING AND PREPARATION

	Level of Performance			
COMPONENT	**UNSATISFACTORY**	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
1e: Planning the instructional support program, integrated with the overall school program	Advanced learning facilitator's plan consists of a random collection of unrelated activities lacking coherence or an overall structure.	Advanced learning facilitator's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Advanced learning facilitator's plan is well designed to support teachers in the improvement of their instructional skills.	Advanced learning facilitator's plan is highly coherent, taking into account the competing demands of making presentations and consulting with teachers, and has been developed following consultation with administrators and teachers.
1f: Developing a plan to evaluate the instructional support program	Advance learning facilitator has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Advanced learning facilitator has a rudimentary plan to evaluate the instructional support program.	Advanced learning facilitator's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Advanced learning facilitator's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.

Revised 08/1/16

Advanced Learning Facilitator
DOMAIN 2: THE ENVIRONMENT

	Level of Performance			
COMPONENT	**UNSATISFACTORY**	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
2a: Creating an environment of trust and respect	Teachers are reluctant to request assistance from the advanced learning facilitator, fearing that such a request will be treated as a sign of deficiency.	Relationships with the advanced learning facilitator are cordial; teachers don't resist initiatives established by the advanced learning facilitator.	Relationships with the advanced learning facilitator are respectful, with some contacts initiated by teachers.	Relationships with the advanced learning facilitator are highly respectful and trusting, with many contacts initiated by teachers.
2b: Establishing a culture for ongoing instructional improvement	Advanced learning facilitator conveys the sense that the work of improving instruction is externally mandated and is not important to school improvement.	Teachers do not resist the offerings of support from the advanced learning facilitator.	Advanced learning facilitator promotes a culture of professional inquiry in which teachers see assistance in improving their instructional skills.	Advanced learning facilitator has established a culture of professional inquiry in which teachers initiate projects to be undertaken with the support of the specialist.
2c: Establishing clear procedures for teacher to gain access to instructional support	When teachers want to access assistance from the advanced learning facilitator, they are not sure how to go about it.	Some procedures (for example, registering for workshops) are clear to teachers, whereas others (for example, receiving informal support) are not.	Advanced learning facilitator has established clear procedures for teachers to use in gaining access to support.	Procedures for access to instructional support are clear to all teachers and have been developed following consultation with administrators and teachers.

Revised 08/1/16

Level of Performance				
COMPONENT	**UNSATISFACTORY**	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
2d: Establishing and maintaining norms of behavior for professional interactions	No norms of professional conduct have been established; teachers are frequently disrespectful in their interactions with one another.	Advanced learning facilitator's efforts to establish norms of professional conduct are partially successful.	Advanced learning facilitator has established clear norms of mutual respect for professional interactions.	Advanced learning facilitator has established clear norms of mutual respect for professional interaction. Teachers ensure that their colleagues adhere to these standards of conduct.
2e: Organizing physical space for workshops or training	Advanced learning facilitator makes poor use of the physical environment, resulting in poor access by some participants, time lost due to poor use of training equipment, or little alignment between the physical arrangement and the workshop activities.	The physical environment does not impede workshop activities.	Advanced learning facilitator makes good use of the physical environment, resulting in engagement of all participants in the workshop activities.	Advanced learning facilitator makes highly effective use of the physical environment, with teachers contributing to the physical arrangement.

Revised 08/1/16

Advanced Learning Facilitator
DOMAIN 3: INSTRUCTION

	Level of Performance			
COMPONENT	**UNSATISFACTORY**	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
3a: Collaborating with teachers in the design of instructional units and lessons	Advanced learning facilitator declines to collaborate with classroom teachers in the design of instructional lessons and units.	Advanced learning facilitator collaborates with classroom teachers in the design of instructional lessons and units when specifically asked to do so.	Advanced learning facilitator initiates collaboration with classroom teachers in the design of instructional lessons and units.	Advanced learning facilitator initiates collaboration with classroom teachers in the design of instructional lessons and units, locating additional resources from sources outside the school.
3b: Engaging teachers in learning new instructional skills	Teachers decline opportunities to engage in professional learning.	Advanced learning facilitator's efforts to engage teachers in professional learning are partially successful, with some participating.	All teachers are engaged in acquiring new instructional skills.	Teachers are highly engaged in acquiring new instructional skills and take initiative in suggesting new areas for growth.
3c: Sharing expertise with staff	Advanced learning facilitator's model lessons and workshops are of poor quality or are not appropriate to the needs of the teachers being served.	The quality of the advanced learning facilitator's model lessons and workshops is mixed, with some of them being appropriate to the needs of the teachers being served.	The quality of the advanced learning facilitator's model lessons and workshops in uniformly high and appropriate to the needs of the needs of the teachers being served.	The quality of the advanced learning facilitator's model lessons and workshops is uniformly high and appropriate to the needs of the teachers being served. The advanced learning facilitator conducts extensive follow-up work with teachers.

Revised 08/1/16

Advanced Learning Facilitator
DOMAIN 3: INSTRUCTION

	Level of Performance			
COMPONENT	**UNSATISFACTORY**	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
3d: Locating resources for teachers to support instructional improvement	Advanced learning facilitator fails to locate resources for instructional improvement for teachers, even when specifically requested to do so.	Advanced learning facilitator's efforts to locate resources for instructional improvement for teachers are partially successful, reflecting incomplete knowledge of what is available.	Advanced learning facilitator locates resources for instructional improvement for teachers when asked to do so.	Advanced learning facilitator is highly proactive in locating resources or instructional improvement for teachers, anticipating their needs.
3e: Demonstrating flexibility and responsiveness	Advanced learning facilitator adheres to their plan, in spite of evidence of its inadequacy.	Advanced learning facilitator makes modest changes in the support program when confronted with evidence of the need for change.	Advanced learning facilitator makes revisions to the support program when it is needed.	Advanced learning facilitator is continually seeking ways to improve the support program and makes changes as needed in response to student, parent, or teacher input.

Revised 08/1/16

Advanced Learning Facilitator
DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

	Level of Performance			
COMPONENT	**UNSATISFACTORY**	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
4a: Reflecting on practice	Advanced learning facilitator does not reflect on practice, or the reflections are inaccurate or self-serving.	Advanced learning facilitator's reflection is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved.	Advanced learning facilitator's reflections provide an accurate and objective description of practice, citing specific positive and negative characteristics. Advance learning facilitator makes some specific suggestions as to how the support program might be improved.	Advanced learning facilitator is highly accurate and perceptive, citing specific examples. Advanced learning facilitator draws on an extensive repertoire to suggest alternative strategies, accompanied by a prediction of the likely consequences of each.
4b: Preparing and submitting budgets and reports	Advanced learning facilitator does not follow established procedures for preparing budgets and submitting reports. Reports are routinely late.	Advanced learning facilitator's efforts to prepare budgets are partially successful, anticipating most expenditures and following established procedures, Reports are sometimes submitted on time.	Advanced learning facilitator's budgets are complete, anticipating all expenditures and following established procedures. Reports are always submitted on time.	Advanced learning facilitator anticipates and responds to teacher needs when preparing budgets, following established procedures and suggesting improvements to those procedures. Reports are submitted on time.
4c: Coordinating work with other advanced learning facilitators	Advanced learning facilitator makes no effort to collaborate with other advanced learning facilitators within the district.	Advanced learning facilitator responds positively to the efforts of other advanced learning facilitators within the district to collaborate.	Advanced learning facilitator initiates efforts to collaborate with other advanced learning facilitators within the district.	Advanced learning facilitator takes a leadership role in coordinating projects with other advanced learning facilitators within and beyond the district.

Revised 08/1/16

Advanced Learning Facilitator
DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

	Level of Performance			
COMPONENT	**UNSATISFACTORY**	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
4d: Participating in a professional community	Advanced learning facilitator's relationships with colleagues are negative or self-serving, and the facilitator avoids being involved in school and district events and projects.	Advanced learning facilitator's relationships with colleagues are cordial, and the facilitator participates in school and district event and projects when specifically requested.	Advanced learning facilitator participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Advanced learning facilitator makes a substantial contribution to school and district events and projects and assumes a leadership role with colleagues.
4e: Engaging in professional development	Advanced learning facilitator does not participate in professional development activities, even when such activities are clearly needed for the enhancement of skills.	Advanced learning facilitator's participation in professional development activities is limited to those that are convenient or are required.	Advanced learning facilitator seeks out opportunities for professional development based on an individual assessment of need.	Advanced learning facilitator actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as participating in state or national conferences for other facilitators.
4f: Showing professionalism, including integrity and confidentiality	Advanced learning facilitator displays dishonesty in interactions with colleagues and violates norms of confidentiality.	Advanced learning facilitator is honest in interactions with colleagues and respects norms of confidentiality.	Advanced learning facilitator displays high standards of honesty and integrity in interactions with colleagues and respects norms of confidentiality.	Advanced learning 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.

Revised 08/1/16

Advanced Learning Facilitator
DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

	Level of Performance			
COMPONENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
4g: Engaging in school/district community	The advanced learning facilitator's relationships with colleagues are frequently negative or self-serving and the advanced learning facilitator avoids or refuses to be involved in school and district events and projects.	The advanced learning facilitator participates in school and district events and projects when specifically requested. The advanced learning facilitator usually maintains a positive collaborative relationship with colleagues.	The advanced learning facilitator contributes to the school and to the district by voluntarily participating in school events and serving on school and district committees. Support and cooperation characterize relationships with colleagues.	The advanced learning facilitator assumes a leadership role and voluntarily participating in school events, serving on school and district committees. Support and cooperation characterize relationships with colleagues.
4h: Growing and developing professionally	The advanced learning facilitator makes no attempt to go beyond what is required for maintaining certification. The advanced learning facilitator resists feedback on performance from either supervisors or more experienced colleagues. The advanced learning facilitator makes no effort to share knowledge with others or to assume professional responsibilities.	The advanced learning facilitator participates in professional activities when convenient. The advanced learning facilitator accepts, with some reluctance, feedback on performance from both supervisors and professional colleagues. The advanced learning facilitator contributes to the profession to a limited extent.	The advanced learning facilitator seeks out opportunities for professional development to enhance professional practice. The advanced learning facilitator welcomes feedback from colleagues when made by supervisors or when opportunities arise through professional collaboration. The advanced learning facilitator contributes to the profession to a limited extent.	The advanced learning facilitator seeks out opportunities for professional development through professional reading, memberships, conferences, and action research. The advanced learning facilitator initiates important activities such as teaching workshops, writing articles, and making presentations to contribute to the profession on a district, state, and national level.
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4j: Professional Commitment	The advanced learning facilitator 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.			The advanced learning facilitator consistently arrives to work on time and does not have excessive absences. The teacher regularly participates in open house, parent-teacher conferences and arrives on time for staff, department, and committee meetings.

Revised 08/1/16

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

Nontenured Certified School Nurses – Please highlight where you think you <u>are in the</u> 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 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

	Level of Performance			
COMPONENT	**UNSATISFACTORY**	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
1a: Demonstrates nursing knowledge and skill in the practice of school nursing.	Rarely demonstrates knowledge of current nursing research and lacks a logical approach to nursing practice.	Uses current information and nursing process to guide nursing practice.	Demonstrates solid understanding of principles of public health, Illinois Learning Standards, district and department procedures and their relationships/connections with other school services.	Displays extensive knowledge of school nursing and its connection with other school services and a continuing search for improved practice.
1b: Demonstrates holistic knowledge of students, including their developmental level and cultural background.	Demonstrates little or no knowledge of students' developmental level and cultural backgrounds.	Demonstrates awareness of students served, e.g., developmental levels, developmental tasks, and cultural practices.	Demonstrates knowledge of growth and development of population served with special attention to diversity and culture and uses information in assessment and planning.	Consistently includes knowledge of students of diverse developmental and cultural backgrounds in health interactions and programming. Reflecting accurate knowledge of typical and atypical developmental patterns and characteristics.
1c: Establishes goals for the school health program appropriate to the setting and the students served.	No clear goals for the School Health Program, or they are inappropriate to either the situation or the age of the students.	Goals for the School Health Program are suitable to the setting and the needs of the students served.	Goals for the School Health Program are clear, appropriate to the situation in the school and to the age of the school students.	Goals for the School Health Program are highly appropriate to the situation in the school and to the age of the students, and have been developed following consultations with students, parents, and colleagues.
1d: Demonstrates knowledge of government regulations and resources, both within and beyond the school and district.	Demonstrates little or no knowledge of governmental regulations and resources for students available through the school or district.	Displays awareness of governmental regulations and resources for students available through the school or district, but no knowledge of resources available outside the district.	Displays awareness of governmental regulations and resources for students available through the school or district, and is familiar with resources outside the school.	Displays extensive knowledge of governmental regulations and aligns the school health program accordingly.
1e: Plans the school health program for both individuals and groups of students, integrated with the regular school program.	School Health Program consists of random collections of unrelated activities, lacking coherence or an overall structure. Reporting are inconsistent.	School Health Program consists of a cohesive collection of activities.	School Health Plan program is well coordinated and implemented.	School Health Program is highly coherent, and serves to support not only the students individually and in groups, but the broader educational program.
1f: Develops a plan to evaluate the School Health Program.	No plan to evaluate the School Health Program, or resists suggestions that such an evaluation is important.	A rudimentary plan to evaluate the School Health Program is in place.	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.	Evaluation plan is highly sophisticated, with numerous sources of evidence, and a clear path towards improving the program on an ongoing basis.

Revised 08/1/16

CERTIFIED SCHOOL NURSE
DOMAIN 2: THE HEALTH SERVICES ENVIRONMENT

	Level of Performance			
COMPONENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
2a: Creates an environment of respect	Is disrespectful in communication with students, families and members of the school community.	Attempts to be respectful in all interactions with students, families and members of the school community.	Provides an atmosphere of professional, respectful confidential interactions with students, families and members of the school community.	Actively participates or plans for school-wide emphasis in fostering positive health practices.
2b: Establishes a culture for health and wellness	No attempt to establish a culture for health and wellness in the school as a whole.	Attempts to promote a culture throughout the school for health and wellness are partially successful.	Promotes a culture throughout the school for health and wellness.	Initiates and maintains a school wide culture of health and wellness.
2c: Manages procedures for the health office	Displays a lack of organization and efficiency in management of the health office.	Displays a basic organization and efficient style in managing the health office.	Consistently runs the health office in an organized manner.	Maintains a highly organized and efficiently run health office. Adapts health office procedures to the needs of the school.
2d: Manages student behavior	No standards of conduct appear to have been established in the health office.	Standards of conduct appear to have been established but are not implemented consistently.	Standards of conduct are clear to all students and are consistent with school wide expectations.	Develops and implements standards of conduct in the health office that align with school wide expectations.
2e: Organizes physical space	Limited awareness of safety implications of furniture or equipment placement in and around the health office and safety regarding medications and treatments.	Maintains an orderly, safe and confidential health office that reduces the potential for errors in medications administration and treatments.	Demonstrates the importance of providing an orderly, safe and confidential health office by emphasizing the plan to all persons who avail themselves to health services.	Expands the importance of providing orderly, safe and confidential areas in all school offices.

