LICENSED EDUCATOR EVALUATION PLAN

Guidance Counselor, Nurse, OT/PT, Psychologist, Social Worker, SLP

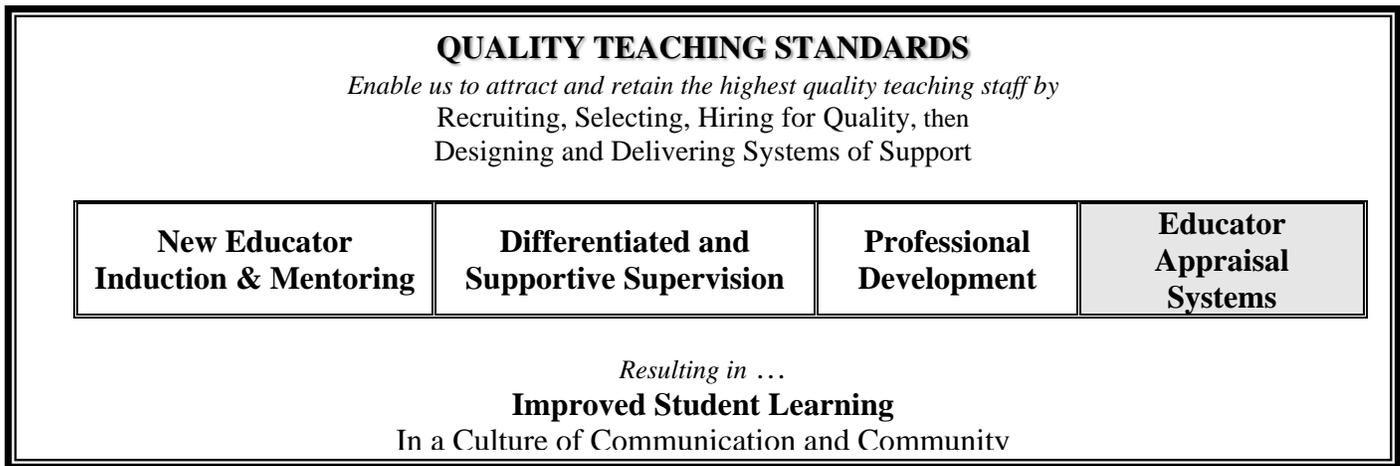**Community Unit School District 303**
St. Charles, Illinois

EMPOWERING AND INSPIRING ALL LEARNERS

Revised August 2016

INTRODUCTION

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

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

QUALITY TEACHING STANDARDS
Enable us to attract and retain the highest quality teaching staff by
Recruiting, Selecting, Hiring for Quality, then
Designing and Delivering Systems of Support

New Educator Induction & Mentoring	Differentiated and Supportive Supervision	Professional Development	Educator Appraisal Systems

Resulting in …
Improved Student Learning
In a Culture of Communication and Community

The Licensed Educator Evaluation Committee began its work in November 2004 and has developed a plan that:
- aligns with District 303 mission and goals;
- incorporates sound research and practices;
- defines professional standards for all educators;
- provides recognition and accountability;
- assists educators in strengthening student learning.

The new Licensed Educator Evaluation plan is a system that:
- engages all participants actively;
- incorporates on-going learning;
- values reflection, reinforcement, and refinement;
- supports reflective conversations between supervisors and educators and among educators.

EVALUATION PLAN COMMITTEE MEMBERS

Members of the 2004-2005 Committee
> Bob Allison, Principal, Norton Creek Elementary School
> Melissa Dockum, Principal, Wredling Middle School
> Denise Herrmann, Assistant Principal, St. Charles North High School
> Laurel Howard, Educator, St. Charles North High School
> Tina Saviano, Educator Mentor Coordinator
> Diana Sandberg, Educator, St. Charles East High School

Members of the 2015-2016 PERA Joint Committee
> Christine Balaskovits, Educator, Bell-Graham Elementary School
> Brett Bearrick, Educator, Munhall Elementary School
> Joe Blomquist, President, SCEA
> Kandace Brink, Educator, Saint Charles North High School
> David Chiszar, Executive Director of Assessment and Accountability
> Audra Christenson, Principal, St. Charles North High School
> Jeff Collons, Educator, Saint Charles East High School
> Michelle Dague, Assistant Principal, Wredling Middle School
> Sean Finn, Educator, Haines Middle School
> Jan Geier, Executive Director of Instruction
> Sara Gilroy, Educator, Norton Creek Elementary School
> Anna LaFronza, Educator, Wredling Middle School
> Tim Loversky, Principal, Thompson Middle School
> Mark Moore, Executive Director of Human Resources
> Jen Mursu, Associate Director Early Childhood
> Patti Palagi, Principal, Bell-Graham Elementary School
> Jim Richter, Assistant Principal, Saint Charles East High School
> Pat Stacey, Educator, Thompson Middle School

COMMUNITY UNIT SCHOOL DISTRICT 303
Licensed Educator Evaluation Process
Guidance Counselor, Nurse, OT/PT, Psychologist, Social Worker, SLP

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

Years in Dist. #303	Educator will:	Evaluator will:
Non- Tenured	• Participate in three observations, with at least two (2) formal observations • Complete **Professional Practice Entries #1-4** by assigned dates • Participate in summative conference prior to the end of March	• Complete three observations, with at least two (2) formal observations of at least 45 minutes/full class period each • Complete summative evaluation after completing required observations (no later than announced date in March)

Tenured (Year 1 of 2)	• Participate in formal or informal observation process*
	• Complete **Professional Practice Entries #1-4** and submit to evaluator by specified date
		• Complete formal or informal observation process at any point in year 1*
		• Review Professional Practice Entries
		• If previous rating was lower than Proficient,
		  • conduct Professional Support Plan
		  • complete three observations (at least two formal) by May 1
		  • complete Tenured Educator Summative Evaluation prior to the end of the school year

Tenured (Year 2 of 2)	• Participate in formal or informal observation process by May 1* • Complete **Professional Practice Entries #1-4** and submit to evaluator by specified date. • Organize, analyze, and submit final portfolio and **Guiding Questions for Portfolio Conversation** between February 1st and April 15th • Participate in summative conference prior to the end of the school year	• Complete formal or informal observation process by May 1* • Conduct portfolio conference with educator prior to summative conference • Conduct summative conference with educator after completion of all Student Growth and Professional Practice Entries • Complete Educator Summative Evaluation prior to the end of the school year

* Must complete at least two observations in each 2-year cycle, one of which must be a formal observation

Observation Process for all Educators

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

Formal Observation	Informal Observation (for Evaluation Purposes)
Planning Conference Form Completed By Educator	
Pre-Conference With Educator and Evaluator (Lesson Plan(s) submitted)	
Classroom Observation (at least one instruction period or 45 minutes)	Classroom Observation
Reflection Conference Form Completed By Educator prior to Post-Conference	Written Feedback Provided By Evaluator to Educator within 10 school days
Post-Conference with Educator and Evaluator within 10 school days of Observation	Post-Conference upon Educator Request or Notice of Concern within 10 school days of receiving feedback
Written Feedback Provided by Evaluator to Educator within 5 school days of Post-Conference	Written Reflection Provided by Educator (if desired) within 15 school days of receiving feedback

COMMUNITY UNIT SCHOOL DISTRICT 303
Licensed Educator Evaluation Process

PROFESSIONAL PRACTICE ENTRY #1
Due September 30th

Educator:		Date:	
School(s):		Assignment:	

After examining the domain rubrics and previous observations, what are your strengths as an educator? (4a)

What are your goals for improvement? Why did you select these goals? (1c)

What professional learning have you participated over the last year (if any) that you will implement into your practice this school year? (4d, 4e, 4f)

COMMUNITY UNIT SCHOOL DISTRICT 303
Licensed Educator Evaluation Process

PROFESSIONAL PRACTICE ENTRY #2
GUIDING QUESTIONS FOR THE PLANNING CONFERENCE

Form may be submitted to evaluator, but it is not required. Educators <u>must</u> submit lessons plans, unit plans, or other evidence of planning for the observed class/period.

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

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

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

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

What performance data assisted you in choosing these outcomes and how do they fit into the unit of instruction? (1d, 1f)
What instructional strategies do you plan to use to engage students cognitively in the lesson/service? What will you do? What will the students do? (1e)
What difficulties do you anticipate students having? How do you plan to address these difficulties? (1a, 1b, 1c)
How will you differentiate this lesson for diverse learners? Examples may include instruction, materials, products, learning styles, or abilities. (1b)
What instructional materials or resources will you use? (Bring them if necessary.) (1d)
How do you plan to assess achievement of the outcomes? (1f)
On which aspects of the observation do you want specific feedback?

COMMUNITY UNIT SCHOOL DISTRICT 303
Licensed Educator Evaluation Process

PROFESSIONAL PRACTICE ENTRY #3
REFLECTION CONFERENCE
Form may be submitted to evaluator, but it is not required.

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

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

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

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

How did I ensure that students took responsibility for their own learning?
What adjustments did I make? Why? How?
If I had the opportunity to make a change for this same group of learners, what would I do differently?
If there was one thing from this lesson/service that I could share with a colleague, what would it be?
What are the connections between this lesson/service and my professional goals?
Other comments:

COMMUNITY UNIT SCHOOL DISTRICT 303
Licensed Educator Evaluation Process

PROFESSIONAL PRACTICE ENTRY #4
Due to Direct Supervisor by February 1st (non-tenured) or May 1st (tenured).

Educator:		Date:	
School(s):		Assignment:	

What progress has been made toward my goal(s)? (Refer to Professional Practice Entry #1)
What new learning did I experience as a result of the observation process and/or student growth work? (4a)
What further support/learning do I need as I prepare for next year? (4e)

Please include any information that will help illustrate your performance and growth in Domain 4 on the back of this form

Educator Signature:_____ Date: _____

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

- Copies retained by educator and direct supervisor.

COMMUNITY UNIT SCHOOL DISTRICT 303
Licensed Educator Evaluation Process
Tenured Educator

GUIDING QUESTIONS FOR PORTFOLIO CONVERSATION

Educator:		Date:	
School(s):		Assignment:	

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

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

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

Educator Signature:_____ Date: _____

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

- Copies retained by educator and evaluator.

OVERVIEW OF PROFESSIONAL PORTFOLIO

The purpose of the portfolio is to share evidence of an educator's practice aligned with the evaluation rubrics.

- A portfolio contains carefully selected examples of work that illustrates key features of an educator's practice.
- Artifacts may reflect more than one domain.
- Artifact tags must use the language of the evaluation rubric in order to provide clarity.
- Your evaluator may have suggestions for portfolio artifacts based on your individual goals.

A PORTFOLIO…

<ins>IS</ins>	<ins>IS NOT</ins>
A process	A last minute effort
A careful selection of artifacts that support your competence and growth as an educator	A specified format
Limited to a maximum of twelve artifacts which should address all four domains; a single artifact may address more than one domain	A huge collection of random artifacts
An opportunity to reflect on each artifact collected	For the educator only
A source of conversation during conferences with evaluator	
A source of evidence in each domain for the evaluator	
A springboard for completing the guiding questions for the portfolio conversation	

PORTFOLIO GUIDE

The purpose of this document is to list examples of high-quality artifacts. Your artifacts must align with the rubrics appropriate to your position. This alignment should be described in your artifact tag.

