Harvey School District 152

TEACHER EVALUATION PLAN

Revised August 2018

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INTRODUCTION

Purpose
The Teacher Evaluation Plan is designed to identify teacher's strengths and areas of needed improvement to determine effective professional development, assistance and support. The plan will help to determine whether a teacher is meeting performance expectations in the classroom and student growth expectations. In addition, the plan will provide accountability to retain effective teachers and assist in identifying teacher leaders.

Notification
Within the first two weeks of the school year, each teacher shall be provided notification that a performance evaluation will be conducted. Staff members hired after the start of the school term shall be notified no later than 30 days after the contract is executed. Each teacher shall be provided an annual explanation of the evaluation process and a copy of the evaluation instrument to be used to rate the staff members against identified standards. No evaluation shall take place until such orientation is completed.

Danielson Framework
The Framework for Teaching by Charlotte Danielson provides the basis for the Harvey 152 Teacher Evaluation Plan. The Framework for Teaching is a research-based set of components of instruction, aligned to the INTASC standards, and grounded in a constructivist view of learning and teaching. The complex activity of teaching is divided into 22 components (and 76 smaller elements) clustered into four domains of teaching responsibility (see Appendix for complete framework.

> **Domain 1: Planning and Preparation**
> > 1a: Demonstrating knowledge of content and best practice
> > 1b: Demonstrating knowledge of students
> > 1c: Setting instructional outcomes
> > 1d: Demonstrating knowledge of resources
> > 1e: Designing coherent instruction
> > 1f: Designing student assessment
> **Domain 2: The Classroom Environment**
> > 2a: Creating an environment of respect and rapport
> > 2b: Establishing a culture for learning
> > 2c: Managing classroom procedures
> > 2d: Managing student behavior
> > 2e: Organizing physical space
> **Domain 3: Instruction**
> > 3a: Communicating with students
> > 3b: Using questioning and discussion techniques
> > 3c: Engaging students in learning
> > 3d: Using assessment in instruction
> > 3e: Demonstrating flexibility and responsiveness
> **Domain 4: Professional Responsibilities**
> > 4a: Reflecting on teaching
> > 4b: Maintaining accurate records
> > 4c: Communicating with families
> > 4d: Participating in a professional community
> > 4e: Growing and developing professionally
> > 4f: Demonstrating professionalism

SECTION 1: EVALUATION REQUIREMENTS & TIMELINE

NON-TENURED Years 1-4	TENURED Proficient & Excellent	TENURED Needs Improvement	TENURED Unsatisfactory
A minimum of three (3) observations shall be required each school year: **Two (2) must be formal observations** *(formal observations include both a pre-and-post observation conference)*	A minimum of two (2) observations shall be required each evaluation cycle: **One (1) must be a formal observation** *(formal observations include both a pre-and-post observation conference)*	A minimum of three (3) observations shall be required each evaluation cycle: **Two (2) must be formal observations** *(formal observations include both a pre and post-observation conference)*	A minimum of three (3) observations shall be required each evaluation cycle: **Two (2) must be formal observations** *(formal observations include both a pre and post-observation conference*

Requirements for *Formal and Informal Observations*

PRE-OBSERVATION CONFERENCE
Each formal observation shall be preceded by a conference between the qualified evaluator and the teacher.
- ❑ The Pre-Observation Conference should be held 1-3 school days prior to the scheduled observation.
- ❑ Formal Observation: Teacher must submit the Pre-Observation Conference Form and a written lesson or unit plan and/or other evidence of planning for instruction to be observed during the scheduled pre-observation conference. Evaluator will discuss and make recommendations for areas of focus during the observation.
- ❑ Informal: No pre-conference requirements are defined.

OBSERVATION OF PROFESSIONAL PRACTICE
Evidence of professional practice is collected through the use of multiple observations that include formal and informal observations and focus upon acquiring evidence of the teacher's planning, instructional delivery, and classroom management skills.
- ❑ Formal Observation: Minimum of 45 minutes at a time, or a complete lesson, or during an entire class period.
- ❑ Informal Observation: No observation requirements are defined.

DOCUMENTATION OF PROFESSIONAL PRACTICE
Following a formal observation, the evaluator provides feedback to the teacher.
- ❑ Formal Observation: The evaluator provides feedback following a formal evaluation to the teacher in writing *within 7 school days after the formal observation.*
- ❑ Informal Observation: The evaluator provides feedback to the teacher either orally or in writing. Evidence used in the Summative Evaluation must be provided in writing *within 7 school days after the informal observation.*

POST-OBSERVATION CONFERENCE
Each formal observation shall be followed by a conference between the qualified evaluator and the teacher to discuss the evidence collected about the teacher's professional practice.
- ❑ The Post Observation Conference should be held *within 3-5 school days after the formal observation.*
- ❑ Formal Observation: Teachers shall submit the completed Post Observation Reflection Form to the administrator 1-2 days prior to the scheduled post-conference.
- ❑ Informal Observation: Evaluator must provide the teacher an opportunity to have an in-person discussion following observation.

	PROFESSIONAL PRACTICE		STUDENT GROWTH
	NON-TENURED TEACHERS Years 1-4	**TENURED TEACHERS** *w/ Proficient & Excellent Ratings*	**ALL TEACHERS**
Aug	Evaluation Tool Review/Orientation – **within 1st two weeks of school year**		
Sept			Approval of SLO Framework Form for both Assessments **SEPT 15** ----------------------- Individual Student Growth Report for both Assessments *(Baseline & Target Scores)* **SEPT 30**
Oct	1st Observation (Informal) by **OCT 31**		
Nov			Mid-point review by **NOV 2**
Dec	Pre-Observation Conference & Form Due **1-3 School Days Prior** to Scheduled Observation ---------------------------------- **2ND OBSERVATION** (Formal) by **DEC 15** ---------------------------------- Post-Observation Conference Form Due **1-2 School Days Prior to** Scheduled Post-Observation Conference Post-Observation Conference Due **3-5 School Days After** Scheduled Observation ---------------------------------- Final Written Observation Feedback Due **7 Days After** Scheduled Observation	Pre-Observation Conference & Form Due **1-3 School Days Prior** to Scheduled Observation ---------------------------- **1ST OBSERVATION** *(Can be formal or informal- must have one formal observation)* by **DEC 15** ------------------------ Post-Observation Conference Form Due **1-2 School Days Prior to** Scheduled Post-Observation Conference Post-Observation Conference Due **3-5 School Days After** Scheduled Observation ----------------------------	

		Final Written Observation Feedback Due **7 Days After** Scheduled Observation	
Jan			Individual Student Growth Report for both Assessments *(End Scores)* **JAN 15**
Feb	Pre-Observation Conference & Form Due **1-3 School Days Prior** to Scheduled Observation ---------------------------------- **3RD OBSERVATION** (Formal) by **FEB 15** ---------------------------- Post-Observation Conference Form Due **1-2 School Days Prior to** Scheduled Post-Observation Conference Post-Observation Conference Due **3-5 School Days After** Scheduled Observation ---------------------------------- Final Written Observation Feedback Due **7 Days After** Scheduled Observation	Pre-Observation Conference & Form Due **1-3 School Days Prior** to Scheduled Observation ---------------------------------- **2ND OBSERVATION** *(Can be formal or informal- must have one formal observation)* by **FEB 15** ---------------------------- Post-Observation Conference Form Due **1-2 School Days Prior to** Scheduled Post-Observation Conference Post-Observation Conference & Form Due **3-5 School Days After** Scheduled Observation ---------------------------------- Final Written Observation Feedback Due **7 Days After** Scheduled Observation	Final Student Growth Rating Conference **FEB 1**
Mar	Summative conference with Summative Rating by **MAR 1**	Summative conference with Summative Rating by **MAR 1**	

SECTION 2: PROFESSIONAL PRACTICE RATINGS

The four levels of performance (excellent, proficient, needs improvement, and unsatisfactory) under professional practice are included in this plan to support teacher self-reflection, inform and structure professional conversations between teachers and evaluators and suggest areas for further learning. These levels contribute to a teacher's summative rating.

EXCELLENT (DISTINGUISHED)	Professional practice at the Excellent Level is that of a master professional whose practices operate at a qualitatively different level from those of other professional peers. Practice is at the highest level of expertise and commitment to student learning. Excellent teachers engage in extensive, reflective personal and collaborative professional development.
PROFICIENT	Professional practice at the Proficient Level shows evidence of thorough knowledge of all aspects of the profession. Teachers at this level thoroughly know their content. They know how their students learn best and how to engage them. They know and follow the standards and establish a class environment that functions smoothly with little or no waste of instructional time. Expectations for student learning are high. They reflect on their instruction and use assessment to drive planning.
NEEDS IMPROVEMENT *(BASIC)*	Professional practice at the Needs Improvement Level shows evidence of knowledge and skills required to practice, but performance is inconsistent, which may be due to lack of experience, expertise, and/or commitment. This level may be considered minimally competent for teachers early in their careers. This level requires specific support in tenured years.
UNSATISFACTORY	Professional practice at the Unsatisfactory Level shows evidence of inadequately applying or not understanding the concepts underlying the component of the Framework for Teaching or Frameworks for Specialists. Performance may represent practice that is harmful and requires intervention.

DOMAIN RATINGS

Excellent - *Excellent* ratings in three or more of the components of the domain, with the remaining components rated no lower than *Proficient*.

Proficient - No more than two components rated Needs Improvement, with the remaining components rated at *Proficient* or *Excellent*.

Needs Improvement - Three or more components rated Needs Improvement or one component rated Unsatisfactory, with the remaining components rated as *Proficient* or *Excellent.*

Unsatisfactory - Any two components rated as *Unsatisfactory*.

EXAMPLE of DOMAIN RATINGS

Domain 2 – Classroom Environment				
Component	**Unsatisfactory**	**Needs Improvement (Basic)**	**Proficient**	**Excellent (Distinguished)**
2a		X		
2b			X	
2c	X			
2d		X		
2e				X
DOMAIN RATING		X		

OVERALL PROFESSIONAL PRACTICE RATING

Excellent - *Excellent r*ating in three or more of the domains, with the remaining domains rated as *Proficient*.

Proficient - No more than one domain rated *Needs Improvement*, with the remaining domains rated at *Proficient* or *Excellent*.

Needs Improvement - No more than two domains rated *Needs Improvement or* one *Unsatisfactory*, with the remaining domains rated as *Proficient* or *Excellent*.

Unsatisfactory - Two or more domains rated *Unsatisfactory.*

EXAMPLE of OVERALL PROFESSIONAL PRACTICE RATING

Component	Unsatisfactory	Needs Improvement (Basic)	Proficient	Excellent (Distinguished)
Domain 1		X		
Domain 2			X	
Domain 3	X			
Domain 4		X		
OVERALL RATING		X		

SECTION 3: STUDENT GROWTH GUIDELINES

According to state law, each educator needs to use at least two assessments. The educators in Harvey School District 152 will use two assessments as required by law to enhance collaboration and ensure all students across the school show growth. The chart below outlines the Type I and Type III assessments for all teachers. Each type of assessment (Type I and Type III) will count equally (15% each) toward the teacher is Student Growth Rating.

*Derived from the Core Curriculum

Grade	Type I Assessment	Subject	Growth Model	Type III Assessment	Subject	Growth Model
PK	M-Class	Reading	Simple	Teacher Created Assessment*	Reading & Math	Simple
Kdg	NWEA/MAP	Reading	Simple	Teacher Created Assessment*	Math	Simple
1	NWEA/MAP	Reading	Simple	Teacher Created Assessment*	Math	Simple
2	NWEA/MAP	Reading	Simple	Teacher Created Assessment*	Math	Simple
3	NWEA/MAP	Reading	Simple	Teacher Created Assessment*	Math	Simple
4	NWEA/MAP	Reading	Simple	Teacher Created Assessment*	Math	Simple
5	NWEA/MAP	Reading	Simple	Teacher Created Assessment*	Math	Simple
6-8	NWEA/MAP	Reading	Simple	Teacher Created Assessment*	Reading	Simple
6-8	NWEA/MAP	Math	Simple	Teacher Created Assessment*	Math	Simple

K-8 Resource	NWEA/MAP	Reading	Simple	Teacher Created Assessment*	Math	Simple
K-8 Inclusion	NWEA/MAP	Reading	Simple	Teacher Created Assessment*	Math	Simple

Grade	Type III Assessment	Subject	Growth Model	Type III Assessment (SLO)	Subject	Growth Model
6-8	Teacher Created Assessment*	Science	Simple	Teacher Created Assessment*	Science	Simple
6-8	Teacher Created Assessment*	Social Studies	Simple	Teacher Created Assessment*	Social Studies	Simple
PK – Sp.Ed.	Teacher Created Assessment*	Reading	Simple	Teacher Created Assessment*	Reading & Math	Simple
K-8 Self-Cont. SPED	Teacher Created Assessment*	Reading	Simple	Teacher Created Assessment*	Math	Simple
K-8 ELL	Teacher Created Assessment*	Lang.	Simple	Teacher Created Assessment*	Lang.	Simple
K-8 P.E.	Teacher Created Assessment*	P.E.	Simple	Teacher Created Assessment*	P.E.	Simple
K-8 Art	Teacher Created Assessment*	Art	Simple	Teacher Created Assessment*	Art	Simple
K-8 Music	Teacher Created Assessment*	Music	Simple	Teacher Created Assessment*	Music	Simple
K-8 Band	Teacher Created Assessment*	Band	Simple	Teacher Created Assessment*	Band	Simple
6-8 Spanish	Teacher Created Assessment*	Spanish	Simple	Teacher Created Assessment*	Spanish	Simple
7/8 STEM	Teacher Created Assessment*	Technology	Simple	Teacher Created Assessment*	Technology	Simple

Type I Assessments

Considerations	Decisions
Who will administer the test?	Teacher
When will the pretest be administered?	During the 1st benchmark window.
When will the post-test be administered?	During the 2nd benchmark window.
What testing conditions must be kept stable across administrations, if possible?	Pre and post testing conditions must remain the same for all students unless otherwise indicated by need/IEP.
What materials will be allowed/required during the Assessment?	All that is allowed by the Assessment.
What instructions must/can be read before test administration?	All that is allowed by the Assessment.
How can/must educators respond to questions during the Assessment?	All that is allowed by the Assessment.
What must educators do during the administration?	Teachers need to monitor, proctor and circulate while being responsive and respectful to student's needs.

How can modifications be made to test administration?	All that is allowed by the Assessment based on individual's need/IEP.
Who will score the Assessments?	Computer generated scoring.
When will Assessments be scored?	Promptly upon completion.
What data will the teacher receive? In what format?	Teacher will receive various reports online, ie: scaled score, percentile rank, growth target and an Individual Student Growth Report spreadsheet to track student growth. Sample attached in Appendix.
What data will the evaluator need? In what format?	Individual Student Growth Report indicated above.
Will educators need to keep physical copies of the Assessment?	Educators should retain copies for their own files.

Type III Teacher Created Assessment
Growth Model to be used: Simple Growth
The student growth target for all teacher created common Assessments will be 10% growth from pretest to posttest unless otherwise determined by the teacher/evaluator in the SLO approval process. An exception to the 10% growth target will be students who score in the top 20% of the pretest. The growth target for students scoring in the top 20% of the pretest will be to remain in the top 20% of the posttest. See Section 4 for example.

Considerations	Decisions
Who will administer the test?	Teachers
When will the pretest be administered?	During the 1st benchmark window: Within the first two weeks of school.
When will the post-test be administered?	During the 2nd benchmark window: Vary by teacher and length of unit.
What testing conditions must be kept stable across administrations, if possible?	Pre and post testing conditions must remain the same for all students unless otherwise indicated by need/IEP.
What materials will be allowed/required during the Assessment?	All that is allowed by the Assessment.
What instructions must/can be read before test administration? How can students be prepared for testing?	All that is allowed by the Assessment.
How can/must educators respond to questions during the Assessment?	All that is allowed by the Assessment.
What must educators do during the administration?	Teachers need to monitor, proctor and circulate while being responsive and respectful to student's needs.
How can modifications be made to test administration?	All that is allowed by the Assessment based on individual's need/IEP.
Who will score the Assessments?	Teachers
How must Assessments be scored?	Based on established answering criteria.
When will Assessments be scored?	Within one week of the completion of the assessment.
What data will the teacher generate for the	Raw score, goal/target and percentage of

evaluator? In what format?	students meeting their target and an Individual Student Growth Report to track student growth. Sample attached in Appendix.
What data will the evaluator need? In what format?	Individual Student Growth Report indicated above.
Will educators need to keep physical copies of the Assessment?	Educators should retain copies for their own files.

Student Population

All teachers must identify students to be included on their Student Growth Report. The student population included for Student Growth will be a roster of those identified students whose growth throughout the year will be used for evaluative purposes. Not all students' growth scores will "count" towards a teacher's success, as determined by the Joint Committee. Thus, students without timely pre- or post-tests, with low attendance or who miss class often may not have growth targets that "count" towards a teacher's evaluation, and the *teacher's final Student Growth Report* may be different than the teacher's actual in-class roster.

Harvey SD 152 has identified the following criteria regarding student population:
1. Students who have both a pre- and post-test that were administered during the Assessment window will be included on a teacher's final Student Growth roster.
2. In addition, students with less than 85% attendance between the first day after the pre- test administration window closes to the last day before the post-test administration window opens may be excluded from a teacher's final Student Growth roster at the end of the evaluation cycle. (Teachers will include *all* students with pre- and post-test data, but those students who do not meet the attendance minimum may be excluded from the teacher's summative student growth rating and their scores may be excluded for evaluative purposes.)
3. At the end of the evaluation cycle teachers can request exceptions for certain students who they feel should not be included on their final Student Growth rosters. Exceptions can be allowed on a student-by-student basis and must be agreed upon between the evaluator and teacher. Teachers must appeal for any exceptions and must present evidence to the evaluator to justify any exceptions.

Special Conditions: Teacher Attendance

Teachers on approved medical leave during part of an evaluation year may choose to utilize two Type III Assessments using the SLO process.

Training and Support

Training will be provided to staff through professional development. The training areas of focus are as follows:

- Type I Assessment scoring for teachers
- Type III Common Assessment development
- Type III SLO development
- Type III assessment scoring for teachers
- Summative scoring for teachers

Model Refinement

The Joint Committee has agreed to meet at least twice a year during the first cycle and annually every year afterwards to continue to refine the Harvey District 152 Student Growth Plan. Feedback will be collected via surveys and school meetings to assess the implementation of the plan and determine any modifications or changes that are needed or recommended.

Midpoint of the Evaluation Cycle

Student Growth Midpoint reviews by the teacher and evaluators are mandated by PERA to review progress toward student growth and allows for an adjustment to instruction or the SLO, for Type III Assessments, as needed. The data to be considered at the midpoint review shall not be the same data identified for use in the performance evaluation plan to rate the teacher's performance. Data from formative Assessments such as classroom tests, student work samples, student attendance, discipline issues, grades, progress reports, etc. may be reviewed. Educators can reflect individually, in groups, or as a school. Collaboration should be encouraged, so as more experienced educators can help less proficient educators or even educators who are not as skilled in data analysis. A mid-point reflection form shall be completed and signed by both, the administrator and the teacher, at the time of the meeting.