Revised 08/1/16

CERTIFIED SCHOOL NURSE
DOMAIN 3: DELIVERY OF SERVICE

	Level of Performance			
COMPONENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
3a: Collaborates with others to develop specialized educational programs and services for students with diverse medical needs	Nurse declines to collaborate with school staff/families.	Participates in team meetings by providing required components as outlined in district policies and/or procedures.	Actively seeks opportunities to collaborate with others to extend learning, health services, and advocacy for health. Thoroughly identifies and explains the educational implications of students' health conditions.	Demonstrates leadership in bringing people together to accomplish a health or learning goal at the school, district, state or national level.
3b Communication skills	Poor oral and written communication skills.	Communicates limited though accurate information to school staff and families in a timely manner.	Provides thorough accurate and timely information to students, parents, and staff. Seeks help for resolution of difficult situations.	Takes a leadership role in communication with others within and beyond the district. Proactively seeks resolution of difficult situations.
3c: Uses technology to enhance performance	Demonstrates unwillingness to learn or engage in job related technology.	Complies with departmental initiative that utilizes technology tools to accomplish work of the day e.g., case study documentation, communications tools, required reporting, and health plans.	Actively improves technology skills through practice, solicitation of assistance, and attendance at training courses.	Acts as a mentor for colleagues in the area of technology utilization for district initiatives.
3d: Administration of Medications and Treatments.	Medications and treatments are administered with no regard to state or district policies/procedures.	Medications and treatments are administered according to state and district policies/procedures.	Efficiently manages the administration of medications and treatments according to state and district polices/procedures with minimal disruption of the student's school day.	Efficiently manages the administration of medications and treatments according to state and district polices/procedures with minimal disruption of the student's school day. Educates parents and students regarding administration of medication and treatment.
3c: Managing health emergencies	Ineffective in emergency situation.	Manages emergency situations adequately. Follows district emergency plans.	Manages emergency situations in a calm and deliberate manner. Easily adapts emergency plans to current situation.	Demonstrates leadership during student health emergencies. Other staff members know their responsibilities in case of emergency situations.
3f: Flexibility and Responsiveness	Unresponsive to chronic or acute health needs presented by students or staff.	Accommodates student and staff requests or needs in a timely manner.	Demonstrates willingness to adapt plans to accommodate others and acts as a team member in planning health activities.	Uses a wide repertoire of strategies to advance student wellness.
3g: Management of school health programs	Ineffective in implementing mandated school health programs	Organizes and oversees requirements to meet mandated school health programs	Completes thorough follow-up activities to maximize effectiveness	Consistently obtains high referral completion rates

Revised 08/1/16

CERTIFIED SCHOOL NURSE
DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

	Level of Performance			
COMPONENT	**UNSATISFACTORY**	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
4a: Reflects on practice	Does not reflect on practice, or the reflections are inaccurate or self-serving.	Reflection on practice is limited, without citing specific examples, and with only global suggestions as to how it might be improved.	Reflection provides accurate and objective description of practice, citing specific positive and negative characteristics. Makes some specific suggestions to improve nursing practice.	Reflection is highly accurate and perceptive, citing specific examples. School nurse draws on an extensive repertoire to suggest alternative strategies.
4b: Demonstrates current competency	Demonstrates little awareness of the importance of evidence-based school health nursing practice.	Practice is evidence-based and includes awareness of current research	Acquires and maintains current knowledge through a variety of methods, i.e. classes, conferences, journal research, advanced certifications or degrees.	Actively participates in the planning and implementation of professional growth activities for colleagues and other professionals.
4c: Demonstrates professionalism	Demonstrates little awareness of ethical and legal behavior.	Acts in a manner consistent with high professional standards and the Illinois Nurse Practice Act.	Advocates for student and families within parameters of ethical and legal practice.	Challenges negative attitudes and actively seeks and models ethical consideration for students and colleagues.
4d: Provides formal and informal health education	Demonstrates limited awareness of instructional opportunities, materials or techniques.	Provides individual health instruction to students who come to the health office and responds to teacher requests for health information.	Actively seeks out opportunities for instruction in health issues for students, staff and families.	Actively seeks to enhance instructional skills and utilizes them effectively in a variety of settings.
4e. Professional Commitment	Certified School Nurse 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 nurse does not consistently participate in school open houses and parent-teacher conferences.			Certified School Nurse consistently arrives to work on time and does not have excessive absences. The nurse regularly participates in open house, parent-teacher conferences and arrives on time for staff, department, and committee meetings.

Revised 08/1/16

SCHOOL PSYCHOLOGIST
SELF – REFLECTION CONTINUUM
A PROFESSIONAL CONTINUING LEARNING SPECTRUM

Nontenured School Psychologist – 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 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.

Revised 08/1/16

SCHOOL PSYCHOLOGIST
DOMAIN 1: KNOWLEDGE OF PROFESSIONAL STANDARDS

	Level of Performance			
COMPONENT	**UNSATISFACTORY**	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
1a. Practices in full accordance with NASP Principles for Professional Ethics	Has limited knowledge/interest in NASP principles for professional ethics. Actions and decisions are counter to NASP principles.	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.	Is highly knowledgeable about NASP principles. Demonstrates them consistently in daily practice.	Is highly knowledgeable about NASP principles. Demonstrates them consistently in daily practice and educates others about appropriate ethics and principles.
1b. Provides school psychological services consistent with prevailing legal, ethical, and professional NASP guidelines for the Provision of School Psychological Services.	Has limited knowledge/interest in NASP guidelines for the provision of school psychological services. Actions and decisions are not in accordance with these guidelines	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.	Is highly knowledgeable about NASP guidelines for the provisions of school psychological services. Demonstrates them consistently in daily practice.	Is highly knowledgeable about NASP guidelines for the provisions of school psychological services. Demonstrates them in daily practice and educates others on these guidelines.
1c: Demonstrates sensitivity and incorporates information about the learning environment, student characteristics, 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.	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.	Consistently accesses 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.	Consistently accesses 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. Uses multiple sources to gather information about a student during the problem solving, referral, and assessment process and shares that information with the team during discussions. Actively seeks out information to ensure that all facets of the student's life have been considered.

Revised 08/1/16

SCHOOL PSYCHOLOGIST
DOMAIN 2: PROFESSIONAL ROLES AND RESPONSIBILITIES

	Level of Performance			
COMPONENT	**UNSATISFACTORY**	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
2a. Facilitates team discussions that result in an improved understanding of the history, duration, and intensity of student concerns	Is inattentive or passive with respect to participation in team meetings.	Listens attentively and shares know information about at student during team discussions.	Listens attentively and shares know information about a student during team discussions. Guides teams in intervention planning and focus on solutions during team meetings.	Provides leadership during team meetings with respect to intervention planning and focus on solutions, as well as ensuring that all voices are heard. Is able to provide feedback to the group with regard to a summary of what has been discussed and what an appropriate action plan might be.
2b: Develops assessment plans that reflect the referral question generated by the unique needs of the student	Uses the same assessment plan regardless of the referral questions and/or unique needs of the student.	Develops an assessment plan using standardized assessment tools that are chosen in light of specific referral questions and considers the unique needs of the student.	Develops an assessment plan using a variety of standardized assessment tools as well as informal assessment practices that are chosen in light of the specific referral questions and considers the unique needs of the student.	Develops an assessment plan using a variety of standardized assessment tools as well as informal assessment practices that are chosen in light of specific referral questions and considers the unique needs of the student. Is proactive in seeking out additional assessment tools that will be useful in answering referral questions. Goes beyond the initial referral questions if initial assessment results reveal additional areas that need exploring.

Revised 08/1/16

SCHOOL PSYCHOLOGIST
DOMAIN 2: PROFESSIONAL ROLES AND RESPONSIBILITIES

	Level of Performance			
COMPONENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
2c: Uses the assessment and process and results to make quality recommendations for interventions	Makes recommendations for interventions that are not related to the area of concern and/or are not supported by the assessment.	Uses assessment information to develop recommendations that consider only the student, teacher, or the environment. Does not consider all the contributing factors when creating interventions.	Consistently uses all the assessment information to develop research-based recommendations that consider the interactions between student, teacher, and environment. Consistently considers the feasibility of implement the intervention in the classroom setting.	Consistently uses all the assessment information to develop research-based recommendations that consider the interactions between student, teacher, and environment. Consistently considers the feasibility of implementing the intervention in the classroom setting. Is knowledgeable about appropriate research-based interventions for varied groups and seeks out new information regarding interventions. Shares this information with teams and makes appropriate recommendations.
2d: Takes an active role in universal screening and/or assessment relevant to the current needs of the building	Has limited knowledge of universal screening assessment and procedures. Lacks understanding of the purpose and potential benefits. Is unfamiliar with district guidelines regarding universal screening and/or inconsistently applies them.	Displays some knowledge of universal screening measures and procedures. Follows district guidelines regarding universal screening procedures. Consults with staff regarding ways to monitor progress across the domains for individuals and groups. Demonstrates some knowledge of how progress monitoring data help make decisions regarding curriculum, instruction, and interventions.	Demonstrates knowledge of universal screening procedures within the academic and social/behavioral domains. Is familiar with available screening measures and understands their utility. Facilitates the use of these measures to help identify students at risk, trends, and monitor progress. Consults with staff regarding appropriate ways to monitor progress across the domains for individuals and groups. Facilitates the use of progress monitoring data to help make decisions regarding curriculum, instruction and interventions.	Demonstrates knowledge of universal screening procedures across the academic and social/behavioral domains. Is familiar with available screening measures and understands their utility. Continues to analyze current practices and seek out changes when needed. Facilitates the use of these measures to help identify students at risk, trends, and monitor progress. Takes a leadership role in the building to make sure the data is collected in a standardized manner and interpreted appropriately. Facilitates the use of group and individual progress monitoring data to help make decisions regarding curriculum, instruction, and interventions. Continually reflects on group data for the purpose of monitoring trends and identifying strengths and weaknesses.

Revised 08/1/16

SCHOOL PSYCHOLOGIST
DOMAIN 3: COMMUNICATION

	Level of Performance			
COMPONENT	**UNSATISFACTORY**	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
3a: Communicates thoughts and ideas in a meaningful and articulate manner to team members	Rarely communicates in manner understood by parents and colleagues.	At times communicates in a manner understood by parents and colleagues.	Consistently communicates in a manner understood by parents and colleagues.	School psychologist communicates promptly with parents and colleagues through multiple formats (i.e. conversation, phone, email, technology formats), explaining, clarifying, and following up on questions as needed in a timely manner.
3b: 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 difficult to interpret due to a high degree of unexplained jargon, failure to link intervention to assessment and instruction, and lack of explanation. These reports are not well organized or edited.	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 easily understood by a wide audience 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 easily understood by a wide audience. These reports accurately address referral questions in a succinct manner, utilizing visual graph or table presentations when applicable. This includes reports that are well edited, well organized, comprehensive, and presented in the format prescribe by the school district.
3c: Demonstrates effective listening skills across settings	Rarely demonstrates listening skills in some settings as indicated by psychologist's responses (verbal and nonverbal). Unsatisfactory listening includes interrupting or speaking over others, and failing to pay attention to details of information discussed in meetings or conversations.	Demonstrates listening skills in some settings as indicated by psychologist's responses (verbal and nonverbal). Generally demonstrates communication skills that reflect attention to what has been discussed, but not on a consistent basis.	Consistently demonstrates a high degree of listening skills with adults (including parents and staff members) and children across settings as indicated by psychologist's response (verbal and nonverbal).	Consistently demonstrates a high degree of listening skills with adults (including parents and staff members) and children across settings as indicated by psychologist's response (verbal and nonverbal). Able to accurately reflect or summarize what has been said as needed to validate perspectives and feelings of staff, parents, and students.

Revised 08/1/16

SCHOOL PSYCHOLOGIST
DOMAIN 4: CONSULTATION AND COLLABORATION

Level of Performance				
COMPONENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
4a: Consults with classroom teachers in order to effectively relate findings and recommendations relative to the needs of the child and the teacher	Does not share information about the needs of the student or share recommendations relative to the needs of the student.	Shares general information about student needs and provides general recommendations related to the needs of the student.	Consults with teachers to share specific information regarding the needs of students and provides recommendations directly related to the needs of the students.	Provides ongoing support to teachers as the needs of students evolve and change, including specific information about student strengths and weaknesses and recommendations tailored to current needs.
4b: Consults with classroom teachers regarding classroom management procedures/techniques and behavioral interventions.	Does not consult with teachers regarding behavior.	Provides suggestions to teachers and assists in the creation of general behavior management plans.	Consults with teachers to create behavior management plans based upon ongoing data collection and/or functional analysis of behavior. Regularly checks on progress and provides frequent feedback to teacher.	Regularly consults with all individuals involved to create and continually modify behavior management plans based on upon ongoing data collection. Progress is frequently checked. Committed to seeking out and researching different types of behavioral strategies and techniques tailored to needs of different populations of students.
4c: Collaborates and communicates with parents and caregivers.	Does not respond in a timely manner to parent contacts and/or does not seek out supports for families.	Is available to provide assistance and resources for parents upon request.	Is proactive in building relationships with parents. Is willing to seek out resources to help with target areas.	Progress is frequently checked. Committed to seeking out and researching different types of behavioral strategies and techniques tailored to needs of different populations of students.
4d: Facilitates the collection/analysis of data and implementation of interventions.	Creates plans without considering teacher and/or environmental constraints.	Helps create interventions plans and data collection methods. Checks on plan success periodically.	Creates and shares "teacher-friendly" methods of collecting data. Assists with design of intervention plans and helps ensure that interventions are followed with integrity. Regularly follows through and checks on intervention success.	Creates and shares "teacher-friendly" methods of collecting data. Assists with design of intervention plans and helps ensure that interventions are followed with integrity. Regularly follows through and checks on intervention success. Modifies intervention and data collection plans as needed. Actively seeks out new ideas and research related to intervention plan and data collection. Practices and incorporates this information into practice.

Revised 08/1/16

SCHOOL PSYCHOLOGIST
DOMAIN 5: PROFESSIONAL CONDUCT

COMPONENT	Level of Performance			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
5a: Maintains useful and accurate records in a confidential manner	Does not follow district procedures and guidelines in regards to confidentiality and student records.	Inconsistently follows district procedures and guidelines in regards to confidentiality and student records.	Consistently follows district procedures and guidelines in regards to confidentiality and student records.	Consistently follows district procedures and guidelines in regards to confidentiality and student records. Advocates and teaches these procedures and guidelines.
5b: Thinks objectively about situations using multiple perspectives to arrive at logical conclusions	Only considers one viewpoint in making decisions. Arrives at illogical conclusions.	Only uses limited number perspectives to arrive at conclusions.	Thinks objectively about situations using multiple perspectives to arrive at logical conclusions.	Thinks objectively about situations using multiple perspectives to arrive at logical conclusions. Validates the perspectives of other team members.
5c: Acts on own initiative and works independently	Requires prompting to do work. Frequently leaves tasks undone. Is unprepared in meetings. Has trouble accessing priorities.	Is mostly organized. Typically completes work within the allotted time and is typically prepared for meetings.	Is organized in daily work, completes work within time allotted, able to effectively prioritize, & is prepared for meetings. Uses appropriate technology to complete tasks and prepare for meetings.	Consistently & independently is organized in daily work, completes work within time allotted, able to effectively prioritize, & prepared for meetings. Independently uses appropriate technology to complete tasks and prepare for meetings.
5d: Makes decisions consistent with legal ethical, and professional standards	Is unaware of legal, ethical, and professional standards. Makes decisions without regard to standards.	Is somewhat aware of legal, ethical, and professional standards. Makes decisions with limited regard to standards.	Is aware of and works within the boundaries of legal, ethical, and professional standards.	Is aware of and works within the boundaries of legal, ethical, and professional standards within the school community.
5e: Exhibits willingness to act on professional convictions in controversial areas.	Does not actively take a role in decision-making in controversial areas. Does not follow through on professional convictions when faced with confrontation.	States opinions, but not consistently in a leadership role.	Takes a leadership role in team/department decision-making based on professional standard and /or convictions even in controversial areas. Can articulate these viewpoints and relate them to research-based findings.	Takes a leadership role in team/department decision-making based on professional standard and /or convictions even in controversial areas. Can articulate these viewpoints and relate them to research-based findings. Helps build consensus among team members and works to maintain professional relationships despite occasional conflicts.
5f. Professional Commitment	Frequently does not arrive to work on time and/or has excessive absences. Is often late for staff, department, and committee meetings. Does not consistently participate in school open houses and parent-teacher conferences.			Consistently arrives to work on time and does not have excessive absences. Regularly participates in open house, parent-teacher conferences and arrives on time for staff, department, and committee meetings.

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

Nontenured School Social Worker – 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 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 AND COLLABORATIVE RELATIONSHIPS

	Level of Performance			
COMPONENT	**UNSATISFACTORY**	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
1a: Initiates, develops and implements consultative relationships with teachers, parents and administrators.	Is ineffective in initiating and maintaining consultative relationships with teachers, parents and administrators.	Demonstrates an ability to initiate and maintain consultative relationships with teachers, parents and administrators.	Consistently initiates, develops and implements consultative relationships with teachers, parents and administrators.	Initiates and maintains reciprocal contact with teachers, parents and administrators to develop and implement an agreed upon plan that promotes the child's social/emotional well being.
1b: Collaborates with staff, parents, administrators and community personnel to address student building-wide needs.	Is unaware of the needs of the school community and is ineffective in addressing those needs. .	Displays an awareness and/or knowledge of the needs of the school community and demonstrates basic involvement in existing programs.	Consistently collaborates with staff, parents, administrators and community personnel to address student and building wide needs.	Is knowledgeable about the needs of the school community and is instrumental in addressing those needs through effective program planning.
1c: Demonstrates a genuine concern for people and develops patterns of trust, open communication and a high degree of empathy in all personal interactions.	Is unable to maintain effective communication and is unable to facilitate empathic and approachable relationships with others.	Demonstrates and ability to create an approachable atmosphere with students, staff and parents. Displays basic ability to initiate and maintain effective communication and empathic relationships.	Consistently demonstrates a genuine concern for people. Develops patterns of trust and open communication and empathy in all personal interactions.	Is viewed as an approachable professional by students, staff and parents. Initiates and maintains reciprocal and empathic communication, demonstrates sensitivity in difficult situations.
1d: Uses written and oral communication with staff, parents and students.	Is unable to communicate effectively, in writing or orally, with staff, parents and students.	Demonstrates an ability to display timely, clear, and effective communication either in writing or orally, with staff, parents and students.	Uses effective written and oral communication with staff, parents and students.	Demonstrates exceptional ability to display consistent, timely, clear and effective communication both in writing and orally with staff, parents and students.
1e: Seeks out resources and educates staff on various mental health issues as needed.	Does not obtain or utilize resources to help educate staff on various mental health issues.	Demonstrates an ability to obtain and utilize resources to educate staff on various mental health issues.	Consistently seeks out resources and educates staff on various mental health, environmental and social issues as needed.	Demonstrates expertise in the ability to obtain resources and educate staff on various mental health issues through formal presentations or collaborative discussions.
1f: Collaborates with administration to provide school based programs that promote student well being.	Is ineffective in collaboration with school administration.	Demonstrates an ability to collaborate with administration regarding overall school needs.	Consistently collaborates with administration regarding overall school needs.	Proactively collaborates with administration regarding overall school needs.