This list is in no way comprehensive. The descriptors have been provided to assist you in selecting artifacts that represent proficient and distinguished practice. The descriptors may also be points that you want to address in your artifact tag. The portfolio will be discussed during the End-of-Year Two Conference.

Portfolio Section	Sample Artifacts:
Domain 1 – Planning and Preparation	**Lesson Plans/Unit Plans:** • identifies clear learning targets/objectives and content and practice standards • supports development of learning dispositions/learner behaviors • includes structures that support learning • differentiation options based on knowledge of students • lesson reflection and formative assessment aids in planning next steps **Student Achievement Data:** • relates to specific learning target(s) • uses a meaningful organizational structure • uses data to design coherent instruction • shows evidence of changes in student learning • includes both teacher and student assessment of learning • includes student goal-setting and action plan **Assessment Plan and Assessments:** • assessment design matches learning target • includes clear criteria/standards for proficiency • intentional planning of assessments as part of the instructional design
Domain 2 – Learning Environment	**Classroom Norms:** • includes teacher and student input • shows evidence of revision and/or reflection • shows evidence of routine use by students and teacher **Behavior Management System:** • shows evidence of student initiation of classroom routines • establishes an environment conducive to respectful student and teacher interactions • allows for subtle and effective behavior management by teacher and students **Classroom Routines and Procedures:** • encourages student initiation of classroom routines and procedures • provides tools or resources that promote respectful interactions within the classroom community • establishes routines for celebrating learning successes • uses physical space to advance learning Due to the highly observable nature of Domain 2, proficient/distinguished practice may also be demonstrated in video clips. Video clips are most effective when they focus on specific instructional elements giving explicit examples of the instructional strategies. An artifact tag may have no more than 10 minutes of video, either clipped or continuous.

Domain 3 – Instruction / Delivery of Service	**Student Interviews:** • articulates ownership of learning targets • reflects on progress toward learning targets as a result of instruction and activities • articulates purpose of lesson and activities, specifically how the purpose fits in to the greater learning • identifies areas that were cognitively challenging and steps the student took to persevere **Observation Notes and Accompanying Lesson Plan:** • demonstrates the sharing of learning targets and balance of teacher talk-student talk • shows evidence of purposeful questions and discussion techniques • shows evidence of adjusting lesson and activities based on reflection during instruction • includes accompanying lesson plan **Student Achievement Data:** • guides modification of instruction throughout • utilizes flexible grouping structures • provides timely, descriptive feedback for students • shows evidence of student use of data and feedback to make progress toward learning target Due to the highly observable nature of Domain 3, proficient/distinguished practice may also be demonstrated in video clips. Video clips are most effective when they focus on specific instructional elements giving explicit examples of the instructional strategies. An artifact tag may have no more than 10 minutes of video, either clipped or continuous.
Domain 4 – Professional Responsibilities	**Reflection from Course Completion, Coaching Cycle, Book Study, or Professional Inquiry** • describes learning from feedback sought from colleagues and supervisors • describes impact of professional learning on instruction and student achievement • describes the plan for and evidence of sustained change in practice **Evidence of Service to the Team, School, PLC, District, or Other Professional Community** • demonstrates alignment to goals of the group • demonstrates advancement of the group vision/mission • ultimately impacts student learning • demonstrates initiative and leadership • leads to sustained change in practice **Parent Communication from Log/Record, Emails, Newsletter, or Invitations** • demonstrates routine two-way communication regarding learning and instruction • provides opportunities for involvement in learning process at school and at home • shows student communication of learning to parents • varies communication mode to meet the needs of diverse families • builds an interdependent relationship with families • provides information that helps parents understand how they can support their students' learning

COMMUNITY UNIT SCHOOL DISTRICT 303
Licensed Educator Evaluation Process
Tenured Educator

ARTIFACT TAG FOR PROFESSIONAL PORTFOLIO

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

- A portfolio contains carefully selected examples of work that illustrates key features of an educator's practice.
- Artifacts may reflect more than one domain.
- Artifact tags must use the language of the evaluation rubric in order to provide clarity.

Educator:

Name of Artifact:

Date Collected:

Domain(s) and Component(s):

Using your evaluation rubrics, reflect on how this artifact shows evidence of elements of the identified domain(s) and component(s).

Summative Evaluation

Evaluator:		Date:	
Educator:		Assignment:	
School(s):			

Non-Tenured ☐Year 1 ☐Year 2 ☐Year 3 ☐Year 4 ☐Tenured

DOMAIN 1 - Planning and Preparation	*Comments:*
(Refer to rubics for component titles)	
Rating for Domain 1	☐**Unsatisfactory** ☐**Needs Improvement** ☐**Proficient** ☐**Excellent**

DOMAIN 2 - Environment	*Comments:*
(Refer to rubics for component titles)	
Rating for Domain 2	☐**Unsatisfactory** ☐**Needs Improvement** ☐**Proficient** ☐**Excellent**

DOMAIN 3 - Instruction/Delivery of Services	Comments:
(Refer to rubrics for component titles)	
Rating for DOMAIN 3	☐ Unsatisfactory ☐ Needs Improvement ☐ Proficient ☐ Excellent

DOMAIN 4 – Professional Responsibilities	Comments:
(Refer to rubrics for component titles)	
Rating for Domain 4	☐ Unsatisfactory ☐ Needs Improvement ☐ Proficient ☐ Excellent

Definition of Performance Evaluation Ratings

Unsatisfactory – Three or more needs improvement ratings, or any unsatisfactory rating. If tenured, unsatisfactory can only be issued after completing the Professional Support Plan. For a tenured educator, a final summative rating of unsatisfactory requires participation in the State of Illinois Remediation Plan.

Needs Improvement – Any ratings which include one or two needs improvement ratings, and no unsatisfactory ratings. For a tenured educator, a state required Professional Development Plan must be developed if the overall Summative evaluation rating is Needs Improvement.

Proficient – Either all proficient ratings or three proficient with one excellent rating.

Excellent – At least two domain ratings of excellent, of which one must be Domain 3. No ratings lower than proficient.

Summative Evaluation Rating ☐ _Unsatisfactory_   ☐ _Needs Improvement_   ☐ _Proficient_   ☐ _Excellent_

_____   _____   _____
Signature of Educator*   _Signature of Evaluator_   _Date_

* Indicates that content has been seen and discussed

Copies of this form to:
☐ _Educator_   ☐ _Evaluator_   ☐ _Original to Personnel file_

Evaluation Rubric: School Counselors

Domain 1 for School Counselors: Planning and Preparation

	Unsatisfactory	Basic	Proficient	Distinguished
1a: Demonstrating Knowledge of Content and Pedagogy	School Counselor demonstrates little or no understanding of school programming, or important concepts in school counseling. School Counselor routinely makes school programming errors. School Counselor displays little or no understanding of prerequisite knowledge important to counseling techniques and theory.	School Counselor is familiar with general concepts in counseling, but displays a lack of awareness of how these concepts relate to one another. School Counselor displays some awareness of school programming, although such knowledge may be inaccurate or incomplete. School Counselor demonstrates limited understanding of school programming, counseling techniques and theory.	School Counselor displays solid knowledge of the general concepts in counseling and how these relate to each other. School Counselor displays awareness of school programming and is accurate in applying this knowledge. School Counselor demonstrates solid understanding of school programming, counseling techniques and theory .	School Counselor displays extensive knowledge of a wide range of concepts in counseling and how they relate to each other. School Counselor displays a thorough understanding of school programming and proactively applies this knowledge to provide optimal services and avoid future problems. School Counselor demonstrates deep and thorough understanding of school programming, counseling techniques and theory.
1b: Demonstrating Knowledge of Students	School Counselor displays little or no knowledge of students. School Counselor displays little or no knowledge of child and adolescent development.	School Counselor displays limited knowledge of students. School Counselor displays limited knowledge of child and adolescent development.	School Counselor demonstrates accurate knowledge of students. School Counselor displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns.	School Counselor demonstrates extensive knowledge of students. In addition to accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns, School Counselor displays knowledge of the extent to which individual students follow the general patterns.
1c: Establishing Counseling Plan	School Counselor plan lacks coherence and is developed without input from constituents or inclusion of individual, school, and district needs. School Counselor has no clear goals for the counseling program, or goals are inappropriate to either the situation or the age of the students.	School Counselor plan contains guiding principles but is not consistent with individual, school, and district goals. School Counselor seeks minimal input from constituents. School Counselor goals for the counseling program are rudimentary and are partially suitable to the situation and the age of the students.	School Counselor has developed a plan that includes the important aspects of counseling in the setting. School Counselor goals for the counseling program are appropriate to the situation in the school and the age of the students, and have been developed in consultation with students, parents, and colleagues.	School Counselor plan is coherent and serves to support the students as part of the broader educational program. School Counselor goals for the counseling program are appropriate to the situation in the school and the age of the students, and have been developed in consultation with students, parents, and colleagues. Counseling plan anticipates and accommodates for potential setbacks.
1d: Demonstrating Knowledge of Resources	School Counselor demonstrates little or no knowledge of resources for students and/or parents available through the school, district, or community.	School Counselor is aware of resources for students and/or parents available through the school or district, and has some familiarity with resources external to the school.	School Counselor displays knowledge of appropriate school, district, community and other external resources for students and/or parents. School Counselor actively seeks out such resources.	School Counselor displays a wide ranging knowledge of resources including those from the school, district, community, and other external resources, and is able to use these in an appropriate manner for the benefit of students and/or parents.

1e: Evaluating Counseling Service Plan	School Counselor has no plan to evaluate services or resists suggestions that such an evaluation is important.	School Counselor has a rudimentary plan to evaluate services. The plan is implemented inconsistently or not at all.	School Counselor's plan to evaluate services is organized around clear goals and the collection of evidence, with an attempt to collect feedback from various stakeholders in order to indicate the degree to which the goals have been met.	School Counselor's plan to evaluate services is highly sophisticated, with a variety of sources of evidence, including feedback from different stakeholders, which includes a clear plan for improving services on an ongoing basis.

