NDSEC

NORTH DUPAGE SPECIAL EDUCATION COOPERATIVE

Professional Licensed Staff Appraisal

Packet #1
- The Evaluation Process -

NDSEC

NORTH DUPAGE SPECIAL EDUCATION COOPERATIVE

Licensed Professional Staff Appraisal Plan

Introduction

The North DuPage Special Education Cooperative (NDSEC) Professional Appraisal Plan assesses licensed professional staff performance based on the four domains of professional skills found in the Danielson "Framework for Teaching: Evaluation Instrument" 2013. Professional staff include all licensed classroom and itinerant teachers, speech-language pathologists, vocational facilitators, social workers, occupational therapists, physical therapists, licensed school nurses, and school psychologists (hereinafter "Staff") employed by the Board.

Four domains and elements within each domain provide the framework for the appraisal process, define the scope of the program, and facilitate the focus on the specific elements of professional practice. Each discipline has a rubric defining each domain and associated elements.

The NDSEC Professional Plan Joint Committee has reviewed the Performance Evaluation Reform Act (PERA 2010), which includes professional practice and student growth. For licensed teachers, including classroom, hearing itinerant, vision itinerant, adaptive PE and vocational, the student growth component is outlined in the *NDSEC Teacher Evaluation Plan Related to Student Growth*.

2015-16 Committee Members include:
Melanie Bogue, Teacher
Abigail Currie, Hearing Itinerant Teacher
Kelly Gould, Private Placement & Related Services Coordinator
Rosemary Nizzi, TLC Principal & ALSP Coordinator
Todd Putnam, Director of Programs & Services
Laura Robinson, School Nurse
Julie Sacco, Teacher
Lisa Sporer, School Social Worker
Karin Stevens, NDSEC Special Education Coordinator
Lori Wissinger, Physical Therapist

Original committee members were: Melanie Bogue, Dr. Lea Anne Frost, Donna LaRocca, Cheryl Riley, Julie Sacco, Karin Stevens, and Angela Tennant.

The NDSEC plan of performance appraisal includes steps for monitoring, assessment and revision. It is assumed the plan must be monitored, assessed and revised after it has been implemented. The Evaluation Committee will meet on an annual basis to review, refine and revise procedures and forms as necessary. Redefinition of performance criteria will be considered as necessary.

Philosophy of Evaluation

The primary purpose of the evaluation process is to enhance quality instruction, encourage professional growth, and improve student achievement for all students of the North DuPage Special Education Cooperative.

Overview

The North DuPage Special Education Cooperative selects professional staff of the highest caliber and holds high expectations for their professional performance. Evaluation of non-tenured and tenured staff is viewed as critical to the success of the individual and the Cooperative in serving students and the community. This system is designed to provide staff with a clear understanding of the Cooperative's performance standards, feedback regarding professional effectiveness, and support for growth.

The performance appraisal system is built around two major concepts: Formative Appraisal and Summative Evaluation.

Formative Appraisal (Observation/Evaluation)

Formative appraisal is intended to improve individual staff performance. Appraisal focuses on identification of strengths and weaknesses, identification of staff development strategies, and resources to address areas in need of improvement. The formative appraisal consists of both informal and formal observations.

Time Lines

Any time lines for the completion of an observation, conference, Formative or Summative Evaluation, Professional Development Plan or Remediation Plan may, at the Evaluator's discretion, be extended if the employee utilizes an FMLA leave or otherwise misses more than five (5) workdays during the pertinent time period. If the Evaluator determines to extend one or more time lines, the affected staff member shall be notified in writing by the Evaluator and the Association President provided with a copy thereof. There is also an exception for staff hired after November 15. The observation time lines will be extended to ensure new staff are not evaluated more than once in a three-week period. Therefore, the Summative Evaluation may be completed after February 28.

__Informal Observations__

The primary purpose of informal observation is to validate and support effective instruction on a continual basis. In addition, informal observations lend to a more thorough evaluation of staff performance. Informal observation is a natural process, which acknowledges performance beyond the formal observation.

Informal observations include any and all things that reflect overall professional competencies. Informal observation is, as the name implies, informal. It is ongoing and could take place in a variety of professional environments. It may be considered to be part of any or all interactions, between professionals. It may include:

- lesson observations, classroom walk-throughs, and school activities outside the classroom;
- focus on professional behavior in a variety of school settings and/or between a variety of individuals: students, colleagues, parents, administrators or other school staff;
- annual reviews, IEP conferences, parent-teacher conferences

Informal observation may be of any duration and may be conducted as often as the evaluator considers appropriate. At least one (1) informal observation is required for all staff. If data is to be used from an informal observation in the evaluation, staff will receive written notification within 10 days of the observation and be given the opportunity to meet with the evaluator to discuss.

__Formal Observation(s)__

A formal observation for tenured staff consists of at least one visitation of no less than 45 consecutive minutes, a complete lesson, or an entire class period in a classroom/work setting. All staff who are to be evaluated will be given written notification prior to students' first day of attendance. Each formal observation must be documented by a written observation report completed and reviewed by the evaluator with the staff member within 10 working days.

A minimum of two (2) formal observations and one (1) informal observation are required for non-tenured staff for the first four years. Evaluators may initiate additional formal and informal observations at their discretion.

The first Formative Evaluation for non-tenured staff must be completed by November 15 and the second by January 31.

The Summative Evaluation for tenured and non-tenured staff must be completed no later than February 28.

Pre-Observation Conference

The purpose of a pre-observation conference is for the staff member to provide the evaluator with information regarding the objectives of the lesson to be observed, the prior instruction of students, the learning activities or methods to be used to meet the stated objectives and/or any relevant characteristics of the learning environment. All staff will complete a pre-observation form and submit to the evaluator prior to the pre-conference. The pre-observation form serves as a guide for discussion between the staff member and evaluator. Not all areas on the pre-observation form need to be addressed in each pre-observation conference.

Post-Observation/Formative Evaluation Conference

A post-observation reflection form is required for the staff member to submit to the evaluator within three days following each formal observation. The evaluator will hold the formative evaluation conference with the staff member within 10 working days following completion of the formal observation.

The conference will focus on discussion of the observation and other factors deemed relevant to the performance of responsibilities listed in the position description and standards of professional practice. The evaluator will share with the staff member indicators of performance related to the position description. In addition to the formal observation, data sources may include lesson plans, student work samples, records or other appropriate materials to substantiate performance. Strengths and weaknesses will be discussed and recommendations for growth and/or improvement will be formulated. The staff member may attach additional comments or include a response to the observation report, if desired.

Summative Evaluation

The summative evaluation reflects the overall effectiveness of the staff member. It further provides data to assist personnel decisions and assignment, transfers, promotions and continuing employment. Illinois Ed Reform (Senate Bill 7, P.A. 97-0008) requires teacher performance-based evaluations under the Performance Evaluation Reform Act (PERA). The summative evaluation is utilized for all staff.

Summative Evaluation Conference Report

An annual summative evaluation (biennial for tenured staff) conference will be completed for each licensed professional staff member no later than February 28. The summative evaluation will focus on the staff member's overall performance throughout the year and will include information gained through formal and informal observations, conferences between the evaluator and evaluatee, and other data sources cited as appropriate to substantiate performance. Such other data souces may include lesson plans, student work samples, records, or other materials relevant to performance assessment.