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SCHOOL SOCIAL WORKER
DOMAIN 2: THE LEARNING ENVIRONMENT

	Level of Performance			
COMPONENT	**UNSATISFACTORY**	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
2a: Provides individual and/or group counseling that enhance student success in all areas of the school environment.	Does not provide individual or group counseling to the students.	Provides individual or group counseling to students.	Provides effective individual or group counseling to students.	Provides individual and group counseling with a high level of proficiency that enable students to be successful in the school environment.
2b: Provides appropriate and timely crisis intervention to the school community.	Does not provide crisis intervention to the school community.	Provides crisis intervention to the school community.	Consistently provides appropriate and timely crisis intervention to the school community.	Proactively assumes a leadership role in providing appropriate and timely crisis intervention to the school community.
2c: Develops and implements appropriate prevention and intervention plans that enable students to be successful in the school environment.	Does not develop or implement prevention or 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.	Consistently develops and implements evidence based prevention and intervention plans as appropriate that enables students to be successful in the school environment.	Proactively develops and implements evidence base prevention and intervention plans as appropriate with a high level of proficiency that enable students to be successful in the school environment.
2d: Participates in the aspects of the identification process and provides services as appropriate.	Lacks participation in the aspects of the identification and assessment process.	Participates in 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.	Proactively utilizes the assessment and identification process to continually enhance intervention outcomes.
2e: Uses a variety of formal and informal tools/techniques including observation, interview and standardized instruments to evaluate the understanding, progress and performance of students in the environment.	Does not utilize tools and techniques that are used to evaluate the understanding, progress and performance of students in the environment.	Has limited knowledge of tools and techniques including: observation, interview, and 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, surveys and 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, surveys, and standardized instruments to evaluate the understanding, progress and performance of students in the environment.

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SCHOOL SOCIAL WORKER
DOMAIN 2: THE LEARNING ENVIRONMENT

	Level of Performance			
COMPONENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
2f. Understands and integrates the Biopsychosocial model and its effects on appropriate intervention planning.	Does not incorporate the Biopsychosocial model for appropriate intervention planning.	Has a limited and basic understanding of the Biopsychosocial model with its focus on students functioning within the educational environment.	Understands the Biopsychosocial model with its focus on student's functioning within the educational environment.	Utilizes clinical experiences and current research to integrate the Biopsychosocial model for appropriate intervention planning.
2g: Provides referrals to community and demonstrates knowledge of school resources.	Does not provide referrals to community and lacks knowledge of school resources.	Provides limited referrals to community and limited knowledge of school resources.	Consistently 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.

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SCHOOL SOCIAL WORKER
DOMAIN 3: PROFESSIONAL GROWTH AND CONDUCT

	Level of Performance			
COMPONENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
3a: Seeks continuing education, research, professional literature, consultation, observations and experiences to enhance professional growth and to guide evaluation of professional practice.	Rarely receives training or seeks out other professional growth opportunities.	Occasionally takes steps to receive training in order to enhance professional growth when directed by administrators.	Routinely 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.
3b: Maintains an awareness of personal attitudes, perspectives, strengths and needs as they relate to professional practice.	Struggles to identify areas of strength and areas for growth even with assistance and prompting from mentor or building administrator.	Inconsistently demonstrates awareness of strengths and areas for growth.	Routinely maintains an awareness of personal attitudes, perspectives, strengths and needs as they relate to professional practice.	Actively and consistently seeks out feedback/support from mentors, supervisors, and peers, and takes steps to address issues.
3c: Models and promotes ethical practices for confidential communication.	Rarely demonstrates an understanding of ethical practices and the concept of confidential communication.	Inconsistently demonstrates an understanding of ethical practices and the concept of confidential communication.	Regularly models and promotes ethical practices for confidential communication.	Consistently upholds the highest standards of ethical practices, including the sanctity of confidentiality, and consistently addresses staff members who share confidential information inappropriately.
3d: Follows the professional code of conduct and ethical practice guidelines stated in NASW standards for school social work practice.	Rarely demonstrates an understanding of the NASW Code of Ethics.	Inconsistently demonstrates an understanding of the NASW Code of Ethics and its importance.	Routinely follows the professional code of conduct and ethical practice guidelines stated in NASW standards for school social work practice.	Consistently demonstrates the highest standard of honesty, integrity, and confidentiality in all settings and takes on a leadership role with colleagues.
3e: Demonstrates leadership skills in a variety of situations (staff, parents, crisis intervention, etc.)	Infrequently participates in leadership roles at any level.	Occasionally participates in pre-designated or assigned leadership roles in multi-disciplinary and interdisciplinary teams within the school setting.	Routinely demonstrates leadership skills in a variety of situations (staff, parents, crisis intervention, etc.)	Consistently takes leadership to advance knowledge and practice in his/her field, and to improve student learning within and outside the school setting.

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SCHOOL SOCIAL WORKER
DOMAIN 3: PROFESSIONAL GROWTH AND CONDUCT

Level of Performance				
COMPONENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
3f: Maintains accurate data and records that are relevant to planning implementation and evaluation of school social work services commitment.	Rarely maintains data and records that are relevant to planning, implementation, and evaluation of school social work services.	Inconsistently maintains data and records that are relevant to planning, implementation, and evaluation of school social work services.	Routinely maintains data and records that are relevant to planning, implementation, and evaluation of school social work services.	Consistently maintains accurate data and records that are relevant to planning, implementation and evaluation of school social work services.
3g: Professional Commitment	Social Worker frequently does not arrive at work on time and/or has excessive absences. Is often late for staff, department, and committee meetings. Does not consistently participate in school open houses or parent-teacher conferences.			Social Worker consistently arrives to work on time and does not have excessive absences. Regularly participates in open houses, parent-teacher conferences and arrives on time for all staff, department, and committee meetings.

SCHOOL SOCIAL WORKER
DOMAIN 4: KNOWLEDGE BASE/APPLICATION OF SOCIAL WORK

Level of Performance				
COMPONENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
4a: Demonstrates an understanding of methods of practice including: counseling, crisis intervention, case work and individual, group and family therapies.	Unable to articulate a basic understanding of effective methods of practice.	Has a solid awareness of effective practice methods and is able to apply them on a fairly consistent basis.	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.
4b: Understands and develops skills in advocacy, case management, consultation, classroom groups and community organization.	Lacks awareness of a broad range of social work services.	Inconsistently responds to student, school and community needs, utilizing a broad range of social work services.	Understands and regularly develops skills in advocacy, case management, consultations, classroom groups and community organizations.	Proactively initiates advocacy, case management, consultation, classroom groups and community organization interventions to enhance the learning environment.

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SCHOOL SOCIAL WORKER
DOMAIN 4: KNOWLEDGE BASE/APPLICATION OF SOCIAL WORK

	Level of Performance			
COMPONENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
4c: Understands theories of normal and exceptional developmental across all stages of child and adolescent development.	Struggles to articulate the knowledge of child and adolescent development and inconsistently applies knowledge to intervention.	Inconsistently demonstrates an understanding of normal and exceptional child and adolescent development when intervening with students.	Consistently 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.
4d: Understands the effects of emotional well being on students' ability to participate in learning.	Does not understand the impact of emotional well being on educational performance.	Can articulate but does not consistently demonstrate understanding of the impact of emotional well being on educational performance in practice.	Frequently 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.
4e: Demonstrates an ability to assess situations and determine priorities.	Unable to assess situations and determine priorities.	Has difficulty assessing situations and determining priorities and requires guidance to manage aspects of social work practice.	Routinely demonstrates an ability to assess situations and determine priorities.	Consistently demonstrates ability to prioritize and follow through on expected duties and proactively makes time for extra projects.
4f: Demonstrates an ability to think clearly and arrive at logical conclusions.	Frequently makes inappropriate and inaccurate choices and decisions.	In simple and straightforward situations, makes sound judgments and appropriate choices.	Frequently demonstrates an ability to think clearly and arrive at logical conclusions related to social work practice.	Consistently displays leadership ability when working as a team to assess situations and generate logical solutions.
4g: Demonstrates the ability to act on own initiative.	Cannot take initiative.	Routinely needs direction to carry out some job expectations.	Consistently demonstrates the ability to act on own initiative.	Proactively takes every opportunity to act on own initiative when appropriate.
4h: Demonstrates knowledge of the Child Abuse and Neglect Act and cooperates in any DCFS investigation as mandated by law.	Has inadequate knowledge of the Child Abuse and Neglect Act.	Requires supervisory input regarding DCFS related cases.	Consistently 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.

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SCHOOL SOCIAL WORKER
DOMAIN 5: ADVOCACY AND FACILITATION

	Level of Performance			
COMPONENT	**UNSATISFACTORY**	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
5a: Displays solid knowledge of learning styles associated with an individual's overall performance.	Displays little understanding of importance of learning styles on performance.	Displays basic knowledge of learning styles but does not communicate how it impacts overall performance.	Displays solid knowledge of learning styles associated with an individual's overall performance.	Displays extensive knowledge of various learning styles associated with an individual's overall performance.
5b: Comprehends and communicates a general knowledge and awareness of diversity and its impact in the educational setting.	Displays little understanding of the importance of cultural diversity and how it impacts children in their educational setting.	Comprehends but does not communicate how diversity impacts children in their educational setting.	Comprehends and communicates a general knowledge and awareness of diversity and its impact in the educational setting.	Comprehends, communicates, and applies extensive knowledge and awareness of diversity and its impact in the educational setting.
5c: Has an understanding of culture, ethnicity, issues of socioeconomic background and other such differences, and is able to apply this knowledge when implementing interventions, assessing and evaluating student progress.	Displays no awareness of cultural, ethnic, or socioeconomic background, or other such differences, and their impact on implementing interventions, evaluating and assessing student progress.	Inconsistently displays an awareness of or sensitivity to 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.	Consistently displays an awareness of and sensitivity to 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.	Displays strong awareness and understanding of diversity and is able to apply this knowledge when implementing interventions, assessing and evaluating student progress. Displays leadership through educating the school community on such issues.
5d: Possesses a knowledge base of disabilities and legislations which affects school practice, and promotes a positive learning environment for all students.	Displays little awareness of disabilities and does not promote a positive learning environment for students.	Possesses a cursory knowledge and some understanding of disabilities and promotes a positive learning environment for all students. Consistently displays awareness of disabilities and promotes a positive learning environment for all students.	Possesses a solid knowledge base of disabilities and promotes a positive learning environment for all students. Consistently displays awareness of disabilities and promotes a positive learning environment for all students.	Is exceptionally knowledgeable about disabilities and is able to promote a positive learning environment for all students. Displays leadership through educating the school community on such issues.
5e: Has knowledge of community resources and the process of linking families to those resources.	Lacks an awareness of available community resources.	Aware of local government agencies, which provide support to families.	Consistently introduces families to a range of community resources.	Creates collaborative relationships with and educates other about these programs. Creates collaborative relationships with local agencies that provide resources to families, and educates others (colleagues) about their programs.

Revised 08/1/16

SPEECH LANGUAGE PATHOLOGIST
SELF – REFLECTION CONTINUUM
A CONTINUING PROFESSIONAL LEARNING SPECTRUM

Nontenured Speech Language Pathologist – 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 Social Worker will retain this document.

Tenured Speech Language Pathologist - 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 Speech Language Pathologist will retain this document.

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SPEECH LANGUAGE PATHOLOGIST
DOMAIN 1: PLANNING AND PREPARATION FOR STUDENT LEARNING

Data-Based Decision Making and Accountability: The speech language pathologist has knowledge of varied models and methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, the speech language pathologist demonstrates skills to use speech, language, and educational assessment and data collection strategies and technology resources, applying results to design, implement, and evaluate treatment plans, intervention strategies, and response to services and programs that support communication and student learning.

Consultation and Collaboration: The speech language pathologist has knowledge of varied models and strategies of consultation, collaboration, and communication applicable to individuals, families, groups, and systems as well as methods to promote effective implementation of services. As part of a systematic and comprehensive process of effective decision-making and problem solving that permeates all aspects of service delivery, the speech language pathologist demonstrates skills to consult, collaborate, and communicate effectively with others.

Designing Knowledge Work: The speech language pathologist knows about communication theories, communication development, disorders and disabilities; therapeutic techniques; social perceptual, cognitive processing, conceptual, and linguistic influences on communication development and their impact on student achievement; how communication skills are linked to broader educational goals, including curricular outcomes, and understands how to apply them to facilitate student learning. The speech language pathologist demonstrates knowledge of professional practice: clinical knowledge, prerequisite skills among topics and concepts, developmental processes and characteristics, varied approaches to learning, interests, and cultural heritage of students. In designing knowledge work, the speech language pathologist demonstrates knowledge of available resources for both clinical practice and students.

Organization and Management: The speech language pathologist creates a system of program organization and management that results in appropriate workload and caseload, documentation, time, and resource management. The speech language pathologist schedules and balances workload and caseload, schedules student services to maximize the use of time and resources, manages caseload size, keeps appropriate and required documentation demonstrates efficiency in job responsibilities, and accesses and manages resources within the school and district.

Revised 08/1/16

SPEECH LANGUAGE PATHOLOGIST
DOMAIN 1: PLANNING AND PREPARATION FOR STUDENT LEARNING

Level of Performance				
ELEMENT	**UNSATISFACTORY**	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
1a: Demonstrates Knowledge of Communication Theories and Therapeutic Techniques	Displays little understanding of professional content concepts and pre-requisite speech/language skills. Displays minimal knowledge of typical and atypical development. Makes little or no attempt to acquire knowledge needed.	Displays basic clinical knowledge of professional content concepts and pre-requisite speech/language skills. Displays generally accurate knowledge of typical and atypical development.	Displays solid clinical knowledge of professional content concepts and pre-requisite speech/language skills. Displays accurate knowledge of typical and atypical development.	Displays extensive clinical knowledge of professional content concepts and pre-requisite speech/language skills. Displays accurate knowledge of typical and atypical development.
1b: Collects and Uses Assessment Data from Multiple Sources	Collects limited and random data for decision-making and uses incomplete assessment data to try to understand students' speech and/or language delays or impairments. Selects and implements evidence-based speech-language therapy to a limited degree.	Collects data from several sources as part of decision-making and uses some assessment data to adequately understand students' speech and/or language delays or impairments. Selects and implements evidence-based speech/language therapy services inconsistently.	Carefully collects data from a variety of sources as a basis for decision-making and uses various assessment data to appropriately understand speech and/or language delays or impairments. Selects and implements evidence-based speech/language therapy services.	Methodically collects data from multiple sources as a foundation for decision-making and uses a wide range of assessment data to comprehensively understand student(s) speech and/or language delays or impairments. Selects and implements highly effective evidence-based speech/language therapy services.
	Demonstrates little or no knowledge of assessment tools and techniques. Minimal skill in using assessments to determine students' eligibility for special education and/or other educational services or interventions.	Demonstrates basic knowledge and awareness of assessment tools and techniques to determine students' eligibility for special education and/or other educational services or interventions.	Appropriately uses a variety of valid, reliable and ongoing assessment tools and methodologies to gather data. Data is used to identify students' eligibility for special education and/or other educational services or interventions.	Demonstrates an extensive knowledge of assessment methods that are comprehensive, including formal and informal testing to determine students' eligibility for special education and other educational services or interventions, as well as to define student strengths and needs.
	Demonstrates difficulty or fails to apply school district's criteria for eligibility.	Applies school district's eligibility criteria with support from administrators.	Applies school district's eligibility criteria consistently and accurately for most students, seeks assistance as needed.	Independently applies school district's eligibility criteria for the majority of students.