Domain 2 for School Counselors: The Environment

	Unsatisfactory	Basic	Proficient	Distinguished
2a: Creating an Environment of Respect and Rapport	School Counselor's interactions are negative, inappropriate, or insensitive. School Counselor does not promote positive interactions with students, parents, and colleagues. These constituents do not feel safe and/or respected.	School Counselor's interactions with students, parents, and colleagues are inconsistent. School Counselor's make little effort to encourage positive interactions so that constituents feel safe and respected.	School Counselor's interactions with students, parents, and colleagues are positive and respectful. School Counselor actively promotes school-wide positive interactions. School Counselor has established a safe, supportive counseling environment.	Interactions between School Counselor, students, parents, and colleagues are highly respectful, reflecting a high degree of comfort and trust in the relationship. School Counselor teaches and models how to engage in positive relationships which is evident in all interactions.
2b: Establishing a Culture For Productive Communication	School Counselor makes no attempt to establish a culture for productive communications with and among stakeholders.	School Counselor's attempts to promote a culture throughout the school community for productive and respectful communication with and among stakeholders are limited.	School Counselor promotes a culture throughout the school community for productive and respectful communication with and among stakeholders.	School Counselor facilitates and helps to model and lead a culture in the school community for productive and respectful communication with and among stakeholders.
2c: Managing Routines, Procedures and Physical Space	School Counselor's routines for the counseling center or classroom work are nonexistent or in disarray. The physical environment prohibits the productivity of the School Counselor.	School Counselor's routines for the counseling center or classroom work are rudimentary. School Counselor's attempts to create an inviting and well-organized physical environment are inconsistent.	School Counselor's routines for the counseling center or classroom work are effective. The School Counselor's workspace is inviting and conducive to the planned activities. There is little loss of time during counseling services. With minimal guidance and prompts, students follow established procedures.	School Counselor's routines for the counseling center or classroom work are seamless and students assist in maintaining them. School Counselor's workspace is highly professional and welcoming. The atmosphere in the counselor's workspace maximizes the student's opportunities through the attention to detail and depth of preparation. Students take initiative in management of established procedures.
2d: Managing Student Behavior	School Counselor has established little or no standards of conduct for students during counseling sessions and makes no attempt to ensure carryover throughout the school day.	School Counselor's efforts to establish standards of conduct for counseling sessions are inconsistent. School Counselor attempts, with limited success, to ensure carryover throughout the school day.	School Counselor has established clear standards of conduct for counseling sessions and consistently ensures carryover throughout the school day.	School Counselor has established clear standards of conduct for counseling sessions, and students contribute to maintaining them. School Counselor supports students in the carryover of skills and monitoring their own behavior throughout the school day.

Domain 3 for School Counselors: Delivery of Services

	Unsatisfactory	Basic	Proficient	Distinguished
3a: Communicating with Stakeholders	School Counselor does not communicate or collaborate with stakeholders. Spoken and written communication contains errors or is unclear and inappropriate.	School Counselor communicates and collaborates inconsistently with stakeholders regarding student needs. Spoken and written communication may contain errors, may not be completely appropriate or may require further explanations to avoid confusion.	School Counselor consistently collaborates with stakeholders to develop a range of appropriate behavior or academic supports. School Counselor communicates clearly and accurately with stakeholders, both in speaking and writing.	School Counselor consistently collaborates with stakeholders to develop a range of appropriate behavior or academic supports. Students contribute to this work as well. Spoken and written communication is clear, expressive and empathetic. School Counselor anticipates and addresses the possible reactions of his or her audience.
3b: Using Counseling Techniques	School Counselor has few or no counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning. School Counselor uses ineffective strategies to help students progress in attaining skills and knowledge. School Counselor implements few or no appropriate activities relevant to the setting.	School Counselor displays a limited range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and in preparation for success in college and career. Settings are limited. School Counselor uses a limited range of strategies to help students progress in attaining skills and knowledge. School Counselor implements some activities that are relevant to the setting.	School Counselor uses a variety of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and in preparation for success in college and career. School Counselor utilizes a variety of settings. School Counselor helps students formulate academic, personal/social, and career plans in collaboration with parents utilizing appropriate data to demonstrate student needs are met. School Counselor uses multiple strategies to help students progress in attaining skills and knowledge. School Counselor frequently implements activities that address relevant counseling functions.	School Counselor uses an extensive range of counseling techniques and settings to help students acquire skills in decision making and problem solving for both interactions with other students and for success in college and career. School Counselor actively and consistently utilizes student input to personalize strategies for individual student progress in attaining skills and knowledge. School Counselor demonstrates extensive knowledge of appropriate, relevant activities.
3c: Engaging Students	School Counselor's choice of materials, activities, and resources are poorly aligned with student's program goals or session objectives. School Counselor does not make connections with other programs in order to meet the students' needs. Students are not intellectually engaged in the work that supports their goals.	School Counselor's choice of materials, activities and resources has limited connection with student's program goals or session objectives. School Counselor's efforts to coordinate services with other programs in the school are limited. Some students are intellectually engaged in the work that supports their goals.	School Counselor's choice of materials, activities, and resources are clearly aligned with students' program goals or session objectives. School Counselor connects with other programs within the school or district to meet students' needs. Most students are intellectually engaged in the work that supports their goals.	School Counselor's choice of materials, activities, and resources are extensive, varied, and clearly align with student's program goals or session objectives. School Counselor fosters relationships and connections with other programs and agencies both within and beyond the school or district to meet individual student's needs. All students are intellectually engaged in the work that supports their goals.
3d: Using Assessment in Counseling Services	School Counselor does not evaluate student program progress	School Counselor inconsistently evaluates student program progress	School Counselor consistently evaluates student program progress	School Counselor consistently evaluates student progress using multiple measures

	or consult with team members to meet students' needs. School Counselor does not assess/monitor student needs or the use of assessments lead to inaccurate conclusions. School Counselor's program does not consider the needs of students.	or limits consultation with team members to meet students' needs. School Counselor's assessment/monitoring of student needs/progress is perfunctory, inconsistent, or sometimes leads to inaccurate conclusions. School Counselor's attempts to help students and teachers formulate academic, personal/social, and career plans are limited.	and consults with team members to meet students' needs. School Counselor consistently and accurately assesses/monitors student needs/progress and knows the student needs in the school. School Counselor helps students and teachers formulate academic, personal/social, and career plans.	and consults with team members to meet students' needs. Students demonstrate self-assessment techniques and self-advocacy. School Counselor conducts detailed and individualized assessments to support students' needs/progress and refine program planning.
3e: Demonstrating Flexibility and Responsiveness	School Counselor rigidly adheres to an instructional plan or program in spite of evidence of its inadequacy.	School Counselor makes limited changes in the counseling program when confronted with evidence of the need for change. School Counselor attempts to adjust the instructional plan or program and respond to student needs, but with mixed results.	School Counselor makes revisions in the counseling program and makes changes as needed in response to student, parent, and teacher input. School Counselor smoothly and successfully adjusts instructional plan or program based on student needs.	School Counselor is continually seeking ways to improve the instructional plan or program, adjusting as dictated by changing needs, assessment data, and student, parent, and teacher input. School Counselor proposes changes and quickly incorporates new developments that will best serve needs of students.

Domain 4 for School Counselors: Professional Responsibilities

	Unsatisfactory	Basic	Proficient	Distinguished
4a: Reflecting on Practice	School Counselor does not reflect on practice, or the reflections are inaccurate or self-serving.	School Counselor's reflection on practice is generally accurate and objective. School Counselor does not cite specific examples and offers few global suggestions as to how practice might be improved.	School Counselor's reflection on practice is accurate and objective. School Counselor, cites both positive and negative characteristics. School Counselor makes some specific suggestions as to how the counseling program might be improved.	School Counselor's reflection is highly accurate and perceptive. School Counselor cites specific examples that were not fully successful for a least some students. School Counselor draws on an extensive repertoire to suggest alternative strategies.
4b: Maintaining Accurate Records	School Counselor's reports, records, and documentation are missing, late, or inaccurate which results in confusion.	School Counselor's system for maintaining information is adequate, but inefficient. School Counselor's reports, records, and documentation are inconsistent or occasionally late.	School Counselor's system for maintaining information is fully effective. School Counselor's reports, records, and documentation are accurate and submitted in a timely manner.	School Counselor's system for maintaining information is fully effective. School Counselor's reports, records, and documentation are accurate and submitted in a timely manner. Students contribute information and participate in maintaining information.
4c: Communicating with Families, Staff, and Community	School Counselor provides little to no information to families, staff or community either about the counseling program as a whole or about individual students. School Counselor has no regard for confidentiality guidelines.	School Counselor provides limited though accurate information to families, staff or community about the counseling program as a whole and about individual students. School Counselor inconsistently follows confidentiality guidelines.	School Counselor provides thorough and accurate information to families, staff or the community about the counseling program as a whole and about individual students. School Counselor consistently follows confidentiality guidelines.	School Counselor is proactive in providing information to families about the counseling program and about individual students through a variety of means. School Counselor consistently maintains and models confidentiality for all while appropriately communicating student needs with family, staff and community.
4d: Participating in the professional community	The school counselor's relationships with colleagues are negative or self-serving. The school counselor avoids participation in a professional culture of inquiry, resisting opportunities to become involved. The school counselor avoids becoming involved in school events or school and district projects.	The school counselor maintains cordial relationships with colleagues to fulfill duties that the school or district requires. The school counselor participates in the school's culture of professional inquiry when invited to do so. The school counselor participates in school events and school and district projects when specifically asked.	The school counselor's relationships with colleagues are characterized by mutual support and cooperation; the school counselor actively participates in a culture of professional inquiry. The school counselor volunteers to participate in school events and in school and district projects, making a substantial contribution.	The school counselor's relationships with colleagues are characterized by mutual support and cooperation, with the school counselor taking initiative in assuming leadership among the faculty. The school counselor takes a leadership role in promoting a culture of professional inquiry. The school counselor 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.
4e: Growing and developing professionally	The school counselor engages in no professional development	The school counselor participates to a limited extent in professional	The school counselor seeks out opportunities for professional	The school counselor seeks out opportunities for professional development

	activities to enhance knowledge or skill. The school counselor resists feedback on teaching performance from either supervisors or more experienced colleagues. The school counselor makes no effort to share knowledge with others or to assume professional responsibilities.	activities when they are convenient. The school counselor engages in a limited way with colleagues and supervisors in professional conversation about practice, including some feedback on teaching performance. The school counselor finds limited ways to assist other school counselors and contribute to the profession.	development to enhance content knowledge and pedagogical skill. The school counselor actively engages with colleagues and supervisors in professional conversation about practice, including feedback about practice. The school counselor participates actively in assisting other educators and looks for ways to contribute to the profession.	and makes a systematic effort to conduct action research. The school counselor solicits feedback on practice from both supervisors and colleagues. The school counselor initiates important activities to contribute to the profession.
4f: Showing professionalism	The school counselor displays dishonesty in interactions with colleagues, students, and the public. The school counselor is not alert to students' needs and contributes to school practices that result in some students being ill served by the school. The school counselor makes decisions and recommendations that are based on self-serving interests. The school counselor does not comply with school and district regulations.	The school counselor is honest in interactions with colleagues, students, and the public. The school counselor's attempts to serve students are inconsistent, and unknowingly contribute to some students being ill served by the school. The school counselor's decisions and recommendations are based on limited though genuinely professional considerations. The school counselor must be reminded by supervisors about complying with school and district regulations.	The school counselor displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. The school counselor is active in serving students, working to ensure that all students receive a fair opportunity to succeed. The school counselor maintains an open mind in team or departmental decision making. The school counselor complies fully with school and district regulations.	The school counselor can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. The school counselor is highly proactive in serving students, seeking out resources when needed. The school counselor makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. The school counselor takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards. The school counselor complies fully with school and district regulations, taking a leadership role with colleagues.