SECTION 4: STUDENT GROWTH TARGETS & RATINGS

Type I Assessments

Data to be examined for student growth purposes will be based upon the NWEA/MAP Fall and Winter Reading & Math assessments in the year of the evaluation. Student growth will be based on individual RIT score targets.

Type III Teacher Created Assessment

Growth Model to be used: Simple Growth

The student growth target for all teacher created common Assessments will be 10% growth from pretest to posttest unless otherwise determined by the teacher/evaluator in the SLO approval process. An exception to the 10% growth target will be students who score in the top 20% of the pretest. The growth target for students scoring in the top 20% of the pretest will be to remain in the top 20% of the posttest. See example below for calculation procedure.

> #### *Simple Growth Targets Example*
> ▪ Record Test A Scale Score (baseline).
> *Example:* TEST A SCALE SCORE = 75
>
> ▪ Determine individual student growth target as a percentage of improvement over pre-test score. The growth target percentage may be different for different groups of students. (high, medium, low, or Sp.Ed. or EL).
> *Example:* Individual student growth target = 10%
>
> ▪ Calculate the individual growth target score for each student by adding the percentage of improvement score to the baseline score.
> *Example:* .10 x 75 = 7.5
> 75 + 7.5 = 82.5
> **82.5= Individual growth target score**

■ Record Test B Scale Score.
Example: TEST B SCALE SCORE = 86
This student achieved his/her individual growth target.

Ratings

Rating Scale	Percentage of Students who Met Target
Excellent (4)	>60% Meet Target
Proficient (3)	50-59% Meet Target
Needs Improvement (2)	40-49% Meet Target
Unsatisfactory (1)	<40% Meet Target

Calculate the percentage of students achieving their individual target score for the class(es).
- *Example:* 13 students out of 25 students achieve their individual target score. The percentage of students achieving their student target score for this class = 52%

Determine the teacher student growth rating from the Rating Scale
- *Example:* A rating of 52% = Proficient Student Growth Rating for this Assessment.

Average of Ratings

Determine the overall Student Growth Rating by averaging the final ratings of both assessments.

Type I 15%

		4.0	3.0	2.0	1.0
Type III 15%	**4.0**	4.0 Excellent	3.5 Excellent	3.0 Proficient	2.5 Proficient
	3.0	3.5 Excellent	3.0 Proficient	2.5 Proficient	2.0 Needs Improvement
	2.0	3.0 Proficient	2.5 Proficient	2.0 Needs Improvement	1.5 Needs Improvement
	1.0	2.5 Proficient	2.0 Needs Improvement	1.5 Needs Improvement	1.0 Unsatisfactory

SECTION 5: SUMMATIVE EVALUATION RATINGS

The final Student Growth Rating and Professional Practice Rating should be combined to determine the Summative Evaluation Rating.

		Professional Practice 70%			
		4.0	**3.0**	**2.0**	**1.0**
Student Growth 30%	**4.0**	4.0 Excellent	3.30 Excellent	2.60 Proficient	1.90 Proficient
	3.0	3.70 Excellent	3.00 Proficient	2.30 Proficient	1.60 Needs Improvement
	2.0	3.40 Proficient	2.70 Proficient	2.00 Needs Improvement	1.30 Needs Improvement
	1.0	3.10 Proficient	2.40 Needs Improvement	1.70 Needs Improvement	1.0 Unsatisfactory

Overall Summative Ratings

3.5 – 4.0 = Excellent
2.5 – 3.49 = Proficient
1.5 – 2.49 = Needs Improvement
1.0 – 1.49 = Unsatisfactory

Summative Rating Formula *(Student Growth 30% + Teacher Practice 70%)*

Student Growth Rating (1-4) X .3 + Teacher Practice Rating (1-4) X .7 = Overall Summative Rating

> *Example:*
> Teacher Scores a Proficient in **Student Growth** = 3
> Teacher Scores an Excellent in **Teacher Practice** = 4
> (3 X .3) + (4 X .7) = 3.7
> 3.7 = Excellent **Overall Summative Rating**

Tenured Teachers are expected to maintain an overall Summative Rating of Proficient or higher.

- If a Tenured Teacher receives an overall Summative Rating of Needs Improvement, a Professional Development Plan will be developed. See Section 6 for additional information.
- If a Tenured Teacher exhibits evidence of Unsatisfactory practice, an overall Summative Evaluation may be conducted at any time during the contractual school year. An overall Summative Rating of Unsatisfactory will result in the development of a Remediation Plan in accordance with the law. See Section 7 for additional information.

Non-Tenured Teachers will receive a final summative rating and a recommendation for renewal or non-renewal of his/her contract.

SECTION 6: PROFESSIONAL DEVELOPMENT PLAN

The Performance Evaluation Reform Act (PERA) requires the creation of a Professional Development Plan (PDP) for a tenured teacher who is rated "Needs Improvement."

This **Professional Development Plan** (PDP):
- Is to be created within 30 days after the completion of an evaluation resulting in the "Needs Improvement" rating.
- Is to be developed by the evaluator in consultation with the teacher and will take into account the tenured teacher's on-going professional responsibilities including his/her regular teaching assignments.
- Is to be directed to the areas that need improvement and include supports that the district will provide to address the performance areas identified as needing improvement.
- Does not have a required minimum or maximum length of time by law. The length of the plan will be established in the Professional Development Plan. The teacher and evaluator will collaborate to determine the target completion date.

Tenured teachers must be evaluated at least once in the school year following the Professional Development Plan. Teachers who are rated "Proficient" or "Excellent" at that time will be reinstated to the Tenured Teacher Evaluation Process.

Tenured Teachers who are evaluated less than "Proficient" at the completion of the PDP, the school district will start a remediation plan under the provisions of the Illinois School Code 105 ILCS 5/24A-5

PDP Components (see APPENDIX for template)

- *Areas of Improvement*: List one domain rated needs improvement on a separate form.
- *Rationale for Area of Improvement*: Evidence from observations that show an area needing improvement.
- *Domain/Component*: List the domain and/or component rated needs improvement.
- *Indicators for Effective Teaching*: Find examples in the Sources of Evidence for FfT packet of domain/component rated needs improvement that will show or produce evidence of effective teaching.
- *Improvement Strategies*: Provide strategies the teacher can use to show improvement in needed domain/component.
- *Tasks to Complete*: Specific tasks the teacher will complete that will improve the domain/component.
- *Support and Resources*: List of support and resources the teacher can use to improve, e.g. workshops, observe colleagues, ask a specialist, books/journals.

SECTION 7: REMEDIATION PLAN

In accordance with Chapter 105s 5/24A-5, of the Illinois School Code, a Remediation Plan is required for a teacher in contractual continued service (tenured) who is rated "Unsatisfactory."

The Remediation Plan:
- Is to be developed and commenced within 30 school days after the completion of an evaluation resulting in a "Unsatisfactory" rating.
- Provides for 90 school days of remediation within the classroom.
- Provides a consulting Teacher (see definition) selected by the Evaluator who participates in developing the remediation plan.
- Provides at least a mid-point and final evaluation during the remediation period with the final evaluation including a rating and any deficiencies in performance and recommendation for correction being identified.
- Provides the evaluation within 10 days after the conclusion of the respective remediation plan
- Teacher must receive a rating of Proficient or higher to be reinstated to the evaluation schedule at the end of the remediation plan. If the Teacher does not receive a rating of Proficient or higher, the Teacher will be subject to dismissal.

TIME OF YEAR	PROCESS
Within 30 school days of Teacher receiving an Overall Rating of Unsatisfactory	• Review teacher's Framework for Teaching Formative/Summative Conference Form to confirm the Area of Unsatisfactory Teaching Practice • Develop Remediation Plan with Teacher/Specialist to address deficiencies cited, provided that the deficiencies are remediable • Evaluator assigns a Consulting Teacher to support Remediation Plan
At the beginning of the 90-day Remediation Plan	• Confirm implementation of Remediation Plan between Teacher/Specialist, Evaluator, and Consulting Teacher
Before and After the midpoint of the Remediation Plan	• Informal Observations and reflective conversations • Optional – One or more Formal Observations (pre-observation conversation, observation on Domain 2 & 3, post-observation conversations)
At 45 days of the Remediation Plan	• Summative Evaluation is conducted and reviewed with the Teacher
At the conclusion of the 90-day Remediation Plan	• Summative Evaluation Conference that is the summation of informal/formal observations of Domain 2 & 3 and ongoing conversations of Domain 1 & 4 as well as other relevant information with Component/Domain Ratings determining the Overall Rating in accordance with District Evaluation Plan

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APPENDIX

FORMS & RUBRICS

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Harvey School District 152
STUDENT LEARNING OBJECTIVE (SLO) FRAMEWORK FORM

Teacher_____ **School** _____ **Date**_____

Name of Assessment	Grade	Subject	Number of Students	Interval of Instruction

Rationale for Student Learning Objective (SLO)
(Please include content standards covered and explanation of assessment method.)

Student Learning Objective (SLO)

Baseline Data
(Please include what you know about students' performance/skills/achievement levels at the beginning of the year, as well as any additional student data or background information used in setting your objective.)

Scoring Plan (10% Growth Pretest to Posttest)

Approval of Student Learning Objective (SLO)

Teacher:_____ Signature:_____ Date:_____

Evaluator:_____ Signature:_____ Date:_____

Harvey School District 152
INDIVIDUAL STUDENT GROWTH REPORT

Teacher _____ Grade _____ School_____ Year _____

Assessment Type	Subject	Assessment Title	Dates
Type I ___Type III___	Rdg. ___ Math ___ Other_____		Baseline/ Pretest _____ Posttest_____

Student Name	Excluded Reason?	Modified Test?	Baseline Score	Target Score	End Score	Growth Indicator (+/-)
					% Achieving Target	

Excellent	Proficient	Needs Improvement	Unsatisfactory
> 60% meets target	50-59% meet target	40-49% meet target	< 40% meet target

Harvey School District 152
MID-POINT REFLECTION FORM

Student Growth Midpoint reviews by the teacher and evaluators are mandated by PERA to review progress toward student growth and allows for an adjustment to instruction or the SLO, for Type III Assessments, as needed. The data to be considered at the midpoint review shall not be the same data identified for use in the performance evaluation plan to rate the teacher's performance. Data from formative Assessments such as classroom tests, student work samples, student attendance, discipline issues, grades, progress reports, etc. may be reviewed. Educators can reflect individually, in groups, or as a school. Collaboration should be encouraged, so as more experienced educators can help less proficient educators or even educators who are not as skilled in data analysis. A mid-point reflection form shall be completed and signed by both administrator and teacher at the time of the meeting.

This form is to certify that the teacher and evaluator have met to review progress toward student growth as outlined in the Harvey District 152 Student Growth Plan.

Teacher _____

Evaluator _____

Date of Mid-point Reflection _____

Harvey School District 152
STUDENT GROWTH RATING FORM

Rating Scale	Percentage of Students who Met Target
Excellent (4)	>60% Meet Target
Proficient (3)	50-59% Meet Target
Needs Improvement (2)	40-49% Meet Target
Unsatisfactory (1)	<40% Meet Target

Average of Ratings

Type I 15%

		4.0	3.0	2.0	1.0
Type III 15%	**4.0**	4.0 Excellent	3.5 Excellent	3.0 Proficient	2.5 Proficient
	3.0	3.5 Excellent	3.0 Proficient	2.5 Proficient	2.0 Needs Improvement
	2.0	3.0 Proficient	2.5 Proficient	2.0 Needs Improvement	1.5 Needs Improvement
	1.0	2.5 Proficient	2.0 Needs Improvement	1.5 Needs Improvement	1.0 Unsatisfactory

Student Growth Composite

Growth Measure	Assessment Name	Percentage of Students who Met Target	Rating
#1			
#2			
	Overall Student Growth Rating (Average)		

Signature of Educator_____ Date_____

Signature of Evaluator_____ Date_____

Harvey School District 152
PRE-OBSERVATION FORM

Teacher:	School:
Evaluator:	Grade Level/Subject:
Pre-Conference Date:	Observation Date/Time:

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

Please submit this ***completed*** form to the evaluator during the pre-observation conference. The pre-observation conference should be conducted 1-3 school days prior to the scheduled observation.

Planning and Preparation Questions for Discussion

1. Which standard(s) does your lesson address? (1a)

2. Briefly describe your students, including those with special needs, and any recent changes of performance and/or dynamics? How do you plan to teach to the various levels of student understanding? (1b)

3. What are your learning outcomes for this lesson? What do you want the students to understand? (1a, 1b, 1c)

4. How will you engage the students in learning? What will you do? What will the students do? Will the students work in small groups, individually, or whole group instruction? Provide any worksheets or other materials that will be used during the lesson. (1d, 1e, 3a, 3c)

5. How do you plan to assess student learning as a result of this lesson? (1f, 3d)

6. Is there anything you would like me to specifically observe during the lesson? (Domains 1-3)

Harvey School District 152
OBSERVATION FEEDBACK FORM

Name:	Grade/Assignment:	School:
Date:	Time:	Lesson Title:

Domain 2: Classroom Environment	U	N	P	E	Evidence *(Actions and Statements/Questions by Teacher Students)*
2a: Creating an environment of respect and rapport					
2b: Establishing a culture for learning					
2c: Managing classroom procedures					
2d: Managing student behavior					
2e: Organizing physical space					
Domain 2 Next Steps:					

Domain 3: Instruction	U	N	P	E	Evidence *(Actions and Statements/Questions by Teacher Students)*
3a: Communicating with students					
3b: Using questioning and discussion techniques					
3c: Engaging students in learning					
3d: Using assessment in instruction					
Domain 3 Next Steps:					

Harvey School District 152
POST-OBSERVATION FORM

Teacher:	School:
Evaluator:	Grade Level/Subject:
Post-Conference Date:	Observation Date/Time:

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

Please submit this ***completed*** form to the evaluator during the post-observation conference.
The post-observation conference should occur 3-5 school days after the observation.

Reflection Questions for Discussion
1. In general, how successful was the lesson? Did the students learn what you intended for them to learn? How do you know? (1f, 3d, 4a)

2. If you have samples of student work, what do they reveal about the students' levels of engagement and understanding? Do they suggest modifications in how you might teach this lesson in the future? (4a)

3. To what extent were your assessment strategies effective? What changes would you make and why? (1f)

4. Did you make any spontaneous adjustments to the lesson as a result of unexpected circumstances? (**3e**)

5. If you had an opportunity to teach this lesson again to the same group of students, what would you do differently? (4a)

6. What did you learn from this lesson that will help you with your teaching in the future? What do you hope to be able to share with your colleagues after teaching this lesson? (4a, 4d)

7. Reflect on your performance in Domain 4. Be prepared to discuss and produce evidence of Domain 4 during the post-observation conference. (4b-4f)

Harvey School District 152
PROFESSIONAL PRACTICE RATING FORM

	Unsatisfactory	Needs Improvement	Proficient	Excellent
Domain 1: Planning and Preparation				
1a: Demonstrating knowledge of content and best practice				
1b: Demonstrating knowledge of students				
1c: Setting instructional outcomes				
1d: Demonstrating knowledge of resources				
1e: Designing coherent instruction				
1f: Designing student assessment				
Domain 1 Rating				
Domain 2: The Classroom Environment				
2a: Creating an environment of respect and rapport				
2b: Establishing a culture for learning				
2c: Managing classroom procedures				
2d: Managing student behavior				
2e: Organizing physical space				
Domain 2 Rating				
Domain 3: Instruction				
3a: Communicating with students				
3b: Using questioning and discussion techniques				
3c: Engaging students in learning				
3d: Using assessment in instruction				
3e: Demonstrating flexibility and responsiveness				
Domain 3 Rating				
Domain 4: Professional Responsibilities				
4a: Reflecting on teaching				
4b: Maintaining accurate records				
4c: Communicating with families				
4d: Participating in a professional community				
4e: Growing and developing professionally				
4f: Demonstrating professionalism				

	Domain 4 Rating				
OVERALL PROFESSIONAL PRACTICE RATING					

Signature of Educator_____ Date_____

Signature of Evaluator_____ Date_____

Reminder: Staff members and evaluators will sign at conference. Signature of staff member does not necessarily indicate agreement. Staff members have a right to rebuttal within five school days after receipt of this document; the rebuttal will be attached to this document. In the event of a rebuttal, a statement will be made on this form (i.e. "See attached rebuttal").

Harvey School District 152
SUMMATIVE RATING FORM

Assigned Values (Growth & Practice Components) Rankings

4 = Excellent (Distinguished)
3 = Proficient
2 = Needs Improvement (Basic)
    Improvement
1 = Unsatisfactory

Growth Scale & Overall Summative

3.5 – 4.0 = Excellent
2.5 – 3.49 = Proficient
1.5 – 2.49 = Needs
1.0 – 1.49 = Unsatisfactory

Professional Practice 70%

		4.0	3.0	2.0	1.0
Student Growth 30%	**4.0**	4.0 Excellent	3.30 Excellent	2.60 Proficient	1.90 Proficient
	3.0	3.70 Excellent	3.00 Proficient	2.30 Proficient	1.60 Needs Improvement
	2.0	3.40 Proficient	2.70 Proficient	2.00 Needs Improvement	1.30 Needs Improvement
	1.0	3.10 Proficient	2.40 Needs Improvement	1.70 Needs Improvement	1.0 Unsatisfactory

Summative Rating Formula *(Student Growth 30% + Teacher Practice 70%)*
Student Growth Rating (1-4) X .3 + Teacher Practice Rating (1-4) X .7 = Overall Summative Rating

Example:
Teacher Scores a Proficient in **Student Growth** = 3
Teacher Scores an Excellent in **Teacher Practice** = 4
(3 X .3) + (4 X .7) = 3.7
3.7 = Excellent **Overall Summative Rating**

Component	Rating	Assigned Value

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Professional Practice		
Student Growth		
Overall Summative Rating		

Signature of Teacher _____ Date_____

Signature of Evaluator_____ Date_____

Harvey School District 152 Professional Development Plan

Name: _____ **Supervisor/Evaluator:** _____

Date* of PDP: _____ *(*to be completed within 30 days of summative evaluation)*

Use a separate sheet for each domain identified as an Area of Improvement.

Areas of Improvement:		Rationale for Area(s) of Improvement:		
Domain/Component:	Indicators for Effective Teaching *(refer to Sources of Evidence for Framework for Teaching)*:			
Improvement Strategies:	Tasks to complete:	Supports and Resources:	Target Completion Date	Date of Completion

Domain/Component:	Indicator of Progress:

Evaluator Comments:	

Teacher completion of Plan for Domain/Components(s): Yes ☐   No ☐

Evaluator:		Teacher:	
Date:		Date:	

*Signatures above indicate the plan above was developed by the Evaluator in consultation with the Teacher.