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1c: Develops, Implements, and Assesses Treatment Plans	Does not use data or developmental hierarchy to identify and determine goals. Goals are not related to student's strengths and needs. Activities do not address IEP objectives.	Inconsistently uses data or developmental hierarchy to identify and determine goals. Goals are partially related to student's strengths and needs. Activities inconsistently address IEP objectives.	Identifies and determines goals and objectives based on quantitative evaluation data, developmental hierarchy, and student strengths/needs. Selects activities to address IEP objectives.	Consistently identifies and determines goals and objectives based on qualitative and quantitative evaluation data, developmental hierarchy, and student strengths/needs. Selects research/evidenced-based activities to address IEP objectives.
	Does not use data to set mastery criteria for goals and objectives, to address current functioning, and to summarize progress. Service delivery model(s) does not meet student(s) needs. IEPs are not completed within required timelines.	Inconsistently uses data to set mastery criteria for goals and objectives, to address current functioning, and to summarize progress. Service delivery model(s) meet some student(s) needs. Completes IEPs within required timelines with support.	Generally uses data to set mastery criteria for goals and objectives, to address current functioning, and to summarize progress. Chooses service delivery model(s) that meets the majority of student(s) needs. Completes IEPs within required timelines.	Independently and consistently uses data to set mastery criteria for goals and objectives, to address current functioning, and to summarize progress. Chooses service delivery model(s) that meets student(s) needs. Completes IEPs within required timelines.
1d: Demonstrates Knowledge of School, District, and Community Resources	Is unaware of and/or does not use technologies and other resources for teaching through the school district, or organization. Shows little initiative to know or access resources available to assist student learning.	Displays limited awareness knowledge, and use of technologies and other resources available for teaching through the school, district, or organization.	Fully aware of and uses technologies and other resources available for teaching through the school, district, or organizations. Knows how to gain access for students.	Seeks out and uses technologies and other resources for teaching. In addition to being aware of school and district resources, actively seeks other materials to enhance instruction; e.g., from professional organizations or resources available through the community.
1e: Communicates Effectively and Facilitates Collaboration	Demonstrates inconsistent understanding of the role and responsibilities of the SLP, as a member of an interdisciplinary team. Limited in communicating information to targeted audiences.	Fulfills the role and responsibilities of the SLP as a member of an interdisciplinary team. Adequately shares information to targeted audiences in most contexts.	Knowledgeable of the role and responsibilities of SLP and is a contributing member of interdisciplinary team. Effectively communicates information to targeted audiences in various contexts.	Highly participatory and effective member of interdisciplinary teams. Presents and disseminates information clearly and accurately to targeted audiences in a wide variety of contexts.
	Referral procedures are unclear and poorly communicated by SLP.	Referral procedures are not consistently communicated by SLP.	Referral procedures are consistently communicated by SLP.	Referral procedures are consistently communicated by SLP and teachers have been educated about referral procedures by SLP.

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	Demonstrates negligible skills in consulting and collaborating with others. Avoids or may have negative relationships with colleagues and administrators. Does not become involved with collaborative partnerships unless specifically asked.	Adequately consults and collaborates at some levels. Maintains cordial relationships with others to fulfill required and assigned duties. Participates in school, department, and/or district events/projects when specifically asked.	Establishes and maintains mutual, cooperative relationships to support consultation and collaboration efforts at most levels. Participates in school, department and/or district events/projects, making a substantial contribution.	Demonstrates highly proficient skills in communicating, collaborating, and consulting at all levels. Works effectively with others, making substantial contributions by participating in partnerships that extend beyond the school to the community.
1f: Schedules Workload and Caseload Appropriately	Little evidence of developing a schedule with input from staff that takes into account student needs, workload responsibilities and school/classroom schedules.	Evidence of developing a schedule with input from staff. Time management skills are moderately well developed.	Applies scheduling strategies, working with others to determine schedules within the framework of the education setting.	Highly effective in collaborating, seeking information and input to devise and maintain efficient and effective scheduling practices with regard to student needs, school schedule, and departmental expectations; teachers and students understand their schedules.
	Exercises inconsistent and poor judgment in setting schedules, priorities, and job responsibilities resulting in confusion, missed deadlines, and conflicting schedules.	Exercises good judgment in setting priorities with support from administrator with essential responsibility and activities carried out, but not always in the most efficient and effective manner.	Exercises good judgment in setting priorities, resulting in clear schedules and required work being accomplished in an efficient manner.	Exercises excellent judgment in setting priorities, resulting in clear schedules and required work being accomplished in an efficient manner. Serves as a model or resource for others.
	Workload and caseload management is inconsistent.	Managing and balancing workload and caseload is becoming increasingly evident with administrator support.	Balances caseload and workload to benefit available time and resources.	Continually evaluates and adjusts caseload and workload.
1g: Employs Appropriate and Required Documentation	Appropriate and required documentation is inconsistent or not evident. Does not meet district expectations for record keeping.	Evidence of appropriate and required documentation is emerging and increasingly evident. Record keeping is inconsistent by developing.	Demonstrates skillful documentation across required areas: clearly, objectively, succinctly with sensitivity to readers. Meets district's expectations for record keeping in a regular and systematic manner.	Consistently demonstrates exemplary documentation across all required areas: clearly, objectively, succinctly with sensitivity to readers. Meets district's expectations for record keeping in a regular and systematic manner.
	Demonstrates limited knowledge of an compliance with district, state, and federal regulations/guidelines.	Demonstrates basic knowledge of and compliance with district, state, and federal regulations/guidelines.	Demonstrates thorough knowledge of and compliance with district, state, and federal regulations/guidelines.	Demonstrates extensive knowledge of and compliance with district, state, and federal regulations/guidelines. Able to clarify regulations and guidelines as needed and disseminates information as appropriate.

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	Does not document activities and correspondence relating to students on caseload.	Inconsistently documents activities and correspondence relating to students on caseload	Documents activities and correspondence relating to students on caseload.	Thoroughly documents activities and correspondence relating to students on caseload.

SPEECH LANGUAGE PATHOLOGIST
DOMAIN 2: CREATING A THERAPEUTIC ENVIRONMENT FOR LEARNING

Creating a Safe and Orderly Environment for Knowledge Work: The speech language pathologist creates an inclusive, productive, collaborative, inviting, caring, and therapeutic learning environment in which each student is respected and valued. The therapeutic environment fosters a sense of personal responsibility to ensure each student maximizes learning and the development of their communication skills. The speech language pathologist establishes effective expectations, procedures, and routines; maintains a safe and orderly therapy environment and a culture for learning; structures therapy sessions, monitors and manages student behavior and transitions to maximize instructional time.

Level of Performance				
ELEMENT	**UNSATISFACTORY**	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
2a: Establishes and Maintains Positive Student Interactions	Interactions with students are negative, demeaning, and/or inappropriate. Tolerates inappropriate and/or disrespectful interactions among individuals.	Interactions with students are generally appropriate. May encourage respectful interactions, but occasionally tolerates inappropriate and/or disrespectful interactions among individuals.	Interactions with students are respectful. Interactions are inclusive and appropriate. Encourages respectful interactions and appropriately addresses any disrespectful interactions among individuals.	Interactions with students characterized by positive, caring rapport and mutual respect. Interactions are inclusive and appropriate. Routinely encourages and models respectful interactions among individuals and appropriately addresses any disrespectful interactions.
	Does not recognize the need or fails to adapt strategies and/or materials to meet individual student needs.	Recognizes when strategies and/or materials need to be adapted, but needs guidance to do so.	Adapts strategies and/or materials to meet individual student needs as necessary.	Collaboratively adapts strategies and/or materials to meet individual student needs as necessary.
2b: Implements Accessibility to Learning Resources	Makes poor use of the physical space, resources, and therapy environment, resulting in unsafe or inaccessible conditions for some students or a serious mismatch between the physical resource and the learning activities.	Uses physical space and resources adequately; essential therapy environment is safe and learning activities are accessible to all students; partially supports learning activities.	Uses physical space and resources skillfully; therapy environment is safe and learning activities are accessible to all students; physical resources are deliberately chosen to support learning activities.	Uses physical space and resources optimally; therapy environment is safe; physical resources are deliberately organized to support learning activities; student(s) take ownership in ensuring the physical environment supports learning.

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2c:	**Establishes and Maintains Effective Procedures and Routines**	Uses nonexistent or ineffective procedures and routines for managing student/student groups, supplies, and equipment that result in a loss of much instructional time.	Establishes and uses procedures and/or routines for managing student(s), supplies, and/or equipment that function unevenly and/or inconsistently, resulting in a loss of some instructional time.	Establishes and uses effective procedures and routines for managing student(s), supplies, and/or equipment that result in minimal loss of instructional time.	Establishes and uses highly effective procedures and routines that incorporate student responsibility for managing student(s) supplies, and/or equipment that function smoothly and result in minimal loss of instructional time.
		Maintains a therapy environment where hazards exist.	Maintains a safe/orderly therapy environment.	Establishes and maintains a safe, orderly, and caring therapy environment.	Creates and maintains a safe, orderly, and caring therapy environment.
2d:	**Manages and Monitors Student Behavior**	Does not consistently monitor and/or manage student behavior and/or SLP is unaware of student behaviors, which result in considerable loss of individual, group, and/or whole class instruction time.	Monitors and manages student behavior in a manner that results in a loss of individual, group, and/or whole class instruction time.	Monitors and manages student behavior at all times, which promotes individual, group, and/or whole class instruction time.	Monitors and manages behavior in a manner that anticipates and minimizes student misbehavior, and that allows for students to monitor his/her own and/or peer(s) behavior, maximizing individual, group, and/or whole class instruction time.
		Does not respond to student misbehavior or response to student misbehavior is inconsistent and/or has minimal results.	Does not respond or does not respond appropriately to some misbehavior.	Response to misbehavior is appropriate and consistent.	Response to misbehavior is appropriate, consistent, and sensitive to student(s) individual needs. The desired behavior is attained.

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SPEECH LANGUAGE PATHOLOGIST
DOMAIN 3: SERVICE DELIVERY

<u>Student Services/Instructional Support:</u> The speech language pathologist develops and implements treatment plans, nonbiased intervention strategies, and/or services to students to support the teaching process and to assist speech language learning, engaging students to use listening and speaking skills (or alternative communication) during individual and/or group instruction while integrating speech language goals into the general education curriculum. Selection and use of research/evidence-based therapeutic and instructional materials, methods, and strategies provides evidence of educational relevance, clarity, and adaptations to the needs of individual students, permitting flexibility and responsiveness.

Level of Performance				
ELEMENT	**UNSATISFACTORY**	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
3a: Develops and Implements Treatment Plan	Requires supervisory guidance to accurately develop a treatment plan appropriate for the student.	Usually requires supervisory guidance to accurately develop a treatment plan appropriate for the student.	Demonstrates collaboration in developing and implementing a treatment plan appropriate for the student and incorporating curriculum-based interventions.	Highly effective in collaborating with the educational team to create and implement curriculum-related intervention plans.
	The treatment plan may include long-term goals, but objectives do not reflect logical sequencing of learned steps.	The treatment plan may include adequate long-term goals, but objectives may not reflect logical sequencing of learned steps.	The treatment plan includes long-term goals and short-term objectives, which usually reflect a logical sequencing of learning steps.	The treatment plan includes long-term goals and short-term objectives, which reflect a logical sequencing of learning steps.
	Does not identify appropriate service delivery options, and even with guidance, does not demonstrate ability to effectively implement treatment plan.	May not consistently identify appropriate service delivery options, and may require supervision to effectively implement treatment plans.	Consistently explores possible service delivery options and identifies appropriate settings to meet the needs of students. Effectively implements planned procedures.	Explores all service delivery options and identifies the most appropriate setting for service to meet the needs of individual students. Highly effective in implementing plans.
3b: Develops and Implements Intervention Strategies	Usually requires supervisory guidance to select, develop, and implement intervention strategies relevant to the disorder and needs of the student. Objectives are not evident for therapy sessions.	Occasionally requires supervisory guidance to select, develop, and implement intervention strategies relevant to the communication disorder and/or needs of the student.	In most instances, independently selects, develops, and implements intervention strategies relevant to the communication disorder and the unique characteristics of the student.	Independently selects, develops, and implements comprehensive intervention strategies that take into consideration all unique characteristics and communication needs of the student.
3c: Selects and Provides Services to Support Expectations for Educational Success	Inconsistent in the delivery of direct and indirect services, inclusion support, and consultation with staff and/or parents in compliance with the student's IEP.	Emerging in delivery of direct and indirect services, inclusion support, and consultation with staff and/or parents in compliance with the student's IEP.	Delivers direct and indirect services, inclusion support, and consultation with staff and /or parents in compliance with the student's IEP.	Promptly and consistently delivers direct and indirect services, inclusion support, and consultation with staff and/or parents in compliance with the student's IEP.

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	Fails to develop and/or provide modifications and accommodations based on students' communication needs.	Emerging in development and/or implementation of modifications and accommodations based on students' communication needs.	Develops and/or provides modifications and accommodations based on students' communication needs.	Independently and consistently adapts intervention procedures, strategies, materials, and instrumentation to accommodate needs unique to specific students.
3d: Selects and Uses Research and/or Evidence-Based Materials, Methods, Strategies, and Practices	Rarely plans and carries out intervention techniques and treatment strategies that use a variety of materials, methods, and strategies that reflect developmentally appropriate goals and objectives. Goals do not relate to educational outcomes.	Attempts to plan and carry out appropriate intervention techniques and treatment strategies that reflect developmentally appropriate goals and objectives. Goals partially relate to educational outcomes.	Plans and carries out a variety of appropriate intervention techniques and treatment strategies that reflect developmentally appropriate goals and objectives. Goals relate to educational outcome.	Systematically and consistently plans and carries out a variety of appropriate research and/or evidence-based intervention techniques and treatment strategies that reflect developmentally appropriate goals and objectives. Goals consistently relate to educational outcomes.
3e: Engages Students in Learning	The learning tasks/activities, materials, and resources are poorly aligned with the instructional outcomes and/or are inappropriate for the students' ages or developmental level.	The learning tasks and activities are partially aligned with the instructional outcomes and/or the students' ages or developmental level.	The learning tasks and activities are fully aligned with the instructional outcomes and/or the students' ages or developmental level. Most students are intellectually engage with SLP scaffolding.	Virtually all students are intellectually engaged in well-designed learning tasks and activities. There is evidence of some student initiation and student contributions to the content; students may serve as resources for one another.
	Instructional groups are inappropriate to the students or the instructional outcomes.	Instructional groups are only partially suitable to the instructional purposes, or only moderately successful in advancing the instructional outcomes.	Instructional groups are productive and generally appropriate to the students or to the instructional purposes of the lesson.	Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson.
	Questions are virtually all of poor quality, with low cognitive challenge and asked in rapid succession.	Questions are a combination of low and high quality, posed in rapid succession.	Most questions are of high quality. Adequate time is provided for response.	Questions are uniformly of high quality, with adequate time for response. Students formulate many questions, at a developmentally appropriate level.
	The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed.	The lesson has a recognizable structure; however, the pacing of the lesson may not provide students the time needed to be intellectually engaged or may be so slow that many students have a considerable about of "downtime."	The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.	The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed not only to intellectually engage with and reflect upon their learning but also to consolidate their understanding.

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SPEECH LANGUAGE PATHOLOGIST
DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Professional Responsibilities: The speech language pathologist is committed to continuous improvement: reflects on he accuracy and implications of therapy effectiveness in promoting communication skills; draws upon educational and clinical research; seeks input from others to inform and modify practices; updates professional skills and knowledge; develops areas of expertise to effectively serve students; and participates in professional development activities. The speech language pathologist exhibits a high degree of professionalism; obtains and retains professional credentials (licensure) consistent with state requirements for speech language pathology; delivers services consistent with ethical principles and professional standards of practice; participates in professional organizations or committees at the local, state, or national level; supports the district, departmental, and school vision and mission; and fulfills professional responsibilities. The speech language pathologist encourages family involvement in student(s) intervention, treatment, and progress.

Level of Performance				
ELEMENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
4a: Encourages Family Involvement in Student(s) Intervention, Treatment, and Progress	Fails to communicate with the family about the student's speech/language progress. Does not clearly communicate an explanation of evidence or evidence is not provided.	Communicates with the family about the student's speech/language progress at required intervals. Requires support to clearly communicate an explanation of evidence.	Maintains ongoing communication with the family by providing information on both the positive and negative aspects of the student's speech/language progress. Clearly communicates an explanation of evidence.	Maintains ongoing communication and promotes interactive communication with the family by providing information on both the positive and negative aspects of student's speech/language profess. Clearly communicates an explanation of evidence.
4b: Participates in a Professional Community	Relationships with colleagues are negative or self-serving.	Maintains cordial relationships with colleagues to fulfill duties that the school or district requires.	Relationships with colleagues are characterized by mutual support and cooperation.	Relationships with colleagues are characterized by mutual support and cooperation, with the SLP taking initiative in assuming a leadership role.
	Avoids becoming involved in school events or school and district projects.	Participates in school events and school and district projects when specifically asked.	Volunteers to participate in school events and in school and district projects, making a substantial contribution.	Volunteers to participate in school events and district projects, making a substantial contribution and assuming a leadership role in at least one aspect of school or district life.
4c: Grows and Develops Professionally	Engages in no professional development activities to enhance knowledge or skill.	Participates to a limited extent in professional activities when they are convenient.	Seeks out opportunities for professional development to enhance knowledge and skills.	Independently and consistently seeks and participates in professional development opportunities.