The summative evaluation will consist of an overall evaluative rating: Unsatisfactory, Needs Improvement, Proficient, or Excellent.

The Summative Evaluation Conference Report will be signed by both parties and be included in the staff member's personnel file. The signature of the staff member does not necessarily indicate agreement with the written evaluation, but rather shall indicate that the conference and the discussion have been held and that the staff member is in receipt of a copy of the written evaluation.

Evaluation Requirements

Non-Tenured	Tenured (during evaluation year)
1) **Pre-Observation Form (goal setting)**	1) **Pre-Observation Form (goal setting)**
2) **Minimum one (1) informal evaluation**	2) **Minimum one (1) informal evaluation**
3) **Minimum two (2) formal observations/evaluations and one (1) summative evaluation**	3) **Minimum one (1) formative observation/evaluation and one (1) summative evaluation**
4) **Post-Observation Reflection Form**	4) **Post-Observation Reflection Form**

Professional Development Plan (PDP) for Tenured Professionals

Premise

Non-tenured staff shall be formally evaluated (formative, summative) annually using the same evaluation instrument as tenured staff for the first four years of employment. Non-tenured staff is not entitled to a PDP in the event of a "needs improvement" rating.

Within 30 school days of the completion of a summative evaluation rating of a tenured staff member as "needs improvement", the evaluator, in consultation with the staff member, must create a PDP that is directed to the areas of needed improvement. The PDP includes defined areas of professional practice that need to be improved and types of evidence towards progress/achievement of goal. The plan also must describe any support the Cooperative will provide to address any areas identified as needing improvement (PERA 2010).

Purpose

The purpose of the Professional Development Plan for tenured professionals is:

1) To enable an administrator to assist a tenured professional needing assistance in any of the Domains for Professional Practice.
2) To enable a tenured professional the opportunity to seek assistance in any of the Domains for Professional Practice.
3) To provide more specific guidance and assistance for the resolution of concerns identified in the summative evaluation for tenured staff.
4) To provide an opportunity for the staff member to demonstrate performance at a proficient or better rating.

The Professional Development Plan (PDP) for tenured professionals will be discussed at an initial meeting to be held within thirty (30) school days of the final meeting of the summative evaluation. During the PDP phase, intensive supervisory procedures and timelines will be established collaboratively. These procedures will be referred to on the PDP Action Plan Form.

The Professional Development Plan for tenured professionals will include:

1) A statement(s) identifying the concern(s) relative to the Domains for Professional Practice;
2) An identification of individuals involved in the plan;
3) A listing of activities/procedures to be initiated and utilized;
4) A listing of resources to be allocated for plan implementation and completion including but not limited to materials, staff development and budgetary considerations;
5) A timeline indicating implementation dates, final review dates, and meeting dates to review progress on the plan. All PDPs must be scheduled for a minimum of 30 school days and two observations/conferences.

Changes can be made to a PDP that is in process as long as the administrator and staff member agree to such changes.
At the end of a PDP, the evaluator will schedule a formal observation to complete a summative evaluation. If the summative evaluation identifies new areas of concern (rating of "needs improvement"), the PDP process will be initiated for those areas.

If the summative evaluation results in an "unsatisfactory", the remediation process will be initiated.

When a staff member achieves a rating of "proficient" or "excellent" on the summative evaluation following a PDP, they must partake in a minimum of three observations in the following year: two of which must be formal, one informal, and a summative evaluation.

Remediation Plan

The Remediation Plan is initiated if a tenured staff member receives a rating of "unsatisfactory" on the summative evaluation. Non-tenured staff is not entitled to a remediation plan in the event of an unsatisfactory rating.

1. The Remediation Phase will be discussed at an initial meeting to be held within 5 school days of the summative evaluation conference.

2. The Remediation Plan must be implemented within 30 school days after receipt of an unsatisfactory evaluation.

3. The Remediation Plan must continue for 90 school days.

4. The consulting staff member shall participate in the development of the plan.

5. A "consulting staff member" is defined in the statute as a staff member with reasonable familiarity with the subject area of the staff member under remediation, has been rated "excellent" on his/her most recent evaluation, and has at least 5 years experience. If no one within the cooperative meets these criteria, the statute allows the cooperative to request the regional superintendent to provide a list of such individuals.

6. An open-format form is included to reflect the issues unique to each staff member under remediation.

7. A staff member shall be issued a minimum mid-point and final evaluation using the Professional Practice Rubric while on remediation. The mid-point evaluation must be within 45 school days of the start date of the remediation plan and the final evaluation must be provided within 10 school days after conclusion of the remediation plan. Each evaluation must assess the staff member's performance during the time period since the prior evaluation. The final evaluation shall also include an overall evaluation of the staff member's performance during the remediation period. The evaluator will use the forms provided for the annual evaluation of staff in the cooperative's evaluation plan.

8. If the staff member fails to complete the remediation period with a rating equal to or better than "proficient", he/she must be dismissed per Section 24-12 of the School Code.

9. If a staff member receives a proficient or an excellent rating, the evaluation cycle resumes at year one of the evaluation cycle and a summative evaluation the following year which will include a minimum of 3 observations, two of which must be formal.

NORTH DUPAGE SPECIAL EDUCATION COOPERATIVE

Professional Licensed Staff Appraisal

Packet #2
- Evaluation Process Forms -

NDSEC
SPECIAL EDUCATION CERTIFIED STAFF PRE-OBSERVATION PLANNING RECORD

Staff
Member: _____   Evaluator: _____

Building: _____   Program/
Grade Level: _____   Content
Area: _____

Pre-Observation Date: _____   Observation Date: _____   Post-Observation Date: _____

1. Briefly describe the relevancy of this activity, including any difficulties you anticipate. (This may include, but is not limited to, students, staff, learning environment, etc.)	4. How do you plan to engage participants in the content? What will you do? What will the participants do?
2. What are your goals and objectives for this activity? Why are these goals suitable?	5. What instructional materials or other resources will you use?
3. How do these goals support the standards relevant to your role? (Ex: CCSS, ITPL, SEL, etc.)	6. How do you plan to gather data and assess achievement of the goals? How do you plan to make use of the results of the assessment?

North DuPage Special Education Cooperative
Post-Observation Reflection Form – Completed by Staff

Staff Member: _____ Evaluator: _____

Building: _____

Program/
Grade
Level: _____

Content
Area: _____

Pre-Observation
Date: _____

Obser
vation
Date: _____

Post-Observation
Date: _____

Please complete questions and return to evaluator (within 3 days of the observations) for discussion at the conference.

1. In general, how successful was the activity? Did the participants learn what you intended for them to learn? How do you know?

2. Did you alter your goals or instructional plan as you led the activity? If so why?

3. Comment on your delivery procedures, participant conduct, and use of physical space. To what extent did those contribute to achieving your objective?

4. If you are able to bring samples of student work, what do those samples reveal about those students' levels of engagement and understanding?

Staff are encouraged to bring to the post-conference evidence and artifacts to demonstrate knowledge of which domains may or may not have been observed.