Evaluation Rubric: School Nurse

Domain 1 for School Nurses: Planning and Preparation

Component	Unsatisfactory	Basic	Proficient	Distinguished
1a: Demonstrating knowledge and skill in nursing practice	The school nurse demonstrates limited understanding of medical information and its application in the school setting.	The school nurse demonstrates a basic understanding of medical information and its application to nursing practice.	The school nurse demonstrates thorough understanding of medical information and can apply that knowledge in the school setting.	The school nurse demonstrates thorough understanding of medical information and its impact on education. The school nurse uses research based interventions to address student's medical needs and enhance their access to education.
1b: Demonstrating knowledge of child/adolescent growth and development	The school nurse demonstrates minimal knowledge of child/adolescent development.	The school nurse demonstrates basic knowledge of child/adolescent development but applies the knowledge inconsistently.	The school nurse demonstrates accurate knowledge of the typical developmental characteristics of the age group and consistently applies this knowledge.	The school nurse demonstrates thorough knowledge of child/adolescent development. The implications of atypical development are addressed during instruction and care.
1c: Establishing health goals and outcomes for nursing practice appropriate to the setting and students served.	The health goals and outcomes represent low expectations and lack rigor. They are inappropriate for either the situation or the age of the student.	Basic health goals and outcomes are established; some of which are appropriate for either the situation or the age of the students.	The health goals and outcomes are aligned with nursing practice and are clear. Outcomes reflect learning and are differentiated for different groups of students.	Health goals and outcomes aligned with nursing practice are clear and measurable. Health goals are appropriate for the school setting, the age of the student, and are developed with collaboration from students, parents and colleagues.
1d: Designing a coherent plan of care.	The nursing plan consists of a random collection of unrelated activities lacking coherence or overall structure.	The nursing plan is disorganized but consists of some materials that are aligned with health care management goals in the school setting. There is evidence of differentiation.	The nursing plan is well organized and consists of materials that are aligned with health care management goals in the school setting. There is evidence of differentiation.	The nursing plan is well organized and consists of materials that are aligned with health care management standards in the school setting. There is evidence of differentiation based on the unique needs of the student. Collaboration with the student in plan development is: age appropriate, based on their ability, and offers opportunity for student choice.
1e. Developing an assessment to evaluate the plan of care.	The school nurse has no plan to evaluate health care delivery in the school setting.	The school nurse has a basic plan to evaluate the health care delivery in the school setting. Assessment criteria and standards have been developed but they are not clear.	The proposed assessment plan is organized and has goals. Some changes are based on data collection.	The proposed plan is well developed and has measurable goals. A variety of resources are used. Assessing and improving the health care plan is ongoing. The plan contains opportunities for the use of student feedback.
1f: Demonstrating knowledge of resources	The school nurse is unaware of community resources and state regulations. Only materials provided by the school or district are accessed.	The school nurse displays an awareness of resources beyond those provided by the school or district.	The school nurse utilizes and coordinates resources beyond those provided by the school or district to enhance the delivery of services.	The school nurse utilizes and coordinates a variety of resources beyond those provided by the school or district to develop a plan of care or health program.

Domain 2 for School Nurses: Environment

Component	Unsatisfactory	Basic	Proficient	Distinguished
2a: Creating an environment of respect and rapport	The school nurse interactions with students, staff and families are inappropriate, or insensitive to age, cultural background, and developmental level. The school nurse does not address disrespectful behavior.	The school nurse interactions with students, staff and families reflect occasional inconsistencies with limited understanding of age, cultural background and developmental level. The school nurse is inconsistent when responding to disrespectful behavior.	The school nurse interactions with students, staff and families are friendly and demonstrate genuine caring and respect. The interactions are appropriate to the age, culture, and developmental level of the student. The school nurse addresses disrespectful behavior appropriately.	The school nurse interactions with students, staff and families are respectful and reflect genuine sensitivity to students as individuals. Students exhibit respect for the school nurse and are encouraged to self-advocate.
2b: Establishing a culture for health and wellness	The health office culture is characterized by a lack of nurse-student commitment to health and wellness. Self-advocacy is not expected or valued.	The health office culture reflects an inconsistent commitment to health and wellness by the school nurse or students. Expectations for healthy lifestyles/behaviors are not evident.	The health office culture is a place where health and wellness is valued. The school nurse promotes a culture of health and wellness throughout the school and takes an active role to ensure environmental health and building safety is a priority.	The culture of health and wellness is facilitated by the school nurse. The knowledge of data driven research is used to promote healthy lifestyles for the entire school community. Students' self- advocacy and knowledge of healthy choices is evident.
2c: Managing health office procedures	There is little or no evidence of the school nurse having established procedures for the health office.	There are some health office procedures but they are inefficient or followed inconsistently.	Health office procedures are efficient. The school nurse's management of office protocols, materials and supplies is consistent. Minimal guidance and prompting is needed for students to follow established health office routines.	Instructional time is maximized due to efficient and seamless health office procedures. The school nurse utilizes evidence based practice to effectively establish procedures to maintain health and safety. The school nurse is prepared for unexpected situations and has the ability to address them. Procedures are well understood and may be initiated by students.
2d: Managing student behavior	There is little or no school nurse monitoring of student behavior and response to students' misbehavior is repressive or disrespectful.	Standards of conduct appear to have been established but implementation is inconsistent.	The school nurse monitors student behavior against established standards of conduct. The school nurse's response to student misbehavior is consistent, proportionate, respectful and effective.	The school nurse's monitoring of student behavior is subtle and preventive. The school nurse's response to student misbehavior is sensitive to the individual student needs and respects students' dignity.
2e: Organizing physical space	The health office environment is unsafe. Furniture and resources are arranged poorly.	The health office is safe and well organized. Medications are properly stored but difficult to find.	The health office is safe, well organized and the arrangement is appropriate for the management of student needs. Medications are properly stored and well organized.	The health office environment is safe, accessible to all students, including those with special needs. The school nurse makes effective use of physical resources and technology. Students contribute to the use or adaptation of the physical environment to meet their healthcare needs.

Domain 3 for School Nurses: Delivery of Service

Component	Unsatisfactory	Basic	Proficient	Distinguished
3a: Assessing student need	The school nurse does a partial assessment. Student input is not considered.	The school nurse does a basic but accurate assessment of student need yet is inconsistent when determining student outcomes.	The school nurse assesses the student using the nursing process and practices within the scope of School Nursing. An individualized plan of action is developed. Students are encouraged to be engaged in self-assessment.	The school nurse conducts detailed and individualized assessments. Individualized planning is based on data and best practice. Students are engaged in self-assessment and outcome determination.
3b: Communicating and engaging students in learning	The instructional purpose of the lesson is unclear to students. The directions and procedures are confusing. The school nurse's vocabulary is inappropriate, vague, or used incorrectly.	The school nurse's attempt to explain has limited success. The school nurse's explanation does not invite student engagement or the pursuit of independent work strategies.	The instructional purpose of the lesson is clearly communicated to students. The school nurse links the instructional purpose of the lesson to wellness and state standards. The school nurse incorporates strategies that engage students and support independence. The school nurse's use of vocabulary is precise and serves to extend student understanding.	The school nurse's explanation of content is thorough and clear. The school nurse suggests applications that could be useful across settings. The school nurse's spoken and written language is expressive, and the school nurse finds opportunities to extend students' vocabularies. The school nurse engages students so that students monitor and take appropriate action for their personal wellness.
3c: Collaborating with students, staff members, administrators, medical professionals and agencies	The school nurse's questions are basic. Interaction between the school nurse and others is rigid.	The school nurse makes occasional attempts to collaborate with students, staff members, and administrators and outside agencies.	The school nurse regularly collaborates with others. The school nurse seeks justification for recommendations.	The school nurse collaborates with all interested parties to plan for the provision of optimal health service. Students are active participants in their health plans.
3d: Demonstrating flexibility and responsiveness to student need	The school nurse ignores the impact of health on learning. The school nurse makes no attempt to promote interventions. The school nurse has no knowledge of school law as it relates to their practice.	The school nurse accepts responsibility for the success of all students but recommends only a limited repertoire of interventions. The school nurse has a basic knowledge of school law, as it relates to their practice.	The school nurse is an active member of a team that successfully accommodates students' needs. The school nurse has a thorough understanding of school law as it relates to their practice.	The school nurse is seen as an expert on the impact of health and wellness on education. The school nurse has a thorough understanding of school law as it relates to their practice and is active in evaluating and accommodating student needs.

Domain 4 for School Nurses: Professional Responsibilities

Component	Unsatisfactory	Basic	Proficient	Distinguished
4a: Maintaining accurate records	The school nurse's system for maintaining student records are nonexistent or disorganized.	There is a process for the school nurse to maintain student records. The school nurse's records for non-mandated information are adequate but documentation is inconsistent.	The school nurse's system for maintaining records is organized and accurate.	The school nurse's system for maintaining information on students is highly effective. The school nurse synthesizes and utilizes the information for collaboration with related services
4b: Communicating with families	The school nurse provides little information about district health services. Health services are provided inconsistently. The school nurse does not respond, or responds insensitively to parental concerns.	The school nurse makes sporadic attempts to communicate with families about the health care needs of students but does not attempt to engage families in the care. Communication that does take place may not be culturally sensitive.	The school nurse provides frequent and appropriate information to families about health care services. The school nurse shares individual student progress in a culturally sensitive manner. The school nurse attempts to engage families in health care decision making.	The school nurse is proactive and provides information to students and families about health services and resources to meet students' needs. The school nurse's effort to engage families in student health and wellness is frequent. The school nurse responds to family concerns with professional and cultural sensitivity.
4c: Participating in the professional community	The school nurse's relationships with colleagues are negative or self-serving. The school nurse avoids participation in a professional culture of inquiry and resists opportunities to become involved.	The school nurse maintains cordial relationships with colleagues to fulfill duties that the school or district requires. The school nurse participates in the school's culture of professional inquiry when invited to participate.	The school nurse's relationships with colleagues are characterized by mutual support and cooperation. The school nurse actively participates in a culture of health and wellness. The school nurse volunteers to participate in school events and in school and district projects.	The school nurse's relationships with colleagues are characterized by mutual support and cooperation. The school nurse takes a leadership role in promoting a culture of health and wellness. The school nurse volunteers to participate in school events and district projects, making a positive contribution.
4d: Participating in the professional community	The school nurse's relationships with colleagues are negative or self-serving. The school nurse avoids participation in a professional culture of inquiry, resisting opportunities to become involved. The school nurse avoids becoming involved in school events or school and district projects.	The school nurse maintains cordial relationships with colleagues to fulfill duties that the school or district requires. The school nurse participates in the school's culture of professional inquiry when invited to do so. The school nurse participates in school events and school and district projects when specifically asked.	The school nurse's relationships with colleagues are characterized by mutual support and cooperation; the school nurse actively participates in a culture of professional inquiry. The school nurse volunteers to participate in school events and in school and district projects, making a substantial contribution.	The school nurse's relationships with colleagues are characterized by mutual support and cooperation, with the school nurse taking initiative in assuming leadership among the faculty. The school nurse takes a leadership role in promoting a culture of professional inquiry. The school nurse 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.
4e: Growing and developing professionally	The school nurse engages in no professional development activities to enhance knowledge or skill. The	The school nurse participates to a limited extent in professional activities when they are convenient. The school	The school nurse seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.	The school nurse seeks out opportunities for professional development and makes a

	school nurse resists feedback on teaching performance from either supervisors or more experienced colleagues. The school nurse makes no effort to share knowledge with others or to assume professional responsibilities.	nurse engages in a limited way with colleagues and supervisors in professional conversation about practice, including some feedback on teaching performance. The school nurse finds limited ways to assist other school nurses and contribute to the profession.	The school nurse actively engages with colleagues and supervisors in professional conversation about practice, including feedback about practice. The school nurse participates actively in assisting other educators and looks for ways to contribute to the profession.	systematic effort to conduct action research. The school nurse solicits feedback on practice from both supervisors and colleagues. The school nurse initiates important activities to contribute to the profession.
4f: Showing professionalism	The school nurse displays dishonesty in interactions with colleagues, students, and the public. The school nurse is not alert to students' needs and contributes to school practices that result in some students being ill served by the school. The school nurse makes decisions and recommendations that are based on self-serving interests. The school nurse does not comply with school and district regulations.	The school nurse is honest in interactions with colleagues, students, and the public. The school nurse's attempts to serve students are inconsistent, and unknowingly contribute to some students being ill served by the school. The school nurse's decisions and recommendations are based on limited though genuinely professional considerations. The school nurse must be reminded by supervisors about complying with school and district regulations.	The school nurse displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. The school nurse is active in serving students, working to ensure that all students receive a fair opportunity to succeed. The school nurse maintains an open mind in team or departmental decision making. The school nurse complies fully with school and district regulations.	The school nurse can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. The school nurse is highly proactive in serving students, seeking out resources when needed. The school nurse makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. The school nurse takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards. The school nurse complies fully with school and district regulations, taking a leadership role with colleagues.