Framework for Instructional Coach

DOMAIN 1 – PLANNING AND PREPARATION		DOMAIN 2 - LEARNING ENVIRONMENT	
1a	Demonstrating knowledge of current trends and effective practices in curriculum, instruction, assessment, and professional development	2a	Creating an environment of trust and respect
1b	Demonstrating knowledge of the schools' and district's instructional program, and levels of teacher skill in delivering that program	2b	Establishing a culture for ongoing instructional improvement
1c	Establishing goals for the instructional support program appropriate to the setting and the students and teachers served	2c	Establishing clear procedures for teachers to gain access to instructional support
1d	Planning the instructional support program, integrated with the overall school/district instructional program	2d	Establishing and maintaining norms of behavior for professional interactions
1e	Developing a plan to evaluate the instructional support program	2e	Organizing physical space for workshops or training sessions including use of training equipment, arrangement of furniture for visual access, traffic flow, and match between the physical arrangement and workshop activities
DOMAIN 4 – PROFESSIONAL RESPONSIBILITIES		**DOMAIN 3 - DELIVERY OF SERVICE**	
4a	Reflecting on practice	3a	Collaborating with teachers regarding effective practices, and in the design of instructional units, lessons, and assessments
4b	Following established procedures, preparing reports, and maintaining accurate records	3b	Engaging teachers in learning and implementing effective instructional practices
4c	Communicating and coordinating work with other Instructional Coaches, and school/district administrators	3c	Sharing expertise with staff through teaching model lessons, presenting workshops, facilitating study groups, meeting with teachers individually or in groups
4d	Participating in a professional community	3d	Locating resources for/with teachers to support instructional improvement
4e	Engaging in professional development	3e	Demonstrating flexibility and responsiveness
4f	Showing professionalism, including integrity and confidentiality		

LEVELS OF PERFORMANCE - INSTRUCTIONAL COACH - DOMAIN 1: PLANNING AND PREPARATION

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
1a: Demonstrating knowledge of current trends and effective practices in curriculum, instruction, assessment, and professional development	Instructional Coach demonstrates little or no familiarity with current trends and effective practices in curriculum, instruction, assessment, and professional development.	Instructional Coach demonstrates basic familiarity with current trends and effective practices in curriculum, instruction, assessment, and professional development.	Instructional Coach demonstrates thorough knowledge of current trends and effective practices in curriculum, instruction, assessment, and professional development.	Instructional Coach's knowledge of current trends and effective practices in curriculum, instruction, assessment, and professional development is wide and deep; colleagues regard Instructional Coach as an expert.
1b: Demonstrating knowledge of the schools' and district's instructional program, and levels of teacher skill in delivering that program	Instructional Coach demonstrates little or no knowledge of the schools'/district's program, or of teacher skill in delivering that program.	Instructional Coach demonstrates basic knowledge of the schools'/district's program, and of teacher skill in delivering that program.	Instructional Coach demonstrates thorough knowledge of the schools'/district's program, and of teacher skill in delivering that program.	Instructional Coach is deeply familiar with the schools'/district's program, works to shape its future direction, and actively seeks information as to teacher skill in that program.
1c: Establishing goals for the instructional support program appropriate to the setting and the students and teachers served	Instructional Coach has no clear goals for the instructional support program, or they are inappropriate to either the situation or the needs of the staff and students.	Instructional Coach's goals for the instructional support program are rudimentary, and are partially suitable to the situation and the needs of the staff and students.	Instructional Coach's goals for the instructional support program are clear, and are suitable to the situation and the needs of the staff and students.	Instructional Coach's goals for the instructional support program are highly appropriate to the situation and the needs of the staff and students. They have been developed following consultations with administrators and colleagues.
1d: Demonstrating knowledge of resources, both within and beyond the schools and district	Instructional Coach demonstrates little or no knowledge of resources available in the schools'/district for teachers to advance their skill.	Instructional Coach demonstrates basic knowledge of resources available in the schools'/district for teachers to advance their skill.	Instructional Coach is fully aware of resources available in the schools'/district and in the larger professional community for teachers to advance their skill.	Instructional Coach actively seeks out new resources from a wide range of sources to enrich teachers' skills in implementing the schools'/district program.
1e: Planning the instructional support, integrated with the overall	Instructional Coach's plans consist of a random collection of unrelated activities, lacking	Instructional Coach's plans include a number of worthwhile activities based,	Instructional Coach's plan is well designed to support teachers in the improvement of their	Instructional Coach's plan is highly coherent, taking into account the competing demands of making

school/district instructional program	coherence or an overall structure.	but some of the activities don't fit with the broader goals of the schools'/district.	instructional skills.	presentations and consulting with teachers, and has been developed following consultation with administrators, other Instructional Coaches, and teachers.
1f: Developing a plan to evaluate the effectiveness of the instructional support program	Instructional Coach has no plan to evaluate the effectiveness of his/her role and program, or resists suggestions that such an evaluation is important.	Instructional Coach has a rudimentary plan to evaluate the effectiveness of his/her role and program.	Instructional Coach's plan to evaluate the effectiveness of his/her role and program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Instructional Coach's evaluation plan is highly sophisticated, with imaginative sources of evidence, and a clear path towards improving the impact of his/her role and program on an ongoing basis.

LEVELS OF PERFORMANCE - INSTRUCTIONAL COACH - DOMAIN 2: LEARNING ENVIRONMENT

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
2a: Creating an environment of trust and respect	Teachers are reluctant to request assistance from the Instructional Coach, fearing that such a request will be treated as a sign of deficiency.	Relationships between the Instructional Coach and teachers are cordial; teachers don't resist initiatives established by the Instructional Coach.	Relationships between the Instructional Coach and teachers are respectful, with some contacts initiated by teachers.	Relationships between the Instructional Coach and teachers are highly respectful and trusting, with many contacts initiated by teachers.
2b: Establishing a culture for ongoing instructional improvement	Instructional Coach conveys the sense that the work of improving instruction is externally mandated and is not important to school improvement.	Teachers do not resist the offerings of support from the Instructional Coach.	Instructional Coach promotes a culture of professional inquiry in which teachers seek assistance in improving their instructional skill.	Instructional Coach has established a culture of professional inquiry in which teachers initiate projects to be undertaken with the support of the specialist.
2c: Establishing clear procedures for teachers to gain access to instructional support	When teachers want to access assistance from the Instructional Coach, they are not sure how to go about it.	Some procedures (for example registering for workshops, scheduling meetings, attending book studies) are clear to teachers, whereas others, for example for informal support, are not.	Instructional Coach has established clear procedures for teachers to use in gaining access to support.	Procedures for access to instructional support are clear to all teachers, and have been developed following consultation with administrators and teachers.
2d: Establishing and maintaining norms of behavior for professional interactions	No norms of professional conduct have been established; teachers are frequently disrespectful in their interactions with one another.	Instructional Coach's efforts to establish norms of professional conduct are partially successful.	Instructional Coach has established clear norms of mutual respect for professional interaction.	Instructional Coach has established clear norms of mutual respect for professional interaction. Teachers ensure that their colleagues adhere to these standards of conduct.
2e: Organizing physical space for workshops or training, including use of training equipment,	Instructional Coach makes poor use of the physical environment, resulting in poor access by some participants, or time lost due	The physical environment does not impede workshop activities.	Instructional Coach makes good use of the physical environment, resulting in engagement of all participants in the workshop activities.	Instructional Coach makes highly effective use of the physical environment, with teachers contributing to the physical arrangement and workshop activities.

arrangement of furniture for visual access, traffic flow, and match between the physical arrangement and workshop activities	to poor use of training equipment, or little alignment between the physical arrangement and the workshop activities.			

LEVELS OF PERFORMANCE - INSTRUCTIONAL COACH - DOMAIN 3: DELIVERY OF SERVICE

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
3a: Collaborating with teachers regarding effective practices, and in the design of instructional units, lessons, and assessments	Instructional Coach declines to collaborate with classroom teachers regarding effective practices, and in the design of instructional units, lessons, and assessments.	Instructional Coach collaborates with classroom teachers regarding effective practices, and in the design of instructional units, lessons, and assessments.	Instructional Coach initiates collaboration with classroom teachers regarding effective practices, and in the design of instructional units, lessons, and assessments.	Instructional Coach initiates collaboration with classroom teachers regarding effective practices, and in the design of instructional units, lessons, and assessments, locating additional resources from sources outside the school.
3b: Engaging teachers in learning and implementing effective instructional practices	Instructional Coach fails to provide opportunities for teachers to engage in professional learning and the implementation of effective instructional practices.	Instructional Coach's efforts to engage teachers in professional learning and the implementation of effective instructional practices are partially successful, with some participating.	As a result of the Instructional Coach's work, all teachers are engaged in acquiring and implementing effective instructional practices.	As a result of the Instructional Coach's work, teachers are highly engaged in acquiring and implementing effective instructional practices, and take initiative in suggesting new areas for growth.
3c: Sharing expertise with staff through teaching model lessons, presenting workshops, facilitating study groups, meeting with teachers individually and/or in groups	Instructional Coach's model lessons, workshops, study groups, and/or meetings with teachers are of poor quality, or are not appropriate to the needs of the teachers being served.	Instructional Coach's model lessons, workshops, study groups, and/or meetings with teachers are of mixed quality, with some being appropriate to the needs of the teachers being served.	The quality of the Instructional Coach's model lessons, workshops, study groups, and/or meetings with teachers are uniformly high, and appropriate to the needs of the teachers being served.	The quality of the Instructional Coach's model lessons, workshops, study groups, and/or meetings with teachers are uniformly high, and appropriate to the needs of the teachers being served. The Instructional Coach conducts extensive follow-up work with teachers.
3d: Locating resources for/with teachers to support instructional improvement	Instructional Coach fails to locate resources for instructional improvement for/with teachers, even when specifically requested to do so.	Instructional Coach's efforts to locate resources for instructional improvement for/with teachers are partially successful, reflecting incomplete knowledge of what is available.	Instructional Coach locates resources for instructional improvement for/with teachers when asked to do so.	Instructional Coach is highly proactive in locating resources for instructional improvement for/with teachers, anticipating their needs.

3e: Demonstrating flexibility and responsiveness	Instructional Coach adheres to his or her plan, in spite of evidence of its inadequacy.	Instructional Coach makes modest changes in the support program when confronted with evidence of the need for change.	Instructional Coach makes revisions to the support program when it is needed.	Instructional Coach is continually seeking ways to improve the support program, and makes changes as needed in response to student, parent, or teacher input.

LEVELS OF PERFORMANCE - INSTRUCTIONAL COACH - DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
4a: Reflecting on practice	Instructional Coach does not reflect on practice, or the reflections are inaccurate or self-serving.	Instructional Coach's reflection on practice is moderately accurate and objective without citing specific examples, and with only global suggestions as to how it might be improved.	Instructional Coach's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Instructional Coach makes some specific suggestions as to how the support program might be improved.	Instructional Coach's reflection is highly accurate and perceptive, citing specific examples. Instructional Coach draws on an extensive repertoire to suggest alternative strategies, accompanied by a prediction of the likely consequences of each.
4b: Following established procedures, preparing reports, and maintaining accurate records	Instructional Coach does not maintain accurate records and established procedures for preparing and submitting reports, which are routinely late.	Instructional Coach's efforts to maintain accurate records and prepare reports following established procedures are partially successful. Reports are sometimes submitted on time.	Instructional Coach maintains accurate records. Reports are prepared following established procedures and are submitted on time.	Instructional Coach maintains accurate records and anticipates and responds to teacher/school/district needs when preparing reports, following established procedures, and suggesting improvements to those procedures. Reports are always submitted on time.
4c: Communicating and coordinating work with other Instructional Coaches and school/district administrators	Instructional Coach makes no effort to communicate and/or collaborate with other Instructional Coaches within the district or with school/district administrators.	Instructional Coach responds positively to the efforts of other Instructional Coaches within the district, and with school/district administrators, to communicate and collaborate.	Instructional Coach initiates efforts to communicate and collaborate with other Instructional Coaches within the district, and with school/district administrators.	Instructional Coach takes a leadership role in communicating/coordinating projects with other Instructional Coaches within and beyond the district, and with school/district administrators.
4d: Participating in a professional community	Instructional Coach's relationships with colleagues are negative or self-serving, and the specialist avoids being involved in school and district events and projects.	Instructional Coach's relationships with colleagues are cordial, and s/he participates in school and district events and projects when specifically requested.	Instructional Coach participates actively in school and district events and projects, and maintains positive and productive relationships with colleagues.	Instructional Coach makes a substantial contribution to school and district events and projects, and assumes leadership role with colleagues.

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

Framework for School Psychologist

DOMAIN 1 - PLANNING AND PREPARATION	DOMAIN 2 – LEARNING ENVIRONMENT
1a Demonstrating knowledge and skill in a wide variety of psycho/educational assessment tools to evaluate students	2a Establishing rapport with students, parents, and other members of the service team, and school staff
1b Demonstrating knowledge of child and adolescent cognitive, social/emotional, and behavioral development	2b Establishing a culture for learning, and positive mental health throughout the school and district
1c Establishing goals for services, aligned to building /district level goals, appropriate to the setting and the students served	2c Establishing and maintaining procedures for the response to intervention process
1d Demonstrating knowledge of state and federal regulations, and resources within and beyond the school/district	2d Supporting the establishment and maintenance of standards for student behavior
1e Planning psychological services, integrated with the regular school program, to meet the needs of students, and including prevention, intervention, consultation, and assessment	2e Organizing physical space and materials for efficient work with individuals, and facilitation of groups and meetings
1f Developing a plan to evaluate the psychological services	
DOMAIN 4 – PROFESSIONAL RESPONSIBILITIES	**DOMAIN 3 – DELIVERY OF SERVICE**
4a Reflecting on practice	3a Utilizing data-based decision-making in consultation with parents, teachers, and administrators
4b Communicating with families, educators, and others in the community	3b Evaluating student needs in compliance with National Association of School Psychologists (NASP) guidelines for best practice
4c Maintaining accurate records	
4d Participating in a professional community	
4e Engaging in professional development	3c Providing leadership for prevention, intervention, collaboration and consultation, and assessment including, but not limited to, response to intervention (RtI)
4f Showing professionalism:	
• Integrity	
• Advocacy	
• Ethical conduct	3d Planning evidence-based interventions to maximize students' likelihood of success
• Decision-making	
• Maintaining confidentiality	3e Maintaining contact with physicians, therapists, and other community mental health service providers when needed
• Compliance with school and district regulations	
• Service to students	
• Aligning practice to NASP standards	3f Demonstrating flexibility and responsiveness

Adapted for Harvey School District 152:
Enhancing Professional Practice: A Framework for Teaching, by Charlotte Danielson, ASCD, 2013

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LEVELS OF PERFORMANCE - SCHOOL PSYCHOLOGIST - DOMAIN 1: PLANNING AND PREPARATION

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
1a: Demonstrating knowledge and skill in a wide variety of psycho/educational assessment tools to evaluate students. Crisis intervention; Cultural, racial & ethnic diversity	School Psychologist demonstrates little or no knowledge and skill in using of psycho/educational assessment tools to evaluate students.	School Psychologist uses a limited number of psycho/educational assessment tools to evaluate students.	School Psychologist skillfully uses a range of psycho/educational assessment tools to evaluate students and determine accurate diagnoses.	School Psychologist understands the purposes, characteristics, strengths, and limitations of a wide range of psycho/educational instruments to evaluate students, is able to skillfully administer the instruments, and knows the proper situations in which each should be used.
1b: Demonstrating knowledge of child and adolescent cognitive, social/emotional, and behavioral development. Identify the needs of at-risk students and children with disabilities.	School Psychologist demonstrates little or no knowledge of child and adolescent cognitive, social/emotional, and behavioral development.	School Psychologist demonstrates basic knowledge of child and adolescent cognitive, social/emotional, and behavioral development.	School Psychologist demonstrates thorough knowledge of child and adolescent cognitive, social/emotional, and behavioral development.	School Psychologist demonstrates extensive knowledge of child and adolescent cognitive, social/emotional, and behavioral development and knows variations on the typical patterns.
1c: Establishing goals for services, aligned to district, state, & federal regulations & guidelines for a school psychologist (i.e. IL & NASP) and special education	School Psychologist has no clear goals for psychological services, or they are inappropriate to either the situation or the age of the students.	School Psychologist's goals for psychological services are rudimentary, and are partially suitable to the situation and the age of the students, and lack clear alignment to building/district level goals.	School Psychologist's goals for the psychological services are clear and appropriate to the situation in the school/district and to the age of the students.	School Psychologist's goals for psychological services are highly appropriate to the situation in the school/district and to the age of the students. The goals and have been developed following consultations with students, parents, and colleagues.
1d: Demonstrating knowledge of guidelines for a school psychologist (NASP), state (IL standards) and federal regulations, and	School Psychologist demonstrates little or no knowledge of governmental regulations and resources for students available through the	School Psychologist displays awareness of governmental regulations and resources for students available through the school or district, but no knowledge	School Psychologist displays awareness of governmental regulations and resources for students available through the school or district, and some	School Psychologist's knowledge of governmental regulations and resources for students is extensive, including those available through the school or district, and in the

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resources within and beyond the school/ district	school or district.	of resources available more broadly.	familiarity with resources external to the district.	community.
1e: Planning psychological services, integrated with the regular school program, to meet the needs of students, including prevention, intervention, consultation, and assessment	The plan for psychological services consists of a random collection of unrelated activities, lacking coherence or an overall structure.	School Psychologist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals of the regular school program, and is only partially successful in meeting the needs of students.	School Psychologist has developed a plan for services that is integrated with the regular school program, and meets the needs of students, including prevention, intervention, consultation, and assessment.	School Psychologist's plan for psychological services is highly coherent and preventive, and serves to support students individually, within the broader educational program.
1f: Developing a plan to evaluate the psychological services	School Psychologist has no plan to evaluate the program of psychological services, or resists suggestions that such an evaluation is important.	School Psychologist has a rudimentary plan to evaluate the program of psychological services.	School Psychologist's plan to evaluate psychological services is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	School Psychologist's evaluation plan for psychological services is highly sophisticated, with imaginative sources of evidence, and a clear path towards improving the services on an ongoing basis.