North DuPage Special Education Cooperative
Professional Development Plan (PDP) Action Plan Form

Staff Member: _____   Date: _____

Evaluator: _____   School/Position: _____

I. Based upon the evidence collected in the Framework for Teaching Evaluation Form, the highlighted area(s) have been identified as "needs improvement."

Standards for Professional Practice			
Domain I	Domain 2	Domain 3	Domain 4
Describe:	Describe:	Describe:	Describe:
Additional Notes:			
Beginning Date:		End Date:	

I acknowledge that I have reviewed and discussed the above concerns with my Evaluator.

_____   _____
Staff Member Signature   Date   Evaluator Signature   Date

II. Professional Development Plan Form

Name: _____   Supervisor/Evaluator: _____

Date of Meeting: _____   Approximate Start Date: _____

Approximate End Date: _____

PDP Priorities:

A. Domain / Component	Indicators for Effective Teaching (e.g., Critical Attributes):	
Date of Development	Improvement Strategies/Tasks	Staff Support and Resources:
Date of Updates	Action Plan – Indicators of Success	Staff Support and Resources

B. Domain / Component	Indicators for Effective Teaching (e.g., Critical Attributes):	
Date of Development	Improvement Strategies/Tasks	Staff Support and Resources:
Date of Updates	Action Plan – Indicators of Success	Staff Support and Resources

C. Domain / Component	Indicators for Effective Teaching (e.g., Critical Attributes):	
Date of Development	Improvement Strategies/Tasks	Staff Support and Resources:
Date of Updates	Action Plan – Indicators of Success	Staff Support and Resources

D. Domain / Component	Indicators for Effective Teaching (e.g., Critical Attributes):	
Date of Development	Improvement Strategies/Tasks	Staff Support and Resources:
Date of Updates	Action Plan – Indicators of Success	Staff Support and Resources

III. Signature Section

Duration of the PDP is determined in Section I.

PDP Initial Signatures

Evaluator:		Staff Member:	
Date:		Date:	

PDP Observation/Conference Signatures: (This block may be repeated.)

Evaluator:		Staff Member:	
Date:		Date:	
Comments:			

Administrator's Signature: _____ Date: _____

Staff Member's Signature: _____ Date: _____

Distribution List: Personnel File
                  Staff Member
                  Building Administrator/Evaluator

North DuPage Special Education Cooperative
Remediation Plan

Staff Member: _____ Evaluator/Supervisor: _____

Consulting Staff
Member _____

Date of   Date of Mid-Point   Date of Final
Initiation: _____ Evaluation: _____ Evaluation: _____

Initial Meeting:

Concerns:

Educator Plan:

Follow-Up Date: _____

Staff Member Signature: _____ Evaluator Signature: _____

Follow-Up Meeting: (This block may be repeated.)

Progress:

Continued or additional concerns:

Follow-Up Date: _____

Staff Member Signature: _____ Evaluator Signature: _____

NORTH DUPAGE SPECIAL EDUCATION COOPERATIVE

Staff Appraisal

Packet #3
- Evaluation Rubric – Nurse -

Domain 1 – Planning and Preparation

Professional Inquiry:

Does the staff member demonstrate knowledge of:

- Content and content related pedagogy
- Child and adolescent development
- The learning process
- Students' interests
- Students' cultural heritage
- Students' special needs
- Setting a therapeutic outcome that allows students to develop their understanding of how critical concepts relate to each other
- Establishing therapeutic outcomes identifying exactly what students will be expected to learn
- How to access materials that align with learning outcomes, that further staff member's professional knowledge and that are at the students' therapeutic level
- The ability to develop plans that are clear and sequential and that meet the needs of all students
- Utilizing assessments that are aligned with learning expectations/therapeutic outcomes, are clearly defined and planned as part of the therapeutic process
- How to utilize assessment data to guide future therapeutic planning?

Domain 1 – Planning and Preparation – Component 1a: Demonstrating Knowledge of Nursing Process and Health				
	Unsatisfactory (1)	**Needs Improvement (2)**	**Proficient (3)**	**Excellent (4)**
1a: Knowledge of Nursing Process as it relates to school health	The school nurse displays little knowledge of health issues involved in the nursing process in a school setting.	The school nurse displays basic knowledge but does not anticipate or communicate health needs with appropriate staff.	The school nurse displays accurate health content knowledge and makes connections between content and application to school setting.	The school nurse continually searches for best practices. Displays evidence of continual pursuit of such knowledge. Consistently shares in reviewing and setting standards for school health improvement.
1a: Critical Attributes	• Does not have a theoretical framework for method of practice. • Makes practice errors. • Plans for treatment use inappropriate strategies for the practice of health services in a school setting.	• Is familiar with theoretical frameworks but does not always apply them to methods of practice. • Is familiar with the principles but does not see conceptual relationships. • Plans for treatment use limited strategies and some may not be suitable for the practice of health services in a school setting.	• Utilizes a theoretical framework and applies it to method of practice. • Can identify important principles and their relationship to one another. • Seeks out practice related professional development.	In addition to the characteristics of "proficient", • Demonstrates principles in practice and is a role model for others. • Stays current on theoretical models and health related regulations for the school setting.

Domain 1 – Planning & Preparation – Component 1b: Demonstrating Knowledge of Individual Health Needs in School Setting

	Unsatisfactory (1)	Needs Improvement (2)	Proficient (3)	Excellent (4)
1b: Demonstrates knowledge of individual health needs in a school setting. (Includes knowledge such as: developmental age and cultural diversity)	School nurse displays little knowledge of child and adolescent development level and fails to see value in cultural diversity.	The school nurse exhibits general knowledge of child and adolescent developmental levels. The school nurse inconsistently addresses student health concerns.	The school nurse consistently identifies individual student's knowledge and ability to manage health concerns. The school nurse communicates a plan of action for individual students.	The school nurse consistently identifies child and adolescent developmental levels and exceptions to the general pattern. The school nurse proactively promotes optimal management of health needs including those of students with special needs.
1b: Critical Attributes	• Does not understand child development and has unrealistic expectations for students. • Does not try to ascertain varied ability levels among students in the class. • Takes no responsibility to learn about student's medical or special learning needs.	• Cites developmental theory but does not seek to integrate it into treatment planning. • Aware of the different ability levels but does not integrate it into delivery of service. • Aware of medical issues and special learning needs with some students but does not seek to understand the implications of that knowledge.	• Knows and understands child development stages and integrates them into treatment planning. • Aware of medical issues and special learning needs and understands the implications for educational planning. • Implements interventions that integrate developmental stages. • Uses ongoing methods to monitor students' abilities and implements interventions appropriately.	In addition to the characteristics of "proficient", • Maintains a system of updates in student records and incorporates new information for interventions. • Is an available resource to others for applying knowledge of child development and implementing interventions.