Evaluation Rubric: School Psychologist

Domain 1 for School Psychologists: Planning and Preparation

Component	Unsatisfactory	Basic	Proficient	Distinguished
1a: Demonstrating Knowledge of School Psychology	School Psychologist is unable to demonstrate knowledge of the history and foundations of school psychology and does not implement best practices at the school level.	School Psychologist demonstrates limited knowledge of the history and foundations of school psychology and inconsistently implements best practices at the school or district level.	School Psychologist demonstrates solid knowledge of the history and foundations of school psychology through the implementation of best practices at the school or district level.	School Psychologist consistently demonstrates extensive knowledge of the history and foundations of school psychology through the implementation of best practices at the school level, district level, and/or professional community.
1b: Demonstrating Knowledge of Students	School Psychologist demonstrates little to no knowledge of child and adolescent development, learning theory, psychopathology, cultural diversity, and special education.	School Psychologist demonstrates some knowledge of child and adolescent development, learning theory, psychopathology, cultural diversity, and special education.	School Psychologist demonstrates thorough knowledge of child and adolescent development, learning theory, psychopathology, cultural diversity, and special education.	School Psychologist demonstrates extensive knowledge of child and adolescent development, learning theory, psychopathology, cultural diversity, and special education.
1c: Setting Goals for School Psychology Services	School Psychologist has no clear goals for direct psychology services nor is support provided to ensure the goals are appropriate to the needs, developmental level, and diversity of the student(s).	School Psychologist's goals for direct psychology services or support in the development of IEP goals, are rudimentary and are partially suitable to the needs, developmental level, and diversity of the student(s).	School Psychologist's goals for direct psychology services or support in the development of IEP goals, are clear and appropriate to the needs, developmental level, and diversity of the student(s).	School Psychologist's goals for direct psychology services or support in the development of IEP goals, are highly appropriate to the needs, developmental level, and diversity of the student(s).
1d: Designing Instructional Supports Using Appropriate Resources	School Psychologist's repertoire of academic, behavioral, and social/emotional interventions/supports consists of a random collection of unrelated activities that lack coherence and/or overall structure, or does not meet the needs of the student(s).	School Psychologist designs or recommends academic, behavioral, and social/emotional interventions/supports, with disregard to evidence-based practices that may meet the needs of the targeted student(s).	School Psychologist designs or recommends evidence-based academic, behavioral, and social/emotional interventions/supports that effectively meet the needs of the target student(s).	School Psychologist designs or recommends evidence-based academic, behavioral, and social/emotional interventions/supports that effectively meet the needs of the target student(s) and are connected to building/district goals.
1e: Demonstrating Knowledge of a Variety of Assessments	School Psychologist demonstrates little or no knowledge of assessment instruments and is unable to identify instruments that evaluate interventions and student progress effectively.	School Psychologist has limited knowledge of assessment instruments for systems, groups, and individuals and inconsistently identifies instruments that evaluate interventions and student progress.	School Psychologist has knowledge of a variety of assessment instruments for systems, groups, and individuals and consistently identifies instruments that evaluate interventions and student progress.	School Psychologist has extensive knowledge of a variety of assessments for systems, groups, and individuals and always suggests effective instruments for the evaluation of interventions and student progress.

Domain 2 for School Psychologists: Environment

Component	Unsatisfactory	Basic	Proficient	Distinguished
2a: Creating an Environment of Respect and Rapport	School Psychologist's interactions with students, staff, and parents are negative or inappropriate. Students appear uncomfortable in the School Psychologist's environment.	School Psychologist's interactions with students, staff and parents are a mix of positive and negative. School Psychologist's efforts at developing rapport are inconsistent.	School Psychologist's interactions with students, staff, and parents are positive and respectful. Students appear comfortable in the School Psychologist's environment.	Students, staff, and parents seek out the School Psychologist, reflecting a high degree of comfort and trust in the relationship.
2b: Establishing a Positive Culture and Climate Throughout the School	School Psychologist makes no attempt to establish a culture for positive mental health in the school. School Psychologist demonstrates a lack of knowledge and involvement in Tier 1 social/emotional and behavioral supports and interventions.	School Psychologist inconsistently promotes a culture for positive mental health in the school. School Psychologist has limited knowledge of and involvement in Tier 1 social/emotional and behavioral supports and interventions.	School Psychologist consistently promotes a culture for positive mental health throughout the school. School Psychologist demonstrates knowledge of and involvement in Tier 1 social/emotional and behavioral supports and interventions.	School Psychologist models and facilitates a culture for positive mental health throughout the school. School Psychologist demonstrates leadership in supporting Tier 1 behavioral supports and interventions and seeks opportunities to craft proactive supports for the buildings they support.
2c: Organizing Physical Space	School Psychologist disregards the need for confidentiality when organizing or storing materials. Physical environment is extremely disorganized. Copyright laws are not respected.	School Psychologist occasionally disregards the need for confidentiality when organizing or storing materials. Physical environment is somewhat disorganized.	School Psychologist respects the need for confidentiality when organizing or storing materials. The physical environment is organized and all materials are easily accessible. Copyright laws are respected.	School Psychologist consistently respects the need for confidentiality and has a well-developed protocol for organizing or storing materials. The physical environment is extremely organized and all materials are easily accessible. Copyright laws are respected.
2d: Managing Student Behavior	School Psychologist does not participate in the implementation and progress monitoring of Tiered behavioral interventions. School Psychologist fails to collaborate with teams that develop behavioral intervention plans. Direct services with students are ineffective, poorly managed, and may exacerbate inappropriate behaviors.	School Psychologist inconsistently participates in the implementation and progress monitoring of Tiered behavioral interventions. School Psychologist struggles to collaborate with teams that develop behavioral intervention plans. Direct work with students is not always effective and poorly managed. There is no plan developed to collect data on behavioral interventions and services.	School Psychologist takes an active role in the implementation and progress monitoring of Tiered behavioral interventions. School Psychologist actively collaborates with teams that develop behavioral intervention plans. Direct work with students is effective and well-managed. Behavioral interventions and services are developed with consideration given to data collection and progress monitoring.	School Psychologist takes a leadership role in the implementation and progress monitoring of Tiered behavioral interventions. School Psychologist assumes a leadership role when supporting teams that develop behavioral intervention plans. Direct work with students is highly effective and well-managed. All behavioral interventions and services are developed with consideration given to data collection and progress monitoring.

Domain 3 for School Psychologists: Delivery of Services

Component	Unsatisfactory	Basic	Proficient	Distinguished
3a: Communicating With Students	School Psychologist does not interact with students or engages in inappropriate interactions. Direct services with students are extremely limited or the purposes of such services are not clearly communicated with the student(s).	School Psychologist's communication with students is not always developmentally appropriate. The purpose of and directions for activities are not clearly expressed or developmentally appropriate.	School Psychologist effectively communicates with students using developmentally appropriate language. The purpose of and directions for activities are clearly expressed and developmentally appropriate.	School Psychologist's communication with students is consistently effective and uses developmentally appropriate language. The purpose of and directions for activities are clearly expressed, developmentally appropriate, and generalizable to other settings.
3b: Utilizing Data-Based Decision Making	School Psychologist does not use data to help make instructional decisions nor participates in the problem-solving process. School Psychologist is not knowledgeable about data collection procedures, instruments, and interpretation.	School Psychologist attempts to use data to help make instructional decisions, but does so incorrectly or inaccurately. Participation in the problem-solving process is ineffective and efforts are misguided. School Psychologist has limited knowledge of data collection procedures, instruments, and interpretation.	School Psychologist uses data to help make instructional decisions. School Psychologist demonstrates knowledge of the legal requirements of RtI, how to collect baseline and progress monitoring data, and evidence-based interventions. School Psychologist regularly participates in the problem-solving process and assists the educational team in determining whether more formalized evaluations or services are warranted.	School Psychologist consistently uses data to help make instructional decisions. School Psychologist demonstrates extensive knowledge regarding legal requirements of RtI, how to collect baseline and progress monitoring data, and evidence based interventions. The School Psychologist serves as the leader or directly supports the leader during the problem-solving process and advises the education team in determining whether more formalized evaluations or services are warranted.
3c: Implementing Evidence-Based Practices and Interventions	School Psychologist is not involved in consultation about evidence-based academic, social, behavioral, and life-skill interventions nor provides any direct interventions or supports to students.	School Psychologist's involvement in consultation about evidence-based academic, social, behavioral, and life-skill interventions is inconsistent. The provision or implementation of such interventions to students is limited.	School Psychologist is actively involved in consultation about evidence-based academic, social, behavioral, and life-skill interventions. School Psychologist regularly provides and implements these interventions for Tier 2 and Tier 3 students.	School Psychologist consistently initiates and provides consultation about evidence-based academic, social, behavioral, and life-skill interventions. School Psychologist facilitates or supports the facilitation of the implementation of interventions for Tier 2 and Tier 3 students by staff and/or outside community providers.
3d: Administering and Interpreting the Appropriate Observations and/or Assessment Instruments	School Psychologist struggles to determine when a formalized evaluation is warranted. School Psychologist is unaware of how to select and administer assessments that are appropriate to the student's age, needs, and deficits. School Psychologist struggles to interpret evaluations and prepares inaccurate or confusing reports. School Psychologist does not contribute to the determination of 504 or IEP eligibility status.	School Psychologist has limited understanding of when a formalized evaluation is warranted. School Psychologist has limited understanding of how to select and administer assessments that are appropriate to the student's age, needs, and deficits. School Psychologist's interpretation of evaluations is vague and reports are not always understandable to parents and school staff. School Psychologist makes minimal contributions to the determination of 504 or IEP eligibility status and the supports that are warranted.	School Psychologist understands when a formalized evaluation is warranted. School Psychologist selects and administers assessments that are appropriate to the student's age, needs, and deficits. School Psychologist is able to interpret evaluations and prepare reports that are based on current professional guidelines and that are understandable to parents and school staff. School Psychologist contributes to the determination of 504 or IEP eligibility status and the supports that are warranted based on the evaluation results.	School Psychologist understands when a formalized evaluation is warranted and assists the team in understanding their roles. School Psychologist consistently selects and administers assessments that are appropriate to the student's age, needs, and deficits. School Psychologist is able to interpret evaluations and prepares clear and concise reports that are based on current professional guidelines and are understandable to parents and school staff. The results of the psychological evaluation meaningfully contribute to the determination of eligibility status and supports that are warranted.