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	Resists feedback on performance from either supervisors or more experienced colleagues.	Engages in a limited way with colleagues and supervisors in professional conversation about practice, including some feedback on performance.	Actively engages with colleagues and supervisors in professional conversation about practice, including feedback about practice.	Solicits feedback on practice from both supervisors and colleagues.
	Makes no effort to share knowledge with others or to assume professional responsibilities.	Finds limited ways to assist other educators and contribute to the profession.	Participates actively in assisting other educators and looks for ways to contribute to the profession.	Initiates important activities to contribute to the profession through activities such as sharing knowledge.
4d: Professional Commitment	Frequently does not arrive to work on time and/or has excessive absences. The SLP is often late for staff, department, and committee meetings. The SLP does not consistently participate in school open houses and parent-educator conferences.			Consistently arrives to work on time and does not have excessive absences. The SLP regularly participates in open houses, parent-educator conferences and arrives on time for staff, department, and committee meetings.

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SECTION 3

Forms

Teacher: School:

Position: Administrator:

Date of Self-Reflection and Goal Setting:

What is an area you're interested in learning more about professionally this year?

How do you plan to learn about this area?

How can your evaluator help you in your learning?

Reflection of Learning

What did you learn?

How did it impact you?

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

NOTIFICATION OF EVALUATION
(TENURED STAFF)

The 2010 PERA/SB7 law requires the District to notify teachers when it is an evaluation year.

As an employee of the Arlington Heights School District 25, my signature below signifies that I have been informed that I will be observed this year as part of the *two-year evaluation cycle.* I also know where to find a copy of the evaluation plan and associated rubric, including information regarding Needs Improvement and Unsatisfactory Summative ratings.

Process:
Employee –*Please sign and return to your supervisor/evaluator within **10** school days of receiving this form.*

Evaluator – *Please sign and return this form to the Personnel and Planning department.*

Employee Printed Name _____

    Employee Signature _____

    Date _____

Primary Evaluator Printed Name _____

    Primary Evaluator Signature _____

    Date _____

Secondary Evaluator Printed Name _____

    Secondary Evaluator Signature _____

    Date _____

The Primary Evaluator is responsible for goal setting, observations, dialogue form(s) and summative evaluation rating.

Only in an emergency, will the Secondary Evaluator complete the process if the Primary Evaluator is unable to do so.

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NOTIFICATION OF EVALUATION
(NONTENURED STAFF)

The 2010 PERA/SB7 law requires the District to notify teachers when it is an evaluation year.

As an employee of the Arlington Heights School District 25, my signature below signifies that I have been informed that I will be evaluated this year and provided with a **summative evaluation**. I also know where to find a copy of the evaluation plan and associated rubric, including information regarding Needs Improvement and Unsatisfactory Summative ratings.

Process:
Employee –*Please sign and return to your supervisor/evaluator within **10** school days of receiving this form.*

Evaluator – *Please sign and return this form to the Personnel and Planning department. We will keep this copy & attach this to the **summative evaluation** when it is submitted at the end of the evaluation cycle.*

Employee Printed Name _____

    Employee Signature _____

    Date _____

 Primary Evaluator Printed Name _____

    Primary Evaluator Signature _____

    Date _____

Secondary Evaluator Printed Name _____

    Secondary Evaluator Signature _____

    Date _____

The Primary Evaluator is responsible for goal setting, observations, dialogue form(s) and summative evaluation rating.

Only in an emergency, will the Secondary Evaluator complete the process if the Primary Evaluator is unable to do so.

PRE-OBSERVATION SHEET
FORMAL OBSERVATION

Name _____   School/Administrator _____

Date of Pre-conference _____   Date/Time of Observation_____

Grade Level/Curriculum Area Observed _____ Date Post. Conf._____

1. State the objective(s) of this lesson. What do you want the student to learn?

2. How do these objectives support the district's curriculum, state standards and/or the content standards?

3. How do you plan to engage students in the lesson? What will you do? What will the students do?

4. What instructional materials or other resources will you use?

5. How do you plan to assess student achievement?

6. How do you plan to use the results of the assessment?

List any items you want to call to the attention of the Administrator.

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Teacher Dialogue Form*

Teacher: **School:**

Position: **Date of Observation:**

Professional Growth Plan 1   2   3   4   **School Year:**   **Administrator:**

Domain 1: Planning and Preparation	Teacher/Administrator Dialogue Notes
Components: 1a: Demonstrating Knowledge of Content and Pedagogy 1b: Demonstrating Knowledge of Students 1c: Setting Instructional Outcomes 1d: Demonstrating Knowledge of Resources 1e: Designing Coherent Instruction 1f: Designing Student Assessments	

Domain 2: The Classroom Environment	Teacher/Administrator Dialogue Notes
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	

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Domain 3: Instruction	Teacher/Administrator Dialogue Notes
Components: 3a: Communicating with Students 3b: Using Questioning and Discussion Techniques 3c: Engaging Students in Learning 3d: Using Assessment in Instruction 3e: Demonstrating Flexibility and Responsiveness	
Domain 4: Professional Responsibilities	**Teacher/Administrator Dialogue Notes**
Components: 4a: Reflecting on Teaching 4b: Maintaining Accurate Records 4c: Communicating with Families 4d: Participating in a Professional Community 4e: Growing and Developing Professionally 4f: Showing Professionalism	:

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

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Library Media Specialist Dialogue Form*

Teacher: **School:**

Position: **Date of Observation:**

Professional Growth Plan 1   2   3   4   **School Year:**   **Administrator:**

Domain 1: Planning and Preparation	Teacher/Administrator Dialogue Notes
Components: 1a: Demonstrating knowledge of content curriculum and process 1b: Demonstrating knowledge of students 1c: Supporting instructional goals 1d: Demonstrating knowledge and use of resources 1e: Demonstrating a knowledge of literature and lifelong learning 1f: Collaborating in the design of instructional experiences 1g: Designing coherent instruction	

Domain 2: The Library Environment	Teacher/Administrator Dialogue Notes
Components: 2a: Creating an environment of respect and rapport 2b: Establishing a culture for learning 2c: Establishing and maintaining library procedures 2d: Managing student behavior 2e: Organizing physical space	

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Domain 3: Instruction	Teacher/Administrator Dialogue Notes
Components: 3a: Communicating clearly and accurately 3b: School librarian utilizes current research, reading strategies and instructional methods 3c: Engages students in learning 3d: Assessment in instruction 3e: Demonstrating flexibility and responsiveness	
Domain 4: Professional Responsibilities	**Teacher/Administrator Dialogue Notes**
Components: 4a: Reflecting on practice 4b: Maintaining accurate records 4c: Collection development and maintenance 4d: Managing the library budget 4e: Managing personnel 4f: Communicating with school staff and community 4g: Engaging in school/district community 4h: Growing and developing professionally 4i: Professional ethics 4j: Professional commitment	:

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

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Advanced Learning Facilitator Dialogue Form*

Teacher: **School:**

Position: **Date of Observation:**

Professional Growth Plan 1   2   3   4   **School Year:**   **Administrator:**

Domain 1: Planning and Preparation	Teacher/Administrator Dialogue Notes
Components: 1a: Demonstrating knowledge of current trends in specialty area and professional development 1b: Demonstrating knowledge of the school's program and levels of teacher skill in delivering that program 1c: Establishing goals for the instructional support program appropriate to the setting and the teachers served 1d: Demonstrating knowledge of resources, both within and beyond the school and district 1e: Planning the instructional support program, integrated with the overall school program 1f: Developing a plan to evaluate the instructional support program	

Domain 2: The Environment	Teacher/Administrator Dialogue Notes
Components: 2a: Creating an environment of trust and respect 2b: Establishing a culture for ongoing instructional improvement 2c: Establishing clear procedures for the teacher to gain access to instructional support 2d: Establishing and maintain norms of behavior for professional interactions 2e: Organizing physical space for workshops or training	

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Domain 3: Instruction	Teacher/Administrator Dialogue Notes
Components: 3a: Collaborating with teachers in the design of instructional units and lessons 3b: Engaging teachers in learning new instructional strategies 3c: Sharing expertise with staff 3d: Locating resources for teachers to support instructional improvement 3e: Demonstrating flexibility and responsiveness	
Domain 4: Professional Responsibilities	**Teacher/Administrator Dialogue Notes**
Components: 4a: Reflecting on practice 4b: Preparing and submitting budgets and reports 4c: Coordinating work with other advanced facilitators 4d: Participating in a professional community 4e: Engaging in professional development 4f: Showing professionalism, including integrity and confidentiality 4g: Engaging in school/district community 4h: Growing and developing professionally 4i: Professional ethics 4j: Professional commitment	

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: **Date of Observation:**

Professional Growth Plan 1   2   3   4   **School Year:**   **Administrator:**

Domain 1: Planning and Preparation	Nurse/Administrator Dialogue Notes
Components: 1a: Demonstrates nursing knowledge and skill in the practice of school nursing 1b: Demonstrates holistic knowledge of students, including their developmental level and cultural background 1c: Establishes goals for the school health program appropriate to the setting and the students served 1d: Demonstrates knowledge of government regulations and resources, both within and beyond the school and district 1e: Plans the school health program for both individuals and groups of students, integrated with the regular school program 1f: Develops a plan to evaluate the School Health Program	
Domain 2: The Health Services Environment	**Nurse/Administrator Dialogue Notes**
Components: 2a: Creates an environment of respect 2b: Establishes a culture for health and wellness 2c: Manages procedures for the health office 2d: Manages student behavior 2e: Organizes physical space	

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Domain 3: Delivery of Service	**Nurse/Administrator Dialogue Notes**

Components:
3a: Collaborates with others to develop specialized
    educational programs and services for students
    with diverse medical needs
3b: Communication skills
3c: Uses technology to enhance performance
3d: Administration of medications and treatments
3e: Managing health emergencies
3f: Flexibility and responsiveness
3g: Management of school health programs	

Domain 4: Professional Responsibilities	**Nurse/Administrator Dialogue Notes**
Components: 4a: Reflects on practice 4b: Demonstrates current competency 4c: Demonstrates professionalism 4d: Provides formal and informal health education 4e: Professional Commitment	

Administrator's Signature_____   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

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School Psychologist Dialogue Form*

School Psychologist: School:

Position: Date of Observation:

Professional Growth Plan 1   2   3   4   School Year: Administrator:

Domain 1: Knowledge of Professional Standards	Psychologist/Administrator Dialogue Notes
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 the learning environment, student characteristics, families, cultures, and communities in assessment, interventions, consultation and the evaluation of progress	
Domain 2: Professional Roles and Responsibilities	**Psychologist/Administrator Dialogue Notes**
Components: 2a: Facilitates team discussions that result in an improved understanding of the history, duration, and intensity of student concerns 2b: Develops assessment plans that reflect the referral question generated by the unique needs of the student 2c: Uses the assessment process and results to make quality recommendations for interventions 2d: Takes an active role in universal screening and/or assessment relevant to the current needs of the building	

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Domain 3: Communication	Psychologist/Administrator Dialogue Notes
Components: 3a: Communicates thoughts and ideas in a meaningful and articulate manner to team members 3b: Writes reports in a timely, thorough and understandable manner and follows the format prescribed by the school district 3c: Demonstrates effective listening skills across settings	
Domain 4: Consultation and Collaboration	**Psychologist/Administrator Dialogue Notes**
Components: 4a: Consults with classroom teachers in order to effectively relate findings and recommendations relative to the needs of the child and the teacher 4b: Consults with classroom teachers regarding classroom management procedures/techniques and behavioral interventions 4c: Collaborates and communicates with parents and caregivers 4d: Facilitates the collection/analysis of data and implementation of interventions	
Domain 5: Professional Conduct	**Psychologist/Administrator Dialogue Notes**
5a: Maintains useful and accurate records in a confidential manner 5b: Thinks objectively about situations using multiple perspectives to arrive at logical conclusions 5c: Acts on own initiative and works independently 5d: Makes decisions consistent with legal, ethical, and professional standards 5e: Exhibits willingness to act on professional convictions in controversial areas 5f: Professional Commitment	

Administrator's Signature_____   School 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: Date of Observation:

Professional Growth Plan 1   2   3   4   School Year: Administrator:

Domain 1: Consultation & Collaborative Relationships	Social Worker/Administrator Dialogue Notes
Components: 1a: Initiates, develops and implements consultative relationships with teachers, parents and administrators 1b: Collaborates with staff, parents, administrators and community personnel to address student building-wide needs 1c: Demonstrates a genuine concern for people and develops patterns of trust, open communication and a high degree of empathy in all personal interactions 1d: Uses written and oral communication with staff, parents and students 1e: Seeks out resources and educates staff on various mental health issues as needed 1f: Collaborates with administration to provide school based programs that promote student well being	
Domain 2: The Learning Environment	**Social Worker/Administrator Dialogue Notes**
Components: 2a: Provides individual and/or group counseling that enhances student success in all areas of the school environment 2b: Provides appropriate and timely crisis intervention to the school community 2c: Develops and implements appropriate prevention and intervention plans that enable students to be successful in the school environment 2d: Participates in the aspects of the identification process and provides services as appropriate 2e: 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 2f: Understands and integrates the Biophysical model and its effects on appropriate intervention planning 2g: Provides referrals to community and demonstrates knowledge of school resources	

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Domain 3: Professional Growth and Conduct	Social Worker/Administrator Dialogue Notes
Components: 3a: Seeks continuing education, research, professional literature, consultation, observations and experiences to enhance professional growth and to guide evaluation of professional practice 3b: Maintains an awareness of personal attitudes, perspective, strengths and needs as they relate to professional practice 3c: Models and promotes ethical practices for confidential communication 3d: Follows the professional code of conduct and ethical practice guidelines stated in NASW standards for school social work practice 3e: Demonstrates leadership skills in a variety of situations (staff, parents, crisis intervention etc.) 3f: Maintains accurate data and records that are relevant to planning implementation and evaluation of school social work services g 3g: Professional Commitment	
Domain 4: Knowledge Base/Application of Social Work	Social Worker/Administrator Dialogue Notes
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	

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Domain 5: Advocacy and Facilitation	Social Worker/Administrator Dialogue Notes
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 its impact in the educational setting 5c: Has an understanding of culture, ethnicity, issues of socioeconomic background and other such differences, and is able to apply this knowledge when implementing interventions, assessing and evaluating student progress 5d: Possesses a knowledge base of disabilities and legislations which affects school practice and promotes a positive learning environment for all students 5e: Has knowledge of community resources and the process of linking families to those resources	

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

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Speech Language Pathologist Dialogue Form

Speech Language Pathologist: **School:**

Position: **Date of Observation:**

Professional Growth Plan 1   2   3   4   **School Year:**   **Administrator:**

Domain 1: Planning & Preparation For Student Learning	Speech Language Pathologist/Administrator Dialogue Notes
Components: 1a: Demonstrates knowledge of communication theories and therapeutic techniques 1b: Collects and uses assessment data from multiple sources 1c: Develops, implements, and assesses treatment plans 1d: Demonstrates knowledge of school, district, and community resources 1e: Communicates effectively and facilitates collaboration 1f: Schedules workload and caseload appropriately 1g: Employs appropriate and required documentation	
Domain 2: Creating A Therapeutic Environment For Learning	**Speech Language Pathologist/Administrator Dialogue Notes**
Components: 2a: Establishes and maintains positive student interactions 2b: Implements accessibility to learning resources 2c: Establishes and maintains effective procedures and routines 2d: Manages and monitors student behavior	

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Domain 3: Service Delivery	Speech Language Pathologist/Administrator Dialogue Notes
Components: 3a: Develops and implements treatment plan 3b: Develops and implements intervention strategies 3c: Selects and provides services to support expectations for educational success 3d: Selects and uses research and/or evidence based materials, methods, strategies, and practices 3e: Engages students in learning	
Domain 4: Professional Responsibilities	**Speech Language Pathologist/Administrator Dialogue Notes**
Components: 4a: Encourages family involvement in student(s) intervention, treatment, and progress 4b: Participates in a professional community 4c: Grows and develops professionally 4d: Professional commitment	

Administrator's Signature_____Speech Language Pathologist'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

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Teacher Summative Evaluation Form*

Teacher: **School:**

Position: **Administrator:**

Professional Growth Plan 1   2   3   4   **School Year:**

Domain 1: Planning and Preparation	Comments
Components: 1a: Demonstrating Knowledge of Content and Pedagogy 1b: Demonstrating Knowledge of Students 1c: Selecting Instructional Outcomes 1d: Demonstrating Knowledge of Resources 1e: Designing Coherent Instruction 1f: Assessing Student Assessments	

Rating – Domain 1	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Domain 1 Planning & Preparation	Teacher's plans reflect little understanding of the content, the students, and available resources. Instructional outcomes are either lacking or inappropriate; assessment methodologies are inadequate.	Teacher's plans reflect moderate understanding of the content, the students, and available resources. Some instructional outcomes are suitable to the students as a group, and the approaches to assessment are partially aligned to the goals.	Teacher's plans reflect solid understanding of the content, the students, and available resources. Instructional outcomes represent important learning suitable to most students. Most elements of the instructional design, including the assessments, are aligned to the goals.	Teacher's plans, based on extensive content knowledge and understanding of students, are designed to engage students in significant learning. All aspects of the teacher's plans-instructional outcomes, learning activities, materials, resources, and assessments are in complete alignment and are adapted as needed for individual students.