Domain 1 – Planning & Preparation – Component 1c: Promoting Health and Wellness

	Unsatisfactory (1)	Needs Improvement (2)	Proficient (3)	Excellent (4)
1c: Promoting Health and Wellness	School nurse does not recognize the value of wellness as it relates to the educational system. School nurse is unwilling to participate in planning and coordinating wellness events.	School nurse recognizes the value of wellness but inconsistently incorporates wellness programming. School nurse is willing to assist with the already-developed programs.	School nurse recognizes the value of wellness and consistently incorporating wellness programming. School nurse is willing to assume leadership in the development and implementation of wellness events.	School nurse anticipates future wellness trends and proactively participates in planning and development of wellness programs. School nurse actively seeks out additional or new wellness programming and initiates program development in areas of health and wellness.
1c: Critical Attributes	• Does not participate in staff or team meetings. • Does not implement educational presentations to staff or students. • Minimizes the importance of health and wellness within the school setting.	• Sometimes participates in wellness activities but requires direction to do so. • Offers basic information concerning health-related topics when requested to do so.	• Regularly considers the need for wellness information for students and staff in the school setting. • Develops informational presentations and implements with students and staff, as requested.	In addition to the characteristics of "proficient", • Seeks out new and best practices information. • Shares new information with students, staff and administration.

Domain 1 – Planning & Preparation – Component 1d: Demonstrating Knowledge of School and Community Resources Available to Assist Students and Families				
	Unsatisfactory (1)	**Needs Improvement (2)**	**Proficient (3)**	**Excellent (4)**
1d: Demonstrates Knowledge of School and Community Resources Available to Assist Students and Families	The school nurse demonstrates little or no knowledge of school and community resources available to assist students and families.	The school nurse demonstrates basic knowledge of school and community resources available to assist students and families.	The school nurse seeks out and demonstrates thorough knowledge of school and community resources available and utilizes this information to assist students and families. The school nurse shares knowledge of resources with colleagues.	The school nurse seeks out and demonstrates extensive knowledge of school and community resources available and utilizes this information to assist students and families. The school nurse shares knowledge of resources with colleagues. The school nurse develops partnerships between school and community resources.
1d: Critical Attributes	- Unaware of available resources. - Does not seek out available resources. - Communication with students and families does not include discussion about resources.	- Is aware of some resources but does not always utilize them. - Does not seek to expand knowledge of resources. - Communication with students and families sometimes includes information about resources. - Needs direction in understanding available resources.	- Is aware of resources and seeks out further resources when there is a need. - Makes resources accessible to students and families (i.e., verifies that resource is current and family qualifies for service). - Identifies and differentiates appropriate resources. - Conducts follow-up to facilitate effective use of resources.	In addition to the characteristics of "proficient", - Creates partnerships with school and community resources in order to meet students' and families' needs. - Serves as a resource to others within and outside of the cooperative.

Domain 1 – Planning & Preparation – Component 1e: Plans the Health Services for Both Individuals and Group of Students

	Unsatisfactory (1)	Needs Improvement (2)	Proficient (3)	Excellent (4)
1e: Plans the Health Services for Both Individuals and Group of Students	The school nurse's plan for health services consists of a random collection of unrelated activities lacking coherence or an overall structure.	The school nurse's plan for health services has a guiding principle and includes a number or worthwhile activities but some of them don't fit with the broader goals.	The school nurse has developed a plan that includes the identified needs within a particular school setting.	The school nurse's plan is coherent and serves to support not only the students individually and in groups, but also the boarder educational program.
1e: Critical Attributes	• School nurse is unaware of specific health concerns of students. • Nurse communicates that health plans are not needed.	• School nurse displays little knowledge of diversity or cultural heritage of individuals and does not indicate that such knowledge is valuable in developing health plans.	• School nurse recognizes the value of understanding diversity or cultural heritage of individuals and incorporates this information in health plans, as appropriate. • Listing of specific student health concerns is developed.	In addition to the characteristics of "proficient", • School nurse proactively assesses individual's needs, knowledge and abilities including those of special needs, and promotes optimal management of health needs. • School nurse displays knowledge of the diversity or cultural heritage of each individual and incorporates that information into health intervention and interactions. • Confidential and accurate listing of student medical alert/health concerns is created and updated as indicated. Confidentiality is upheld and information released to appropriate individuals only with student or family permission.

Domain 1 – Planning & Preparation – Component 1f: Develop Plans to Manage Emergency and Non-emergency Situations

	Unsatisfactory (1)	Needs Improvement (2)	Proficient (3)	Excellent (4)
1f: Develop Plans to Manage Emergency and Non-Emergency Situations	School nurse does not effectively manage plan for or emergency and non-emergency situations.	School nurse has generally accurate impressions of nursing process and uses it consistently in emergency and non-emergency situations. School nurse has plans for various emergency and non-emergency situations.	School nurse makes an accurate assessment, utilizing emergency and non-emergency situations on a consistent basis. Implements emergency plans consistently.	School nurse effectively demonstrates nursing process in all situations and evaluates the outcome of intervention.
1f: Critical Attributes	• School nurse does not develop plans to manage emergencies. • School nurse does not evaluate effectiveness of response to emergencies • School nurse does not demonstrate understanding of the importance of effective situational management.	• School nurse has some plans for situational management. • School nurse has plan for situational management but fails to implement, as appropriate. • School nurse demonstrates limited ability to evaluate effectiveness of plans.	• School nurse has comprehensive plans for a variety of emergency and non-emergency situations. • Plans are executed as written when the need arises. • School nurse evaluates plan effectiveness when following implementation.	In addition to the characteristics of "proficient", • School nurse uses situational data to evaluate plans and recommend changes, as needed. • School nurse uses community resources frequently in emergency and non-emergency situations.

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Domain 2 – The Environment

Professional Inquiry:

Does the staff member demonstrate knowledge of**:**

- Staff member interactions with students
- Student interactions with other students as facilitated by the staff member
- Demonstrates the importance of content
- Staff members ensure that students have pride in themselves
- Transitions are well managed
- Materials and supplies are well managed and organized
- Non-instructional duties are done without interruption of services
- Appropriate supervision of volunteers and paraprofessionals is evident
- Expectations for student behavior are evident and appropriate
- Monitoring of behavior is consistent for all students
- Responses to behavior are consistent with respect for student dignity and developmental levels
- The environment is organized and free of hazards
- Accommodations for students to make participation accessible for all students is evident

Domain 2: The Environment – Component 2a – Creating an Environment of Respect, Rapport, and Confidentiality

	Unsatisfactory (1)	Needs Improvement (2)	Proficient (3)	Excellent (4)
2a: Creating an Environment of Respect, Rapport, and Confidentiality	Some of the interactions of the school nurse are negative, or inappropriate to the age or culture of the individual. Individuals exhibit disrespect for school nurse.	School nurse interactions are generally appropriate but may reflect occasional inconsistencies, favoritism or disregard for one's culture. Individuals exhibit only minimal respect for school nurse.	School nurse interactions are generally friendly and demonstrate warmth, caring and mutual respect.	School nurse interactions are friendly and demonstrate general warmth, caring and mutual respect. Such interactions are appropriate to developmental and cultural norms. Individuals exhibit respect for school nurse.
2a: Critical Attributes	• School nurse is not alert to issues of confidentiality. • School nurse uses a negative tone when interacting with students. • School nurse is unaware of cultural difference in students. • School nurse is unable to establish productive relationships with others.	• School nurse's efforts to maintain confidentiality are inconsistent. • School nurse has negative interactions with some students. • School nurse occasionally demonstrates sensitivity to individual students but not all students.	• School nurse is moderately consistent in maintaining confidentiality. • School nurse has positive and constructive interactions with all students. • School nurse demonstrates understanding of a diverse student population.	In addition to the characteristics of "proficient", • School nurse is highly proactive in maintaining confidentiality. • School nurse has strong interpersonal skills. • Students seek out and engage freely with the nurse. • The School nurse promotes students self-care advocacy.