3e: *Demonstrating Flexibility and Responsiveness*	School Psychologist adheres to existing instructional or interventions methods, in spite of evidence of its inadequacy.	School Psychologist makes modest and inconsistent changes to instructional or interventional methods when confronted with evidence of the need for change.	School Psychologist makes revisions in instruction and intervention at the systems-, group-, and individual-level when it is needed, using sound data-based decision making practices. Progress monitoring and continued modification of interventions is evident.	School Psychologist is continually seeking ways to improve the instruction and intervention at the systems-, group-, and individual-level using sound data-based decision making practices, including consideration of social acceptability and makes changes as needed in response to student, parent, or teacher input. Progress monitoring and continued modification of interventions is routinely evident.

Domain 4 for School Psychologists: Professional Responsibilities

Component	Unsatisfactory	Basic	Proficient	Distinguished
4a: Reflecting on Services and Practices	School Psychologist does not reflect on practices or the reflections are inaccurate or self-serving.	School Psychologist's reflection on practices is accurate and objective without citing specific examples and with only global suggestions as to how it might be improved.	School Psychologist's reflection on practices provides an accurate and objective description of practice, citing specific positive and negative characteristics. School Psychologist makes some specific suggestions as to how services might be improved.	School Psychologist's reflection on practices is accurate and perceptive citing specific positive and negative characteristics, including analysis of each. School Psychologist draws on an extensive repertoire to suggest alternative strategies.
4b: Maintaining accurate records and documentation	School Psychologist's records and documentation do not adhere to district and legal mandates. No efforts are made to learn about current district and legal mandates regarding record keeping. Records are not kept, referenced, or used to guide practice.	School Psychologist's records and documentation inconsistently adhere to district and legal mandates. Minimal efforts are made to learn about current district and legal mandates regarding record keeping. Records are rarely referenced and infrequently used to guide practice.	School Psychologist's records and documentation adhere to district and legal mandates. School Psychologist demonstrates knowledge of the most current district and legal mandates regarding record keeping. Records are used to guide practice and document services.	School Psychologist's records and documentation adhere to district and legal mandates. School Psychologist demonstrates knowledge of the most current district and legal mandates regarding record keeping and shares these practices with colleagues. Records are regularly used to guide practice and document services.
4c: Communicating Effectively With Parents, School Staff, and Community Agencies	School Psychologist does not communicate with parents, staff, and community agencies through a variety of modalities. Communication is disrespectful and incomprehensible to the target audience. Communication does not engage stakeholders or establish rapport.	School Psychologist ineffectively communicates with parents, staff, and community agencies through a variety of modalities. Communication is not consistently respectful or comprehensible to the target audience. Communication inconsistently disseminates information about student needs and may not engage stakeholders or establish rapport.	School Psychologist communicates with parents, staff, and community agencies through a variety of modalities. Communication is respectful and comprehensible to the target audience. Communication is used to obtain and disseminate information about student needs, as well as engage stakeholders and establish rapport.	School Psychologist effectively communicates with parents, staff, and community agencies through a variety of modalities. Communication is respectful and comprehensible to the target audience. Communication is used to obtain and disseminate information about student needs, as well as engage stakeholders and establish rapport. Communication is initiated by the School Psychologist and response to stakeholders is timely.
4d: Participating in the professional community	The school psychologist's relationships with colleagues are negative or self-serving. The school psychologist avoids participation in a professional culture of inquiry, resisting opportunities to become involved. The school psychologist avoids becoming involved in school events or school and district projects.	The school psychologist maintains cordial relationships with colleagues to fulfill duties that the school or district requires. The school psychologist participates in the school's culture of professional inquiry when invited to do so. The school psychologist participates in school events and school and district projects when specifically asked.	The school psychologist's relationships with colleagues are characterized by mutual support and cooperation; the school psychologist actively participates in a culture of professional inquiry. The school psychologist volunteers to participate in school events and in school and district projects, making a substantial contribution.	The school psychologist's relationships with colleagues are characterized by mutual support and cooperation, with the school psychologist taking initiative in assuming leadership among the faculty. The school psychologist takes a leadership role in promoting a culture of professional inquiry. The school psychologist 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.

4e: Growing and developing professionally	The school psychologist engages in no professional development activities to enhance knowledge or skill. The school psychologist resists feedback on teaching performance from either supervisors or more experienced colleagues. The school psychologist makes no effort to share knowledge with others or to assume professional responsibilities.	The school psychologist participates to a limited extent in professional activities when they are convenient. The school psychologist engages in a limited way with colleagues and supervisors in professional conversation about practice, including some feedback on teaching performance. The school psychologist finds limited ways to assist other school psychologists and contribute to the profession.	The school psychologist seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. The school psychologist actively engages with colleagues and supervisors in professional conversation about practice, including feedback about practice. The school psychologist participates actively in assisting other educators and looks for ways to contribute to the profession.	The school psychologist seeks out nopportunities for professional development and makes a systematic effort to conduct action research. The school psychologist solicits feedback on practice from both supervisors and colleagues. The school psychologist initiates important activities to contribute to the profession.
4f: Showing professionalism	The school psychologist displays dishonesty in interactions with colleagues, students, and the public. The school psychologist is not alert to students' needs and contributes to school practices that result in some students being ill served by the school. The school psychologist makes decisions and recommendations that are based on self-serving interests. The school psychologist does not comply with school and district regulations.	The school psychologist is honest in interactions with colleagues, students, and the public. The school psychologist's attempts to serve students are inconsistent, and unknowingly contribute to some students being ill served by the school. The school psychologist's decisions and recommendations are based on limited though genuinely professional considerations. The school psychologist must be reminded by supervisors about complying with school and district regulations.	The school psychologist displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. The school psychologist is active in serving students, working to ensure that all students receive a fair opportunity to succeed. The school psychologist maintains an open mind in team or departmental decision making. The school psychologist complies fully with school and district regulations.	The school psychologist can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. The school psychologist is highly proactive in serving students, seeking out resources when needed. The school psychologist makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. The school psychologist takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards. The school psychologist complies fully with school and district regulations, taking a leadership role with colleagues.

Evaluation Rubric: Therapeutic Specialist
Occupational Therapist, Physical Therapist, Social Worker, Speech-Language Pathologist

Domain 1 for Therapeutic Specialists: Planning and Preparation

Component	Unsatisfactory	Basic	Proficient	Distinguished
1a: Demonstrating knowledge of therapeutic discipline, regulatory procedures and law pertaining to School System Practice	In planning and practice, the Specialist makes content errors or does not correct errors made by students. The Specialist displays little understanding of compliance of/with regulatory procedures and therapeutic disciplines at the district/state/federal level.	The Specialist is familiar with the important concepts in the discipline but displays a lack of awareness of how these concepts relate to one another. The Specialist indicates some awareness of compliance of/with regulatory procedures and therapeutic disciplines at the district/state/federal level although such knowledge may be inaccurate or incomplete.	The Specialist displays solid knowledge of the important concepts in the discipline and how these relate to one another. The Specialist demonstrates accurate understanding of compliance of/with regulatory procedures and therapeutic disciplines at the district/state/federal level.	The Specialist displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. The Specialist demonstrates understanding of compliance of/with regulatory procedures and therapeutic disciplines at the district/state/federal level. The therapeutic plans and practice reflect familiarity with a wide range of approaches and the ability to anticipate student misconceptions.
1b: Demonstrating knowledge of typical and atypical child and adolescent development, influence of culture, background, and social emotional characteristics.	The Specialist displays minimal understanding and little knowledge of typical and atypical development, the influence of culture, background, social emotional characteristics and how development and special needs impact student progress. The Specialist does not indicate that such knowledge is valuable.	The Specialist displays generally accurate knowledge of typical and atypical development; the influence of culture, background, and social emotional characteristics and how development and special needs impact student progress, This knowledge is applied inconsistently and/or may be overgeneralized across student groups.	The Specialist understands the individualized and active nature of student progress, typical and atypical development, the influence of culture, background, and social emotional characteristics, and utilizes this information consistently. The Specialist also purposefully acquires knowledge from several sources about students' development, skills, special needs and performance.	The Specialist understands the individualized and active nature of student progress, typical and atypical development, the influence of culture, background, and social emotional characteristics. The Specialist also uses knowledge from research based sources that address individual students' development; skills, special needs and performance to systematically problem solve and plan.
1c:Establishing Therapeutic Goals	Therapeutic goals do not exist or are not measurable and do not reflect important progress in area(s) of student need. Goals are inappropriate to either the situation, student age or needs of the student.	Therapeutic goals are rudimentary, stated as direction for the team or as therapeutic activities or are based on global assessments of student progress rather than specific to individual students' needs. Goals are measurable but reflect limited suitability for students' age, needs and situation.	Therapeutic goals are rigorous and address specific and important student needs. Goals are clear, measurable and suggest viable methods of assessment. Goals are suitable for students' age, needs and situation, and are applicable for integration into students' educational curriculum.	Therapeutic goals represent a high-level of understanding of how to assimilate therapeutic strategies into the educational curriculum. Goals are clear, measurable and understood by a variety of team members. Goals permit viable methods of assessment and allow for progress. Goals are differentiated for individual students.

1d: Designing Services with Appropriate Resources	The Specialist's program consists of a random collection of unrelated activities, lacking alignment or an overall structure or has unrealistic time allocations. The Specialist is unaware of resources (e.g. references and best practice through professional organizations, etc.) to assist student progress beyond materials provided by the school or district, nor is the Specialist aware of resources for expanding one's own professional skill.	The Specialist's plan has a guiding principle and includes a number of worthwhile activities, but some do not fit the overall program goal or do not fit a sequential progression of skill development. Only some time allocations are reasonable. The Specialist displays some awareness of resources (e.g. references and best practices through professional organizations, etc.) beyond those provided by the school or district and for extending one's professional skill but does not seek to expand this knowledge.	The Specialist has developed an aligned, sequential plan that supports individual needs of the students. The therapeutic activities correlate with educational programming and represent appropriate challenges to student function. The Specialist's time management skills are reasonable. The Specialist displays awareness of resources (e.g. references best practices through professional organizations, etc.) 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 Specialist's plan is sequentially aligned, serves to support students individually within the broader educational program, and considers the long-term effects. The Specialist integrates therapeutic activities skillfully into the student's educational program. The Specialist sets appropriate priorities with time management. The Specialist's knowledge of resources (e.g. references and best practices through professional organizations, etc.) for therapeutic 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. The Specialist incorporates resources appropriately for the individual needs of the student.
1e: Developing a Plan to Evaluate Therapeutic Services	Assessment procedures are not congruent with student needs and therapeutic outcomes and lack criteria by which student performance will be assessed. The Specialist has no plan to incorporate baseline assessment in the therapeutic plan.	Assessment procedures are rudimentary and data collection is inconsistent. Assessment criteria and standards have been developed, but they are not clear. The Specialist's approach to using baseline assessment is rudimentary, including only some of the therapeutic outcomes.	Assessment procedures are clear and organized to reflect individual student growth toward identified goals. The Specialist has an established plan to collect data/evidence to support therapeutic services.	Therapeutic goals can be monitored by the Specialist's assessment plan, which reflects student performance throughout the school day. The assessment plan has clear criteria for identifying student performance within the educational program. Assessment methodologies have been adapted for individual students as needed. When appropriate, the plan allows student contribution or feedback as part of the process. Data collection is skillfully designed and includes baseline assessment and developed collaboration with the team.