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LEVELS OF PERFORMANCE - SCHOOL PSYCHOLOGIST - DOMAIN 2: LEARNING ENVIRONMENT

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
2a: Establishing rapport with students, parents, and other members of the service team, and school staff	School Psychologist's interactions with students, parents, and colleagues are negative or inappropriate; students appear uncomfortable when working with the School Psychologist.	School Psychologist's interactions are a mix of positive and negative; the School Psychologist's efforts at developing rapport are partially successful.	School Psychologist's interactions with students, parents, and other members of the service team, and school staff are positive and respectful; students appear comfortable when working with the School Psychologist.	Students, parents, and colleagues seek out the School Psychologist, reflecting a high degree of comfort and trust in the relationship.
2b: Establishing a culture for productive communication, learning, and positive mental health throughout the school and district	School Psychologist makes no attempt to establish a culture for learning and positive mental health in the school as a whole, either among students or teachers, or between students and teachers.	School Psychologist's attempts to promote a culture of learning and positive mental health in the school/district among students and teachers are partially successful.	School Psychologist promotes a culture for learning and positive mental health in the school/district among students and teachers.	The culture for learning and positive mental health in the school/district is actively supported and guided by the School Psychologist and maintained by both teachers and students.
2c: Establishing and maintaining procedures for the response to intervention process. Managing special education/psychological services, routines and procedures	No procedures for the response to intervention process have been established; when teachers want to explore ways to provide extra time and support for student learning, they are not sure how to go about it.	School Psychologist has established procedures for the response to intervention process, but the details are not always clear.	Procedures for the response to intervention process are clear to everyone. The School Psychologist works to maintain the integrity of established procedures.	Procedures for all aspects of the response to intervention process are clear to everyone, and have been developed in consultation with teachers and administrators.
2d: Supporting the establishment and maintenance of standards for student behavior. Establish	School Psychologist declines to support the establishment of standards of conduct for students and disregards	School Psychologist's attempts to monitor and correct student negative behavior are partially successful.	School Psychologist supports and works to establish and maintain standards for student behavior. Psychologist monitors student	School Psychologist's monitoring of students is subtle and preventive, and students engage in self-monitoring of behavior. School

			behavior against those standards; response to students is appropriate and respectful.	Psychologist serves as a model to colleagues in supporting and maintaining established standards for student behavior.
standards of conduct and contributing to the culture for student behavior throughout the school	negative student behavior.			
2e: Organizing physical space and materials for efficient work with individuals, and facilitation of groups and meetings. Storage of materials and equipment.	The physical space used by the School Psychologist is disorganized, and poorly suited for work with individuals, groups, and/or meetings. Materials are not stored in a secure location, and are difficult to find when needed.	Materials in the space used by the School Psychologist are stored securely, but the area is not completely well organized for efficient work with individuals, groups, or meetings.	The space used by the School Psychologist is well organized; materials are stored in a secure location and are available when needed for efficient work with individuals, groups, or meetings.	The space used by the School Psychologist is highly organized and is inviting to students, parents, and/or colleagues. Materials are stored in a secure location and are convenient when needed.

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LEVELS OF PERFORMANCE - SCHOOL PSYCHOLOGIST - DOMAIN 3: DELIVERY OF SERVICE

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
3a: Utilizing data-based decision-making (Academic, social/ emotional, behavioral) in consultation with parents, teachers, administrators, and school personnel.	School Psychologist does not understand and/or use effective data-based decision-making, and problem-solving processes in consultation with parents, teachers, and/or administrators.	School Psychologist consults on a sporadic basis with parents, teachers, and administrators, making partially successful attempts to utilize effective data-based decision-making, and problem-solving processes.	School Psychologist consults frequently with colleagues and parents, effectively using data-based decision-making, and problem-solving processes.	School Psychologist consults frequently with colleagues and parents, translating assessment results into empirically-based decisions about service delivery, and contributing own insights. Data-based decision-making permeates every aspect of professional practice.
3b: Evaluating student needs in compliance with NASP guidelines for best practice. Assisting students and teachers in the formulation of academic, personnel/social and behavioral plans, and career plans based on the knowledge of student needs.	School Psychologist does not follow established NASP procedures and guidelines.	School Psychologist's attempts to follow established NASP guidelines for best practice are inconsistent.	School Psychologist ensures that all procedures and safeguards are in compliance with the NASP guidelines for best practice, are faithfully adhered to.	School Psychologist selects, from a broad repertoire, those assessments and interventions that are most appropriate to the referral questions, and conducts information sessions with colleagues to ensure that they fully understand and comply with procedural timelines and safeguards.
3c: Providing leadership for prevention, intervention, collaboration and consultation, and assessment including, but not limited to, response to intervention (RtI)	School Psychologist declines to assume leadership for prevention, intervention, collaboration and consultation, and assessment including, but not limited to, response to intervention (RtI).	School Psychologist assumes leadership for prevention, intervention, collaboration and consultation, and assessment including, but not limited to, response to intervention (RtI) when directed to do so.	School Psychologist assumes leadership of the problem-solving team as a standard expectation including prevention, intervention, collaboration and consultation, and assessment including, but not limited to, response to intervention (RtI).	School Psychologist assumes leadership of the problem-solving team and takes initiative in modeling effective practices in prevention, intervention, collaboration and consultation, and assessment including, but not limited to, response to intervention (RtI).
3d: Planning evidence-based interventions to maximize students' likelihood of success.	School Psychologist fails to plan evidence-based interventions suitable to	School Psychologist plans for students are partially suitable for them, or sporadically aligned	School Psychologist plans evidence-based interventions that are suitable for the	School Psychologist develops comprehensive plans for students, finding ways to creatively meet

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Collecting information and obtaining/writing reports	students, or mismatched with the findings of the assessments.	with identified needs.	student(s), and are aligned with identified needs.	student needs and incorporate many related elements.
3e: Maintaining contact with physicians, therapists, and other community mental health service providers when needed	School Psychologist declines to maintain contact with physicians, therapists, and other community service mental health service providers.	School Psychologist maintains occasional contact with physicians, therapists, and other community service mental health service providers.	School Psychologist maintains ongoing contact with physicians, therapists, and other community service mental health service providers.	School Psychologist maintains ongoing contact with physicians, therapists, and other community service mental health service providers and initiates contacts when needed.
3f: Demonstrating flexibility and responsiveness	School Psychologist adheres to his or her plan for the delivery of psychological services, in spite of evidence of its inadequacy.	School Psychologist makes modest changes in his/her plan for the delivery of psychological services when confronted with evidence of the need for change.	School Psychologist makes revisions in the plan for delivery of psychological services when it is needed.	School Psychologist is continually seeking ways to improve the delivery of psychological services program, and makes changes as needed in response to student, parent, or teacher input.

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LEVELS OF PERFORMANCE - SCHOOL PSYCHOLOGIST - DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
4a: Reflecting on practice	School Psychologist does not reflect on practice, or the reflections are inaccurate or self-serving.	School Psychologist's reflection on practice is moderately accurate and objective without citing specific examples, and with only global suggestions as to how it might be improved.	School Psychologist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. School Psychologist makes some specific suggestions as to how the counseling program might be improved.	School Psychologist's reflection is highly accurate and perceptive, citing specific examples that were not fully successful, for at least some students. School Psychologist draws on an extensive repertoire to suggest alternative strategies.
4b: Communicating with families, educators, and others in the community as allowed by confidentiality laws and psychologist ethics; before, during and after meetings.	School Psychologist fails to communicate with families, educators, and others in the community, and/or communicates in an insensitive manner.	School Psychologist's communication with families, educators, and others in the community is partially successful; there are occasional insensitivities to cultural and linguistic traditions.	School Psychologist communicates with families, educators, and others in the community, and does so in a manner sensitive to cultural and linguistic traditions.	School Psychologist communicates with families in a manner highly sensitive to cultural and linguistic traditions. School Psychologist reaches out to families of students to enhance trust.
4c: Maintaining accurate records documenting student progress and submitting them in a timely manner	School Psychologist's records are in disarray; they may be missing, insecure, or illegible.	School Psychologist's records are accurate and legible, and stored in a secure location.	School Psychologist's records are accurate and legible, well organized, and stored in a secure location.	School Psychologist's records are accurate and legible, well organized, and stored in a secure location. They are written to be understandable to another qualified professional.
4d: Participating in a professional community	School Psychologist's relationships with colleagues are negative or self-serving. School Psychologist avoids being involved in school and district events and projects.	School Psychologist's relationships with colleagues are cordial. School Psychologist participates in school and district events and projects when specifically requested.	School Psychologist participates actively in school and district events and projects, and maintains positive and productive relationships with colleagues.	School Psychologist makes a substantial contribution to school and district events and projects, and assumes leadership with colleagues.
4e: Engaging in professional	School Psychologist does not	School Psychologist	School Psychologist seeks out	School Psychologist actively

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development. Engaging in professional development; IL School Psyc. Assoc., & NASP. Conducting professional development for parents, staff and special education paraprofessionals	participate in professional development activities, even when such activities are clearly needed for the ongoing development of skills.	participation in professional development activities is limited to those that are convenient or are required.	opportunities for professional development based on an individual assessment of need.	pursues professional development opportunities, and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.
4f: Showing professionalism: Integrity; Ethical Conduct; Maintaining Confidentiality; Service to Students; Advocacy; Decision-Making; Compliance with School and District Regulations; Aligning Practices to NASP Standards	School Psychologist displays dishonesty in interactions with colleagues, students, and the public, and violates principles of confidentiality.	School Psychologist is honest in interactions with colleagues, students, and the public, plays a moderate advocacy role for students, and does not violate confidentiality.	School Psychologist displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public, and advocates for students when needed.	School Psychologist can be counted on to hold the highest standards of honesty, integrity, and confidentiality and advocating for students, taking a leadership role with colleagues in aligning practices to NASP standards.

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Framework for School Social Worker

DOMAIN 1 - PLANNING AND PREPARATION	DOMAIN 2 - LEARNING ENVIRONMENT
1a Demonstrating knowledge of the school social work profession 1b Demonstrating knowledge of child and adolescent development 1c Working collaboratively to develop measurable goals 1d Demonstrating knowledge of state and federal regulations and resources within and beyond the school and district 1e Planning the social work program which may include individual and small group sessions, in-class activities, and crisis prevention, intervention and response 1f Developing a plan to evaluate the social work program	2a Creating an environment of respect and rapport 2b Establishing a culture for productive communication 2c Establishing clear procedures and routines 2d Contributing to character standards and the culture of positive student behavior throughout the school 2e Organizing meeting space and documents
DOMAIN 4 - PROFESSIONAL RESPONSIBILITIES	**DOMAIN 3 - DELIVERY OF SERVICE**
4a Reflecting on practice 4b Developing timely and relevant reports and maintaining accurate records 4c Communicating with families and outside professional providers 4d Participating in a professional community 4e Engaging in professional development 4f Showing professionalism, including integrity, advocacy, and maintaining confidentiality	3a Assessing students' social and emotional needs, including collaboration among students, parents, and school personnel 3b Assisting students, teachers and parents in the formulation of social, emotional, behavior, and academic plans based on knowledge of student needs and/or IEP goals 3c Using social work interventions with individuals and/or groups 3d Facilitating access of resources to meet the needs of the student and/or family 3e Demonstrating flexibility and responsiveness 3f Demonstrate solution-focused response in crisis management.

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LEVELS OF PERFORMANCE - SCHOOL SOCIAL WORKER - DOMAIN 1: PLANNING AND PREPARATION

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
1a: Demonstrating knowledge of the school social work profession (Crisis Intervention; Cultural, Racial & Ethnic Diversity; Needs of At-Risk Children & Children with disabilities. Group process skills; Community resources; IL social-emotional learning standards)	Social Worker demonstrates little understanding of the school social work profession and does not plan and utilize a variety of intervention strategies that support and enhance students' educational and emotional development.	Social Worker demonstrates basic understanding of the school social work profession and occasionally plans and utilizes intervention strategies that support and enhance students' educational and emotional development.	Social Worker demonstrates understanding of the school social work profession and plans and utilizes a variety of intervention strategies that support and enhance students' educational and emotional development.	Social Worker demonstrates comprehensive and coherent understanding the school social work profession and plans and utilizes a variety of intervention strategies that enable students to increasingly make independent sound, informed academic and personal social choices.
1b: Demonstrating knowledge of child and adolescent development. Establishing goals for social work services appropriate to the setting and students served. Integrate with IL social-emotional learning standards	Social Worker displays little or no knowledge of child and adolescent development.	Social Worker displays partial knowledge of child and adolescent development.	Social Worker displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns.	In addition to accurate knowledge of the typical developmental characteristics of the age group, and exceptions to the general patterns, Social Worker displays knowledge of the extent to which individual students follow the general patterns.
1c: Working collaboratively to develop measurable goals.	Social Worker makes little or no attempt to work collaboratively with colleagues, parents, and/or students to develop measurable goals that are suitable to the situation in the school and the age of the students.	Social Worker's attempts to develop measurable goals in collaboration with colleagues, parents, and/or students are somewhat successful, and the goals developed are partially suitable to the situation in the school and the age of the students.	Social Worker develops measurable goals in collaboration with colleagues, parents, and/or students that are suitable to the situation in the school and the age of the students.	Social Worker is highly effective in working collaboratively with colleagues, parents, and/or students to develop measurable goals that are appropriate to the situation in the school and to the age of the students. Goals are designed to effect wider change throughout the school.
1d: Demonstrating knowledge of state and federal regulations and resources within and	Social Worker demonstrates little or no knowledge of governmental regulations	Social Worker displays awareness of governmental regulations and resources for	Social Worker displays awareness of governmental regulations and resources for	Social Worker's knowledge of governmental regulations and resources for students is extensive,

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beyond the school and district for special education.	and resources for students available through the school or district.	students available through the school or district, but no knowledge of resources available more broadly.	students available through the school or district, and some familiarity with resources external to the school.	including those available through the school or district, and in the community.
1e: Planning the social work program which may include individual and small group sessions, in-class activities, and crisis prevention, intervention and response	Social Worker's program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Social Worker's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Social Worker has developed a plan that includes individual and small group sessions, in-class activities, and crisis prevention, intervention and response	Social Worker's plan is highly coherent, and serves to support not only individual and small group sessions, in-class activities, and crisis prevention, intervention and response, but also the broader educational program.
1f: Developing a plan to evaluate the social work program	Social Worker has no plan to evaluate the program, or resists suggestions that such an evaluation is important.	Social Worker has a rudimentary plan to evaluate the social work program.	Social Worker's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Social Worker's evaluation plan is highly sophisticated, with imaginative sources of evidence, and a clear path towards improving the program on an ongoing basis.

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LEVELS OF PERFORMANCE - SCHOOL SOCIAL WORKER - DOMAIN 2: LEARNING ENVIRONMENT

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
2a: Creating an environment of respect and rapport with parents, staff, and school personnel.	Social Worker's interactions with students are negative or inappropriate, and the Social Worker does not promote positive interactions among students, teachers, and/or parents.	Social Worker's interactions are a mix of positive and negative; the Social Worker's efforts at encouraging positive interactions among students, teachers, and/or parents are partially successful.	Social Worker's interactions with students, teachers, and/or parents are positive and respectful, and the Social Worker actively promotes positive student-student, student-teacher, student-parent, and parent-teacher interactions.	Students, teachers, and/or parents seek out the Social Worker, reflecting a high degree of comfort and trust in the relationship; Social Worker teaches all how to engage in positive interactions.
2b: Establishing a culture for productive communication with parents, staff, and school personnel.	Social Worker makes no attempt to establish a culture for productive communication in the school as a whole, either among students, or between students and teachers.	Social Worker's attempts to promote a culture throughout the school for productive and respectful communication between and among students and teachers are partially successful.	Social Worker promotes a culture throughout the school for productive and respectful communication between and among students and teachers.	The culture in the school for productive and respectful communication between and among students and teachers, while guided by the Social Worker, is maintained by both teachers and students.
2c: Establishing clear procedures and routines. Establishing clear procedures and routines.	Social Worker's routines and procedures to guide his/her work are non-existent or in disarray.	Social Worker has rudimentary and partially successful routines and procedures to guide his/her work.	Social Worker's routines and procedures to guide his/her work are clear and effective.	Social Worker's routines and procedures are seamless, as are the integration and use of technology for assessments, interventions, and information management.
2d: Contributing to character standards and the culture of positive student behavior throughout the school	Social Worker makes no contribution to maintaining an environment of civility in the school.	Social Worker attempts, with limited success, to contribute to the level of civility in the school as a whole.	Social Worker makes a significant contribution to the environment of civility in the school.	Social Worker takes a leadership role in maintaining the environment of civility in the school.

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2e: Organizing meeting space and documents; Organizing time effectively; Organizing physical space for individuals and groups.	The physical environment for meetings is in disarray, or is inappropriate to the planned activities. Documents necessary for meetings are incomplete or unavailable.	Social Worker's attempts to create an inviting and well-organized physical space for meetings, and to have the necessary documents available, are partially successful.	Meeting spaces are inviting, and conducive to the planned activities. Most documents needed for a meeting are complete and available to participants.	Social Worker plans ahead to ensure that meeting arrangements are inviting and conducive to the planned activities. All documents necessary for the meeting are complete and available to participants. When appropriate, documents are available to participants prior to the meeting.

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LEVELS OF PERFORMANCE - SCHOOL SOCIAL WORKER - DOMAIN 3: DELIVERY OF SERVICE

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
3a: Assessing students' social and emotional needs, including collaboration among students, parents, and school personnel.	Social Worker does not assess student needs, or the assessments result in inaccurate conclusions.	Social Worker's assessments of student needs are perfunctory and sometimes include consultation with parents and school personnel.	Social Worker assesses student needs using a variety of formal and informal assessment and evaluation strategies, and collaborates with parents, and school personnel when conducting assessments.	Social Worker conducts detailed and individualized assessment of student needs in collaboration with parents, students, and school personnel to contribute to program planning. Social Worker understands various formal and informal assessment and evaluation strategies and uses them to support the development of all students.
3b: Assisting students, teachers and teachers in the formulation of social, emotional, behavior and academic plans based on evidenced based practices, knowledge of student needs, and/or IEP goals	Social Worker's program is independent of identified student needs.	Social Worker's attempts to assist students and teachers in the formulation of social, emotional, behavior and academic plans are partially successful.	Social Worker assists students and teachers in the formulation of social, emotional, behavior, and academic plans based on knowledge of student needs and/or IEP goals.	Social Worker is highly effective in assisting individual students and teachers to formulate social, emotional, behavior, and academic plans and mobilizes other school personnel to meet the needs of the student/family.
3c: Using social work interventions with individuals and/or groups. Communicate intervention plan and student progress with the student's family.	Social Worker has few intervention techniques to help students acquire skills in decision-making and problem-solving for both interactions with other students and future planning.	Social Worker displays a narrow range of intervention techniques to help students acquire skills in decision-making and problem solving for both interactions with other students and future planning.	Social Worker uses a range of intervention techniques to help students acquire skills in decision-making and problem- solving for both interactions with other students and future planning.	Social Worker uses an extensive range of intervention techniques to help students acquire skills in decision-making and problem- solving for both interactions with other students and future planning.