Domain 2 – The Environment – Component 2b: Promotes a Culture of Health Education and Personal Wellness				
	Unsatisfactory (1)	**Needs Improvement (2)**	**Proficient (3)**	**Excellent (4)**
2b: Promotes a Culture of Health Education and Personal Wellness	School nurse lacks professional commitment to health education.	School nurse teaches the basic principles of health to individuals.	School nurse teaches the principles of health to individuals making adaptations for individuals with special needs.	School nurse monitors for health knowledge deficits and plans/implements health education strategies that reflect health needs of individuals. Outside expertise is sought, when indicated.
2b: Critical Attributes	• School nurse is not recognized as a resource on health issues. • School nurse does not attempt to promote an understanding of health - related information.	• School nurse is recognized as a resource on health and responds to requests for consultation. • School nurse sometimes encourages personal health and wellness but these efforts are inconsistent.	• School nurse actively seeks out opportunities to serve as a consultant relating to health topics and issues. • School nurse regularly encourages students to learn about health-related topics and to incorporate health habits into daily routines.	In addition to the characteristics of "proficient", • School nurse promotes and collaborates in the application of health promotion principles within all areas of the school community. • School nurse utilizes current health-related resources to educate students. • School nurse is active in community health programs and initiatives.

Domain 2 – The Environment – Component 2c: Adherence to School/Cooperative Policies and Procedures				
	Unsatisfactory (1)	**Needs Improvement (2)**	**Proficient (3)**	**Excellent (4)**
2c: Adherence to School/Cooperative Policies and Procedures	School nurse practices without reference to school/cooperative policies and procedures for health services.	School nurse is aware of school/cooperative policies and procedures but use them inconsistently.	School nurse abides by school/cooperative policies and procedures for health services routinely.	School nurse abides by school/cooperative policies and procedures. Nurse is also actively involved in policy development, revision, and review.
2c: Critical Attributes	• School nurse exhibits a lack of knowledge regarding the Nursing Practice Act and Illinois Board of Nursing Standards and Regulations.	• School nurse is aware of the Nurse Practice Act and adheres to Illinois Board of Nursing Standards and Regulations.	• School nurse is aware of the Nurse Practice Act and adheres to Illinois Board of Nursing Standards and Regulations. Duties are delegated as appropriate only.	In addition to the characteristics of "proficient", • School nurse adheres to the Nurse Practice Act and adheres to Illinois Board of Nursing Standards and Regulations. Delegation of duties is appropriate. Also takes leadership role in promoting practice of school nursing.

Domain 2 – The Environment – Component 2d: Utilization of Team				
	Unsatisfactory (1)	**Needs Improvement (2)**	**Proficient (3)**	**Excellent (4)**
2d: Utilization of Team	Classroom teams have no clearly defined protocols and procedures or protocols and procedures are not utilized effectively in carrying out designed interventions.	Classroom teams have some defined protocols and procedures related to activities but are not consistently used in an effective manner.	Classroom teams are provided with clearly defined procedures and protocols.	Classroom teams have clearly defined procedures and protocols, and the nurse facilitates and supports the team's contribution to the intervention activities.
2d:Critical Attributes	• Nurse has not clearly defined expectations. • No written protocols and procedures are available for staff to reference.	• Nurse has some defined duties for staff. • Few written procedures are available for staff to reference.	• Nurse has clearly defined and detailed procedures for staff's' participation/follow-through.	• Nurse encourages staff to be active participants in the intervention.

Domain 2 – The Environment – Component 2e: Supervision of RN, LPN, CNA & Diabetic Aides				
	Unsatisfactory (1)	**Needs Improvement (2)**	**Proficient (3)**	**Excellent (4)**
2e: Supervision of RN, LPN, CNA and Diabetic Aides	The school nurse does not enforce established guidelines. School nurse does not monitor health services staff.	The school nurse inconsistently enforces established guidelines. Monitoring of health services staff is inconsistent.	The school nurse clearly enforces established guidelines to health services staff. Monitoring of health services staff is consistent.	The school nurse support of health services staff is effective, subtle, professional, and fully aligned to established guidelines.
2e: Critical Attributes	• The school nurse does not develop or communicate health service staff activities for the school year. • The school nurse does not supervise activities for competency and completion. • The school nurse demonstrates poor supervisory skills.	• The school nurse inconsistently develops and communicates health service staff activities for school year. • The school nurse inconsistently supervises activities for competency and completion. • The school nurse demonstrates minimal supervisory skills.	• The school nurse develops and communicates health services staff activities for school year. • The school nurse supervises activities for competency and completion. • The school nurse demonstrates confident supervisory skills.	In addition to the characteristics of "proficient," • The school nurse reviews and updates health services staff activities to keep current. • The school nurse updates health services staff activities to be in compliance with school policies and ISBE regulations. • The school nurse models exemplary supervisory skills.

Domain 2 – The Environment – Component 2f: Organizes Physical Space/Records Maintenance/Medication Storage				
	Unsatisfactory (1)	**Needs Improvement (2)**	**Proficient (3)**	**Excellent (4)**
2f*:* Organizes Physical space/records maintenance/ medication storage	The school nurse fails to provide directives for cleanliness and organization of health office.	The health office cleanliness is consistent and at times disorganized.	The health office is clean and well managed.	The school nurse continues to improve on organization of data for medical records and medication administration.
2f: Critical Attributes	• Health records lack documentation of up to date information. • Medication records and distribution are confusing and errors may occur.	• The school nurse is sometimes unaware of health record status. • Medications are stored in secured area with restricted access to health service personnel only. • Records are filed.	• All essential health records are easily accessible, utilized frequently and contain current information. • A tracking system is established. • Medications are secured and accessible by health service personnel only. • Records are current and accurate.	In addition to the characteristics of "proficient," • Tracking system is used with routine follow up.

Domain 3 – Delivery of Service

Professional Inquiry:

Does the staff member demonstrate knowledge of:

- Expectations for learning
- Directions and procedures
- Explanations of content
- Use of oral and written language
- Therapeutic materials and resources
- Structure and pacing
- Assessment criteria
- Monitoring of student interventions
- Feedback to students
- Student self-assessment/monitoring of progress
- Intervention adjustment
- Response to students
- Persistence

Domain 3 – Delivery of Service - Component 3a – Assesses Student Needs

	Unsatisfactory (1)	Needs Improvement (2)	Proficient (3)	Excellent (4)
3a: Assesses Student Needs	The school nurse does not assess student needs or the assessments results in inaccurate conclusions.	The school nurse's assessments of student needs are done with less than optimal effort.	The school nurse assesses student needs and knows the range of student needs in the school.	The school nurse conducts detailed and individualized assessment of student needs to contribute to program planning.
3a: Critical Attributes	• Does not complete assessments in an effective manner. • Interventions are incongruent with student needs.	• Inconsistently completes assessments in an effective manner. • Inconsistently provides professional recommendations that are congruent with student needs. • Inconsistently demonstrates reliable leadership as a case manager.	• Consistently completes assessments in an effective manner. • Consistently provides appropriate professional recommendations. • Consistently provides interventions that are congruent with student needs. • Prepares family for sensitive findings, when appropriate.	In addition to the characteristics of "proficient," • Consistently and effectively completes high quality assessments. • Interventions include a high level of clinical knowledge synthesized with educational planning. • Consistently viewed as a model in completing assessments.