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Domain 2: The Classroom Environment	Comments
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	

Rating – Domain 2	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Domain 2 **The Classroom Environment**	Classroom environment is characterized by chaos and conflict, with low expectations for learning, no clear standards of student conduct, poor use of physical space, and negative interactions between individuals.	Classroom environment functions somewhat effectively, with modest expectations for student learning and conduct, and classroom routines and use of space that partially support student learning. Students and the teacher rarely treat one another with disrespect.	Classroom environment functions smoothly, with little or no loss of instructional time. Expectations for student learning are high, and interactions among individuals are respectful. Standards for student conduct are clear, and the physical environment supports learning.	Students themselves make a substantive contribution to the smooth functioning of the classroom, with highly positive personal interactions, high expectations and student pride in work, seamless routines, clear standards of conduct, and a physical environment conducive to high-level learning.

Revised 08/1/16

Domain 3: Instruction	Comments
Components: 3a: Communicating with Students 3b: Using Questioning and Discussion Techniques 3c: Engaging Students in Learning 3d: Using Assessment in Instruction 3e: Demonstrating Flexibility and Responsiveness	

Rating – Domain 3	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Domain 3 Instruction	Instruction is characterized by poor communication, low level questions, little student engagement or participation in discussion, little or no use of assessment in learning, and rigid adherence to an instructional plan despite evidence that it should be revised or modified.	Only some students are engaged in learning because of only partially clear communication, uneven use of discussion strategies, and only some suitable instructional activities and materials. The teacher displays some use of assessment in instruction and is moderately flexible in adjusting the instructional plan and in response to students' interests and their success in learning.	All students are engaged in learning as a result of clear communication and successful use of questioning and discussion techniques. Activities and assignments are of high quality, and teacher and students make productive use of assessment. The teacher demonstrates flexibility in contributing to the success of the lesson and of each student.	All students are highly engaged in learning and make material contributions to the success of the class through their participation in discussions, active involvement in learning activities, and use of assessment information in their learning. The teacher persists in the search for approaches to meet the needs of every student.

Revised 08/1/16

Domain 4: Professional Responsibilities	Comments
Components: 4a: Reflecting on Teaching 4b: Maintaining Accurate Records 4c: Communicating with Families 4d: Participating in a Professional Community 4e: Growing and Developing Professionally 4f: Showing Professionalism	

Rating – Domain 4	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Domain 4 Professional Responsibilities	The teacher demonstrates low ethical standards and levels of professionalism, with poor record keeping systems and skills in reflection, little or no communication with families or colleagues, and avoidance of school and district responsibilities and participation in activities for professional growth.	The teacher demonstrates moderate ethical standards and levels of professionalism, with rudimentary record keeping systems and skills in reflection, modest communication with families or colleagues, and compliance with expectations regarding participation in school and district projects and activities for professional growth.	The teacher demonstrates high ethical standards and a genuine sense of professionalism by engaging in accurate reflection on instruction, maintaining accurate records, communicating frequently with families, actively participating in school and district events, and engaging in activities for professional development.	The teacher's ethical standards and sense of professionalism are highly developed, showing perceptive use of reflections, effective systems for record keeping and communication with families, leadership roles in both school and district projects, and extensive professional development activities. Where appropriate, students contribute to the systems for record keeping and family communication.

Revised 08/1/16

Professional Practice Rating (Comprised of 70% of the Evaluation Rating)

___ Unsatisfactory   ___ Needs Improvement   ___ Proficient   ___ Excellent

Student Growth Rating (Comprised of 30% of the Evaluation Rating)

___ Unsatisfactory   ___ Needs Improvement   ___ Proficient   ___ Excellent

Final Summative Evaluation Rating

___ Unsatisfactory   ___ Needs Improvement   ___ Proficient   ___ Excellent

Administrator's Signature_____   Teacher's Signature_____
                                                                                                  (Acknowledges receipt of Summative Evaluation)

Date of Conference_____
*To be included in the district personnel file

Revised 08/1/16

Library Media Specialist Summative Evaluation Form*

Teacher: **School:**

Position: **Administrator:**

Professional Growth Plan 1   2   3   4   **School Year:**

Domain 1: Planning and Preparation	Comments
Components: 1a: Demonstrating knowledge of content curriculum and process 1b: Demonstrating knowledge of students 1c: Supporting instructional goals 1d: Demonstrating knowledge and use of resources 1e: Demonstrating a knowledge of literature and lifelong learning 1f: Collaborating in the design of instructional experiences 1g: Designing coherent instruction	

Rating – Domain 1	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED

Revised 08/1/16

Domain 2: The Library Environment	Comments
Components: 2a: Creating an environment of respect and rapport 2b: Establishing a culture for learning 2c: Establishing and maintaining library procedures 2d: Managing student behavior 2e: Organizing physical space	

Rating – Domain 2	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED

Domain 3: Instruction	Comments
Components: 3a: Communicating clearly and accurately 3b: School librarian utilizes current research, reading strategies and instructional methods 3c: Engages students in learning 3d: Assessment in instruction 3e: Demonstrating flexibility and responsiveness	

Rating – Domain 3	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED

Domain 4: Professional Responsibilities	Comments
Components: 4a: Reflecting on practice 4b: Maintaining accurate records 4c: Collection development and maintenance 4d: Managing the library budget 4e: Managing personnel 4f: Communicating with school staff and community 4g: Engaging in school/district community	

Revised 08/1/16

4h: Growing and developing professionally 4i: Professional ethics 4j: Professional commitment	

Rating – Domain 4	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED

Revised 08/1/16

Professional Practice Rating (Comprised of 70% of the Evaluation Rating)

___ Unsatisfactory   ___ Needs Improvement   ___ Proficient   ___ Excellent

Student Growth Rating (Comprised of 30% of the Evaluation Rating)

___ Unsatisfactory   ___ Needs Improvement   ___ Proficient   ___ Excellent

Final Summative Evaluation Rating

___ Unsatisfactory   ___ Needs Improvement   ___ Proficient   ___ Excellent

Administrator's Signature_____

LMC Specialist's Signature_____
(Acknowledges receipt of Summative Evaluation)

Date of Conference_____
*To be included in the district personnel file

Revised 08/1/16

Teacher: **School:**

Position: **Administrator:**

Professional Growth Plan 1   2   3   4   **School Year:**

Domain 1: Planning and Preparation	Comments
Components: 1a: Demonstrating Knowledge of Content and Pedagogy 1b: Demonstrating Knowledge of Students 1c: Selecting Instructional Outcomes 1d: Demonstrating Knowledge of Resources 1e: Designing Coherent Instruction 1f: Assessing Student Assessments	

Rating – Domain 1	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Domain 1 Planning & Preparation				

Revised 08/1/16

Domain 2: The Classroom Environment	Comments
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	

Rating – Domain 2	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Domain 2 The Classroom Environment				

Revised 08/1/16

Domain 3: Instruction	Comments
Components: 3a: Communicating with Students 3b: Using Questioning and Discussion Techniques 3c: Engaging Students in Learning 3d: Using Assessment in Instruction 3e: Demonstrating Flexibility and Responsiveness	

Rating – Domain 3	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Domain 3 Instruction				

Revised 08/1/16

Domain 4: Professional Responsibilities	**Comments**
Components: 4a: Reflecting on Teaching 4b: Maintaining Accurate Records 4c: Communicating with Families 4d: Participating in a Professional Community 4e: Growing and Developing Professionally 4f: Showing Professionalism	

Rating – Domain 4	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Domain 4 Professional Responsibilities				

Revised 08/1/16

Professional Practice Rating (Comprised of 70% of the Evaluation Rating)

___ Unsatisfactory   ___ Needs Improvement   ___ Proficient   ___ Excellent

Student Growth Rating (Comprised of 30% of the Evaluation Rating)

___ Unsatisfactory   ___ Needs Improvement   ___ Proficient   ___ Excellent

Final Summative Evaluation Rating

___ Unsatisfactory   ___ Needs Improvement   ___ Proficient   ___ Excellent

Administrator's Signature_____

Advanced Learning Facilitator's Signature_____
(Acknowledges receipt of Summative Evaluation)

Date of
Conference_____

*To be included in the district personnel file

Revised 08/1/16

Certified School Nurse Summative Evaluation Form*

School Nurse: **School:**

Position: **Administrator:**

Professional Growth Plan 1   2   3   4   **School Year:**

<u>Domain 1: Planning and Preparation</u>	<u>Comments</u>
Components: 1a: Demonstrates nursing knowledge and skill in the practice of school nursing 1b: Demonstrates holistic knowledge of students, including their developmental level and cultural background 1c: Establishes goals for the school health program appropriate to the setting and the students served 1d: Demonstrates knowledge of government regulations and resources, both within and beyond the school and district 1e: Plans the school health program for both individuals and groups of students, integrated with the regular school program 1f: Develops a plan to evaluate the School Health Program	

Rating – Domain 1	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED

Revised 08/1/16

Domain 2: The Health Services Environment	Comments
Components: 2a: Creates an environment of respect 2b: Establishes a culture for health and wellness 2c: Manages procedures for the health office 2d: Manages student behavior 2e: Organizes physical space	

Rating – Domain 2	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED

Domain 3: Delivery of Service	Comments
Components: 3a: Collaborates with others to develop specialized educational programs and services for students with diverse medical needs 3b: Communication skills 3c: Uses technology to enhance performance 3d: Administration of medications and treatments 3e: Managing health emergencies 3f: Flexibility and responsiveness 3g: Management of school health programs	

Rating – Domain 3	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED

Domain 4: Professional Responsibilities	Comments
Components: 4a: Reflect of practice 4b: Demonstrates current competency 4c: Demonstrates professionalism 4d: Provides formal and informal health education 4e: Professional Commitment	

Rating – Domain 4	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED

Professional Practice Rating (Comprised of 70% of the Evaluation Rating)

___ Unsatisfactory   ___ Needs Improvement   ___ Proficient   ___ Excellent

Student Growth Rating (Comprised of 30% of the Evaluation Rating)

___ Unsatisfactory   ___ Needs Improvement   ___ Proficient   ___ Excellent

Final Summative Evaluation Rating

___ Unsatisfactory   ___ Needs Improvement   ___ Proficient   ___ Excellent

Administrator's Signature_____   Nurse's Signature_____
                                                              (Acknowledges receipt of Summative Evaluation)

Date of Conference_____
*To be included in the district personnel file

Social Psychologist Summative Evaluation Form*

School Psychologist: **School:**

Position: **Administrator:**

Professional Growth Plan 1   2   3   4   School Year:

Domain 1: Knowledge of Professional Standards	**Comments**
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 the learning environment, student characteristics, families, cultures, and communities in assessment, interventions, consultation and the evaluation of progress	

Rating – Domain 1	**UNSATISFACTORY**	**BASIC**	**PROFICIENT**	**DISTINGUISHED**

Domain 2: Professional Roles and Responsibilities	Comments
Components: 2a: Facilitates team discussions that result in an improved understanding of the history, duration, and intensity of student concerns 2b: Develops assessment plans that reflect the referral question generated by the unique needs of the student 2c: Uses the assessment process and results to make quality recommendations for interventions 2d: Takes an active role in universal screening and/or assessment relevant to the current needs of the building	

Rating – Domain 2	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED

Revised 08/1/16

Domain 3: Communication	Comments
Components: 3a: Communicates thoughts and ideas in a meaningful and articulate manner to team members 3b: Writes reports in a timely, thorough and understandable manner and follows the format prescribed by the school district 3c: Demonstrates effective listening skills across settings	

Rating – Domain 3	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED

Domain 4: Consultation and Collaboration	Comments
Components: 4a: Consults with classroom teachers in order to effectively relate findings and recommendations relative to the needs of the child and the teacher 4b: Consults with classroom teachers regarding classroom management procedures/techniques and behavioral interventions 4c: Collaborates and communicates with parents and caregivers 4d: Facilitates the collection/analysis of data and implementation of interventions	

Revised 08/1/16

Rating – Domain 4	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED

Domain 5: Professional Conduct	Comments

5a: Maintains useful and accurate records in a
     confidential manner
5b: Thinks objectively about situations using multiple
     perspectives to arrive at logical conclusions
5c: Acts on own initiative and works independently
5d: Makes decisions consistent with legal, ethical, and
     professional standards
5e: Exhibits willingness to act on professional
     convictions in controversial areas
5f: Professional Commitment	

Rating – Domain 5	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED

Revised 08/1/16

Professional Practice Rating (Comprised of 70% of the Evaluation Rating)

___ Unsatisfactory   ___ Needs Improvement   ___ Proficient   ___ Excellent

Student Growth Rating (Comprised of 30% of the Evaluation Rating)

___ Unsatisfactory   ___ Needs Improvement   ___ Proficient   ___ Excellent

Final Summative Evaluation Rating

___ Unsatisfactory   ___ Needs Improvement   ___ Proficient   ___ Excellent

Administrator's Signature_____   School Psychologist's Signature_____
     (Acknowledges receipt of Summative Evaluation)

Date of Conference_____
*To be included in the district personnel file

Revised 08/1/16

Social Worker Summative Evaluation Form*

Social Worker: **School:**

Position: **Administrator:**

Professional Growth Plan 1   2   3   4   **School Year:**

Domain 1: Consultation & Collaborative Relationships	**Comments**
Components: 1a: Initiates, develops and implements consultative relationships with teachers, parents and administrators 1b: Collaborates with staff, parents, administrators and community personnel to address student building-wide needs 1c: Demonstrates a genuine concern for people and develops patterns of trust, open communication and a high degree of empathy in all personal interactions 1d: Uses written and oral communication with staff, parents and students 1e: Seeks out resources and educates staff on various mental health issues as needed 1f: Collaborates with administration to provide school based programs that promote student well being	

Rating – Domain 1	**UNSATISFACTORY**	**BASIC**	**PROFICIENT**	**DISTINGUISHED**

Revised 08/1/16

Domain 2: The Learning Environment	Comments
Components: 2a: Provides individual and/or group counseling that enhances student success in all areas of the school environment 2b: Provides appropriate and timely crisis intervention to the school community 2c: Develops and implements appropriate prevention and intervention plans that enable students to be successful in the school environment 2d: Participates in the aspects of the identification process and provides services as appropriate 2e: 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 2f: Understands and integrates the Biophysical model and its effects on appropriate intervention planning 2g: Provides referrals to community and demonstrates knowledge of school resources	

Rating – Domain 2	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED

Domain 3: Professional Growth and Conduct	Comments
Components: 3a: Seeks continuing education, research, professional literature, consultation, observations and experiences to enhance professional growth and to guide evaluation of professional practice 3b: Maintains an awareness of personal attitudes, perspective, strengths and needs as they relate to professional practice 3c: Models and promotes ethical practices for confidential communication 3d: Follows the professional code of conduct and ethical practice guidelines stated in NASW standards for school social work practice 3e: Demonstrates leadership skills in a variety of situations (staff, parents, crisis intervention etc.) 3f: Maintains accurate data and records that are relevant to planning implementation and evaluation of school social work services commitment 3g: Professional Commitment	

Rating – Domain 3	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED

Revised 08/1/16

Domain 4: Professional Responsibilities	Comments
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	

Rating – Domain 4	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED

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 its impact in the educational setting 5c: Has an understanding of culture, ethnicity, issues of socioeconomic background and other such differences, and is able to apply this knowledge when implementing interventions, assessing and evaluating student progress 5d: Possesses a knowledge base of disabilities and legislations which affects school practice and promotes a positive learning environment for all students 5e: Has knowledge of community resources and the process of linking families to those resources	

Rating – Domain 5	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED

Revised 08/1/16

Professional Practice Rating (Comprised of 70% of the Evaluation Rating)

___ Unsatisfactory   ___ Needs Improvement   ___ Proficient   ___ Excellent

Student Growth Rating (Comprised of 30% of the Evaluation Rating)

___ Unsatisfactory   ___ Needs Improvement   ___ Proficient   ___ Excellent

Final Summative Evaluation Rating

___ Unsatisfactory   ___ Needs Improvement   ___ Proficient   ___ Excellent

Administrator's Signature_____   Social Worker's Signature_____
                                                        (Acknowledges receipt of Summative Evaluation)

Date of Conference_____
*To be included in the district personnel file

Revised 08/1/16

Speech Language Pathologist Summative Evaluation Form*

Speech Language Pathologist: **School:**

Position: **Administrator:**

Professional Growth Plan 1   2   3   4   **School Year:**

Domain 1: Planning & Preparation For Student Learning	Comments
Components: 1a: Selects and adapts screening instruments relevant to speech-language concerns 1b: Administers screening instruments 1c: Scores screening instruments 1d: Interprets screening results 1e: Obtains case history 1f: Selects evaluation instruments 1g: Administers evaluation instruments 1h: Scores evaluation instruments 1i: Interprets evaluation results 1j: Applies school district's criteria 1k: Recommends and communicates evaluation findings	