Domain 2 for Therapeutic Specialists: Environment

Component	Unsatisfactory	Basic	Proficient	Distinguished
2a: Creating an environment of respect and rapport	Patterns of interactions are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Interactions are characterized by sarcasm, put-downs, or conflict. The Specialist does not have a plan for dealing with disrespectful or challenging behaviors.	Patterns of interactions, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. The Specialist has an uneven plan for responding to disrespectful and challenging behaviors. The net result of the interactions is neutral, conveying neither warmth nor conflict.	Specialist-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 specialist. The Specialist has a clear plan for dealing with disrespectful or challenging behaviors. The net result of the interactions is polite, respectful, and business-like, though students may be somewhat cautious about participating in challenging therapeutic activities.	The therapeutic environment facilitates interactions that are highly respectful, reflecting genuine warmth, caring, and sensitivity. The students seek out the Specialist reflecting a high degree of comfort and trust. The net result is an environment where all students feel valued and are comfortable participating in challenging activities. The Specialist sets a professional example for staff to student interactions, staff to staff interactions, and staff to family interactions.
2b: Establishing a culture for learning	The therapeutic environment is characterized by a lack of Specialist or student commitment to progress, and/or little or no investment of student energy in the task at hand. Hard work is not expected or valued. Medium to low expectations for student progress are the norm.	The therapeutic environment is characterized by little commitment to making progress by either the Specialist or the students. The Specialist appears to be only "going through the motions," and students indicate that they are interested in the completion of the session rather than the quality of the task or interaction. The Specialist conveys that student success is the result of natural ability rather than hard work. Medium expectations for student progress are the norm.	The therapeutic environment is a place where progress is valued by all; high expectations for both learning and hard work are the norm for most students. To the best of their ability, students understand their role and consistently expend effort. Interactions support a high level of learning, participation, and independence.	The therapeutic environment is rigorous, characterized by a shared belief in the importance of progress. The Specialist conveys high expectations and insists on hard work. Students assume responsibility for making progress by initiating improvements, recognizing errors, and in understanding the importance of attempting to carry over their acquired skills outside of the therapeutic setting.

2c.*Managing Practice, Time, Procedures, and Physical space*	Much therapeutic time is lost due to inefficient routines and procedures. There is little or no evidence of the Specialist's managing transitions and/or handling of materials and supplies effectively. There is little evidence that students know or follow established routines. Confidential materials are not stored in a secure location. The therapeutic environment is unsafe. Given available resources there is poor use of physical space and materials.	Some therapeutic time is lost due to partially effective routines and procedures. The Specialist's management of transitions, or handling of materials and supplies, or both, are inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines. Confidential items are stored securely; however, lacking organization. The therapeutic environment is safe. Given available resources, specialist makes modest use of physical space and materials.	There is little loss of therapeutic time due to effective routines and procedures. The Specialist's management of transitions, or handling of materials and supplies, or both, are consistently successful. With minimal guidance and prompting, students follow established routines. Confidential items are stored in a secure organized location. Given available resources the therapeutic environment is safe and uses physical space and materials effectively.	Therapeutic time is maximized due to efficient and seamless routines and procedures. To the best of their ability, students take initiative in the management of transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students. The therapeutic environment is inviting and safe. Confidential items are stored in a secure organized location. The Specialist demonstrates a well thought out use of available space and materials.
2d: *Managing student behavior*	There appear to be no established standards of conduct, or students challenge them. There is little or no Specialist monitoring of student behavior and response to students' misbehavior is repressive or disrespectful of student dignity. The Specialist does not exhibit an understanding of student developmental level or needs related to behavior. The Specialist fails to collaborate with teams that develop behavioral intervention plans.	Standards of conduct appear to have been established, but their implementation is inconsistent. The Specialist tries, with uneven results, to monitor student behavior and respond to student misbehavior. The Specialist struggles to collaborate with teams that develop behavioral intervention plans.	Standards of conduct have been established and the Specialist monitors student behavior. The Specialist's response to student misbehavior is consistent, proportionate, and respectful to students and is effective. The Specialist collaborates with teams that develop behavioral interventions plans	Standard of conduct are clearly established and appropriate. As appropriate, students take an active role in monitoring their own behavior against standards of conduct. The Specialist's monitoring of student behavior is subtle and preventive. The Specialist's response to student misbehavior is sensitive to individual student needs and respects students' dignity. The Specialist assumes an active role when supporting teams that develop behavioral intervention plans.

Domain 3 for Therapeutic Specialists: Delivery of Services

Component	Unsatisfactory	Basic	Proficient	Distinguished
3a: Communicating with and on the behalf of students	The Specialist's communication is unclear to students, and the directions and procedures are confusing. The Specialist's explanation contains major errors and does not include any explanation of strategies students might use. The Specialist's spoken or written language contains errors of grammar or syntax. The Specialist's vocabulary is inappropriate, vague, or used incorrectly, and does not match student's level of functioning..	The Specialist's communication has only limited success, and/or directions and procedures must be clarified after initial student confusion. The Specialist's explanation may contain minor errors; some portions are clear, others difficult to follow. The Specialist's explanation does not invite students to understand strategies they might use when working independently. The Specialist's spoken language is correct but uses vocabulary that is either limited or not fully appropriate to the students' ages or backgrounds. The Specialist rarely takes opportunities to explain discipline-specific vocabulary and is poorly matched to student's level of functioning.	The Specialist communicates the relationship of the services to educational programming; directions and procedures are explained clearly and may be modeled. The Specialist's explanation is scaffold, clear, and accurate and connects with students' knowledge and experience. During the explanation the Specialist focuses, as appropriate, on strategies students can use when working independently. The Specialist's spoken and written language is clear and correct and is suitable to students' ages and interests and is matched to student's level of functioning. The Specialist's use of discipline-specific vocabulary is precise and serves to extend student understanding.	The Specialist communicates the relationship of the services to educational programming; the directions and procedures are clear and anticipate possible student misunderstanding. The Specialist's explanation is thorough and clear, developing conceptual understanding through clear scaffolding and connecting with students' interests and is matched to student's level of functioning. Students contribute by suggesting strategies that might be used. The Specialist's spoken and written language is expressive, and the specialist finds opportunities to extend students' vocabularies, both within the discipline and for more general use. Students contribute to the correct use of discipline-specific vocabulary.
3b: Implementing and Adapting Services to Maximize Students' Success	The Specialist's services are not suited to the students' ability level and/or disability and may not be individually designed to meet students' needs. Interaction between the Specialist and students is predominantly recitation style and does not demonstrate strategies to help students acquire decision making or problem solving skills. The Specialist is unaware of student needs and responses to programming. Services may not be provided equitably to all students.	The Specialist's services are not consistently suited to the students' ability and/or disability level and may not be fully individualized to meet students' needs. The Specialist is aware of student needs and responses to programming, but may inconsistently implement and adapt services. The Specialist's questions lead students through a single path of inquiry, with answers seemingly determined in advance. The Specialist may suggest rudimentary strategies to help students acquire decision making and problem solving skills.	The Specialist's services are typically suited to the students' ability level and/or disability and are individualized to meet students' needs. The Specialist is aware of student needs and responses to programming and consistently implements and adapts services in response to student needs. While the Specialist may use some low-level questions, he/she poses questions designed to promote student thinking and understanding. The Specialist uses strategies that teach students decision making and problem solving skills.	The Specialist uses innovative and evidence-based treatments that are suited to the students' ability level and/or disability and are individualized to meet student needs. The Specialist skillfully enables students to contribute to decisions regarding their own therapeutic program to the best of their ability. The Specialist uses a variety or series of questions or prompts to challenge students cognitively. The Specialist skillfully implements and adapts services in response to student needs and uses data-driven strategies to teach students decision making and problem solving skills.

3c: Engaging students	Students are unable to engage in the therapeutic program because the service is unsuitable to the student's learning style or incompatible to the educational environment. The groupings of students are unsuitable to the activities. The session has no clearly defined structure, or the pace of the session is too slow or rushed.	Therapeutic services allow most students to be passively engaged or merely compliant. Students are engaged intermittently. The groupings of students are moderately suitable to the activities. The session has a recognizable structure; however, the pacing of the session may not provide students the time needed to remain engaged or may be so slow that many students have a considerable amount of "downtime."	Students are engaged in therapeutic activities that are designed to provide an appropriate level of challenge. This technique results in active engagement by most students with important and challenging content and with the Specialist scaffolding to support that engagement. The groupings of students are suitable to the activities. The session has a clearly defined structure, and the pacing of the lesson is appropriate, providing most students the time needed to be actively engaged.	Students are actively engaged and challenged through well-designed therapeutic tasks and activities. The Specialist provides suitable scaffolding and challenges students to explain their thinking. There is evidence of some student initiation or inquiry and student contributions to the exploration of important content; students may serve as resources for one another. The session has a clearly defined structure, and the pacing of the session provides students the time needed not only to actively engage with and reflect upon their learning, but to generalize their learning to other settings.
3d: Using assessment/evaluation to guide services	Assessment methods or tools are administered incorrectly or are inappropriate for student characteristics, needs, or goals. The Specialist does not provide feedback or it is uniformly of poor quality.	Assessment methods or tools are appropriate, but may not be ideally matched to student characteristics, needs, or goals. Some useful information is gathered, but student progress is not assessed consistently as needed to determine success of service. Feedback to students is general and vague, timeliness of feedback is inconsistent, and few students assess their own work.	Assessment methods or tools are chosen individually for each student relative to characteristics, needs, or goals and administered correctly. Information gathered is used consistently to determine progress. The Specialist's feedback to students is accurate and specific, consistently of high quality and communicated in a timely manner. Some students engage in self-assessment.	The Specialist skillfully chooses, designs, and administers assessments accurately. Assessment is fully integrated into therapy through extensive use of formative and ongoing assessment during treatment. Students are given the opportunity to self-assess and monitor their own progress, when appropriate. A variety of forms of feedback from both the Specialist and peers (when appropriate) is accurate, specific, consistently of high quality and communicated in a timely manner.
3e: Demonstrating flexibility and responsiveness	The Specialist ignores students' questions; when students have difficulty learning, the Specialist blames them or their home environment for their lack of success. The Specialist makes no attempt to adjust the therapeutic session even when students don't understand the content. The Specialist is unresponsive to concerns expressed by students, colleagues, and/or parents.	The Specialist accepts responsibility for the success of all students but has only a limited repertoire of strategies to use. Adjustment of the therapy plan in response to assessment is minimal or ineffective. The Specialist is inconsistently responsive to concerns expressed by students, colleagues, and/or parents.	The Specialist successfully accommodates students' questions and interests. Drawing on a broad repertoire of strategies, the Specialist persists in seeking approaches for students who have difficulty learning. If impromptu measures are needed, the Specialist makes a minor adjustment to the therapy plan and does so smoothly. The Specialist responds constructively to concerns expressed by students, colleagues, and/or parents.	The Specialist seizes an opportunity to enhance learning, building on a spontaneous event or students' interests, or successfully adjusts and differentiates therapeutic strategies to address individual student needs based on student responses and feedback. Using an extensive repertoire of therapeutic strategies and soliciting additional resources from the school or community, the Specialist persists in seeking effective approaches for students who need help. The Specialist anticipates areas of concern that may be expressed by students, colleagues, and/or parents and is proactive in making subtle adjustments to programming as needed.