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3d: Facilitating access of resources to meet the needs of the student and/or family.	Social Worker does not make connections with other programs in order to meet student and/or family needs.	Social Worker's efforts to broker services with other programs in the school are partially successful.	Social Worker brokers with other programs within the school or district to meet student and/or family needs.	Social Worker brokers with other programs and agencies both within and beyond the school or district to meet individual student and/or family needs.
3e: Demonstrating flexibility and responsiveness adjusting intervention plans and set priorities to meet the needs of diverse populations.	Social Worker adheres to his or her plan, in spite of evidence of its inadequacy.	Social Worker makes modest changes in the intervention program when confronted with evidence of the need for change.	Social Worker makes revisions in the intervention program when it is needed.	Social Worker is continually seeking ways to improve the intervention program, and makes changes as needed in response to student, parent, or teacher input.
3f: Demonstrate solution-focused response in crisis management.	Social Worker fails to interpret crisis episode as worthy of follow-up. Reluctant inadequate or no discernable intervention	Social Worker demonstrates rudimentary or only partially suitable response to the crisis. Inconsistent follow-up with family.	Social Worker participates in formation of a suitable plan to promote crisis stabilization. The plan includes clear goals & objectives, timelines & Data-based decision-making rules are established	Social Worker participates in the construction & Implementation of comprehensive plan, that incorporated schedule of timely follow-up, is family/data drive & incorporates evidenced-based decision making for resolution. Includes transition plan to support independent family functioning.

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LEVELS OF PERFORMANCE - SCHOOL SOCIAL WORKER - DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
4a: Reflecting on practice	Social Worker does not reflect on practice, or the reflections are inaccurate or self-serving.	Social Worker's reflection on practice is moderately accurate and objective without citing specific examples, and with only global suggestions as to how it might be improved.	Social Worker's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Social Worker makes some specific suggestions as to how the counseling program might be improved.	Social Worker's reflection is highly accurate and perceptive, citing specific examples that were not fully successful, for at least some students. Social Worker draws on an extensive repertoire to suggest alternative strategies.
4b: Developing timely and relevant reports and maintaining accurate records documenting student progress	Social Worker's reports, records and documentation are missing, late, or inaccurate, resulting in confusion.	Social Worker's reports, records and documentation are generally accurate, but are occasionally late.	Social Worker's reports, records and documentation are accurate, and are submitted in a timely manner.	Social Worker's approach to record keeping is highly systematic and efficient, and serves as a model for colleagues across the other schools.
4c: Communicating with families and outside providers as allowed by confidentiality laws and social work ethics.	Social Worker provides no information to families, either about the social work program as a whole or about individual students.	Social Worker provides limited though accurate information to families about the social work program as a whole and about individual students.	Social Worker provides thorough and accurate information to families about the social work program as a whole and about individual students.	Social Worker is proactive in providing information to families about the social work program and about individual students through a variety of means.
4d: Participating in a professional community	Social Worker's relationships with colleagues are negative or self-serving, and Social Worker avoids being involved in school and district events and projects.	Social Worker's relationships with colleagues are cordial, and Social Worker participates in school and district events and projects when specifically requested.	Social Worker participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Social Worker makes a substantial contribution to school and district events and projects and assumes leadership with colleagues.
4e: Engaging in professional development	Social Worker does not participate in professional development activities,	Social Worker participation in professional development	Social Worker seeks out opportunities for professional	Social Worker actively pursues professional development

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	even when such activities are clearly needed for the development of counseling skills.	activities is limited to those that are convenient or are required.	development based on an individual assessment of need.	opportunities, and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.
4f: Showing professionalism, including integrity, advocacy, and maintaining confidentiality	Social Worker displays dishonesty in interactions with colleagues, students, and the public, and violates principles of confidentiality.	Social Worker is honest in interactions with colleagues, students, and the public, and does not violate confidentiality.	Social Worker displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public, and advocates for students when needed.	Social Worker can be counted on to hold the highest standards of honesty, integrity, and confidentiality and advocating for students, taking a leadership role with colleagues.

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Framework for Speech/Language Pathologist

DOMAIN 1 - PLANNING AND PREPARATION	DOMAIN 2 – LEARNING ENVIRONMENT
1a Demonstrating knowledge and skill in the areas of Speech and Language 1b Establishing goals for Speech-Language therapy based on student needs, aligned to district and state standards, and appropriate to the setting 1c Demonstrating knowledge of district, state and federal regulations and guidelines including IEP and eligibility guidelines 1d Demonstrating knowledge of resources, both within and beyond the school and district 1e Planning a Speech-Language therapy program to meet the needs of individual students 1f Developing a plan to evaluate student progress toward meeting therapy goals	2a Establishing rapport with students, teachers and paraprofessionals 2b Organizing time effectively 2c Establishing and maintaining procedures for Speech-Language services 2d Establishing standards of conduct in the therapy setting 2e Organizing physical space evaluation and therapy, and providing recommendations to teachers and paraprofessionals for modifications to their learning environments to support student growth
DOMAIN 4 – PROFESSIONAL RESPONSIBILITIES	**DOMAIN 3 – DELIVERY OF SERVICE**
4a Reflecting on practice 4b Collaborating with staff and administrators 4c Maintaining effective data management system 4d Participating in a professional community 4e Engaging in professional development 4f Showing professionalism, including integrity, advocacy, and maintaining confidentiality	3a Responding to referrals, completing screenings, and evaluating student needs 3b Developing and implementing treatment plans to maximize students' success 3c Communicating with families, staff, and other professionals 3d Collecting information; writing reports, and completing necessary paperwork 3e Demonstrating flexibility and responsiveness

LEVELS OF PERFORMANCE - SPEECH-LANGUAGE PATHOLOGIST - DOMAIN 1: PLANNING AND PREPARATION

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
1a: Demonstrating knowledge and skill in the areas of Speech-Language (Articulation, Phonology, Apraxia/Dysarthria, Oral Motor, Pragmatics, Fluency, Voice, Reception & Expressive language)	Speech-Language Pathologist demonstrates little or no knowledge and skill in the areas of Speech-Language; does not hold the necessary certificate or license.	Speech-Language Pathologist demonstrates basic knowledge and skill in the areas of Speech-Language; holds the necessary certificate or license.	Speech-Language Pathologist demonstrates thorough knowledge and skill the areas of Speech-Language; holds the necessary certificate or license.	Speech-Language Pathologist demonstrates extensive knowledge and skill in the areas of Speech-Language; holds an advanced certificate or license.
1b: Establishing goals for Speech-Language therapy based on student needs, aligned to district and state standards, and appropriate to the setting	Speech-Language Pathologist has no clear goals for the therapy program, or they are inappropriate to either the situation or the age of the students.	Speech-Language Pathologist's goals for the therapy program are rudimentary, and are partially suitable to the situation and the age of the students.	Speech-Language Pathologist's goals for the therapy program are clear and appropriate to the situation in the school and to the age of the students.	Speech-Language Pathologist's goals for the therapy program are highly appropriate to the situation in the school and to the age of the students, and have been developed following consultations with administrators and teachers.
1c: Demonstrating knowledge of district, state and federal regulations and guidelines including IEP and eligibility guidelines	Speech-Language Pathologist demonstrates little or no knowledge of district, state and federal regulations and guidelines including IEP and eligibility guidelines.	Speech-Language Pathologist demonstrates basic knowledge of district, state and federal regulations and guidelines including IEP and eligibility guidelines.	Speech-Language Pathologist demonstrates thorough knowledge of district, state and federal regulations and guidelines including IEP and eligibility guidelines.	Speech-Language Pathologist's knowledge of district, state and federal regulations and guidelines including IEP and eligibility guidelines is extensive; s/he takes a leadership role in reviewing and revising district policies.
1d: Demonstrating knowledge of resources, both within and beyond the school and district	Speech-Language Pathologist demonstrates little or no knowledge of resources for students available through the school or district.	Speech-Language Pathologist demonstrates basic knowledge of resources for students available through the school or district.	Speech-Language Pathologist demonstrates thorough knowledge of resources for students available through the school or district and some familiarity with resources	Speech-Language Pathologist demonstrates extensive knowledge of resources for students available through the school or district and in the larger community.

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				external to the district.	
1e: Planning a Speech-Language therapy program to meet the needs of individual students in the LRE or school setting	Speech-Language therapy program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Speech-Language Pathologist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Speech-Language Pathologist has developed a plan that includes the important aspects of work in the setting.	Speech-Language Pathologist's plan is highly coherent and preventive, and serves to support students individually, within the broader educational program.
1f: Developing a plan to evaluate student progress toward meeting therapy goals	Speech-Language Pathologist has no plan to evaluate the program, or resists suggestions that such an evaluation is important.	Speech-Language Pathologist has a rudimentary plan to evaluate the therapy program.	Speech-Language Pathologist's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Speech-Language Pathologist's evaluation plan is highly sophisticated, with imaginative sources of evidence, and a clear path towards improving the program on an ongoing basis.

LEVELS OF PERFORMANCE - SPEECH-LANGUAGE PATHOLOGIST - DOMAIN 2: LEARNING ENVIRONMENT

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
2a: Establishing rapport with students, parents, teachers and paraprofessionals	Speech-Language Pathologist's interactions with students, teachers, and/or paraprofessionals are negative or inappropriate; students appear uncomfortable in the therapy setting.	Speech-Language Pathologist's interactions are a mix of positive and negative; his/her efforts at developing rapport are partially successful.	Speech-Language Pathologist's interactions with students, teachers, and/or paraprofessionals are positive and respectful; students appear comfortable in the therapy setting.	Speech-Language Pathologist's interactions with students, teachers, and/or paraprofessionals are positive and respectful. Students seek out the Speech-Language Pathologist, reflecting a high degree of comfort and trust in the relationship.
2b: Organizing time effectively	Speech-Language Pathologist exercises poor judgment in setting priorities, resulting in confusion, missed deadlines, and conflicting schedules.	Speech-Language Pathologist's time management skills are moderately well developed; essential activities are carried out, but not always in the most efficient manner.	Speech-Language Pathologist exercises good judgment in setting priorities, resulting in clear schedules and important work being accomplished in an efficient manner.	Speech-Language Pathologist demonstrates excellent time management skills, accomplishing all tasks in a seamless manner; teachers and students understand their schedules.
2c: Establishing and maintaining procedures for Speech-Language services. Managing therapy procedures including instructional groups, materials/supplies & transitions.	No procedures for referrals have been established; when teachers want to refer a student for Speech-Language services, they are not sure how to go about it.	Speech-Language Pathologist has established procedures for Speech-Language services, but the details are not always clear.	Procedures for Speech-Language services, and for meetings and consultations with parents, teachers, and administrators are clear to everyone.	Procedures for all aspects of Speech-Language services (including referral and testing protocols) are clear to everyone, and have been developed in consultation with teachers and administrators.
2d: Establishing behavioral expectationsin the therapy setting	No standards of conduct have been established and Speech-Language Pathologist disregards or fails to address negative student behavior during evaluation or therapy.	Standards of conduct appear to have been established in for evaluation and therapy. Speech-Language Pathologist's attempts to monitor and correct student negative behavior during evaluation and	Standards of conduct have been established for evaluation and therapy. Speech-Language Pathologist monitors student behavior against those standards; response	Standards of conduct have been established evaluation and therapy. Speech-Language Pathologist monitoring of students is subtle and preventive, and students engage in self-monitoring of behavior.

		therapy are partially successful.	to students is appropriate and respectful.	
2e: Organizing physical space for evaluation and therapy and providing recommendations to teachers and paraprofessionals for modifications to their learning environments to support student growth related to Speech-Language	The evaluation and therapy setting is disorganized, and poorly suited for working with students; materials are difficult to find when needed. No attempt is made to provide recommendations to teachers/paraprofessionals to modify their learning environments to support student growth related to Speech-Language.	The evaluation and therapy setting is moderately well organized, and moderately well suited for working with students. Materials are usually available. Some attempts are made to provide recommendations to teachers and paraprofessionals for modifications to their learning environments to support student growth.	The evaluation and therapy setting is well organized; materials are available when needed. Effort to provide recommendations to teachers and paraprofessionals for modifications to their learning environments to support student growth is consistent.	The evaluation and therapy setting is highly organized and is inviting to students. Materials are convenient when needed. The Speech-Language Pathologist provides models and resources to teachers and paraprofessionals as they plan their learning environments to support student growth.

LEVELS OF PERFORMANCE - SPEECH-LANGUAGE PATHOLOGIST - DOMAIN 3: DELIVERY OF SERVICE

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
3a: Responding to referrals, completing screenings, and evaluating student needs	Speech-Language Pathologist fails to respond to referrals and complete screenings, or makes hasty assessments of student needs.	Speech-Language Pathologist responds when pressed to referrals and complete screenings, and makes adequate assessments of student needs.	Speech-Language Pathologist responds to referrals and completes screenings in a timely manner, and makes thorough assessments of student needs.	Speech-Language Pathologist is proactive in responding to referrals and completing screenings, and makes highly competent assessments of student needs.
3b: Developing and implementing treatment plans with goals and benchmarks to maximize students' success	Speech-Language Pathologist fails to develop and implement a treatment plan suitable to students, or the plan is mismatched with the findings of assessments.	Speech-Language Pathologist's plans for students are partially suitable for them, or sporadically aligned with identified needs.	Speech-Language Pathologist's plans for students are suitable for them, and are aligned with identified needs.	Speech-Language Pathologist develops comprehensive plans for students, finding ways to creatively meet student needs and incorporate many related elements.
3c: Communicating with families, staff, and other professionals	Speech-Language Pathologist fails to communicate with families, staff, and other professionals and/or communicates in an insensitive manner.	Speech-Language Pathologist's communication with families, staff and other professionals is partially successful: there are occasional insensitivities to cultural and linguistic traditions of families.	Speech-Language Pathologist maintains consistent communication with communicates with staff, and other professionals; strives to communicate with families in a manner sensitive to cultural and linguistic traditions.	Specialist secures necessary permissions and communicates with families in a manner highly sensitive to cultural and linguistic traditions. Specialist reaches out to families of students to enhance trust.
3d: Collecting information, writing reports, and completing necessary paperwork	Speech-Language Pathologist neglects to collect important information on which to base treatment plans; reports are	Speech-Language Pathologist collects most of the important information on which to base treatment	Speech-Language Pathologist collects all the important information on which to base treatment	Speech-Language Pathologist is proactive in collecting important information, interviewing teachers and parents if necessary; reports

	inaccurate or not appropriate to the audience.	plans; reports are accurate but lacking in clarity and not always appropriate to the audience.	plans; reports are accurate and appropriate to the audience.	are accurate and clearly written, and are tailored for the audience.
3e: Demonstrating flexibility and responsiveness	Speech-Language Pathologist adheres to his or her plan, in spite of evidence of its inadequacy.	Speech-Language Pathologist makes modest changes in the therapy program when confronted with evidence of the need for change.	Speech-Language Pathologist makes revisions in the therapy program when it is needed.	Speech-Language Pathologist is continually seeking ways to improve the treatment program, and makes changes as needed in response to student, parent, or teacher input.

LEVELS OF PERFORMANCE - SPEECH-LANGUAGE - DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
4a: Reflecting on practice	Speech-Language Pathologist does not reflect on practice, or the reflections are inaccurate or self-serving.	Speech-Language Pathologist's reflection on practice is moderately accurate and objective without citing specific examples, and with only global suggestions as to how it might be improved	Speech-Language Pathologist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Specialist makes some specific suggestions as to how the therapy program might be improved.	Specialist's reflection is highly accurate and perceptive, citing specific examples that were not fully successful, for at least some students. Specialist draws on an extensive repertoire to suggest alternative strategies.
4b: Collaborating with staff and administrators	Speech-Language Pathologist is not available to staff for questions and planning, and declines to provide background material when requested.	Speech-Language Pathologist is available to staff for questions and planning, and provides background material when requested.	Speech-Language Pathologist initiates contact with teachers and administrators to confer regarding individual cases.	Speech-Language Pathologist seeks out teachers and administrators to confer regarding cases, soliciting their perspectives on individual students.
4c: Maintaining effective data management system	Speech-Language Pathologist's data management system is either non-existent or in disarray; it cannot be used to monitor student progress or to make adjustments to treatment when needed.	Speech-Language Pathologist has developed a rudimentary data management system for monitoring student progress; occasionally uses it to make adjustments to treatment when needed.	Speech-Language Pathologist has developed an effective data management system for monitoring student progress; uses it to make adjustments to treatment when needed.	Speech-Language Pathologist has developed a highly effective data management system for monitoring student progress; uses it to make adjustments to treatment when needed. Speech-Language Pathologist uses the system to communicate with teachers and parents.
4d: Participating in a professional community	Speech-Language Pathologist's relationships with colleagues are negative or self-serving, and specialist avoids being involved in school and district events and projects.	Speech-Language Pathologist's relationships with colleagues are cordial, and specialist participates in school and district events and projects when specifically requested.	Speech-Language Pathologist participates actively in school and district events and projects, and maintains positive and productive relationships with colleagues.	Speech-Language Pathologist makes a substantial contribution to school and district events and projects, and assumes a leadership role with colleagues.

| 4e: Engaging in professional development | Speech-Language Pathologist does not participate in professional development activities, even when such activities are clearly needed for the development of counseling skills. | Speech-Language Pathologist's participation in professional development activities is limited to those that are convenient or are required. | Speech-Language Pathologist seeks out opportunities for professional development based on an individual assessment of need. | Speech-Language Pathologist actively pursues professional development opportunities, and makes a substantial contribution to the profession through such activities as offering workshops to colleagues. |

FRAMEWORK for TEACHERS

DOMAIN 1 - PLANNING AND PREPARATION

1a: Demonstrating Knowledge of Content and Pedagogy
- Knowledge of content and the structure of the discipline
- Knowledge of prerequisite relationships
- Knowledge of content-related pedagogy

1b: Demonstrating Knowledge of Students
- Knowledge of child and adolescent development
- Knowledge of the learning process
- Knowledge of students' skills, knowledge, and language proficiency
- Knowledge of students' interests and cultural heritage
- Knowledge of students' special needs

1c: Setting Instructional Outcomes
- Value, sequence, and alignment
- Clarity
- Balance
- Suitability for diverse learners

1d: Demonstrating Knowledge of Resources
- Resources for classroom use
- Resources to extend content knowledge and pedagogy
- Resources for students

1e: Designing Coherent Instruction
- Learning activities
- Instructional materials and resources
- Instructional groups
- Lesson and unit structure

1f: Designing Student Assessments
- Congruence with instructional outcomes
- Criteria and standards
- Design of formative assessments
- Use for planning

DOMAIN 2 – CLASSROOM ENVIRONMENT

2a: Creating an Environment of Respect and Rapport
- Teacher interaction with students
- Student interactions with other students

2b: Establishing a Culture for Learning
- Importance of the content
- Expectations for learning and achievement
- Student pride in work

2c: Managing Classroom Procedures
- Management of instructional groups
- Management of transitions
- Management of materials and supplies
- Performance of noninstructional duties
- Supervision of volunteers and paraprofessionals

2d: Managing Student Behavior
- Expectations
- Monitoring of student behavior
- Response to student misbehavior

2e: Organizing Physical Space
- Safety and accessibility
- Arrangement of furniture and use of physical resources

DOMAIN 4 – PROFESSIONAL RESPONSIBILITIES

4a: Reflecting on Teaching
- Accuracy
- Use in future teaching

4b: Maintaining Accurate Records
- Student completion of assignments
- Student progress in learning
- Noninstructional records

4c: Communicating with Families
- Information about the instructional program
- Information about individual students
- Engagement of families in the instructional program

4d: Participating in a Professional Community
- Relationships with colleagues
- Involvement in a culture of professional inquiry
- Service to the school
- Participation in school and district projects