Rating – Domain 1	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED

Domain 2: Creating A Therapeutic Environment For Learning	Comments
Components: 2a: Collaborates with the educational team to create therapy plans 2b: Develops therapy plans that meet the needs of individual students 2c: Prepares for therapy sessions 2d: Implements effective treatment 2e: Accommodates student's unique needs	

2f: Uses data in planning and delivery of services	

Rating – Domain 2	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED

Domain 3: Service Delivery	Comments
Components: 3a: Establishes rapport with students 3b: Prioritizes activities and utilizes time effectively 3c: Maintains clear procedures for referrals 3d: Establishing behavioral expectations in the therapy setting 3e: Organizing work space, materials and equipment 3f: Demonstrates knowledge of and compliance with district, state, and federal regulations and guidelines 3g: Completes tasks, responsibilities, and documentation in a timely manner	

Rating – Domain 3	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED

Domain 4: Professional Responsibilities	Comments
Components: 4a: Demonstrates communicative competence 4b: Reflects on practice 4c: Seeks and completes professional development 4d: Provides information, counseling and support to relevant parties 4e: Participates in the school/district community 4f: Demonstrates knowledge of resources both within and beyond the school and district 4g: Professional Commitment	

Rating – Domain 4	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED

Revised 08/1/16

Professional Practice Rating (Comprised of 70% of the Evaluation Rating)

___ Unsatisfactory   ___ Needs Improvement   ___ Proficient   ___ Excellent

Student Growth Rating (Comprised of 30% of the Evaluation Rating)

___ Unsatisfactory   ___ Needs Improvement   ___ Proficient   ___ Excellent

Final Summative Evaluation Rating

___ Unsatisfactory   ___ Needs Improvement   ___ Proficient   ___ Excellent

Administrator's Signature_____

Speech Language Pathologist's Signature_____

Date of Conference_____
*To be included in the district personnel file

Revised 08/1/16

Domain Support Form*

Employee: _____   School: _____

Position: _____   Administrator: _____

Professional Growth Plan (circle) 1   2   3   4

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

Professional Development Plan *

Employee: School:

Position: Administrator:

Date of Needs Improvement Evaluation:

Date of Professional Development Plan:

Areas Needing Improvement (Domain):

Strategies for improving the concern:

Timeline to address concern:
(Task/Target Date/Indicators of Progress/ Date of Completion)

District/Teacher Supports and Resources for Improving the Concern:

Teacher's Ongoing Professional Responsibilities Including His/Her Regular Teaching
Assignments:

*This plan will be reviewed & revisited at least once mid-way through the school year and
again before a summative evaluation is written.*

Administrator's Signature_____Date_____

Teacher's Signature_____ Date_____

Teacher successfully completed Professional Development Plan: _____Yes _____No

Administrator's Signature_____Date_____

Teacher's Signature_____ Date_____

*To be included in the district personnel file

Revised 08/1/16

Arlington Heights School District 25

Teacher Evaluation
Student Growth Component

Developed by the Joint Committee
2015 - 2016

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Purpose

The Illinois Performance Evaluation Reform Act (PERA), regulated as Illinois Administrative Code Part 50 (Part 50), requires that student growth be a significant factor in a teacher's overall evaluation. This document summarizes the collaborative efforts and consensus of the Joint Committee (Section 24A-4 of the School Code) for how student growth will be incorporated into the district's teacher evaluation system to promote continuous quality improvement and ensure compliance with state regulations.

Background Information

In 2010, Illinois Governor Pat Quinn signed the Performance Evaluation Reform Act (PERA), which changed how teachers' and principals' performance is measured in the state. PERA requires, among other things, that upon the implementation date applicable to a school district or other covered entity (Fall of 2016 for Arlington Heights), performance evaluations of the principals, assistant principals, and teachers of that school district or other covered entity must include data and indicators of student growth as a "significant factor." "Significant factor" shall represent at least 30 percent of the performance evaluation rating assigned.

Illinois Administrative Code Part 50 requires that "the performance evaluation plan shall identify at least two types of assessments for evaluating each category of teacher (e.g., physical education, grade 2) and one or more measurement models to be used to determine student growth that are specific to each assessment chosen.

- "The evaluation plan shall include the use of at least one Type I or Type II assessment and at least one Type III assessment."

- "The evaluation plan shall require that at least one Type III assessment be used for each category of teacher. If the Joint Committee determines that neither a Type I nor a Type II assessment can be identified, then the evaluation plan shall require that at least two Type III assessments be used."

Illinois Administrative Code Part 50 also states that "a Type I or Type II assessment may qualify as a Type III assessment if it aligns to the curriculum being taught and measures student learning in that subject area."

The Illinois Administrative Code Part 50 defines *assessment* as any instrument that measures a student's acquisition of specific knowledge and skills. Assessments used in the evaluation of teachers, principals, and assistant principals are to be aligned to one or more instructional areas articulated in the Illinois Learning Standards (see 23 Ill. Adm. Code 1, Appendix D) or the Illinois Early Learning and Development Standards—Children Age 3 to Kindergarten Enrollment Age (see 23 Ill. Adm. Code 235, Appendix A), as applicable. For the purposes of Part 50, three types of assessments are defined (see Figure 1).

Figure 1. Assessment Types

Type I Assessment

- **Definition:** An assessment that (a) measures a certain group of students in the same manner with the same potential assessment items, (b) is scored by a nondistrict entity, and (c) is widely administered beyond Illinois

- **Examples:** Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) tests, Scantron Performance Series, ACT

Type II Assessment

- **Definition:** An assessment adopted or approved by the school district and used on a districtwide basis (i.e., administered by all teachers in a given grade or subject area)

- **Examples:** Collaboratively developed common assessments, curriculum tests, assessments designed by textbook publishers

Type III Assessment

- **Definition:** An assessment that is (a) rigorous, (b) aligned with the course's curriculum, and (c) determined by the evaluator and teacher to measure student learning

- **Examples:** Teacher-selected assessments, teacher-created assessments, performance assessments

The Joint Committee

Each district is required to form a "Joint Committee" comprised of equal representation of administrators and teachers to determine the specifics of how student growth will be added to an evaluation plan. Although the Model Teacher Evaluation System prescribes that professional practice and student growth be rated using the same labels (excellent, proficient, needs improvement, and unsatisfactory), Joint Committees have considerable flexibility in determining how to combine practice and student growth ratings into a single, summative rating.

- The joint committee shall also identify the specific Type I or Type II assessment to be used for each category of teacher.

- The evaluation plan shall require that at least one Type III assessment be used for each category of teacher. If the joint committee determines that neither a Type I nor a Type II assessment can be identified, then the evaluation plan shall require that at least two Type III assessments be used.

- The plan shall identify student growth expectations consistent with the assessments and measurement model to be used, as appropriate.

- Each plan shall identify the uniform process (to occur at the midpoint of the evaluation cycle) by which the teacher will collect data specific to student learning. The data to be considered under this subsection shall not be the

same data identified for use in the performance evaluation plan to rate the teacher's performance.

- This midpoint data the teacher collects shall not be used to determine the performance evaluation rating, and the teacher should use the data to assess his or her progress and adjust instruction, if necessary.

Finally, when Joint Committees are unable to come to agreement about decisions related to including student growth in teacher evaluation, the district will default to the State Model in the areas about which the Joint Committee cannot agree. PEAC strongly encourages Joint Committees to make decisions collaboratively, rather than defaulting to the State Model, because collaboratively made decisions reflect the district context and are more sustainable.

Guiding Principles

The district's student growth component is guided by the following principles:

- Student growth for teacher evaluation should be student-centered and systematically build upon existing district assessment practices.
- Student growth for teacher evaluation should promote continuous quality improvement at the school and district level, and align with student growth requirements for administrator evaluation.
- Student growth components for teacher evaluation should promote teacher collaboration.
- Student growth ratings should result in the potential for all teachers to receive favorable student growth ratings.
- Student achievement growth should account for variations in past student performance.

Assessments

The summative evaluation for a teacher will consist of a student growth component and a professional practice component. The growth component will comprise 30% of a teacher's summative rating, and professional practice will comprise 70% of the evaluation. This document is focused on the student growth component.

Part 50 requires that student growth components include the use of at least one Type I or Type II assessment, and at least one Type III assessment. The following diagram illustrates our district's teacher evaluation system components.
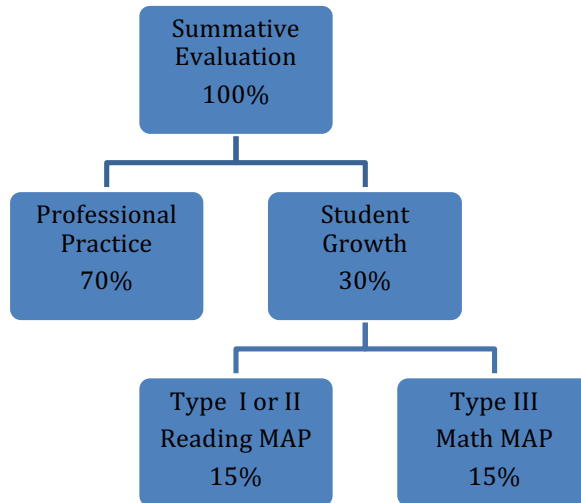
Assessment Types

The district may consider Type I and Type II assessments as Type III assessments for the purpose of teacher evaluation in a manner consistent with Part 50, which states "A Type I or Type II assessment may qualify as a Type III assessment if it aligns to the curriculum being taught and measures student learning in that subject area" (Section 50.110(b) (2) of Part 50). The district will utilize NWEA MAP Reading as its Type I assessment and NWEA MAP Math as its Type III assessment.

Period of Time for Which Growth is Evaluated

Student growth will be retrospective to the previous school year, and will evaluate student growth over the course of an entire school year, beginning and culminating with spring assessments.

Timeline for Student Growth Evaluation Process

- Certified staff will receive their building MAP performance by June 1st of each year (e.g. for the 2017-2018 school year, staff would receive data from Spring 2016 to Spring 2017).

- The district will provide a new certified staff member's building MAP performance upon hire (e.g. if that staff member were to join the district in August of 2017, he/she would receive data from Spring 2016 to Spring 2017).

- By Oct. 1 of each year, staff will receive data on their current students (e.g. in the 2017-2018 school year, staff would receive the 2016-2017 data on their 2017-2018 students). The exception would be new students to the district.

- Since the district did not administer the assessments needed for measuring student growth in the 2014 - 2015 school year, for this beginning year only, Fall of 2015 to Spring of 2016 will be used.

Measurement Model for Student Growth

Part 50 requires that school districts adopt a measurement model for how two or more assessment scores, over two or more points in time will be used to determine student growth. A Local Growth Model (LGM) approach will be used to calculate individual student growth on all assessments based on local district norms.

The LGM analyzes longitudinal student achievement data individually for each student, and projects an individual student's expected future achievement based on his/her prior pattern of achievement. Student projections are based on student *propensities* derived from individual student performance on multiple past assessments. This projection is then compared to actual student achievement, as illustrated below.

Measurement Model for Growth
Local Growth Model (LGM)

Student growth is defined as the distance between an individual student's actual score on an assessment and the student's projected score. Individual student growth scores are then averaged across all tests for all students in a particular building, and compared to established growth standards to determine final evaluation categories. Each assessment used within the teacher evaluation system will be given equal weight in its contribution toward average student growth at the individual student and group level.

Growth Standards and Evaluation Categories

To promote teacher collaboration, an "All-In" evaluation framework will be implemented to analyze student growth at the building level on all assessments

used in the evaluation system. Therefore, all teachers in a building will receive the same growth score for 30% of their summative eval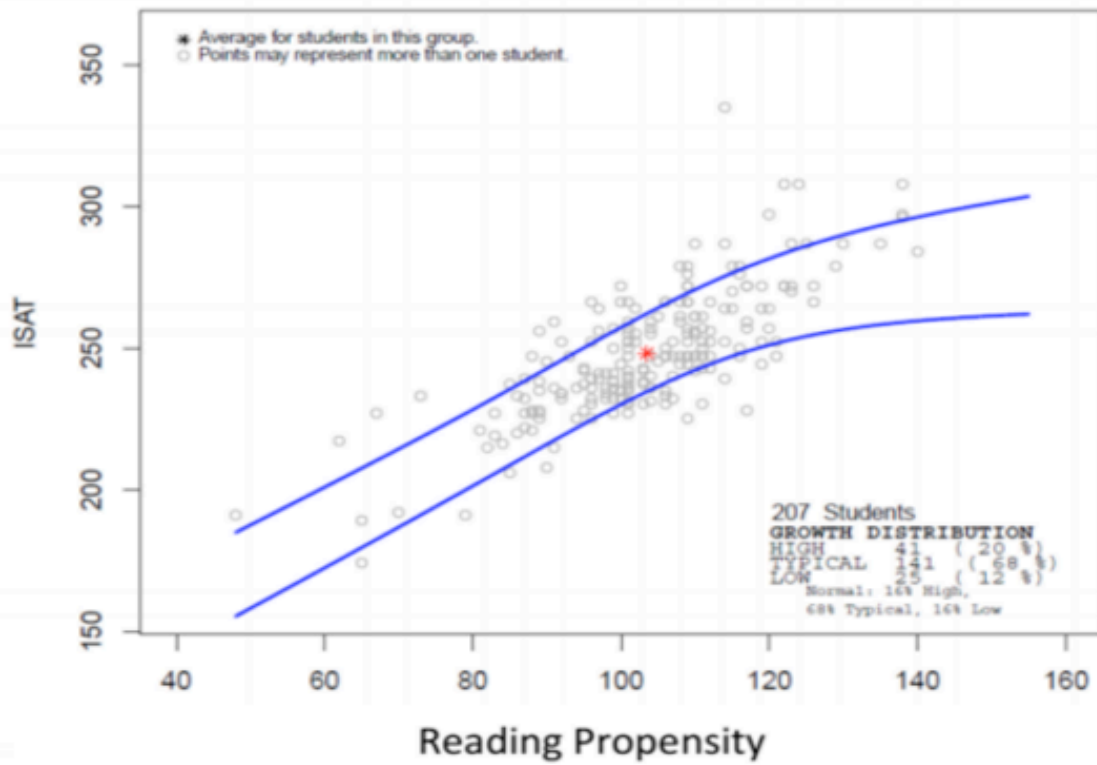uation. For example, all teachers will receive the average student growth score in reading and math from all students in the building in which the teacher is primarily assigned. The average growth score provides the basis from which growth will be categorized and converted into an evaluation category. The following diagram shows the process.

Conversion of Student Growth to
Evaluation Categories

Average Growth → **Growth Thresholds** → **Evaluation Categories**

Higher Than Expected
Average growth is +0.30 or above

Excellent

Expected Growth
Average growth from -0.29 to +0.29

Proficient

Lower Than Expected
Average growth from -0.30 to -0.99

Needs Improvement

Unsatisfactory Growth
Average growth -1.00 or below

Unsatisfactory

Revised 08/1/16
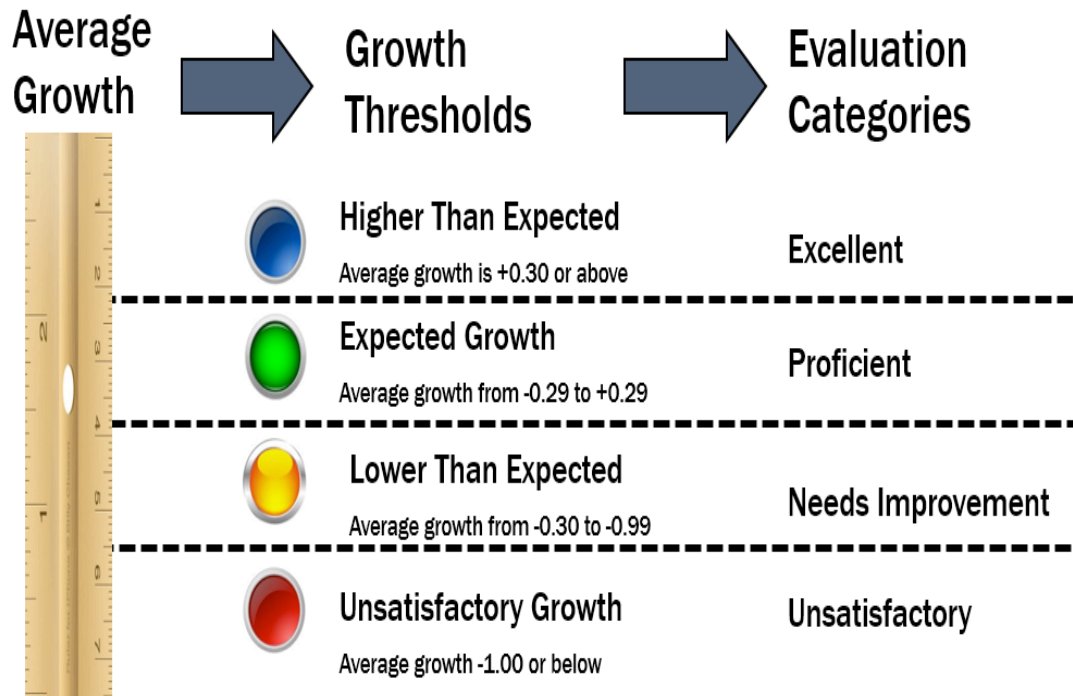
Average growth for a group of students is considered to be in the expected range unless the average growth is statistically different from zero, and is outside pre-established thresholds for educational relevance.