Domain 3 – Delivery of Service - Component 3b – Collaborates With Staff to Develop Specialized Plans and/or Services for Students With Diverse Medical Needs				
	Unsatisfactory (1)	**Needs Improvement (2)**	**Proficient (3)**	**Excellent (4)**
3b: Collaborates with staff to develop specialized plans and/or services for students with diverse medical needs	The school nurse demonstrates limited awareness of the need for collaboration or fails to collaborate with staff to develop specialized plans for students with diverse medical needs.	The school nurse collaborates with staff in developing individualized, specialized plans for students with unique health needs when specifically asked to do so.	The school nurse seeks opportunities to collaborate with others to extend learning, implement services and advocate for health.	The school nurse initiates collaboration with staff to accomplish a health or learning goal at the school, district, state or national levels.
3b: Critical Attributes	• Does not collect data that matches students' needs. • Does not advocate for student health needs in the academic setting. • Does not collaborate with staff to implement nursing services.	• Data collection sometimes is relevant to student needs. • Inconsistently advocates for student health needs in the academic setting. • Inconsistently collaborates with staff to implement nursing services.	• Collaborates with team to collect data that reflects student needs. • Advocates for student health needs in the academic setting. • Collaborates with staff to implement nursing services.	In addition to the characteristics of "proficient". • Is highly effective in utilizing, interpreting, and analyzing data to plan effective student interventions. • Develops interventions that reflect a high level of clinical knowledge.

Domain 3 Delivery of Service - Component 3c – Manages Emergency Situations				
	Unsatisfactory (1)	**Needs Improvement (2)**	**Proficient (3)**	**Excellent (4)**
3c: Manages Emergency Situations	The school nurse has no contingency plans for emergency situations.	The school nurse's plans for emergency situations have been developed for the most frequently occurring situations but not for others.	The school nurse's plans for emergency situations have been developed for many situations.	The school nurse's plans for emergency situations have been developed for many situations. Students and teachers have learned their responsibilities in case of emergencies.
3c: Critical Attributes	• Avoids assessing and assisting students/staff during a crisis situation. • Does not contribute to managing crisis and/or makes things worse by intervening.	• Requires assistance and guidance when dealing with a student crisis and planning appropriate interventions.	• Independently assesses level of crisis and plans appropriate interventions. • Communicates clearly with administration about assessment and proposed interventions.	In addition to the characteristics of "proficient", • Is considered a leader and a resource by coworkers and administration in prevention and intervention in dealing with crisis.

Domain 3 – Delivery of Service - Component 3d: Evaluates Student Needs in Compliance with Recognized Health and Wellness Guidelines				
	Unsatisfactory (1)	**Needs Improvement (2)**	**Proficient (3)**	**Excellent (4)**
3d: Evaluates Student Needs in Compliance with Recognized Health and Wellness Guidelines	The school nurse resists administering evaluations, selects instruments inappropriate to the situation, or does not follow established procedures and guidelines.	The school nurse exhibits limited knowledge of available and appropriate evaluation instruments. He/she does not always follow established time lines and safeguards.	The school nurse administers appropriate evaluation instruments to students, and communicates with colleagues to ensure that the team adheres to all procedures and safeguards.	The school nurse selects, from a broad repertoire, those assessments that are most appropriate to the referral questions. He/she communicates with colleagues to ensure the team full understands and complies with procedural time lines and safeguards.
3d. Critical Attributes	• Resists or fails to administer expected assessments. • Uses assessment instruments that are inappropriate for students' needs. • Fails to follow established procedures and/or guidelines. • Does not gather information from family or other team members when assessing student health needs.	• Exhibits some difficulty in selecting appropriate assessment instruments. • Is inconsistent in effectively and professionally administering assessments. • Is sometimes unaware of or fails to follow established time lines and safeguards. • Sometimes gathers information from others but may not incorporate it when assessing student health needs.	• Uses professional knowledge and judgment to select appropriate assessment instruments. • Effectively and professionally administers assessments. • Modifies procedures, as needed, and, as appropriate, to accommodate families' participation. • Effectively communicates assessment results to the educational team, and to the student, when appropriate. • Communicates with team-mates to ensure procedures and timelines are followed.	In addition to characteristics of "proficient", • Has a broad repertoire and an in-depth knowledge of formal and informal assessment tools. • Creatively selects appropriate assessment tools that are individualized to meet each student's needs. • Seeks, as needed, to support assessment choices, additional information and research-based data from professional sources. • Takes a leadership role within the team when evaluating student needs.

Domain 3 – Delivery of Service - Component 3e: Demonstrating Flexibility and Responsiveness				
	Unsatisfactory (1)	**Needs Improvement (2)**	**Proficient (3)**	**Excellent (4)**
3e: Demonstrating Flexibility and Responsiveness	The school nurse does not attempt to consult with others and does not develop effective student interventions.	The school nurse consults with others when requested and collaborates to develop effective student interventions.	The school nurse initiates consultation with others and collaborates to develop effective student interventions.	The school nurse initiates consultation with others and actively engages others in developing effective student interventions.
3e: Critical Attributes	- Does not act as a consultant to the educational team. - Does not develop student interventions, or the interventions are inappropriate or ineffective. - Is not responsive to team or family requests for assistance.	- Does not provide consultation as a part of the team, unless asked to do so. - Sometimes works with the team to develop interventions - Interventions developed are sometimes inappropriate or ineffective. - Does not adjust procedures to ensure family and team participation	- Actively provides consultation as a part of the team. - Takes the initiative to provide expertise to the team. - Consultation enhances the team's understanding of student needs. - Works with the team to develop interventions. - Interventions are appropriate and effective - Consistently reviews interventions or effectiveness.	- In addition to the characteristics of "proficient", - Leads the team in developing and implementing interventions.