4e: Growing and Developing Professionally
- Enhancement of content knowledge and pedagogical skills
- Receptivity to feedback from colleagues
- Service to the profession

4f: Showing Professionalism
- Integrity and ethical conduct
- Service to students
- Advocacy
- Decision making
- Compliance with school and district regulations

DOMAIN 3 - INSTRUCTION

3a: Communicating with Students
- Expectations for learning
- Directions and procedures
- Explanations of content
- Use of oral and written language

3b: Using Questioning and Discussion Techniques
- Quality of questions
- Discussion techniques
- Student participation

3c: Engaging Students in Learning
- Activities and assignments
- Instructional materials and resources
- Grouping of students
- Structure and pacing

3d: Using Assessment in Instruction
- Assessment criteria
- Monitoring of student learning
- Feedback to students
- Student self-assessment and monitoring of progress

3e: Demonstrating Flexibility and Responsiveness
- Lesson adjustment
- Response to students
- Persistence

LEVELS OF PERFORMANCE - TEACHERS - DOMAIN 1: PLANNING AND PREPARATION

COMPONENT	Unsatisfactory	Needs Improvement	Proficient	Excellent
1a: Demonstrating knowledge of content and pedagogy	Teacher's plans and practice display little knowledge of the content, prerequisite relationships between different aspects of the content, or of the instructional practices specific to that discipline.	Teacher's plans and practice reflect some awareness of the important concepts in the discipline, prerequisite relations between them and of the instructional practices specific to that discipline.	Teacher's plans and practice reflect solid knowledge of the content, prerequisite relations between important concepts and of the instructional practices specific to that discipline.	Teacher's plans and practice reflect extensive knowledge of the content and of the structure of the discipline. Teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding.
1b: Demonstrating knowledge of students	Teacher demonstrates little or no knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.	Teacher indicates the importance of understanding students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.	Teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.	Teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and attains this knowledge for individual students.
1c: Setting instructional outcomes	Instructional outcomes are unsuitable for students, represent trivial or low-level learning, or are stated only as activities. They do not permit viable methods of assessment.	Instructional outcomes are of moderate rigor and are suitable for some students, but consist of a combination of activities and goals, some of which permit viable methods of assessment. They reflect more than one type of learning, but teacher makes no attempt at coordination or integration.	Instructional outcomes are stated as goals reflecting high-level learning and curriculum standards. They are suitable for most students in the class, represent different types of learning, and are capable of assessment. The outcomes reflect opportunities for coordination.	Instructional outcomes are stated as goals that can be assessed, reflecting rigorous learning and curriculum standards. They represent different types of content, offer opportunities for both coordination and integration, and take account of the needs of individual students.
1d: Demonstrating knowledge of resources	Teacher demonstrates little or no familiarity with resources to enhance own knowledge, to use in teaching, or for students who need them. Teacher does not seek such knowledge	Teacher demonstrates some familiarity with resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them. Teacher does not seek to extend such knowledge	Teacher is fully aware of the resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them.	Teacher seeks out resources in and beyond the school or district in professional organizations, on the Internet, and in the community to enhance own knowledge, to use in teaching, and for students who need them.
1e: Designing coherent instruction	The series of learning experiences are poorly aligned with the instructional outcomes and do not represent a coherent structure. They are suitable for only some	The series of learning experiences demonstrates partial alignment with instructional outcomes, some of which are likely to engage students in significant learning. The lesson or unit has a	Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and	Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes, differentiated where

	students.	recognizable structure and reflects partial knowledge of students and resources.	suitable to groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning.	appropriate to make them suitable to all students and likely to engage them in significant learning. The lesson or unit's structure is clear and allows for different pathways according to student needs.
1f: Designing student assessment	Teacher's plan for assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is inappropriate to many students. The results of assessment have minimal impact on the design of future instruction.	Teacher's plan for student assessment is partially aligned with the instructional outcomes, without clear criteria, and inappropriate for at least some students. Teacher intends to use assessment results to plan for future instruction for the class as a whole.	Teacher's plan for student assessment is aligned with the instructional outcomes, using clear criteria, is appropriate to the needs of students. Teacher intends to use assessment results to plan for future instruction for groups of students.	Teacher's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies may have been adapted for individuals, and the teacher intends to use assessment results to plan future instruction for individual students.

LEVELS OF PERFORMANCE - TEACHERS - DOMAIN 2: CLASSROOM ENVIROMENT

COMPONENT	Unsatisfactory	Needs Improvement	Proficient	Excellent
2a: Creating an environment of respect and rapport	Classroom interactions, both between the teacher and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds, and characterized by sarcasm, put-downs, or conflict.	Classroom interactions, both between the teacher and students and among students, are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.	Classroom interactions, between teacher and students and among students are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.	Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among members of the class.
2b: Establishing a culture for learning	The classroom environment conveys a negative culture for learning, characterized by low teacher commitment to the subject, low expectations for student achievement, and little or no student pride in work.	Teacher's attempt to create a culture for learning are partially successful, with little teacher commitment to the subject, modest expectations for student achievement, and little student pride in work. Both teacher and students appear to be only "going through the motions."	The classroom culture is characterized by high expectations for most students, genuine commitment to the subject by both teacher and students, with students demonstrating pride in their work.	High levels of student energy and teacher passion for the subject create a culture for learning in which everyone shares a belied in the importance of the subject, and all students hold themselves to high standards of performance, for example by initiating improvements to their work.
2c: Managing classroom procedures	Much instructional time is lost due to inefficient classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.	Some instructional time is lost due to only partially effective classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.	Little instructional time is lost due to classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties, which occur smoothly.	Students contribute to the seamless operation of classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.
2d: Managing student behavior	There is no evidence that standards of conduct have been established, and little or no teacher monitoring of student behavior. Response to student misbehavior is repressive, or disrespectful of student dignity.	It appears that the teacher has made an effort to establish standards of conduct for students. Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.	Standards of conduct appear to be clear to students, and the teacher monitors student behavior against those standards. Teacher response to student misbehavior is appropriate and respects the students' dignity.	Standards of conduct are clear, with evidence of student participation in setting them. Teacher's monitoring of student behavior is subtle and preventive, and teacher's response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.
2e: Organizing	The physical environment is unsafe, or some students	The classroom is safe, and essential learning is accessible to most	The classroom is safe, and learning is accessible to all students; teacher	The classroom is safe, and the physical environment ensures the learning of all

physical space	don't have access to learning. There is poor alignment between the physical arrangement and the lesson activities.	students, and the teacher's use of physical resources, including computer technology, is moderately effective. Teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.	ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources, including computer technology.	students, including those with special needs. Students contribute to the use or adaptation of the physical environment to advance learning. Technology is used skillfully, as appropriate to the lesson.

LEVELS OF PERFORMANCE - TEACHERS - DOMAIN 3: INSTRUCTION

COMPONENT	Unsatisfactory	Needs Improvement	Proficient	Excellent
3a: Communicating with students	Expectations for learning, directions and procedures, and explanations of content are unclear or confusing to students. Teacher's use of language contains errors or is inappropriate to students' cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clarified after initial confusion; teacher's use of language is correct but may not be completely appropriate to students' cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clear to students. Communications are appropriate to students' cultures and levels of development	Expectations for learning, directions and procedures, and explanations of content are clear to students. Teacher's oral and written communication is clear and expressive, appropriate to students' cultures and levels of development, and anticipates possible student misconceptions.
3b: Using questioning and discussion techniques	Teacher's questions are low-level or inappropriate, eliciting limited student participation, and recitation rather than discussion.	Some of the teacher's questions elicit a thoughtful response, but most are low-level, posed in rapid succession. Teacher' attempts to engage all students in the discussion are only partially successful.	Most of the teacher's questions elicit a thoughtful response, and the teacher allows sufficient time for students to answer. All students participate in the discussion, with the teacher stepping aside when appropriate.	Questions reflect high expectations and are culturally and developmentally appropriate. Students formulate many of the high-level questions and ensure that all voices are heard.
3c: Engaging students in learning	Activities and assignments, materials, and groupings of students are inappropriate to the instructional outcomes, or students' cultures or levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced.	Activities and assignments, materials, and groupings of students are partially appropriate to the instructional outcomes, or students' cultures or levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure but is not fully maintained.	Activities and assignments, materials, and groupings of students are fully appropriate to the instructional outcomes, and students' cultures and levels of understanding. All students are engaged in work of a high level of rigor. The lesson's structure is coherent, with appropriate pace.	Students are highly intellectually engaged throughout the lesson in significant learning, and make material contributions to the activities, student groupings, and materials. The lesson is adapted as needed to the needs of individuals, and the structure and pacing allow for student reflection and closure.

3d: Using Assessment in Instruction	Assessment is not used in instruction, either through students' awareness of the assessment criteria, monitoring of progress by teacher or students, or through feedback to students.	Assessment is occasionally used in instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work.	Assessment is regularly used in instruction, through self-assessment by students, monitoring of progress of learning by teacher and/or students, and through high quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work.	Assessment is used in a sophisticated manner in instruction, through student involvement in establishing the assessment criteria, self-assessment by students and monitoring of progress by both students and teachers, and high quality feedback to students from a variety of sources.
3e: Demonstrating flexibility and responsiveness	Teacher adheres to the instruction plan, even when a change would improve the lesson or of students' lack of interest. Teacher brushes aside student questions; when students experience difficulty, the teacher blames the students or their home environment.	Teacher attempts to modify the lesson when needed and to respond to student questions, with moderate success. Teacher accepts responsibility for student success but has only a limited repertoire of strategies to draw upon.	Teacher promotes the successful learning of all students, making adjustments as needed to instruction plans and accommodating student questions, needs and interests.	Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests. Teacher ensures the success of all students, using an extensive repertoire of instructional strategies.

LEVELS OF PERFORMANCE - TEACHERS - DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

COMPONENT	Unsatisfactory	Needs Improvement	Proficient	Excellent
4a: Reflecting on Teaching	Teacher does not accurately assess the effectiveness of the lesson and has no ideas about how the lesson could be improved.	Teacher provides a partially accurate and objective description of the lesson but does not cite specific evidence. Teacher makes only general suggestions as to how the lesson might be improved.	Teacher provides an accurate and objective description of the lesson, citing specific evidence. Teacher makes some specific suggestions as to how the lesson might be improved.	Teacher's reflection on the lesson is thoughtful and accurate, citing specific evidence. Teacher draws on an extensive repertoire to suggest alternative strategies and predicting the likely success of each.
4b: Maintaining Accurate Records	Teacher's systems for maintaining both instructional and non-instructional records are either non-existent or in disarray, resulting in errors and confusion.	Teacher's systems for maintaining both instructional and non-instructional records are rudimentary and only partially successful.	Teacher's systems for maintaining both instructional and non-instructional records are accurate, efficient and successful.	Students contribute to the maintenance of the systems for maintaining both instructional and non-instructional records, which are accurate, efficient and successful.
4c: Communicating with Families	Teacher communication with families, about the instructional program, or about individual students, is sporadic or culturally inappropriate. Teacher makes no attempt to engage families in the instructional program.	Teacher adheres to school procedures for communicating with families and makes modest attempts to engage families in the instructional program. But communications are not always appropriate to the cultures of those families.	Teacher communicates frequently with families and successfully engages them in the instructional program. Information to families about individual students is conveyed in a culturally appropriate manner.	Teacher's communication with families is frequent and sensitive to cultural traditions; students participate in the communication. Teacher successfully engages families in the instructional program; as appropriate.
4d: Participating in a Professional Community	Teacher avoids participating in a professional community or in school and district events and projects; relationships with colleagues are negative or self-serving,	Teacher becomes involved in the professional community and in school and district events and projects when specifically asked; relationships with colleagues are cordial.	Teacher participates actively the professional community, and in school and district events and projects, and maintains positive and productive relationships with colleagues.	Teacher makes a substantial contribution to the professional community, to school and district events and projects, and assumes a leadership role among the faculty.
4e: Growing and Developing Professionally	Teacher does not participate in professional development activities and makes no effort to share knowledge with colleagues. Teacher is resistant to feedback from supervisors or colleagues.	Teacher participates in professional development activities that are convenient or are required and makes limited contributions to the profession. Teacher accepts, with some reluctance, feedback from supervisors and colleagues.	Teacher seeks out opportunities for professional development based on an individual assessment of need, and actively shares expertise with others. Teacher welcomes feedback from supervisors and colleagues.	Teacher actively pursues professional development opportunities, and initiates activities to contribute to the profession In addition, teacher seeks out feedback from supervisors and colleagues.

4f: Demonstrating Professionalism	Teacher has little sense of ethics and professionalism, and contributes to practices that are self-serving or harmful to students. Teacher fails to comply with school and district regulations and timelines.	Teacher is honest and well-intentioned in serving students and contributing to decisions in the school, but teacher's attempts to serve students are limited. Teacher complies minimally with school and district regulations, doing just enough to "get by."	Teacher displays a high level of ethics and professionalism in dealings with both students and colleagues and complies fully and voluntarily with school and district regulations. Teacher complies fully with school and district regulations.	Teacher is proactive and assumes a leadership role in ensuring the highest ethical standards and seeing that school practices and procedures ensure that all students, particularly those traditionally underserved, are honored in the school. Teacher takes a leadership role in seeing that colleagues comply with school and district regulations.

Framework for Technology Coach

DOMAIN 1 - PLANNING AND PREPARATION	DOMAIN 2 – LEARNING ENVIRONMENT
1a Demonstrating knowledge of current and emerging trends in instructional technology and professional development	2a Creating an environment of trust, respect and rapport
1b Demonstrating knowledge of the school/district program, and student/staff technology needs within that program	2b Establishing a culture for investigation and inquiry, and for ongoing instructional improvement
1c Establishing goals for infusing technology into the school/district program appropriate to the setting and the students/staff served	2c Establishing and maintaining processes and procedures for students and staff to gain access to technology and instructional support
1d Demonstrating knowledge of resources, both within and beyond the school and district	2d Establishing and maintaining norms of behavior for professional interactions with students and peers
1e Planning the instructional support program integrated with the overall school program	2e Organizing physical space for workshops, training, and/or instruction
1f Developing a plan to evaluate the instructional support program	

DOMAIN 4 – PROFESSIONAL RESPONSIBILITIES	DOMAIN 3 – DELIVERY OF SERVICE
4a Reflecting on practice	3a Collaborating with staff in the design and delivery of instruction in order to engage students in learning
4b Preparing and submitting reports and budgets	3b Engaging teachers in learning instructional skills
4c Overseeing the care of technology	3c Sharing expertise with students and staff
4d Communicating with the larger community	3d Providing resources and assisting students/staff in the integration and advancement of technology
4e Participating in a professional community	3e Demonstrating flexibility and responsiveness
4f Engaging in professional development	
4g Showing professionalism including integrity and confidentiality	

Adapted for Harvey School District 152:
Enhancing Professional Practice: A Framework for Teaching, by Charlotte Danielson, ASCD, 2013

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LEVELS OF PERFORMANCE - TECHNOLOGY COACH - DOMAIN 1: PLANNING AND PREPARATION

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
1a: Demonstrating knowledge of current and emerging trends in instructional technology and professional development	Technology Coach demonstrates little or no knowledge of current and emerging trends in instructional technology and professional development.	Technology Coach demonstrates limited knowledge of current and emerging trends in instructional technology and professional development.	Technology Coach demonstrates thorough knowledge of current and emerging trends in instructional technology and professional development.	Drawing on extensive professional resources, Technology Coach demonstrates rich knowledge of current and emerging trends in instructional technology and professional development.
1b: Demonstrating knowledge of the district/school program, and student/staff technology needs within that program	Technology Coach demonstrates little or no knowledge of district/school content standards, and of student/staff technology needs within those standards.	Technology Coach demonstrates basic knowledge of district/school content standards, and of student/staff technology needs within those standards.	Technology Coach demonstrates thorough knowledge of the district/school content standards, and of student/staff technology needs within those standards.	Technology Coach takes a leadership role within the school and district to articulate the needs of students for information technology within the district's academic program.
1c: Establishing goals for infusing technology into the school/district program appropriate to the setting and the students/staff served	Technology Coach has no clear goals for infusing technology into the school/district program, or they are inappropriate to either the situation or the age of the students.	Technology Coach's goals for infusing technology into the school/district program are rudimentary, and partially suitable to the situation and the age of the students.	Technology Coach's goals for infusing technology into the school/district program are clear and appropriate to the situation in the school and to the age of the students.	Technology Coach's goals for infusing technology into the school/district program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students and colleagues.
1d: Demonstrating knowledge of resources, both within and beyond the school and district	Technology Coach demonstrates little or no knowledge of resources available for students and teachers in the school, other schools in the district, and in the larger community to advance program goals.	Technology Coach demonstrates basic knowledge of resources available for students and teachers in the school, other schools in the district, and in the larger community to advance program goals.	Technology Coach is fully aware of resources available for students and teachers in the school, other schools in the district, and in the larger community to advance program goals.	Technology Coach is fully aware of resources available for students and teachers and actively seeks out new resources from a wide range of sources to enrich the school's program.
1e: Planning the	Technology support program	Technology Coach's plans	Technology Coach's plan is well	Technology Coach's plan is highly

instructional support program integrated with the overall school/district program	plans consists of a random collection of unrelated activities, lacking coherence or an overall structure.	include a number of worthwhile activities, but some of them don't fit with the broader goals of the schools'/district.	designed to support both teachers and students in their instructional technology and information needs.	coherent, taking into account the competing demands of making presentations and consulting with teachers, and has been developed following consultation with administrators and other Technology Coachs and teachers.
1f: Developing a plan to evaluate the instructional support program	Technology Coach has no plan to evaluate the program, or resists suggestions that such an evaluation is important.	Technology Coach has a rudimentary plan to evaluate the instructional support program.	Technology Coach's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Technology Coach's evaluation plan is highly sophisticated, with imaginative sources of evidence, and a clear path towards improving the program on an ongoing basis.