Educators	Professional Practice	Student Growth Type I/II	Assessment Given	Mid-Year Assessment	Student Growth Type III	Assessment Given	Mid-Year Assessment
Category A: Elementary Grades Pre-Kindergarten/Early Childhood	70%	15%	All school Reading MAP	Fountas and Pinnell	15%	All school Math MAP	AIMSWeb
Category B: Elementary Grades Kindergarten – 1 (General Ed) Special Education, ELL, LIT	70%	15%	All school Reading MAP	Fountas and Pinnell	15%	All school Math MAP	AIMSWeb
Category C: Intermediate Grades 2-5 (General Ed) Special Education, ELL, LIT	70%	15%	All school Reading MAP	Fountas and Pinnell	15%	All school Math MAP	M-COMP
Category D: Middle Grades 6-8 (General Education) Special Education, ELL, Tier II teachers	70%	15%	All school Reading MAP	Aimsweb Reading CBM	15%	All school Math MAP	M-CAP
Category E: Elementary K-5 Specials (Creative Arts, Band, etc)	70%	15%	All school Reading MAP	Fountas and Pinnell	15%	All school Math MAP	M-COMP
Category F: Middle School 6-8 Specials (Creative Arts, Band, etc.)	70%	15%	All school Reading MAP	Aimsweb Reading CBM	15%	All school Math MAP	M-CAP
Category G: Non-Class-Based Specialists K-5 (LMC, ALF, Tech)	70%	15%	All school Reading MAP	Fountas and Pinnell	15%	All school Math MAP	M - COMP (2-5)
Category H: Non-Class-Based Specialists 6-8 (LMC, ALF, Tech)	70%	15%	All school Reading MAP	Aimsweb Reading CBM	15%	All school Math MAP	M - CAP (6-8)
Category I: Psychologists, Social Workers, Certified School Nurses, Speech and Language Pathologists	100%						

Teacher Categories

Combining Student Growth and Professional Practice

A teacher's overall student growth rating will be combined with a teacher's overall professional practice rating to determine a teacher's summative rating. Growth and practice ratings will be combined using the following matrix. In our model illustrated below, if a teacher's overall student growth rating is **Proficient** and a teacher's overall practice rating is **Excellent**, then the teacher's summative rating is **Excellent**.

Teacher Practice (70%)

Student Growth (30%)	Excellent	Proficient	Needs Improvement	Unsatisfactory
Excellent	Excellent	Proficient	Proficient	Unsatisfactory
Proficient	Excellent	Proficient	Needs Improvement	Unsatisfactory
Needs Improvement	Proficient	Proficient	Needs Improvement	Unsatisfactory
Unsatisfactory	Proficient	Needs Improvement	Needs Improvement	Unsatisfactory

In the event a building has an overall student growth rating of 'Needs Improvement' or 'Unsatisfactory', the joint evaluation committee will reconvene to discuss the impact on overall evaluation.

The joint evaluation committee will continue to meet and provide oversight to ensure consistent implementation and to recommend changes in subsequent years.

Revised 08/1/16

ECRA Student Growth
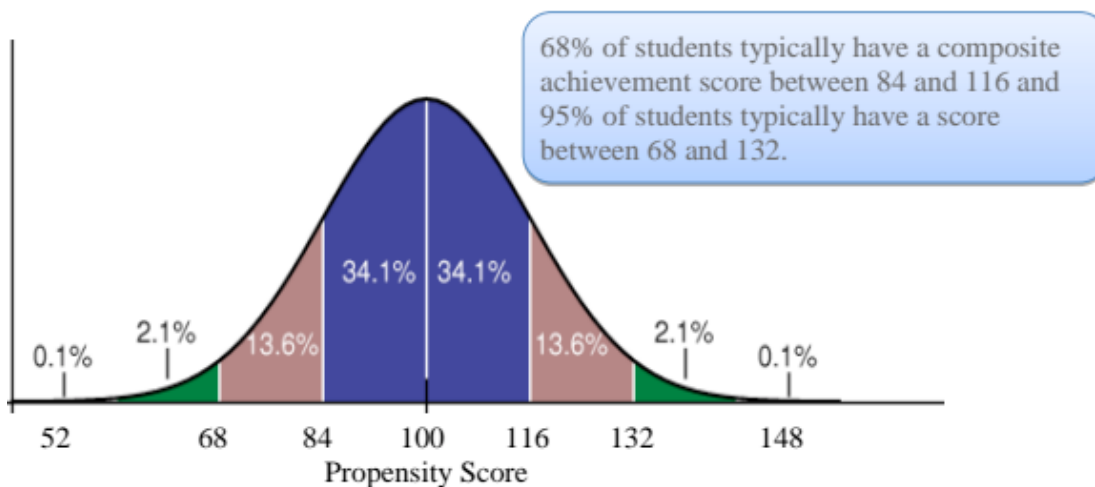## Quick Guide

Overview

The ECRA Group, Inc. (ECRA) Local Growth Model compares the growth of an individual student with local growth trends of students with the same historical achievement in the District. Growth results can be examined by each individual student, or the student growth scores of a group of students can be aggregated by grade, subject, school, or subgroup.

Growth Model Development

Growth models analyze longitudinal student achievement data using advanced statistical modeling techniques to quantify growth. The ECRA Local Growth Model (LGM) assigns each District student a projected score based on prior achievement and typical district growth profiles. To evaluate student growth, students' actual test scores are compared to the projected values provided by the prediction model. The difference between the projected and actual student achievement on assessments is summarized by a growth score and a color coded rating. Aggregation of individual student growth scores provides a measure of overall student growth for groups of students, whether by classroom, program, school, or subgroup.

Composite Achievement (Propensity) Scores

The propensity score is a composite of individual student test scores that reduces the complexity of assessment data by distilling all the predictive information contained in multiple past test scores into a single score. The composite achievement (propensity) score is scaled to represent the student's achievement relative to the mean (100) and the standard deviation (16) of prior students in the same grade and district. The composite achievement score captures past achievement in a way that best predicts future performance on a specific assessment.

> 68% of students typically have a composite achievement score between 84 and 116 and 95% of students typically have a score between 68 and 132.

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Growth Scores

Growth scores represent the magnitude of the difference between actual and expected achievement. Each deviation from zero indicates more (or less) than expected growth observed in the District based on historical data. A negative growth score does not indicate a student is losing knowledge, but rather that the student did not learn as much throughout the school year as his or her peers with the same historical achievement.
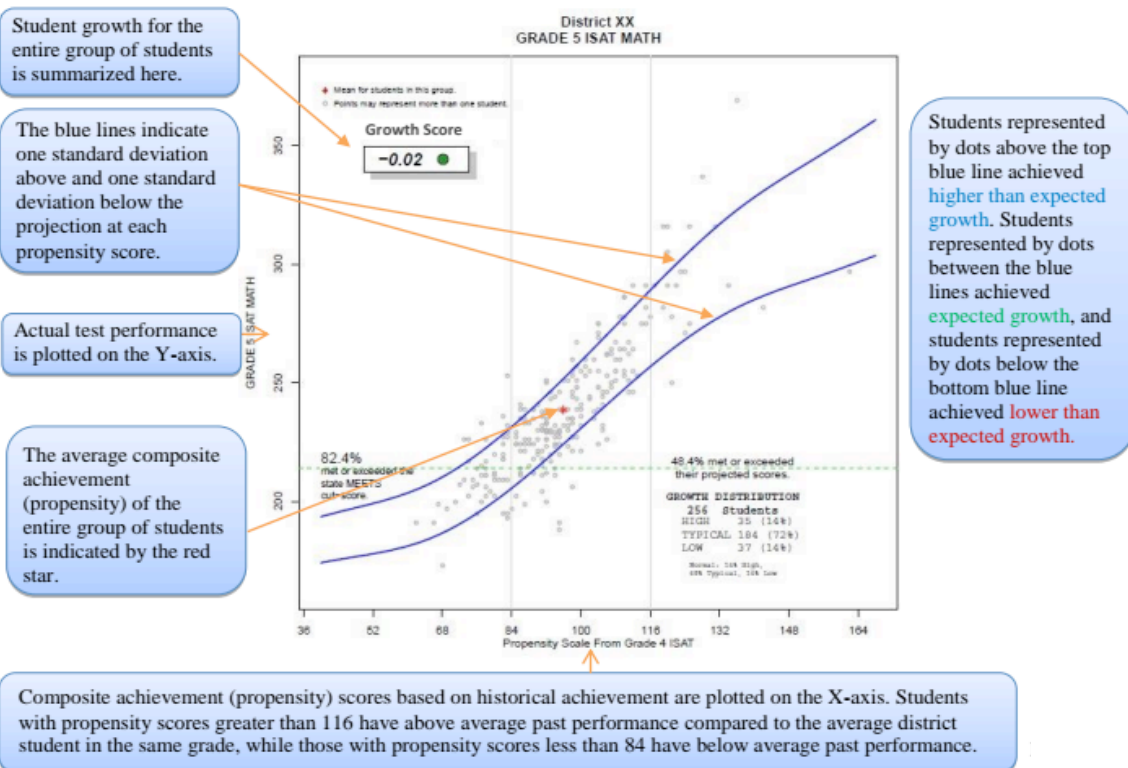
Student growth is considered typical or "expected" unless the growth score is statistically significant and educationally relevant. Growth is categorized in the reports using the following scale.

Higher than Expected Growth Growth is +0.30 or above	**Expected Growth** Growth from -0.29 to +0.29	**Lower than Expected Growth** Growth from -0.30 to -0.59	**Unsatisfactory Growth** Growth is -0.60 or below
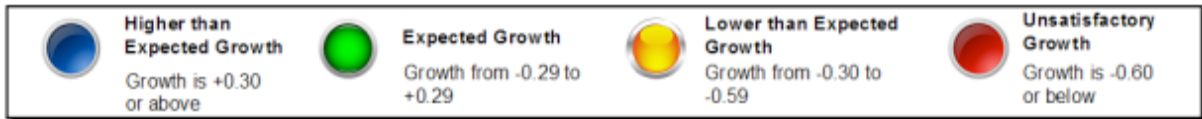
The following two conditions must be met in order for a growth score to be deemed statistically and educationally significant:

- The difference between projected and actual achievement is statistically significant.

- The magnitude of the growth statistic is greater than or equal to the absolute value of 0.3, which is established as an educationally relevant effect size by the research community.

Sample Scatterplot

Student growth for the entire group of students is summarized here.

The blue lines indicate one standard deviation above and one standard deviation below the projection at each propensity score.

Actual test performance is plotted on the Y-axis.

The average composite achievement (propensity) of the entire group of students is indicated by the red star.

Students represented by dots above the top blue line achieved higher than expected growth. Students represented by dots between the blue lines achieved expected growth, and students represented by dots below the bottom blue line achieved lower than expected growth.

Composite achievement (propensity) scores based on historical achievement are plotted on the X-axis. Students with propensity scores greater than 116 have above average past performance compared to the average district student in the same grade, while those with propensity scores less than 84 have below average past performance.

Revised 08/1/16

PERA Definitions

Section 50.30 Definitions

"Adaptive conditional measurement model" means a measurement model used to analyze assessment data to determine student growth that consists of at least a collection of baseline data that is used to determine student growth expectations for all students or for individual and/or groups of students and the recording of student outcomes in comparison to the growth expectations identified.

"Assessment" means any instrument that measures a student's acquisition of specific knowledge and skills. Assessments used in the evaluation of teachers, principals and assistant principals shall be aligned to one or more instructional areas articulated in the Illinois Learning Standards (see 23 Ill. Adm. Code 1.Appendix D) or Illinois Early Learning and Development Standards – Children Age 3 to Kindergarten Enrollment Age (see 23 Ill. Adm. Code 235.Appendix A), as applicable. For the purposes of this Part, assessments will be defined as the following types.

"Type I assessment" means a reliable assessment that measures a certain group or subset of students in the same manner with the same potential assessment items, is scored by a non-district entity, and is administered either statewide or beyond Illinois. Examples include assessments available from the Northwest Evaluation Association (NWEA), Scantron Performance Series, Star Reading Enterprise, College Board's SAT, Advanced Placement or International Baccalaureate examinations, or ACT's EPAS® (i.e., Educational Planning and Assessment System).

"Type II assessment" means any assessment developed or adopted and approved for use by the school district and intended to be used on a district-wide basis by all teachers in a given grade, course or subject area. Examples include collaboratively developed common assessments, curriculum tests and assessments designed by textbook publishers.

"Type III assessment" means any assessment that is rigorous, that is aligned to the course's curriculum, and that the qualified evaluator and teacher determine measures student learning in that course. Examples include teacher-created assessments, assessments designed by textbook publishers, student work samples or portfolios, assessments of student performance, and assessments designed by staff who are subject or grade-level experts that are administered commonly across a given grade or subject. A Type I or Type II assessment may qualify as a Type III assessment if it aligns to the curriculum being taught and measures student learning in that subject area (see Section 50.110(b)(2)).

"Assistant principal" means an administrative employee of the school district who is required to hold a professional educator license issued in accordance with Article 21B of the School Code [105 ILCS 5/21B] endorsed for either general administrative or principal, and who is assigned to assist the principal with his or her duties in the overall administration of the school.

"Formal observation" means a specific window of time that is scheduled with the teacher, principal, or assistant principal for the qualified evaluator, at any point during that window of

time, to directly observe professional practices in the classroom or in the school. (Also see Sections 50.120(c) and 50.320(c).)

"Growth expectation" means the outcome that students are expected to achieve by the end of the instructional period and includes consideration of a starting level of achievement already acquired and determination of an ending goal for the level of achievement to be reached.

"Informal observation" means observations of a teacher, principal, or assistant principal by a qualified evaluator that are not announced in advance of the observation and not subject to a minimum time requirement.

"Interval of instruction" means the period of time during which two or more assessment scores are analyzed for the purpose of identifying a change in a student's knowledge or skills.

"Joint committee" means a committee composed of equal representation selected by the district and its teachers or, when applicable, the exclusive bargaining representative of its teachers, which shall have the duties set forth in this Part regarding the establishment of a performance evaluation plan that incorporates data and indicators of student growth as a significant factor in rating teacher performance. (Section 24A-4 of the School Code)

"Measurement model" means the manner in which two or more assessment scores are analyzed for the purpose of identifying a change in a student's knowledge or skills over time.

"Performance evaluation plan" means a plan to evaluate a teacher, principal, or assistant principal that includes data and indicators on student growth as a significant factor in judging performance, measures the individual's professional practice, and meets the requirements of Article 24A of the School Code and this Part.

"Performance evaluation rating" means the final rating of a teacher's, principal's, or assistant principal's performance, using the rating levels required by Sections 24A-5(e), 34-8, and 34-85c of the School Code [105 ILCS 5/24A-5(e), 34-8, and 35-85c], that includes consideration of both data and indicators of student growth, when applicable under Section 24A-2.5 of the School Code [105 ILCS 5/24A-2.5] and Section 50.20 of this Part, and professional practice.

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

"State performance evaluation model" means those components of an evaluation plan that address data and indicators of student growth that a school district is required to use in the event that its joint committee fails to reach agreement pursuant to Section 24A-4(b) of the School Code.

"Student growth" means a demonstrable change in a student's or group of students' knowledge or skills, as evidenced by gain and/or attainment on two or more assessments, between two or more points in time.

"Student learning objective process" or **"SLO process"** means a process for organizing evidence of student growth over a defined period of time that addresses learning goals that are measurable and specific to the skills or content being taught and the grade level of the students being assessed, and are used to inform and differentiate instruction to ensure student success.

"Student learning objectives" or **"SLO"** consists of a learning goal, assessment and procedures to measure that goal, and growth expectation.

"Teacher" means full-time or part-time professional employees of the school district who are required to hold a professional educator license endorsed for a teaching field issued in accordance with Article 21B of the School Code. For the purposes of the requirements specific to student growth outlined in Article 24A of the School Code and this Part, "teacher" shall not include any individual who holds a professional educator license endorsed for school support personnel issued under Article 21B of the School Code and is assigned to an area designated as requiring this endorsement, including but not limited to school counselor, psychologist, nonteaching school speech and language pathologist, school nurse, school social worker, or school marriage and family counselor.

(Source: Amended at 38 Ill. Reg. 23175, effective November 19, 2014)