Domain 4 for Therapeutic Specialists: Professional Responsibilities

Component	Unsatisfactory	Basic	Proficient	Distinguished
4a: Reflecting on Practice	The Specialist does not reflect on, adjust, or evaluate the effectiveness of the service delivery and its impact on the student. Reflections are inaccurate or self-serving. The Specialist has no suggestions for how service delivery could be improved. The Specialist does not use evidence based practices.	The Specialist's reflection, adjustment, and evaluation of the service delivery and its impact on the student are moderately accurate and objective without citing specific examples. The Specialist makes only global suggestions as to how it might be improved. The Specialist has a vague understanding of evidence based practices.	The Specialist's reflection, adjustment, and evaluation provide an accurate and objective description of the service delivery and its impact on the student, citing specific evidence. The Specialist makes some specific suggestions based on evidence as to how the interventions might be improved. The Specialist demonstrates an understanding of evidence based practices and how it relates to interventions.	The Specialist's reflection, adjustment and evaluation of service delivery and its impact on the student is highly accurate and perceptive, citing specific examples of areas that might need improvement. The Specialist draws on an extensive repertoire to suggest alternative strategies and consistently incorporates evidence based practices.
4b: Maintaining accurate records	The Specialist's system for maintaining information on students and student progress in learning is nonexistent or in disarray. The Specialist's reports, records, and documentation are missing, late, or inaccurate; documentation cannot be used to monitor student progress or to adjust intervention as needed.	The Specialist's system for maintaining information on students and student progress in learning is rudimentary and only partially effective. The Specialist's records are accurate, legible and stored in a secure location; documentation provides a rudimentary system for monitoring student progress or occasionally adjusting interventions when needed.	The Specialist's system for maintaining information on students and student progress in learning is fully effective. The Specialist's records are accurate, legible, well organized and stored in a secure location. They are written to be understandable to other qualified professionals and clearly reflect student needs. Documentation serves as an effective data-management system for monitoring student progress and adjustment of interventions when needed.	The Specialist's system for maintaining information on students and student progress in learning is fully effective. Students contribute information and participate in maintaining the records. The Specialist's records are accurate, legible, well organized and stored in a secure location. They are written to be understandable to other qualified professionals and clearly reflect student need. Documentation serves as a highly effective data-management system for monitoring student progress and is used to adjust interventions when needed.
4c: Communicating with families	The Specialist provides little information about the program to families; the Specialist's communication about students' progress is minimal. The Specialist makes no attempt to engage families in a relationship and does not respond, or responds insensitively, to parental concerns.	The Specialist makes sporadic attempts to communicate with families about the program and about the progress of individual students but does not attempt to engage families to identify and achieve common goals in the instructional program. Moreover, the communication that does take place may not be culturally sensitive to those families.	The Specialist provides periodic and appropriate information to families about the program and conveys information about individual student progress in a culturally sensitive manner. The Specialist makes some attempts to engage families to identify and achieve common goals in the instructional program.	The Specialist provides optimal communication with families in a culturally sensitive manner, with students contributing to the communication. The Specialist responds to family concerns with professional and cultural sensitivity. The Specialist's efforts to engage families in identifying and achieving a common goal for the program are frequent and successful.
	The Specialist's relationships with colleagues are negative or self-	The Specialist maintains cordial relationships with colleagues to fulfill	The Specialist's relationships with colleagues are characterized by mutual	The Specialist's relationships with colleagues are characterized by mutual

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4d: Participating in the professional community	serving. The Specialist avoids participation in a professional culture of inquiry, resisting opportunities to become involved. The Specialist avoids becoming involved in school events or school and district projects.	duties that the school or district requires. The Specialist participates in the school's culture of professional inquiry when invited to do so. The Specialist participates in school events and school and district projects when specifically asked.	support and cooperation; the Specialist actively participates in a culture of professional inquiry. The Specialist volunteers to participate in school events and in school and district projects, making a substantial contribution.	support and cooperation, with the Specialist taking initiative in assuming leadership among the faculty. The Specialist takes a leadership role in promoting a culture of professional inquiry. The Specialist 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.
4e: Growing and developing professionally	The Specialist engages in no professional development activities to enhance knowledge or skill. The Specialist resists feedback on teaching performance from either supervisors or more experienced colleagues. The Specialist makes no effort to share knowledge with others or to assume professional responsibilities.	The Specialist participates to a limited extent in professional activities when they are convenient. The Specialist engages in a limited way with colleagues and supervisors in professional conversation about practice, including some feedback on teaching performance. The Specialist finds limited ways to assist other Specialists and contribute to the profession.	The Specialist seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. The Specialist actively engages with colleagues and supervisors in professional conversation about practice, including feedback about practice. The Specialist participates actively in assisting other educators and looks for ways to contribute to the profession.	The Specialist seeks out opportunities for professional development and makes a systematic effort to conduct action research. The Specialist solicits feedback on practice from both supervisors and colleagues. The Specialist initiates important activities to contribute to the profession.
4f: Showing professionalism	The Specialist displays dishonesty in interactions with colleagues, students, and the public. The Specialist is not alert to students' needs and contributes to school practices that result in some students being ill served by the school. The Specialist makes decisions and recommendations that are based on self-serving interests. The Specialist does not comply with school and district regulations.	The Specialist is honest in interactions with colleagues, students, and the public. The Specialist's attempts to serve students are inconsistent, and unknowingly contribute to some students being ill served by the school. The Specialist's decisions and recommendations are based on limited though genuinely professional considerations. The Specialist must be reminded by supervisors about complying with school and district regulations.	The Specialist displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. The Specialist is active in serving students, working to ensure that all students receive a fair opportunity to succeed. The Specialist maintains an open mind in team or departmental decision making. The Specialist complies fully with school and district regulations.	The Specialist can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. The Specialist is highly proactive in serving students, seeking out resources when needed. The Specialist makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. The Specialist takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards. The Specialist complies fully with school and district regulations, taking a leadership role with colleagues.

COMMUNITY UNIT SCHOOL DISTRICT 303
Licensed Educator Evaluation Plan
Tenured Educator

PROFESSIONAL SUPPORT

The Professional Support Plan provides guidance and support to educators to assist them in meeting the expectations outlined in the evaluation rubrics. The purpose of the Professional Support Plan is:
1. To enable a tenured educator the opportunity to seek assistance in any area(s) of the District's Domain Rubrics
2. To enable administrative supervisors to assist a tenured educator, who may benefit from more support, to improve in any of the District's Domain Rubrics

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

The Professional Support Plan consists of two phases:
1. Awareness Phase
2. Assistance Phase

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

Awareness Phase

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

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

Meeting minutes within the Awareness Phase will not be placed in the educator's personnel file. Parties may include representation during meetings at their discretion.

Assistance Phase

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

1. The Assistance Phase will be discussed at an initial meeting to be held within five working days of the final meeting of the Awareness Phase. The assistance Phase will not last longer than 40 working days.

2. This plan must include:
   - A statement identifying the concern relative to the District's Domain Rubrics;
   - Identification of individuals involved in the plan;
   - A listing of activities/procedures to be developed by the direct supervisor and implemented by the educator;
   - A listing of resources to be allocated for plan implementation and completion including but not limited to materials, staff development, and budgetary considerations;
   - A timeline indicating implementation dates, final review dates, and meeting dates to review progress of the plan.

3. One of the following recommendations will be made upon reviewing the educator's progress:
   - The concern is resolved.
   - The concern is not resolved. A rating of unsatisfactory will be given on the Summative Evaluation, and the educator will be placed on a State of Illinois Remediation Plan.

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

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

This form will not be placed in personnel file

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

Identify area of concern from the Domain Rubric.
 Specific Concern:

 Next Meeting Date:

 Educator Signature: Date:

 Direct Supervisor Signature: Date:

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

 Concern(s):

 Modifications (if applicable):

Administrative Recommendation:
  ☐ Exit Awareness Phase
  ☐ Extended Timeline   Next Meeting: _____
  ☐ Assistance Phase   Next Meeting: _____

Educator Signature: _____ Date: _____

Direct Supervisor Signature: _____ Date: _____

☐ Copy to Direct Supervisor
☐ Copy to Educator

COMMUNITY UNIT SCHOOL DISTRICT 303
Professional Support Plan
Tenured Educator

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

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

Identify area of concern from the Domain Rubric.

Concern(s):

Additional Support Phase Staff (if applicable):

Action Plan Strategies:

Action Plan Success Indicators:

Resources/Support Needed (if applicable):

Next Meeting Date: _____

Educator Signature: _____ Date: _____

Direct Supervisor Signature: _____ Date: _____

☐ Copy to Direct Supervisor
☐ Copy to Educator
☐ Copy to Personnel File

COMMUNITY UNIT SCHOOL DISTRICT 303
Professional Support Plan
Tenured Educator

ASSISTANCE PHASE Action Plan Progress Form

This form will be placed in personnel file.

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

☐ First Meeting   ☐ Second Meeting   ☐ Third Meeting   ☐ Other _____

Action Plan:

Resources and Strategies used to date:

Indicators of Progress:

Resources/Support Utilized to Date:

Concern(s):

Next Meeting Date: _____

Educator Signature: _____ Date: _____

Direct Supervisor Signature: _____ Date: _____

☐ Copy to Direct Supervisor
☐ Copy to Educator
☐ Copy to Personnel File

COMMUNITY UNIT SCHOOL DISTRICT 303
Professional Support Plan
Tenured Educator

ASSISTANCE PHASE End of Assistance Report

This form will be placed in personnel file

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

Action Plan:

Resources and Strategies used to date:

Indicators of Progress:

Resources/Support Utilized to Date:

Concern(s):

Administrative Recommendation:
☐ Completed Assistance Phase
☐ Continue in Professional Support Plan
☐ Unsatisfactory rating on Summative Evaluation and State of Illinois Remediation Plan

Educator Signature: _____ Date: _____

Direct Supervisor Signature: _____ Date: _____

☐ Copy to Direct Supervisor
☐ Copy to Educator
☐ Copy to Personnel File

GLOSSARY

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

Direct Supervisor: The administrator who completes a Summative Evaluation.

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

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

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

Licensed Educator: Any CUSD303 educator who needs a PEL or applicable ELS to perform the functions of their position; licensed educators in D303 addressed in this evaluation system include teachers, counselors, media specialists, speech and language pathologists, social workers, school psychologists, and school nurses. Rubrics that specifically address each of these roles are included in the Licensed Educator Evaluation handbook.

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

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

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

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

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

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

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