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LEVELS OF PERFORMANCE - TECHNOLOGY COACH - DOMAIN 2: LEARNING ENVIRONMENT

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
2a: Creating an environment of trust, respect and rapport	Teachers are reluctant to request assistance from the Technology Coach, fearing that such a request will be treated as a sign of deficiency.	Relationships with the Technology Coach are cordial. Teachers don't resist initiatives established by the Technology Coach.	Interactions with the Technology Coach are respectful, with some contacts initiated by teachers.	Interactions among the Technology Coach, teachers, and individual students are highly respectful, reflecting genuine warmth, caring and sensitivity to students' cultures and levels of development. Teachers trust the Technology Coach to maintain confidentiality regarding student information.
2b: Establishing a culture for investigation and inquiry, and for ongoing instructional improvement	Technology Coach conveys a sense that the work of improving instruction is externally mandated and is not important to school improvement.	Teachers do not resist the offerings of support from the Technology Coach.	Technology Coach promotes a culture of investigation and professional inquiry in which teachers seek assistance in improving their ability to infuse technology into their practice and improve their instructional skills.	Technology Coach promotes a culture of investigation and professional inquiry in which teachers initiate projects to infuse technology into their practice and improve their instructional skills.
2c: Establishing and maintaining processes and procedures for students and teachers to gain access to technology and instructional support	When students and teachers want to access assistance from the Technology Coach, they are not sure how to go about it.	Some procedures for accessing technology and instructional support from the Technology Coach are clear to students and teachers, whereas others are not.	Technology Coach has established clear procedures for students and teachers to use in gaining access to technology and instructional support.	Procedures for access to technology and instructional support are clear to all and have been developed following consultation with administrators and teachers.
2d: Establishing and maintaining norms of behavior for professional interactions with students and peers	Neither norms for professional conduct, nor guidelines for student behavior have been established.	Technology Coach's efforts to establish norms of professional conduct, and guidelines for student behavior are partially successful.	Technology Coach has established clear norms of mutual respect for professional interaction. Standards of conduct appear to be clear to students, and the Technology Coach monitors student	Technology Coach has established clear norms of mutual respect for professional interaction. Teachers ensure that their colleagues adhere to these standards. Standards of student conduct are clear, with evidence of student participation in setting them. Technology Coach's monitoring of

			behavior against those standards. Response to student misbehavior is appropriate and respectful to students.	student behavior is subtle and preventive, and response to student misbehavior is sensitive to individual student needs.
2e: Organizing physical space for workshops, training, and/or instruction	Technology Coach makes poor use of the physical environment, resulting in poor access by some participants, or time lost due to poor use of training equipment, or little alignment between the physical arrangement and the workshop activities.	The physical environment does not impede workshop activities.	Technology Coach makes good use of the physical environment, resulting in engagement of all participants in the workshop.	Technology Coach makes highly effective use of the physical environment, with teachers contributing to the physical arrangement and workshop activities.

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LEVELS OF PERFORMANCE - TECHNOLOGY COACH - DOMAIN 3: DELIVERY OF SERVICE

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
3a: Collaborating with staff in the design and delivery of instruction in order to engage students in learning	Technology Coach declines to collaborate with teachers regarding effective practices, and in the design and delivery of instruction to engage students in learning.	Attempts by the Technology Coach to collaborate with teachers regarding effective practices, and the design and delivery of instruction are partially successful.	Technology Coach initiates collaboration with teachers regarding effective practices, and the design and delivery of instruction.	Technology Coach is highly effective in collaborating with teachers and strives to provide additional resources to enhance units and lessons.
3b: Engaging teachers in learning instructional skills	Technology Coach declines to provide opportunities for teachers to learn new instructional strategies or methods for infusing technology into their practice.	Technology Coach's efforts to provide opportunities for teachers to learn new instructional strategies or methods for infusing technology into their practice are partially successful.	All teachers are engaged in learning new instructional strategies to infuse technology into their practice.	Teachers are highly engaged in acquiring and using new instructional strategies to infuse technology into their practice, and take initiative in suggesting new areas for growth.
3c: Sharing expertise with students and staff	Technology Coach's model lessons and workshops are of poor quality or are not appropriate to the needs of the teachers being served.	The quality of the Technology Coach's model lessons and workshops is mixed, with some of them being appropriate to the needs of the teachers being served.	The quality of the Technology Coach's model lessons and workshops is uniformly high and appropriate to the needs of the teachers being served.	The quality of the Technology Coach's model lessons and workshops is uniformly high and appropriate to the needs of the teachers being served. The Technology Coach conducts extensive follow-up work with teachers.
3d: Providing resources and assisting students/staff in the integration and advancement of technology	The Technology Coach declines to assist students and teachers in the integration and advancement of technology.	The Technology Coach's efforts to provide resources and assist students and staff in the integration and advancement of technology are partially successful, reflecting incomplete knowledge of what is available.	Technology Coach locates resources and assists students and staff in the integration and advancement of technology when asked to do so.	Technology Coach is highly proactive in locating resources and assisting students and staff in the integration and advancement of technology, anticipating their needs.
3e: Demonstrating	Technology Coach adheres to	Technology Coach makes modest	Technology Coach makes	Technology Coach is continually seeking

flexibility and responsiveness	his or her plan, in spite of evidence of its inadequacy.	changes in the technology support program when confronted with evidence of the need for change.	revisions to the technology support program when it is needed.	way to improve technology and instructional support, and makes changes as needed in response to student, teacher, or parent input.

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LEVELS OF PERFORMANCE - TECHNOLOGY COACH - DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
4a: Reflecting on practice	Technology Coach does not reflect on practice, or the reflections are inaccurate or self-serving.	Technology Coach 's reflection on practice is moderately accurate and objective without citing specific examples, and with only global suggestions as to how it might be improved.	Technology Coach's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Technology Coach makes some specific suggestions as to how the program might be improved.	Technology Coach's reflection is highly accurate and perceptive, citing specific examples. Technology Coach draws on an extensive repertoire to suggest alternative strategies and their likely success.
4b: Preparing and submitting reports and budgets	Technology Coach ignores teacher requests when preparing requisitions and budgets, or does not follow established procedures. Inventories and reports are routinely late.	Technology Coach's efforts to prepare budgets are partially successful, responding sometimes to teacher requests and following procedures. Inventories and reports are sometimes submitted on time.	Technology Coach honors teacher requests when preparing requisitions and budgets, and follows established procedures. Inventories and reports are submitted on time.	Technology Coach anticipates teacher needs when preparing requisitions and budgets, follows established procedures, and suggests improvements to those procedures. Inventories and reports are always submitted on time.
4b: Overseeing the care of technology	Technology Coach makes no effort to oversee the care of technology.	Technology Coach makes sporadic efforts to oversee the care of technology.	Technology Coach has procedures and processes in place to oversee the care of technology.	Technology Coach is proactive in ensuring the care of technology and works with school staff to increase their awareness of the importance of caring for technology.
4d: Communicating with the larger community	Technology Coach makes no effort to engage in outreach efforts to parents or the larger community.	Technology Coach makes sporadic efforts to engage in outreach efforts to parents or the larger community.	Technology Coach engages in outreach efforts to parents and the larger community.	Technology Coach is proactive in reaching out to parents and establishing contacts with outside resources, coordinating efforts for mutual benefit.
4e: Participating in a professional community	Technology Coach's relationships with colleagues are negative or self-serving, and the specialist avoids being involved in school and district events and projects.	Technology Coach's relationships with colleagues are cordial, and the specialist participates in school and district events and projects when specifically requested.	Technology Coach participates actively in school and district events and projects, and maintains positive and productive relationships with colleagues.	Technology Coach makes a substantial contribution to school and district events and projects, and assumes leadership with colleagues.

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4f: Engaging in professional development	Technology Coach does not participate in professional development activities, even when such activities are clearly needed for the enhancement of skill.	Technology Coach's participation in professional development activities is limited to those that are convenient or are required.	Technology Coach seeks out opportunities for professional development based on an individual assessment of need.	Technology Coach actively pursues professional development opportunities, and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.
4g: Showing professionalism, including integrity and confidentiality	Technology Coach displays dishonesty in interactions with colleagues, students, and the public, violates copyright laws, and fails to promote the responsible use of technology.	Technology Coach is honest in interactions with colleagues, students, and the public, respects confidentiality, and promotes adherence to copyright laws and the responsible use of technology.	Technology Coach displays high standards of honesty, integrity and confidentiality in interactions with colleagues, students, and the public, and adheres carefully to copyright laws, and guidelines for responsible use of technology.	Technology Coach can be counted on to hold the highest standards of honesty, integrity, and confidentiality, and takes a leadership role with colleagues in ensuring there is no plagiarism or violation of copyright laws, or the guidelines for responsible use of technology.

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LEVELS OF PERFORMANCE – OCCUPATION THERAPIST - DOMAIN 1: PLANNING AND PREPARATION

COMPONENT	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
1a Demonstrating knowledge and skill in school-based occupational and physical therapy practice	Rarely demonstrates knowledge and skill in school-based practice	Inconsistently demonstrates knowledge and skill in school-based practice	Demonstrates thorough knowledge and skill in school-based practice	Demonstrates advanced knowledge and skill in school-based practice; therapist is considered a resource in their discipline
1b Demonstrating knowledge of students	Demonstrates little knowledge of students and their needs; therapeutic interventions for students are rarely evident, nor are they appropriate to either the situation or the age/development of the student	Demonstrates some knowledge and understanding of students' needs but has difficulty analyzing needs and addressing them through therapy; therapeutic interventions for students are rudimentary, and are only occasionally suitable to the situation and the age of the students	Demonstrates thorough knowledge of students and is able to articulate rationale to address student needs; therapeutic interventions for students are clear and appropriate to the needs and age of the students	Demonstrates advanced knowledge of students and is able to articulate rationale to address student needs; therapeutic interventions encompassing holistic view of the student are clear and appropriate to the individual needs and age of the students
1c Setting therapeutic outcomes	Recommendations and therapy outcomes are rarely based on interpretation of evaluation results and/or data collection of student performance; goals are unrelated to individual needs of students, the context/setting, nor aligned with state standards	Recommendations and therapy outcomes are inconsistently based on interpretation of evaluation results and/or data collection of student performance; goals are occasionally related to individual needs of students, the context/setting, and infrequently aligned with state standards	Recommendations and therapy outcomes are based on the interpretation of evaluation results and/or data collection of student performance; goals are consistently related to individual needs of students, the context/setting, and aligned with state standards; goals are consistently developed through collaboration and team members	Recommendations and therapy outcomes are consistently based on comprehensive interpretation of evaluation results and/or data collection of student performance; transitions are considered when setting outcomes; goals are consistently related to individual needs of students, the context/setting, and aligned with state standards; initiates collaboration with team members to develop goals
1d Articulating knowledge of resources, both	Articulates and applies little or no knowledge of resources offered through	Inconsistently articulates and applies knowledge of resources offered	Displays awareness of resources beyond those provided by the school or coop, including those	Knowledge of resources for use with students and for extending one's professional skill is extensive, including

within and beyond the school district	the school/district and beyond	through the school/district and beyond	online for use with students and for extending one's professional skill, and seeks out such resources.	those available through the school or coop, in the community, through professional organizations and universities, and online
1e Planning/ designing/ implementing occupational and physical therapy interventions	**COTA/PTA:** Implementation of therapeutic interventions consists of a random collection of unrelated activities; activities lack coherence, a relevant clinical rationale, and are unrelated to the student's needs; does not or rarely collaborates with team **OTR/PT:** Plan and design of therapeutic interventions consists of a random collection of unrelated activities; activities lack coherence, a relevant clinical rationale, and are unrelated to the student's needs; does not or rarely collaborates with team	**COTA/PTA:** Implementation of therapy services are based on relevant clinical rationale and include minimally appropriate activities, but do not fully address the student's need to participate in the curriculum; therapist occasionally collaborates with the team **OTR/PT:** Plan and design of therapy services are based on relevant clinical rationale, and include minimally appropriate activities, but do not fully address the student's need to participate in the curriculum; therapist occasionally collaborates with the team	**COTA/PTA:** Implementation of coherent therapy services are based on relevant clinical rationale, includes diagnostically relevant activities, and is related to the student's ability to access the curriculum across educational environments; frequently collaborates with team members **OTR/PT:** Plan and design of coherent therapy services are based on relevant clinical rationale, includes diagnostically relevant activities, and is related to the student's ability to access the curriculum across educational environments; frequently collaborates with team members	**COTA/PTA:** Implementation is highly coherent and serves to support students individually and/or in groups within the broader educational program and community; knowledge of content, resources, and student performance is strongly aligned to state standards; proactive in consistent collaboration with team members **OTR/PT:** Plan and design is highly coherent and serves to support students individually and/or in groups within the broader educational program and community; knowledge of content, resources, and student performance is strongly aligned to state standards; proactive in consistent collaboration with team members
1f Developing a plan to evaluate therapy services to meet the needs of individual students within a school-based program	**COTA/PTA:** Rarely has a system in place to monitor and analyze therapy services **OTR/PT:** Rarely has a system in place to evaluate therapy services	**COTA/PTA:** Has an inconsistent system in place to monitor and analyze therapy services **OTR/PT:** Has an inconsistent system in place to evaluate therapy services; assessment criteria and	**COTA/PTA:** Has a system in place to monitor and analyze therapy services **OTR/PT:** The instructional outcomes may be assessed by the proposed assessment plan; assessment methodologies may have been adapted for groups of students; assessment criteria and standards	**COTA/PTA:** Has an advanced system in place to monitor and analyze therapy services **OTR/PT:** The instructional outcomes are assessed by the proposed assessment plan, with clear criteria for assessing student work; assessment methodologies have been adapted for individual students; the approach to using formative assessment

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		standards are addressed but not clear	are clear; therapist has a well-developed strategy for using formative assessment and has designed approaches to be used.	is well designed and includes student use of the assessment information when possible.

LEVELS OF PERFORMANCE – OCCUPATION THERAPIST - DOMAIN 2: INSTRUCTION

COMPONENT	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
2a Creating an environment of respect and rapport	Interacts with students and staff in a negative, inappropriate, or insensitive manner; students' disabilities are not respected	Interacts with students and staff in a generally appropriate manner; may be characterized by occasional actions of insensitivity or unawareness to the needs of students	Interactions with students and staff are positive and respectful; interactions are appropriate to the cultural and developmental differences among groups of students	Interactions with students and staff evoke a high degree of comfort and trust where the net result is students feeling comfortable taking on risks and challenges; sensitive to students as individuals; seeks feedback from other staff, paraprofessionals, and students to further facilitate improvements that lead to respect and rapport of all involved in the learning process
2b Establishing a culture for learning	Creates a negative environment for learning, characterized by low expectations for student growth and a lack of commitment to the curriculum; therapeutic interventions are not individualized and the environment discourages active student participation in therapy	Creates an environment for learning that reflects commitment to the curriculum, but expectations for student growth are unclear and inconsistent; interventions are occasionally individualized and students are intermittently engaged in therapy	Creates an environment of learning that represents commitment to the curriculum characterized by high and clear expectations for student growth; provides meaningful opportunity for student engagement in goal setting and achievement and consistent constructive feedback, positive reinforcement for effort, and/or reporting of incremental progress	Creates an environment of learning that represents commitment to the curriculum, characterized by high and clear expectations for student growth; provides meaningful opportunity for student engagement in goal setting and achievement and consistent constructive feedback, positive reinforcement for effort, and/or reporting of incremental progress; engages student's educational team in evaluating behaviors that help to establish and sustain a culture for goal achievement; individual and collective contributions are identified and maintained on an ongoing basis through review of client feedback and service delivery outcomes
2c Managing logistics for service delivery	Demonstrates little or no organization and poor judgement in setting priorities; does	Demonstrates organization and time-management skills occasionally; use of therapeutic time is	Demonstrates management of procedures, routines, transitions, services delivered; demonstrates good judgment in setting priorities	Demonstrates highly effective management of procedures, routines, transitions, services delivered; demonstrates excellent organization and time management skills;

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	not use therapeutic time efficiently	sometimes efficient	resulting in clear schedules, and important work being accomplished in an efficient and effective manner	effectively maintains the quality of service at all times because the therapist has empowered the student's educational team to share responsibility for management of procedures both in their presence and absence
2d Establishing standards of student conduct	Does not establish expectations for behavior that are clear, measurable, and/or student friendly; uses punitive and ineffective behavior management techniques, limited use of positive reinforcement	Establishes expectations for behavior that are somewhat clear, measurable, and/or student friendly; uses behavior management techniques that produce inconsistent levels of cooperation, compliance with directives, on-task behavior, and learning/individual growth	Establishes standards of conduct in testing and treatment; uses behavior management techniques that produce consistent levels of cooperation, compliance with directives, on-task behavior, and learning/individual growth	Establishes expectations for behavior that are visible, clear, measurable, and/or student friendly; uses behavior management techniques that produce consistent levels of cooperation, compliance with directives, on-task behavior, and learning/individual growth; students engage in self-monitoring of behavior; works in concert with other educational team members to improve positive behavioral support techniques and add to their repertoire of skills with students who may present with more challenging behavior
2e Organizing physical space	Organization of the physical environment is not safe; materials are not accessible to the therapist or students; the setting is disorganized within the constraints of space/materials provided	Safety of the environment is inconsistently maintained; some students are positioned to promote participation; the setting is usually organized within the constraints of space/materials provided	Organization of the physical environment is safe; therapist anticipates safety issues that may occur; students are positioned to promote participation; the setting is well organized within the constraints of space/materials provided	Organization of the physical environment is safe; therapist anticipates and prepares for safety issues that may occur; students are consistently positioned to enhance participation and achievement of therapeutic goals; routinely monitors organization of physical space relative to individual needs, service provision, and response

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LEVELS OF PERFORMANCE – OCCUPATION THERAPIST - DOMAIN 3: DELIVERY OF SERVICE

COMPONENT	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
3a Communicating clearly and accurately	Communicates with children in a manner that is unclear, developmentally inappropriate, and/or results in confusion, frustration, and mistrust	Communicates expectations for therapy, directions, procedures, and explanations of content are clarified after initial confusion; communicates with students but communication is not always effective	Communicates with children in a manner that is clear, developmentally appropriate, and/or results in trust and rapport; demonstrates effective communication patterns that serve to enhance the overall quality of services that are provided	Communicates with children in a manner that is exceptionally clear, developmentally appropriate, and/or results in trust and rapport; demonstrates exceptional communication skills with children, the educational team, and outside agencies which serve to enhance the overall quality of services that are provided; demonstrates communication skills that are continually evaluated in order to make adjustments that will improve the quality of the relationship and intended outcomes
3b Gathering information and developing effective therapeutic interventions	Uses information gathering techniques that are based upon unreliable and invalid data sources and are limited in scope; information gathering techniques render treatment planning ineffective; does not implement effective therapeutic interventions	Implements occasional effective therapeutic interventions; attempts to respond/adapt to student responses and needs; provides some structure and attempts to pace interventions but is not always successful	Implements effective therapeutic interventions based on comprehensive information gathering process; consistently gathers and uses appropriate materials to match student needs with desired outcomes; frequently modifies and adapts interventions to promote success of students	Implements consistent therapeutic interventions based on comprehensive information gathering process; effectively and creatively responds and adapts to student responses; interventions are modified and adapted to promote optimal success for students; interventions are characterized by fluid pacing that is appropriate to students' developmental levels and current needs during intervention sessions
3c Engaging students in learning and therapy	Uses activities and assignments that are inappropriate to the service delivery outcomes; groups children in a manner that is inappropriate to the service delivery outcomes; uses materials and resources that are inappropriate to the student's culture or level	Inconsistently uses activities and assignments that are appropriate to the service delivery outcomes; inconsistently groups children in a manner that is appropriate to the service delivery outcomes; inconsistently uses materials and resources that are appropriate to the student's culture or level of	Uses activities and assignments that are fully appropriate to the service delivery outcomes; uses materials and resources that are appropriate to the student's culture or level of understanding; engages student in therapy activities that are matched to ability, level of support needed and/or interests resulting in	Consistently uses activities and assignments that are fully appropriate to the service delivery outcomes; groups students in a manner that is fully appropriate to the service delivery outcomes; uses materials and resources that are fully appropriate to the student's culture or level of understanding; provides service delivery that has coherent structure with appropriate pace and adapts to the needs of individuals as needed; the structure and pacing allow for child self-initiation