Domain 4– Professional Responsibilities

Professional Inquiry:

Does the staff member demonstrate knowledge of:

- Accuracy in reflection
- Reflection includes specific improvement suggestions
- Efficiency with record keeping
- Completion of required paperwork in a timely manner
- Maintaining accurate records of student progress
- Frequent communication to families about therapeutic program and individual students' progress
- Supportive and cooperative relationships with colleagues
- Service to school
- Participates in a professional community
- Integrity and ethical conduct
- Service to students
- Advocacy
- Compliance with school and cooperative regulations

Domain 4: Professional Responsibilities – Component 4a – Reflects and Analyzes Own Professional Performance				
	Unsatisfactory (1)	**Needs Improvement (2)**	**Proficient (3)**	**Excellent (4)**
4a: Reflects on effective professional practice and the nursing process in health planning.	School nurse's health practices do not reflect knowledge of state, district, and cooperative regulations.	School nurse's health practices inconsistently reflect knowledge of state, district, and cooperative regulations.	School nurse's health practices reflect knowledge of state, district, and cooperative regulations.	School nurse strives to keep up with changes and best practices in the nursing field.
4a: Critical Attributes	• Exhibits a lack of knowledge regarding the Illinois Nurse Practice Act. • The school nurse does not reflect on the nursing process. • Profoundly misjudges the health plan, and has no suggestions for future health plans. • Demonstrates little understanding of medical knowledge and nursing technique.	• The school nurse is aware of the Illinois Nurse Practice Act. • Has a general knowledge of the nursing process but does not involve the student in the health plan. • Demonstrates basic understanding of medical knowledge and nursing techniques.	• The school nurse is aware of the Illinois Nurse Practice Act. • Tasks are delegated appropriately. • Makes accurate assessments, implements effective health plan with student participation, and implements goals based on outcomes. • Demonstrates understanding of medical knowledge and nursing techniques.	In addition to the characteristics of "proficient," • Adheres to the Illinois Nurse Practice Act • Takes a leadership role in promoting the practice of school nursing. • Makes thoughtful and accurate assessments, implements goals based on outcomes, and draws on advanced skills to offer individual alternative actions or strategies. • The student is involved in his or her health plan as appropriate for age and/or developmental level. • Demonstrates deep and thorough understanding of medical knowledge and nursing technique.

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Domain 4: Professional Responsibilities – Component 4b – Record-Keeping – Maintains accurate health records in accordance with policy in a timely fashion				
	Unsatisfactory (1)	**Needs Improvement (2)**	**Proficient (3)**	**Excellent (4)**
4b: Record-Keeping – Maintains accurate health records in accordance with policy in a timely fashion.	The school nurse does not have an accurate system for maintaining health information. The school nurse's records for physicals and immunizations are not complete, resulting in non-complaint students and errors in exclusion. The school nurse's reports, records, and documentation are missing, late or inaccurate.	The school nurse's system for maintaining health information is partially effective. Records for physicals and immunizations are adequate, but require frequent monitoring to avoid errors. The school nurse's reports, records, and documentation are generally accurate, but are occasionally late.	The school nurse's system for maintaining health information is effective and complete. The school nurse's reports, records, and documentation are accurate and are submitted in a timely fashion.	The school nurse's system for maintaining health information is highly effective. The school nurse's approach to record keeping is highly systematic and efficient and serves as a model for colleagues across the school.
4b: Critical Attributes	- Records are not kept securely. - Absence of a record-keeping system. - Record-keeping is in disarray so as to provide incorrect or confusing information. - Violates confidentiality laws.	- Records are kept securely most of the time. - Has a record-keeping system but is inconsistent in utilizing it. - Inconsistency in record-keeping causes confusion. - There is a risk that confidentiality laws could be broken.	- Records are kept securely. - Has an efficient and effective system of record-keeping. - Always follows confidentiality laws.	In addition to the characteristics of "proficient," Helps others to know and understand confidentiality laws and standards.

Domain 4: Professional Responsibilities – Component 4c – Communicates with Students, Families and Staff				
	Unsatisfactory (1)	**Needs Improvement (2)**	**Proficient (3)**	**Excellent (4)**
4c: Communicates with students, families and staff	The school nurse provides little information about health services to family, staff or parents/guardians.	The school nurse provides limited, though accurate, information to families/staff.	The school nurse provides frequent and appropriate information to parents/staff.	The school nurse is proactive in providing frequent and appropriate information reflecting the current needs, both positive and negative, of the student and school environment.
4c: Critical Attributes	- The school nurse does not respond or responds insensitively to parents/staff concerns. - The school nurse makes no attempt to engage the student/family in the health plan development. - Communication procedures do not follow FERPA.	- Responses to parent/staff concerns are minimal. - The school nurse makes inconsistent attempts to engage families in the health plan development. - The school nurse partially adheres to FERPA procedures for communication.	- The school nurse communicates on a regular basis in a timely and appropriate manner. - Efforts to engage the student/family in the health plan development are frequent and successful. - The school nurse adheres to FERPA procedures for communication.	- Responses to concerns are handled with great sensitivity. - The school nurse always engages the student/family in the development of the health plan. - The school nurse serves as a resource for FERPA information.

Domain 4: Professional Responsibilities – Component 4d – Participates in Collaborative Community				
	Unsatisfactory (1)	**Needs Improvement (2)**	**Proficient (3)**	**Excellent (4)**
4d: Participates in Collaborative Community	The school nurse has no relationships with colleagues and does not collaborate with other professionals.	The school nurse has limited relationships with colleagues and rarely collaborates with other professionals.	The school nurse has developed good relationships with colleagues and collaborates with other professionals.	The school nurse is highly respected and strives to collaborate with all colleagues and other professionals to improve services for students.
4d: Critical Attributes	- The school nurse's relationships with colleagues are negative or self-serving. - The school nurse avoids participation in professional collaborative activities. - The school nurse avoids becoming involved in school events or school and/or district projects.	- The school nurse maintains cordial relationships with colleagues to fulfill duties that the school or district requires. - The school nurse is minimally involved in professional collaborative activities. - The school nurse only minimally participates in school events or school and/or district projects, contributing little to them.	- The school nurse's relationships with colleagues are characterized by mutual support or cooperation. - The school nurse actively participates in professional collaborative activities. - The school nurse participates in and positively contributes to some school events or school and/or district projects.	- The school nurse's relationships with colleagues are characterized by mutual support and cooperation, with the school nurse taking initiative in assuming leadership among the faculty. - The school nurse actively participates in professional collaborative activities and makes substantial contributions. - The school nurse participates in school events and school and/or district projects, making a substantial contribution, or assumes a leadership role in at least one aspect of school or district life.

Domain 4: Professional Responsibilities – Component 4e – Participates in Growing and Developing Professionally				
	Unsatisfactory (1)	**Needs Improvement (2)**	**Proficient (3)**	**Excellent (4)**
4e: Participates in Growing and Developing Professionally	The school nurse does not participate in professional development activities and makes no effort to share knowledge with colleagues. He/she is resistant to feedback from supervisors or colleagues.	The school nurse participates in professional development activities that are convenient or required, and makes limited contributions to the profession. He/she accepts, with some reluctance, feedback from supervisors and colleagues.	The school nurse seeks out opportunities for professional development based on an individual assessment of need and actively shares expertise with others. He/she welcomes feedback from supervisors/colleagues.	The school nurse actively participates in professional development opportunities that are current and reflect best practices. He/she initiates activities to contribute to the profession, and seeks out feedback from supervisors and colleagues. He/she makes a substantial contribution to the professional/ educational community.
4e: Critical Attributes	• Is not involved in any activity that might enhance knowledge. • Ignores requests to join professional development activities. • Resists discussing performance with supervisors or colleagues.	• Attends only required professional development activities. • Contributes, in a limited way, in professional development activities. • May attend but rarely contributes. • Does not ask or reluctantly accepts feedback from supervisors or colleagues.	• Actively pursues professional development activities designed to contribute to the profession within and outside of the cooperative and that reflect current and best practices. • Understands areas of need for professional development. • Shares professional development learning with others. • Actively contributes to meetings. • Welcomes feedback from supervisors and colleagues. • Welcomes feedback, for the purpose of gaining insight, to improve self professionally.	In addition to the characteristics of "proficient," • Initiates or provides professional development activities. • Makes substantial contribution to the profession by developing, coordinating, or providing professional development activities. • Participates in professional organizations in order to contribute to the profession. • Actively seeks feedback from supervisors and colleagues.

Domain 4: Professional Responsibilities – Component 4f – Ethical Standards for the Profession

	Unsatisfactory (1)	Needs Improvement (2)	Proficient (3)	Excellent (4)
4f: Ethical Standards for the Profession	The school nurse is not aware of and does not display appropriate professional conduct and standards.	The school nurse is somewhat aware, and inconsistently observant of proper professional conduct and standards.	The school nurse is highly aware and consistently adheres to the highest standards of professional practice.	The school nurse can interpret for others questions of professional conduct and ethics and can serve as a resource to instruct others in the understanding of ethical issues and conduct.
4f: Critical Attributes	• The school nurse displays a pattern of dishonesty in interactions with colleagues, students, and the public. • The school nurse makes decisions and recommendations based on self-serving interests. • The school nurse does not comply with school and district regulations. • The school nurse displays a pattern of violating confidentiality.	• The school nurse is generally honest in interactions with colleagues, students and the public. • The school nurse's decisions and recommendations are based on limited but progressional considerations. • The school nurse complies minimally with school and district regulations, doing just enough to get by. • The school nurse attempts to maintain confidentiality with inconsistent results.	• The school nurse is honest, displaying integrity in interactions with colleagues, students and the public. • The school nurse willingly participates in team or departmental decision making. • The school nurse complies with school and district regulations. • The school nurse maintains confidentiality.	• The school nurse takes a leadership role with colleagues and can be counted on to hold to the highest standards of honesty and integrity. • The school nurse takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards. • The school nurse complies with school and district regulations, taking a leadership role with colleagues. • The school nurse takes a leadership role with colleagues in regard to confidentiality.

NDSEC

NORTH DUPAGE SPECIAL EDUCATION COOPERATIVE

Professional Licensed Staff Appraisal

Packet #4
<mark>Related Service</mark>
- Observation Documents and Ratings –
Summative Evaluation

Name of Staff: _____

Program/Department: _____

Position: _____

Grade Level: _____

Location: _____

Evaluator: _____

Summative Conference Date: _____

Summative Rating: _____

Date	Purpose	Evaluatee Signature	Evaluator Signature
	Pre-Conference		
	Formal Conference 1		
	Pre-Conference		
	Formal Conference 2		
	Informal Observation		
	Informal Observation		
	Informal Observation		

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Domain 1: Planning and Preparation
        Descriptor Rating

Observation Notes, Comments, Evidence of Strengths and Weaknesses for Domain 1:

Below to be completed as part of the Summative Evaluation:

Domain 1 Rating

    a: _____

    b: _____

    c: _____

    d: _____

    e: _____

    f: _____

Descriptor rating for Domain 1

☐   **Unsatisfactory**

☐   **Needs Improvement**

☐   **Proficient**

☐   **Excellent**

Domain 2: The Classroom Environment
Descriptor Rating

Observation Notes, Comments, Evidence of Strengths and Weaknesses for Domain 2:

Below to be completed as part of the Summative Evaluation:

Domain 2 Rating

Descriptor rating for Domain 2

a: _____

☐   **Unsatisfactory**

b: _____

c: _____

☐   **Needs Improvement**

d: _____

e: _____

☐   **Proficient**

f: _____

☐   **Excellent**

Domain 3: Instruction Component
      Descriptor Rating

Observation Notes, Comments, Evidence of Strengths and Weaknesses for Domain 3:

Below to be completed as part of the Summative Evaluation:

Domain 3 Rating

      a: _____

      b: _____

      c: _____

      d: _____

      e: _____

Descriptor rating for Domain 3

☐ **Unsatisfactory**

☐ **Needs Improvement**

☐ **Proficient**

☐ **Excellent**

Domain 4: Professional Responsibilities
      Descriptor Rating

Observation Notes, Comments, Evidence of Strengths and Weaknesses for Domain 4:

Below to be completed as part of the Summative Evaluation:

Domain 4 Rating	**Descriptor rating for Domain 4**
a: _____	☐ **Unsatisfactory**
b: _____	
c: _____	☐ **Needs Improvement**
d: _____	
e: _____	☐ **Proficient**
f: _____	
	☐ **Excellent**

NDSEC
NORTH DUPAGE SPECIAL EDUCATION COOPERATIVE

==RELATED SERVICE== SUMMATIVE EVALUATION

Evaluatee: _____ **Location:** _____ **Date:** _____

Evaluator: _____ **Assignment:** _____ **Days Absent:** _____ **Days Tardy:** _____

Attach pre & post conference forms

Observation date(s) forming the basis of this evaluation: _____ **Informal observation dates:** _____	**Domain Ratings (Based on Domain Rubric)**

Domain 1 – Planning and Preparation **Descriptor:** _____ **Domain 2 – Classroom Environment** **Descriptor:** _____ **Domain 3 – Instruction** **Descriptor:** _____ **Domain 4 – Professional Responsibilities** **Descriptor:** _____	

- **Excellent:** *Excellent* ratings in the majority of the components of the domain, with the remaining components rated no lower than *Proficient*

  o For Excellent rating, a majority of the components shall be defined as

    1) Domain 1: 4 of 6 rated excellent
    2) Domain 2: 4 of 6 rated excellent
    3) Domain 3: 3 of 5 rated excellent
    4) Domain 4: 4 of 6 rated excellent
    All) All remaining components in Domain rated no lower than Proficient

- **Proficient:**
  o Domains 1, 2, & 4 earn a rating of *Proficient* if no more than 2 components are rated as *Needs Improvement*.
  o Domain 3 earns a rating of *Proficient* if no more than 1 component is rated *Needs Improvement*.
  o The remaining components must be rated at *Proficient* or higher.

- **Needs Improvement:**
  o Domains 1, 2, & 4 earn a rating of *Needs Improvement* if 3 or more components are rated *Needs Improvement*.
  o Domain 3 earns a rating of *Needs Improvement* if 2 or more components are rated *Needs Improvement*.

- **Unsatisfactory: Any** component rated as *Unsatisfactory*.

Overall Rating:	**Excellent =** *Excellent* ratings in at least 3 domains, with the remaining domain rated *Proficient*.
☐ **Unsatisfactory**	
☐ **Needs Improvement**	**Proficient =** All domains rated as *Proficient* or higher.
☐ **Proficient**	**Needs Improvement =** 1 or more domains rated *Needs Improvement*.
☐ **Excellent**	**Unsatisfactory =** <u>Any</u> domain rated *Unsatisfactory*.

Additional Comments:

We have conducted a conversation on the rubrics. The staff member has the right to attach written comments within (10) school days of completion of this form for inclusion in his/her personnel file.

Staff Member Signature: _____ Conference Date: _____

*The signature of the staff member does not necessarily indicate agreement with the evaluation, but rather that the evaluation conference has been held and that the staff member has received a copy of the written evaluation.

Evaluator Signature: _____ Conference Date: _____

Additional Comments Attached: ☐ Yes   ☐ No
Staff member comments must be received by the Director of Programs & Services within 10 working days.