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	of understanding, resulting in little engagement; provides service delivery that has no structure or is poorly paced	understanding, resulting in moderate engagement; inconsistently provides service delivery that has a recognizable structure but is not fully maintained	student participation; provides service delivery that has coherent structure with appropriate pace	
3d Using formal and informal assessment in therapy	**COTA/PTA:** Fails to monitor student progress; does not use information to adapt intervention **OTR/PT:** Fails to monitor student progress; does not use information to adapt intervention; rarely follows standardized administration, scoring procedures, and analysis of data for assessments	**COTA/PTA:** Monitors student progress but inconsistently uses information to adapt interventions **OTR/PT:** Monitors student progress but inconsistently uses information to adapt interventions; occasionally follows standardized administration, scoring procedures, and analysis of data for assessments	**COTA/PTA:** Monitors student progress by gathering quantitative and qualitative data to effectively inform/adapt practice and therapy goals **OTR/PT:** Monitors student progress by gathering quantitative and qualitative data to effectively inform/adapt practice and therapy goals; follows standardized administration and scoring procedures for assessments	**COTA/PTA:** Consistently monitors student progress by gathering relevant information including quantitative and qualitative data, interviewing relevant staff and/or parents if necessary to guide/direct intervention and therapy goals **OTR/PT:** Consistently monitors student progress by gathering relevant information including quantitative and qualitative data, interviewing relevant staff and/or parents if necessary to guide/direct intervention and therapy goals; consistently follows standardized administration and scoring procedures for assessments
3e Demonstrating flexibility and responsiveness	Rarely adapts/changes interventions to address students' lack of interest, motivation, and/or success; has limited repertoire of treatment options/ activities/ occupations of the student; does not collaborate with or incorporate other team members when present during therapy	Makes occasional changes in interventions to address students' lack of interest, motivation, and/or success; has moderate repertoire of treatment options/ activities/ occupations of the student; is unsure how to utilize team members when present during therapy	Promotes the success of students, making frequent adjustments as needed to therapy and accommodating student needs and interests; has varied repertoire of treatment options/ activities/occupations of the student; works together with team members when present for therapy	Promotes the success of students by consistently adapting interventions or completely change the plan as needed to accommodate student needs, seizes opportunity to enhance student success, interests, and motivation during therapy; has extensive repertoire of treatment options/ activities/occupations of the student; effectively incorporates team members when present during therapy

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LEVELS OF PERFORMANCE – OCCUPATION THERAPIST - DOMAIN 4: PROFESSIONAL RESPONSIBILITY

COMPONENT	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
4a Reflecting on practice	Does not or rarely reflects on practice, and interactions with the student and does not recognize if therapy session was effective or achieved its therapeutic outcome	Reflects occasionally on practice but is unable to cite specific examples for improvement; demonstrates a moderately accurate understanding of evidence-based practice and how it relates to therapeutic interventions	Reflects frequently and accurately on therapy practice; is able to cite specific suggestions for improvement; is able to articulate how evidence-based practice is utilized to inform therapeutic interventions	Reflects consistently on practice and reflection is accurate and perceptive; is consistently investigating ways to improve therapy outcomes and promote student success at the individual/building/ coop level; draws on an extensive repertoire of therapeutic interventions to suggest alternative strategies and continually incorporates evidence-based practices
4b Maintaining accurate documentation	Lacks system for maintaining accurate records or documentation is incomplete and/or untimely; no system is in place to monitor progress	Maintains a record system with inconsistent or untimely documentation of student progress/goal information; inconsistently maintains attendance record of therapy sessions	Maintains an accurate record system with frequent documentation of student progress/goal information as well as up-to-date attendance records in order to complete accurate and timely IEP documentation	Maintains an accurate record system with consistent documentation of student attendance and progress/goal information in order to complete accurate and timely IEP documentation; clearly articulates how documentation informs evidence-based interventions
4c Communicating and collaborating with the student's team members/family	Is unavailable or is rarely available to team members/ family for questions and planning or interactions are inappropriate; does not provide resources when requested or resources are inappropriate, outdated, or inaccurate	Is occasionally available to team/ family for questions and planning and inconsistently provides resources when requested	**COTA/PTA:** Provides frequent and culturally appropriate information to student and family about the service delivery program and individual child progress; **OTR/PT:** Provides frequent and culturally appropriate information to student and family about the service delivery program and individual child progress; interprets results from assessments (formal and informal) and clearly communicates recommendations for therapy to the team	**COTA/PTA:** Provides consistent and culturally appropriate information to student and family about the service delivery program and individual child progress; communicates with OTR/PT regarding need for further assessment; makes frequent and successful efforts to engage student and family members in the service delivery program to enhance the student's goal achievement **OTR/PT:** Provides consistent and culturally appropriate information to student and family about the service delivery program and individual child progress; interprets results from assessments (formal and informal) and clearly communicates

			recommendations for therapy to the team
4d Participating in a professional community	Has negative or self-serving professional relationships with colleagues; avoids participation in a culture of inquiry; does not fulfill service delivery duties	Has professional relationships that are cordial and fulfill required service delivery duties; is inconsistently involved in a culture of inquiry; fulfills service delivery duties	Has professional relationships that are characterized by mutual support and cooperation; actively participates in a culture of professional inquiry; makes substantial contributions to service delivery	Has professional relationships that are characterized by mutual support, cooperation, and initiative; assumes a leadership role in promoting a culture of inquiry and makes substantial contributions to service delivery by providing training and/or in-service opportunities that will directly improve student performance; is active in professional and or community initiatives
4e Growing and developing professionally	Does not engage in therapist developmental activities; resists feedback; makes no effort to share knowledge with others or to assume therapist responsibilities	Engages in therapist activities to a limited extent; accepts feedback on performance with some reluctance; finds limited ways to contribute to the profession	Seeks out therapist development opportunities; welcomes feedback on performance; participates actively in assisting the educational team	Seeks out opportunities for therapist development; makes a systemic effort to seek out feedback; participates in important activities that contribute to the profession such as conducting research and/or writing grants to benefit school-based practice; in-servicing and mentoring colleagues and interns
4f Showing professionalism	Professional interactions are characterized by questionable integrity, by lack of awareness of students' needs, by decisions that are self-serving, by non-compliance with applicable regulations and adherence to the ethical standards from the professional organization;	Professional interactions are characterized by honest and genuine by inconsistent attempts to serve students, by decision-making based on limited data, by minimal compliance with applicable regulations and adherence to ethical standards from professional organization	Professional interactions that are characterized by honesty, integrity, confidentiality, and/or assurance that all students are fairly served, by participation in team or departmental decision-making, by full compliance with applicable regulations and adherence to the ethical standards from the professional organization; frequently advocates for student and takes a leadership role with colleagues	Displays the highest standards of honesty, integrity, and confidentiality; takes a leadership role with colleagues, consistently advocating for students; displays the highest standards in serving children, displays the highest standards of challenging negative attitudes/practices; displays the highest standards in ensuring full compliance with applicable regulations and adherence to the ethical standards from the professional organization

LEVELS OF PERFORMANCE – CASE MANAGER - DOMAIN 1: PLANNING & PREPARATION

COMPONENT	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
1a Demonstrating knowledge and skill in maintaining annual calendar of IEP/504 Plan annual reviews, triennial re-evaluations, domain meetings, and other relevant meetings for the Office of Special Education	Demonstrates little or no knowledge and skill in maintaining annual calendar of IEP/504 Plan annual reviews, triennial re-evaluations, domain meetings, and other relevant meetings for the Office of Special Education.	Demonstrates a basic knowledge and skill in maintaining annual calendar of IEP/504 Plan annual reviews, triennial re-evaluations, domain meetings, and other relevant meetings for the Office of Special Education.	Demonstrates thorough knowledge and skill in maintain IEP/504 Plan annual reviews, triennial re-evaluations, domain meetings, and other relevant meetings for the Office of Special Education	Demonstrates extensive knowledge and skill in maintaining annual calendar of IEP/504 Plan annual reviews, triennial re-evaluations, domain meetings, and other relevant meetings for the Office of Special Education
1b Demonstrating knowledge in creating and distributing consent form	Demonstrates little or no knowledge of child and adolescent development and psychopathology	Demonstrates basic knowledge of child and adolescent development and psychopathology	Demonstrates thorough knowledge of child and adolescent development and psychopathology	Demonstrates extensive knowledge of child and adolescent development and psychopathology and knows variations of the typical patterns
1c Establishing goals for psychology practice appropriate to the setting and the students served	No clear goals for psychology practice, or inappropriate goals for either the situation or the age of the students	Goals for psychology practice are rudimentary and are partially suitable to the situation and the age of the students	Goals for psychology practice are clear and appropriate to the situation in the school and to the age of the students	Goals for psychology practice are highly appropriate to the situation, needs in the school, development of students, and cultural/ethnic/racial background. Goals have been developed following consultations with students, parents, and colleagues
1d Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school, district, and community	Demonstrates little or no knowledge of governmental regulations or of resources for students/families available through the school	Displays awareness of governmental regulations and of resources for students/families available through the district, but no knowledge of resources available more broadly	Displays awareness of governmental regulations and of resources for students and families available through the school and some familiarity with resources external to the district	Knowledge of governmental regulations and of resources for students and families is extensive, including those available through the school, district, and in the community
1e Collaborating with MDT, IEP, 504 Plan Team members to ensure that due	Service delivery consists of a random collection of unrelated activities, lacking coherence or an	Service delivery has guiding principles and includes a number of worthwhile activities, but some of them	Service delivery has guiding principles and includes worthwhile activities, that fit with the broader goals	Service delivery is highly coherent and preventative and serves to support systems-based service delivery for academic, social emotional learning

	overall structure	don't fit with the broader goals.		and behavior, as well as for students individually, and is connected to the building and cooperative goals
process and safeguards are upheld				
1f Designing a plan for use of student assessments	Identifies assessment methods and measures that are not appropriate for students	Identifies assessment methods and measure that are appropriate for some students	Identifies whether the majority of instructional outcomes were attained via the use of appropriate methods; measures and recommends appropriate adaptations for groups of students	Uses an approach to assessment that is fully aligned with instructional outcomes for both content and process; adapts assessment methodologies for individual students as needed; communicates results to others and assists other professionals with evaluating their own programs and services

LEVELS OF PERFORMANCE – CASE MANAGER - DOMAIN 2: ENVIRONMENT

COMPONENT	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
2a Establishing rapport with students, parents, and teachers/staff	Interactions with students, staff, and parents are negative or inappropriate; students appear uncomfortable in the psychologist's environment	Interactions are a mix of positive and negative; the psychologist's efforts at developing rapport are partially successful	Interactions with students, staff, and parents are positive and respectful; students appear comfortable in the psychologist's environment	Students, staff, and parents seek out the psychologist reflecting a high degree of comfort and trust in the relationship
2b Establishing a culture for positive mental health and learning throughout the school	Makes no attempt to establish a culture for positive mental health and learning in the school as a whole, either among students or teachers, or between students and teachers	Attempts to promote a culture throughout the school for positive mental health and learning among students and teachers are partially successful	Promotes a culture throughout the school for a positive mental health and learning in the school among students and teachers	Models and leads with respect to significant and consistent contributions toward the establishment of a culture that is characterized by high standards for academic and behavioral success
2c Managing procedures	Loses significant service delivery time due to ineffective routines and/or management of procedures, supplies, data, and data systems;	Loses some service delivery time due to inconsistent maintenance of effective routines and/or management of procedures, supplies, data, and data	Delivers services with efficiency because there is appropriate maintenance of routines, procedures, usage of data, and data systems; complies with evaluation timelines	Empowers staff to adhere to routines and procedures and to maintain data, and data systems; complies with all evaluation timelines

	does not comply with evaluation timelines	systems; complies with some evaluation timelines		
2d Establishing standards of conduct with students	Does not establish clear or consistent standards of conduct when working with individuals and groups; provides little/no assistance to school personnel at the systems and individual level relative to implementation of positive behavioral support strategies and/or a continuum of mental health services	Establishes clear standards of conduct but applies them inconsistently with clients; provides some assistance to school personnel at the systems and individual level relative to implementation of positive behavioral support strategies and/or a continuum of mental health services	Establishes clear standards of conduct and applies them consistently; provides adequate assistance to school personnel at the systems and individual level relative to implementation of positive behavioral support strategies and/or a continuum of mental health services	Demonstrates highest standards of conduct that are clear and applied effectively; provides comprehensive assistance to school personnel at the systems and individual level relative to implementation of positive behavioral support strategies and/or a continuum of mental health services
2e Organizing physical space	The room is unsafe for students and/or the furniture arrangement is not suited to the consultation/tasks at hand; the general condition of the environment is disorganized	The room is somewhat safe and minimally conducive to testing; the physical environment does not impede consultation activities	Creates and/or adapts physical environments resulting in productivity and the consistent engagement by all participants in consulting activities; offers sufficient input into materials or equipment and maintains them in good working condition	Is highly effective in creating and/or adapting physical environments resulting in productivity and the consistent engagement by all participants in consulting activities; highly effective in making recommendations to teachers for adapting the learning environment in ways that meet both the common and individual needs of students

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LEVELS OF PERFORMANCE – CASE MANAGER - DOMAIN 3: DELIVERY OF SERVICES

COMPONENT	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
3a Communicating clearly and accurately	Does not communicate and collaborate effectively with colleagues, students, and their families; demonstrates a limited number of positive home-school partnerships; does not demonstrate a continuum of services that includes outreach and support to colleagues, students, and families	Collaborates with colleagues and families, facilitates positive home-school partnerships, and/or provides a continuum of services that includes outreach and support to colleagues and families on an inconsistent basis	Collaborates with colleagues and families, facilitates positive home-school partnerships, and/or provides a continuum of services that includes outreach and support to colleagues and families on a consistent basis	Effectively collaborates with colleagues and families, facilitates positive home-school partnerships, and/or provides a continuum of services that includes outreach and support to colleagues and families on a consistent basis
3b Using questioning, discussion, and consultation techniques	Does not provide consultation or use effective collaboration or oral/written communication strategies to enhance the quality and/or continuum of services	Provides some consultation; facilitates some interdisciplinary collaboration and uses oral/written communication strategies to enhance the quality and/or continuum of service	Provides effective consultative services and facilitates interdisciplinary collaboration; has adequately developed oral and written communication skills; demonstrates consistency in the quality of consultation and collaboration as it relates to service delivery and outcomes.	Provides highly effective consultative services and facilitates interdisciplinary collaboration; has adequately developed oral and written communication skills; demonstrates consistency in the quality of consultation and collaboration as it relates to service delivery and outcomes; builds individual- and systems- level capacity through consultation and collaboration
3c Enhancing learning outcomes	Demonstrates limited ability to facilitate evidence-based methodologies to enhance student achievement outcomes	Demonstrates some ability to facilitate evidence-based methodologies to enhance student achievement outcomes	Demonstrates ability to facilitate evidence-based methodologies to enhance student achievement outcomes as part of comprehensive service delivery	Demonstrates extensive ability to facilitate evidence-based methodologies, and works to build the same level of capacity within an interdisciplinary team to enhance individual-level achievement outcomes and comprehensive service delivery
3d Evaluating student needs	Administers unwarranted assessments, selects instruments inappropriate to the situation, or does not follow established procedures and guidelines	Attempts to administer appropriate assessments for school-wide systems, groups, and individual students, but does not always follow established	Administers appropriate assessments for school-wide systems, groups, and individual students and ensures that all procedures and safeguards are faithfully adhered to	Selects, from a broad repertoire, those assessments that are most appropriate to the hypotheses and conducts information sessions with colleagues

		timeline and safeguards		
3e Demonstrating flexibility and responsiveness	Does not offer services that are prevention-oriented and/or responsive to existing individual or systems-level needs	Offers some services that are prevention-oriented and/or responsive to existing individual or systems-level needs	Offers services that are prevention oriented and/or responsive to existing individual or systems-level needs on a consistent basis	Offers high-quality services that are prevention-oriented and/or responsive to existing individual or systems-level needs within the context of an interdisciplinary effort; the effectiveness and quality of services is routinely evaluated and refined

LEVELS OF PERFORMANCE – CASE MANAGER - DOMAIN 4: PROFESSIONAL RESPONSIBILITY

COMPONENT	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
4a Reflecting on professional practice	Does not demonstrate reflective practice relative to adherence to professional, ethical, and legal standards; quality of services; and/or professional learning needs and opportunities that would enhance growth	Demonstrates some reflective practice relative to adherence to professional, ethical, and legal standards; quality of services; and/or professional learning needs and opportunities that would enhance growth	Demonstrates consistent levels of reflective practice relative to adherence to professional, ethical, and legal standards; quality of services; and/or professional learning needs and opportunities that would enhance growth	Engages in high levels of reflective practice relative to professional, ethical, and legal standards; quality of services; and/or professional learning needs and opportunities that would enhance growth; solicits input from clients, colleagues, and administrators to improve the quality of school psychological services
4b Maintaining accurate records	Records are in disarray; they may be missing, illegible, or stored in an insecure location	Records are accurate and legible and are stored in a secure location	Records are accurate and legible, well organized, and stored in a secure location	Records are always accurate and legible, minimal errors, typos, etc., well organized, and stored in a secure location
4c Communicating with families	Fails to communicate with families and secure necessary permission for evaluation or communicates in an insensitive manner	Communication with families is partially successful, permissions are obtained, but there are occasional insensitivities to cultural and linguistic traditions	Communicates with families and secures necessary permission for evaluations and does so in a manner sensitive to cultural and linguistic traditions	Secures necessary permissions and communicates with families in a manner highly sensitive to cultural and linguistic traditions; reaches out to families of students to enhance trust
4d Participating in a professional community	Relationships with colleagues are negative or self-serving; avoids being involved in school and coop	Relationships with colleagues are cordial; participates in school and coop events and projects	Participates actively in school and coop events and projects and maintains positive relationships with colleagues	Makes a substantial contribution to school and coop events and projects and assumes leadership with colleagues

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	events and projects	when specifically requested		
4e Engaging in professional development	Does not participate in professional development activities, even when such activities are clearly needed for the ongoing development of skill	Participation in professional development activities is limited to those that are convenient or required	Seeks out opportunities for professional development based on an individual assessment of need	Actively pursues professional development opportunities and makes a substantial contribution to the professional through such activities as offering workshops to colleagues
4f Showing professionalism	Displays dishonesty in interactions with colleagues, students, and the public and violates principles of confidentiality	Demonstrates honesty in interactions with colleagues, students, and the public; plays a moderate advocacy role for students; does not violate confidentiality	Displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public; advocates for students when needed	Can be counted on to hold the highest standards of honesty, integrity, and confidentiality; advocate for students; takes a leadership role with colleagues

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